

Priestsc Primary and Nursery School - Music Development Plan 2026-27



Development plan published September 2026. Next review – September 2028

School Music Lead: Shelley Benson. SLT lead – Cathy Hewitt.

Local Music Hub – Nottinghamshire Inspire. Music partnership with Rock Steady School.

Curriculum:

Area	Current (audit)	Development plans/intentions	Timeline
Curriculum overview	Document links: Priestsc music rationale: https://primarysite-prod-sorted.s3.amazonaws.com/priestsc-primary/UploadedDocument/1a11c3e8-f5e3-421a-bdeb-5de8ed82f0f1/music-rationale.pdf Priestsc Music Curriculum intent, implementation and impact: https://primarysite-prod-sorted.s3.amazonaws.com/priestsc-primary/UploadedDocument/73b7e4d5-bd8e-4894-b656-0dcd20249977/music-intent-implementation-and-impact-statement.pdf Coverage of National Curriculum requirements Curriculum progression map for Music, https://primarysite-prod-sorted.s3.amazonaws.com/priestsc-primary/UploadedDocument/fde0e21d-af94-44e6-afef-5bbaba8686c9/music-curriculum-progression-map.pdf Strand progression summary: https://primarysite-prod-sorted.s3.amazonaws.com/priestsc-primary/UploadedDocument/f9b96ed6-1edb-488c-b5ad-1beff401b21f/strand-progression-document-music-final.pdf Summary of strengths: - The teaching of music is generally strong. Where staff are less confident, school has plans in place to ensure that all music lessons are taught by music experts. - All children have opportunities to engage in music, especially in singing and performing. This is through a variety of ways; music sessions, year group performances, extra-curricular activities (e.g. Voice Choice project, after school choir club, African drumming workshops), peripatetic music tuition and key stage singing assemblies from F1 to Year 6. - Where the subject matter becomes more complex the subject lead has been successful in finding ways to address this; eg Inspire Music delivered a term of music sessions in Y6 (23-24), Rock Steady music tuition company deliver music tuition to a number of pupils who expressed an interest in further developing their music skills. - Opportunities to perform to a wider range of audiences have developed over the last 2 years eg Rock steady performances to parents/carers, the choir performing at the Sutton-in-Ashfield Christmas Lights event and singing to local residents in care homes, Nativity performances, end of year shows, learning cafes to families etc - The New Model Music Curriculum Charanga Scheme is being followed throughout the school. - Monitoring, including staff voice, indicate that a simple assessment of music is in place. However, some staff still require support to understand some of the more complex statements in order to assess pupil outcomes. - Subject lead has an accurate and knowledgeable understanding of strengths and next steps in music at Priestsc, as indicated through her presentation to governors (July 26). The subject lead is passionate and knowledgeable about music. She proactively promotes music. - Monitoring shows that enjoyment in music is high. Pupils engage well in sessions. - Knowledge of composers and musical periods is developing through whole school composer of the month. More contemporary composers and musicians were more readily recalled and discussed in pupil voice. - CPD is impacting positively on staff knowledge and confidence in the teaching of music.		

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Curriculum coverage	- The New Model Music Curriculum Charanga Scheme is in place and being followed. This ensures that knowledge and skills are being taught progressively and is in line with the Priestsic Music Progression Map. By key stage music is taught in: - EYFS for up to 40 mins weekly, taught by class teachers - KS1 Year 1 - weekly for up to an hour by Year 1 staff. Year 2 – weekly minimum of 1 hour taught by in school music expert. - KS2 for up to 1 hour per week, taught by KS2 staff.	- Further opportunities for composition through expert team teaching, coaching and guidance. - Music experts to support delivery of music where teacher confidence and knowledge is not developed.	As and when needed over the academic year.
Singing	- EYFS-Daily Whole Class singing – lead by teachers, accompanied by backing tracks or without backing tracks. . Daily singing opportunities weaved into daily routines. - KS1 and KS2 Whole Class singing – lead by teachers, accompanied by backing tracks or without backing tracks. Formative assessment on-going. Summative assessment carried out termly. Daily singing opportunities weaved into daily routines. - Extra-curricular opportunities - Choir (open to Years 4, 5 and 6) – led by Karen Murray. Weekly rehearsals, termly performances in the community. - EYFS and KS1 – Christmas production – led by class teachers - Year 6 School production and end of year assembly – led by Year 6 staff - Year group termly Learning Cafes include opportunities for performing to an audience.	More opportunities for singing in parts, in rounds and in harmonies identified in lesson drop-ins as next steps.	Spring 2027
Instrumental music	- Instruments used in lessons include; tuned and untuned instruments such as percussion, boomwackers, glockenspiels, recorder and ukuleles. - Rock Steady Band Music tuition takes place weekly. Currently 25 pupils signed up (including 2 x bursary places), 39 pupils having accessed instrument tuition in total from the start in Jan 2024. Termly performance to parents, carers and a year group.	Pupils to further develop their competence in playing a range of tuned and untuned instruments in KS2 in order that they are confident to compose ensemble pieces.	Spring 2027
Technology	- The school has ipads and which are equipped with APPs such as blob opera, Chromelab and Garageband. - Music technology is used in KS2 for composition.	- Ensure ipads are updated with relevant music APPs - Ensure that technology is timetabled in KS2 during appropriate schemes of work	Termly.

Extra-Curricular and Co-Curricular Music

Area	Current (audit)	Development plans/intentions	Timeline
Singing	- Choir (open to Years 4, 5 and 6) – led by Karen Murray. Weekly rehearsals, termly performances. - EYFS and KS1 – Christmas production – led by class teachers. - Year 6 School production – led by Year 6 staff.		
Musical events and opportunities	- EYFS and KS1 Nativity/Christmas performances. - Voice Choice Project – KS2 (Yr 5) performed at Sutton Centre Academy. - Year 6 end of year production on stage in school. - Choir – led by Karen Murray. - Live pantomime performances links. - Learning café singing/performance to parents/carers. - Yr 6 watch linked secondary school live performances. - Visits from musicians to enhance the curriculum e.g. African drumming, drumming experience with Status Quo band member.	More opportunities for pupils to experience live music.	Spring 2027
Other extra-curricular opportunities	- Choir – KS2 – ran by TA. - Ukulele – KS2 – Teacher (non-specialist) - Voice Choice Project – Yr 5 – Lead by Voice Choice team (outside agencies)	Explore further opportunities for extra curricular music to take place.	Spring 2027
Tuition	- Inspire Music Hub visit for 1 term per year, focused in upper KS2. - Rock Steady Band tuition takes place weekly, with termly performances to parents/carers and different year groups.	- Continue to work with Rock Steady tuition company, promoting the opportunity to learn an instrument and play as a band. - Explore opportunities offered by Inspire Music for academic year 24-25.	2026-27
Performances	- KS2 choir sing to care homes, Sutton Market place, parents, Christmas fair, assemblies. - EYFS and KS1 Nativity/Christmas performances. - Voice Choice Project – KS2 (yr 5) performed at Sutton Centre Academy. - F2 and Year 6 end of year production on stage in school. - Year group learning cafes – singing and performing to parents/carers.	Subject lead to explore further opportunities for performances for pupils to watch.	Spring 2026

Leadership

Area	Current (Audit)	Development plans/Intentions	Timeline
Governing body	- Link governors for music are in place. - SB, Music subject lead, presented around the music curriculum to the Governing Body July 24.		
Senior Leadership Team	- SLT are supportive and provide coaching and challenge to the subject lead. - Curriculum lead meets termly with subject lead to review music SEF and provide a 'critical friend' to the music subject lead.	Music to be one of the spotlight subjects on SIP for 26-27 in terms of subject expertise.	Summer 2027
Subject leadership, CPD and monitoring	- Subject lead is given time to develop and monitor music.. - CPD opportunities for the subject lead are facilitated so that their knowledge, skills and expertise are up to date. - Monitoring of music takes places regularly at different points in the year through learning walks, work scrutiny, pupil and staff voice. - Training needs are identified through pupil and staff voice. Training needs are met through Inspire CPD, Charanga video clips and staff meetings, sharing of help guides.	DB, music expert, to assist SB in developing music, knowledge and skills across school. DB and SB to be utilised as an expert teachers to provide support in lessons, coaching and co-teaching.	Autumn/Spring 2026/27

Partnerships

Area	Current (audit)	Development plans/Intentions	Timeline
Partnerships with schools	- Participation in local networks e.g. primary music hub, inspire music. - Network of local primary schools, established 23-24, to support subject leadership. These have supported the music lead to gain networking links, ideas and CPD support to feed back to own school. - Close links with New Cross Church established for Harvest festival, Christmas and Easter celebrations, music being a strong part of the experiences/celebrations/ assemblies.	- Subject lead to further develop links with other music leaders in local schools. - Subject lead to continue to attend Music Hub network meetings termly in order to ensure that school is kept abreast of all national and local music developments.	July 2027
Partnership or relationship with local music service or Music Education Hub	School is part of the East Midlands Music Hub (Inspire Music). Inspire enhance the music offer in school providing CPD to non-specialist staff and by providing music sessions for 1 year group per academic year.	- Further opportunities for Inspire to deliver whole class musical instrument tuition, specifically to upper KS2 in order to support staff confidence and knowledge. - Explore more opportunities for Inspire to deliver CPD sessions around music theory and composition to non-specialist staff.	July 2027
Cultural partners for music	- Close links with New Cross Church established for Harvest festival, Christmas and Easter celebrations, music being a strong part of the experiences/celebrations/ assemblies. - We have worked with the Voice Choice Project which is funded through the Arts Council and a small donation from school. They bring musical talent and expertise to support children in creating their own masterpieces fit for a professional performance on Sutton Academy stage alongside professional opera singers.	Continue with these partnerships next year.	2026-27

Accommodation and resources

Area	Current (audit)	Development Plans/Intentions	Timeline
Spaces for Music	• Space for music is limited. The school is on a small site but has a large number of pupils. • The school has one hall which has a multiple of uses throughout the day; PE, assemblies, lunch, performances, rehearsals etc therefore music lessons are delivered in classrooms. • After school music provision takes place in classrooms or the hall. • Rock Steady music tuition takes place in a pastoral space where space is very limited. • Storage of curriculum resources is limited.		
Resources available for Music	• Kapow scheme • BBC Ten Pieces • Youtube rhythm clips • Garageband app • Chromelab app • ipads • Resources – keyboards, glockenspiels, percussion instruments, boomwackers, recorders, ukuleles, guitars, untuned instruments • African drumming experience – F2 • Voice Choice Project team – Yr 5	• Subject leader to explore further opportunities to engage pupils in instrument playing – liaise with Inspire Music Hub e.g. African drums.	Dec 2026

Inclusion

Area	Current (audit)	Development plans/Intentions	Timeline
Overview	- The curriculum is made accessible for all learners, including those with SEND through use of resources, TA or outcome. - Further adaptations to ensure that all learners including SEND and EAL learners can fully participate in music to be further explored. - Music is utilised in other subjects to enhance the curriculum offer; French songs are sung in French sessions, songs are sung in maths, science, history and geography to support the learning and retention of facts. - Data analysis and observations indicate that a positive number of pupils with SEND have participated in activities such as the Voice Choice project and attend choir.	SIP 1.2 to ensure that subject specific learning is accessible, appropriate and adapted for all pupils, including SEND and EAL pupils (SIP 24-25)	By July 2025
Special Educational Needs and Disabilities	- Pupils with SEND are assessed through observation in lessons through formative assessment. Lessons are adapted so that all pupils can engage in music making. Adaptions include; through adult support, task design and outcomes. - Pupils access Music Therapy as part of their pastoral package (provided by outside providers).	SIP 1.2 to ensure that subject specific learning is accessible, appropriate and adapted for all pupils, including SEND and EAL pupils (SIP 24-25)	By July 2025

Progression

Area	Current (audit)	Development Plans/Intentions	Timeline
Progression opportunities	- Whole school progression documents for each strand of music in place. - Dialogue with feeder and destination schools take place through Voice Choice Project. - Older pupils are given the opportunity to experience live performances at local secondary schools.		
Pupil tracking	- Pupil voice activities are used to track eg instrument playing outside of school, engagement in in-school music activities and subject lead feeds back findings to SLT. - Subject lead monitors uptake of tuition and analyses alongside Rock Steady company. - Participation lists of pupils engaging in musical school events take place e.g. choir, voice choice, ukulele afterschool clubs are analysed by the music subject lead.		
Strategy development	Subject lead to consider future alignment of school's progression documents/strategy to the Hub's. Compare and update as needed.		
Assessment	Assessment points are in place. Summative assessment takes place termly. Music subject lead uses the assessments and their monitoring activities to further her understanding of current strengths and next steps for music.		

See Priestsic Music Action Plan 26-27 for subject leader's objectives and actions.