

Thornford C of E Primary School Music Development Plan

C u r r i c u l u m m u s i c	Focusing	Developing	Establishing	Enhancing
	Music is delivered 'ad' hoc' and not in every year group. Some groups of students are unable to access the music curriculum. Progress over time is not measured or celebrated. There are limited resources for teaching.	Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from EYFS to Year 6. Students engage with schemes of work and build areas of musical interest and growing skill. Pupils with SEND can participate and engage in music-making. There is adequate space and resources for teaching, including class sets of tuned and untuned instruments.	The music curriculum is at least as ambitious as the National Curriculum and draws on insights from the model music curriculum. Curriculum sequencing is clear. Good progression is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. Pupils with SEND can participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all	Curriculum goes beyond the level of the National Curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills, and experiences.

			students, including music technology.	
--	--	--	---------------------------------------	--

C o- C ur ri cu la r	Focusing	Developing	Establishing	Enhancing
	Singing takes place infrequently and repertoire is not varied.	Singing and vocal work is frequent, varied and all students are engaged. All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In school musical events take place at least termly.	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.
	There are opportunities to perform for a small number of pupils. There may be barriers to participation.	The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as open evenings alongside in-school events. Students also perform to the wider community in local/regional events. In school musical events take place at least twice a term.	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.
	Facilitation of one to one and small group tuition is limited and inconsistent.	Musical skills and interests are extended through extra-curricular activities, such as the music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.	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.	Students can take leadership roles in musical opportunities.
	Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.			The school is actively involved in national, largescale events.

Leadership and Management	Focusing	Developing	Establishing	Enhancing
	A named subject lead is in post. Training for staff delivering music has limited impact.	A named, trained subject lead is in post. The subject lead is supported by a senior leader advocate in school, who understands the National Curriculum and is aware of the National Plan for Music Education. All staff delivering music receive annual training, addressing their CPD needs and has impact.	Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement. A named member of the governor board takes a special interest in subject provision, supporting strategic development and holding leaders to account. All staff receive annual training to maintain their confidence and build expertise.	There is a five-year strategic vision for music that is in line with the National Plan for Music Education. Staff deliver training beyond their own school setting, sharing expertise more widely.

Community and Partnerships	Focusing	Developing	Establishing	Enhancing
	Engagement with the Music Hub is inconsistent. Small scale performance takes place in the community, building on existing school links. Some parents and carers support music-making in the school by attending events.	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.	The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner. Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits. The views of pupils and parents have been considered when developing music provision.	The school is a leading school in the local community and with their Music Hub. There is a co-ordinated programme of community events, planned in partnership. Parents/carers and the wider community are actively involved in school music making.

Step 3 – Based on the judgements made above, set your school 3 areas to develop in the next academic year.

What do you want to change or develop?	Why do you want to change it? (Where are you now)	Where do you want to be and by when?	How will you get there? What are the steps you will take?	What will you need to do this? (Resources, guidance, time, etc)
Increase opportunities for children to develop composition skills progressively within lessons, ensuring creative and constructive aspects of music	To increase the amount of composition time.	Review what we do and implement by end of Summer Term 2026	Look carefully at current curriculum and composition opportunities already offered. Develop how to extend these across the Key Stages.	Planning time CPD on Composition
Develop performance opportunities for groups beyond school, such as community events or local festivals, to enhance children's confidence and sense of place within the wider community.	Explore the local opportunities available for performances to join and for groups to come in and demonstrate.	Review what we do and implement by end of Autumn Term 2026	Book local groups that will come in to demonstrate different styles of music. Seek to find out other opportunities for young musicians to join	Research time Funding to pay visiting groups
Invest in up-to-date music technology and software, ensuring all children have access to	Update the use of technology in the music curriculum being delivered.	Review what we do and implement by end of Autumn Term 2026	CPD from DMH for all staff Plan into the curriculum so that the skills are progressive from KS1 up.	CPD for music technology. Possible upgrading of existing technology

digital composition and production tools.				
---	--	--	--	--

