School Music Development Plan Template PRIMARY

INTRODUCTION

In June 2022 the Department for Education published its new National Plan for Music Education. This builds on the original 2011 plan *'responding to the change of the past 11 years and recognising that more needs to be done to support teachers, leaders, schools, trusts and Hubs to deliver the best for children and young people'.* There is an updated vision: *'To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests, including professionally'.*

One of the key new features is that all schools should write **'a Music Development Plan that captures the curricular and co-curricular offer and set outs how it will be funded'** by September 2023**.**

This template provides Wiltshire Schools with a starting point for creating their own School Music Development Plan. While some schools may wish to use the template in its current format, others may want to lift sections into their own planning documents / templates. In many ways, the format is not important – it's the content and prompt questions within the template that are key. We hope that this template can be used as a flexible and adaptable planning tool. Feel free to change it to suit your needs.

This template is in two parts:

Part A – Self Evaluation

Part B – Development Plan (created from actions identified within the self-evaluation)

Name of School:	Kiwi Primary	**Music Cluster:**	Tidworth	**Trust:**	
DfE Number:	865/2159	**No. on roll:**	229	**Date completed:**	6/10/26
Completed by:	M Davies				

PART A – SELF-EVALUATION

Notes on completing this self-evaluation:

- The statements in **bold** relate to things that schools MUST do. Those not in bold, relate to things that schools SHOULD do.
- Red font indicates that a particular statement relates to one of the 7 features of a high-quality music education set out in the National Plan for Music Education.
- Use the right-hand column to RAG rate your school provision for each of the statements in the left-hand column.
- Use the yellow shaded section to record actions needed to improve the RAG rating for each section. (You do not need to write actions for every statement.)

SECTION 1 – CURRICULUM	**RAG rating**
1.1 There is a scheme of work / curriculum plan in place for music.	
1.2 The scheme of work / curriculum plan is clear about what should be taught in each Year Group and thought has been given to sequencing of skills / progression map.	
1.3 Use of the curriculum plan above is monitored.	
1.4 Music is taught by a subject specialist OR by classroom teachers who feel confident in teaching music.	
1.5 Music is taught for an hour per week for both KS1 and 2. National Plan Key Feature.	
1.6 There is a system in place, and being used effectively, to assess and track pupil progress in curriculum music.	
1.7 Our school is addressing the following key aims of the national curriculum for music:	
• **All pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.**	
• **All pupils learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence**	
• **All pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**	
Actions Needed to Improve RAG Rating:	

1.4 Adaptations to scheme is enabling teachers to feel more confident but more CPD is needed, especially for some teachers who have little experience. Music Lead has done some teaching cross phase to support this
1.5 Singing assembly takes place alternate weeks where listening and singing takes place as a whole school for 15 minutes. KS2 class teachers are teaching music for 45 minutes weekly but in KS1 this is taught alternate terms. Difficult to increase this due to timetabling constraints
1.6 Early stages of using tracking in music. Staff training will form part of general CPD for the year
1.7 Our curriculum is embedded. We are now using Sparkyard for our curriculum and developing the listening of the works of a range of great composers and musicians through our assembly music. Currently, our main focus is glockenspiel playing as funding has meant Ukelele was no longer viable.

SECTION 2 – STRATEGY & LEADERSHIP	**RAG rating**
2.1 Music is linked /embedded appropriately to the School Development / Improvement Plan.	
2.2 There is an allocated budget available for music and a plan for spending it.	
2.3 External funds for music are sourced when possible, including through GSW hub	
2.4 There is a Music Subject Lead in place who clearly understands their leadership responsibilities and is given sufficient time for subject leadership.	
2.5 The Music Subject Lead has a clear written role description.	
2.6 Staff teaching music are appropriately skilled and knowledgeable.	
2.7 Staff who deliver music in school are regularly observed and provided with feedback (including peripatetic teachers*).	
2.8 CPD is provided for staff delivering music in school.	
2.9 The school has adequate and appropriate music resources, including musical instruments, to meet the ambitions of the curriculum.	
2.10 The school has adequate and appropriate spaces for teaching music, including the storage of musical instruments.	
2.11 There is an assigned Governor with responsibility for music AND / OR the Governing Body monitors music effectively.	
2.12 Music contributes to or supports other areas of the curriculum (e.g. phonics, literacy, numeracy, languages etc.).	

2.13 Pupils are given opportunities to voice their views on music in school and their feedback is acted upon.	
2.14 There are arrangements in place to share information relating to music with other schools at the point of transition, and in particular, instrumental tuition.	
Actions Needed to Improve RAG Rating: Develop links with our many feeder secondary schools to collaborate more in relation to music in Upper KS2 Allocate staff meeting time to upskill staff in delivery of music We now have a space for a music room and storage of resources but this space needs to be utilised. Music lead regularly attends hub music team meetings and shares ideas with other staff. Songs are used across curriculum but this could be developed further	

** Schools are responsible for the activity and provision they allow to take place in their schools. Whilst Wiltshire Music Connect doesn't currently observe Associates' work, Associates working in schools should, in principle, be willing to have their teaching or project leading observed by a suitably qualified member of school staff (or designated representative) provided that adequate advance notice and parameters are defined. Please refer to Musicians Union Guidance here.*

SECTION 3 – FIRST ACCESS (Whole Class Instrumental Tuition)	**RAG rating**
3.1 First Access tuition is offered to pupils for a minimum of one term during their time at the school.	
3.2 Thought has been given to why children have First Access at this particular point in time, how it fits with the curriculum plan, and why particular instruments have been chosen.	
3.3 The school has access to appropriate musical instruments in order to deliver First Access effectively.	
3.4 The First Access provision is fully inclusive and barriers have been removed for Disadvantaged Learners, PP and SEND children.	
3.5 There is a system in place for encouraging and monitoring progression from First Access to further instrumental learning.	
3.6 The school accesses appropriate support from Wiltshire Music Connect for First Access.	
Actions Needed to Improve RAG Rating:	

Until September 2024, Year 4 then Year 3/4 were having weekly First Access lessons on ukulele provided through Wiltshire Music Connect. Due to budget restrictions this had to stop. Within the school, we do have sufficient skills to enable us to teach recorder and glockenspiel to classes but this still needs further development

SECTION 4 – SINGING	**RAG rating**
4.1 All children regularly have opportunities to sing above and beyond curriculum music (e.g. assemblies, collective worship, playground singing, lining-up or tidying-up songs etc.)	
4.2 There is a member of staff who can confidently lead singing activities with thought given to technique and progression of vocal skills.	
4.3 A wide range of repertoire and singing resources are in use to reflect the needs and interests of the pupils.	
Actions Needed to Improve RAG Rating:	

SECTION 5 – INSTRUMENTAL & VOCAL TUITION	**RAG rating**
5.1 Children can access instrumental/vocal tuition in a *range* of instruments in school. National Plan Key Feature.	
5.2 Instrumental / vocal tuition is delivered by Wiltshire Music Connect Associates (quality assured).	
5.3 Instrumental / vocal tuition is planned effectively into the school day so that children don't always miss the same lessons.	
5.4 Monitoring of the percentage of NOR accessing tuition takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.	
5.5 There are appropriate spaces available for instrumental / tuition. National Plan Key Feature.	

5.6 Pupils have access to instruments for their instrumental lessons either through school or Wiltshire Music Connect's Instrument Hire Scheme.	
5.7 Pupils who need it access financial support with the cost of instrumental / vocal tuition (either from the school itself, or through Wiltshire Music Connect, or both).	

Actions Needed to Improve RAG Rating:

Ukulele was offered but the teacher stopped due to poor uptake. Music lead to send questionnaire to parents about music tuition to guage whether other instruments would have a greater uptake.

SECTION 6 – CLUBS, GROUPS & ENSEMBLES	**RAG rating**
6.1 Children can access at least one choir / singing club / singing group at school. National Plan Key Feature.	
6.2 Children can access at least one instrumental club / group / ensemble at school. National Plan Key Feature.	
6.3 The repertoire used in the clubs, groups and ensembles above reflects the needs and interests of pupils and is diverse.	
6.4 Monitoring of the percentage of NOR accessing clubs, groups and ensembles takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.	
6.5 Consideration is given to the timetabling of the clubs, groups and ensembles above to avoid clashes and support good engagement.	

Actions Needed to Improve RAG Rating:

6.4 / 6.5 Our clubs offer is evolving. Clubs have been available but uptake is low. Questionnaire going out October 2026 to find out parent views.
Club uptake is monitored but specific groups are not targeted for attendance

SECTION 7 – INCLUSION / EDI	**RAG rating**

7.1 Our school has systems in place to ensure that Disadvantaged Learners, PP and SEND children access the music provision appropriately and equitably.	
7.2 Our school has systems in place to ensure that children from diverse backgrounds access the music provision appropriately and equitably.	
7.3 The music curriculum, and repertoire within it, is regularly reviewed to ensure that it is diverse, relevant, and inclusive.	
7.4 Thought is given to the content of music displays to ensure that they are inclusive and diverse.	
7.5 Music is used to support the SEMH needs of pupils.	
7.6 Gifted and talented pupils are appropriately supported and signposted to progression opportunities.	
Actions Needed to Improve RAG Rating: Music is developing at Kiwi. Music has now developed within our Drakes class so they have their own class music lessons regularly. As a school we are focusing on ensuring our disadvantaged learners are able to access the whole curriculum	

SECTION 8 – TECHNOLOGY / DIGITAL	**RAG rating**
8.1 There are appropriate music technology resources in place to support both the music curriculum and music enrichment.	
8.2 Staff are appropriately skilled and confident in using technology to support the music curriculum and music enrichment.	
8.3 The school is able to access outside expertise to support with music technology when needed.	
Actions Needed to Improve RAG Rating: Music lead to facilitate supporting staff with use of music technology (music lead has a degree in music and music technology). We have some access to outside support but more research is needed to ensure we are aware of all that is available to us.	

SECTION 9 – OPPORTUNITIES TO PERFORM & SEE LIVE PERFORMANCE	RAG rating
9.1 There is a termly opportunity for children to take part in a music performance in / through school e.g. assemblies, concerts. National Plan Key Feature.	
9.2 Performance opportunities are available for all children (e.g. whole classes), not just those involved in clubs, groups and ensembles.	
9.3 Monitoring of the percentage of NOR accessing performance opportunities takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.	
9.4 Children have an opportunity to see a live music performance (either in person or online) at least once per year. National Plan Key Feature.	
9.5 When selecting music enrichment opportunities (including trips, visits, performances) consideration is given to the quality.	
9.6 Thought is given to the diversity and variety of performance opportunities available to children.	
Actions Needed to Improve RAG Rating: Plan in more regular opportunities to see performances from visiting ensembles. We have had some visit but getting out to see others is difficult. Links through music hub to local Military Bands	

SECTION 10 – COMMUNICATIONS	RAG rating
10.1 The school website contains information about the music curriculum and the wider music opportunities available to pupils.	
10.2 Parents and carers are provided with information about the wider music opportunities available to their children.	
10.3 Regular updates on music in the school are provided through ongoing communication channels (e.g. newsletters, social media.)	
Actions Needed to Improve RAG Rating: 10.1 music curriculum is on the website but limited information is published about wider music opportunities although those offered to the school via Wiltshire Music connect are shared with parents via email.	

SECTION 11 - LINKS WITH WIDER COMMUNITY	RAG rating
11.1 The school participates in the local music cluster.	
11.2 The school takes part in the local music cluster collaborative project each year, or an alternative project / activity that enables collaboration across schools.	
11.3 Children are provided with opportunities to work with external music facilitators / performers.	
11.4 The school contributes music performances / music activity to community events.	
11.5 The school receives news and updates from Wiltshire Music Connect (either through the fortnightly email bulletin, or through Right Choice.)	

Actions Needed to Improve RAG Rating:

11.3 / 11.3 we have had visiting facilitators and performers visit but these are not planned on a rota basis. We have participated in community events but this needs to develop further

PART B – DEVELOPMENT PLAN

	ACTIONS (lifted from Part A above)	Staff involved	Timescale	Resources and support needed	Support available from Wiltshire Music Connect	Review / Comment / Complete Date
1. CURRICULUM	CPD through PDMs or available courses to support staff confidence in teaching music	MD / Music hub	Summer term 2027	PDM time CPD sessions from music hub	Hub area lead alerts music lead of CPD sessions available	
	Staff training on assessment of music and development of music online learning journeys	MD / school staff	Summer 2027	PDM time		
2. STRATEGY & LEADERSHIP	Develop links with our many feeder secondary schools to collaborate more in relation to music in Upper KS2	MD Upper KS2 staff	Summer term 2027	Contact information for music leads	Contact details of secondary music teachers	
	Allocate PDM meeting time to upskill staff in delivery of music	MD / Music hub	Summer term 2027	PDM time		
	Develop designated music room space for teaching music	MD	January 2027	Time to move instruments		
3. FIRST ACCESS	Develop school curriculum to ensure instruments which are available (glockenspiel / recorder) can be taught but class teacher or music lead to a whole class.	MD Class teachers	Summer term 2027	Time to adjust curriculum		

4. SINGING	No current actions needed					
5. INSTRUMENTAL & VOCAL TUITION	Music lead to send questionnaire to parents to identify instruments parents / pupils would like tuition offered for	MD Parents				
6. CLUBS, GROUPS & ENSEMBLES	Questionnaire to parents to identify views on extra-curricular activities offered	MD parents	October 26	Questionnaire		
7. INCLUSION / EDI	Develop music displays in new music room	MD Teaching staff	January 27	Display materials		
	Ensure adaptations for music are identified on planning and support staff to develop this	MD Teaching staff	Spring 27	Sparkyard curriculum Planning templates		
8. TECHNOLOGY	Develop use of iPads within music curriculum (chrome music lab / garage band), potentially developing own unit of work for this	MD	Spring 27	Time to develop curriculum opportunities		
9. OPPORTUNITIES TO PERFORM & SEE PERFORMANCE	Identify local links through music hub for visiting performances	MD	Spring 27	Hub meetings Army music contacts	List of possible performers being created collaboratively through music leads	
10. COMMUNICATIONS	Develop music area of school website to include links to local music opportunities	MD	Summer 2027			

11. *LINKS WITH THE WIDER COMMUNITY*	*No current additional actions needed*					