

# SCHOOL MUSIC DEVELOPMENT PLAN

**SCHOOL NAME:** Sutton Primary Academy

**COMPLETED BY:** Miss O Sheppard **DATE:** 2024 - 2025

This template supports the DfE vision set out in the refreshed [National Plan for Music Education 2022](#) for all schools to have a published School Music Development Plan by September 2023.

It is intended to support School Leaders and Music Curriculum Leads to build upon their music offer and track improvements for music in their school.

**The template is optional. If you have a plan, you do not need to do another one.**

It will enable schools to evaluate their current music provision in the 3 focus areas identified within the National Plan for Music Education and to consider where these areas can be improved or developed.

The resulting Action Plan should be a “live” document to be reviewed and adapted **termly**.



## Focus area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded
Curriculum	<p>Music is delivered ‘ad hoc’ and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>
Further Evaluation Detail	<p>The school’s music page can be found here <a href="https://sutton.hmfa.org.uk/curriculum/music/">https://sutton.hmfa.org.uk/curriculum/music/</a></p> <ul style="list-style-type: none"> <li>• Music Express used throughout the school in all classes. Lessons are taught weekly and are adapted for pupils with additional needs.</li> <li>• Curriculum builds upon skills from previous years and is in line with the Model Music Curriculum.</li> <li>• Instruments are of a large variety and of a great quality and quantity.</li> <li>• Pupils engage in whole-class percussive instrument sessions, using Music Express curriculum.</li> <li>• iPads in school have Garage band and Launchpad.</li> <li>• All pupils engage in performance opportunities at least once a term: Christmas shows / Spring Showcase / Class assemblies.</li> <li>• KS2 Choir ran weekly for the whole school year. Pupils develop an awareness of their voice, how to properly warm up and sing with correct technique.</li> <li>• Choir pupils regularly take part in performance opportunities outside of school – Young Voices every two years, G4 Christmas Concert at Hereford Cathedral, School performances at Hereford Cathedral, fundraising at local supermarkets and Voces8.</li> <li>• Teachers use adaptive teaching to ensure all pupils access music lessons.</li> </ul> <p>All music lessons follow the Music Express Primary Music Curriculum which is in line with the Model Music Curriculum 2021.</p>			

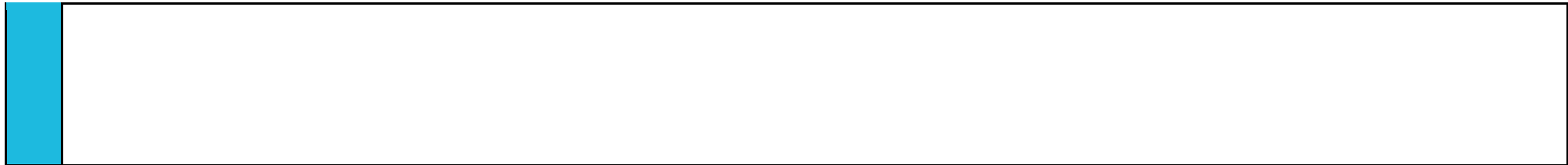
## Action Plan: Curriculum (complete as many as applicable)

Area	Set your school some actions here		Review date	Status
Curriculum	1	Continue to develop music CPD for staff, through co-teaching / modelling of lessons and through accessing high quality external training.	August 2025	In progress
	2	Continue to develop consistent recording and assessing opportunities using technology.	August 2025	In progress
	3	Continue to deliver high-quality music lessons throughout the school – improve the understanding of the elements of music and music terminology across the curriculum	August 2025	In progress
	4	Investigate additional technology apps to be added to iPads, following on from meeting with Mrs C Carter-Wall.	August 2025	In progress
	5			Click for option

## Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
Instrumental and Vocal Lessons and Ensembles	<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>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.</p> <p>The school facilitates one to one and group tuition through Encore Enterprises. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>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.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>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.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully</p>

			<p>programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>
Further Evaluation Detail	<p>Music is a highly valued subject at Sutton. Musical experiences are delivered in a number of ways at Sutton Primary Academy:</p> <ul style="list-style-type: none"> <li>• Explicit music lessons</li> <li>• Wider opportunity music lessons – recorders in whole class teaching.</li> <li>• External instrument lessons – Encore linked teachers for Piano, Flute, Clarinet and Recorder</li> <li>• Musical productions – KS1 Christmas Show, KS2 Christmas Show, Year 6 show at the Courtyard Theatre</li> <li>• External singing opportunities – Young Voices, Voces8, Laura Wright Workshops and performances, G4 at Hereford Cathedral</li> <li>• Weekly singing in Key Stage assemblies</li> <li>• Visits and visitors – Music on the Move concert</li> <li>• Musical events – Summer Showcase</li> <li>• After school clubs – Composition and songwriting club</li> <li>• Weekly singing opportunities – KS2 Choir</li> <li>• Children are exposed to a range of genres and musicians – focus genre picked for each half term, tracked to ensure children experience a wide range of music.</li> </ul>			



### Action Plan: Instrumental and Vocal Lessons and Ensembles (complete as many as applicable)

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	Investigate developing a long-term singing strategy, ensuring progression for all pupils	August 2025	In progress
	2	Develop opportunities for pupils to develop leadership roles in musical opportunities – E.g. ‘Music Ambassadors’ or ‘Singing Stars’ to support in singing assemblies / singing on the playground	August 2025	In progress
	3	Investigate developing a KS1 choir opportunity.	August 2025	In progress
	4	Embed ‘Musician of the month’, using a six-year rolling plan	August 2025	In progress
	5	Investigate the prospect of broadening musical instrument experiences, e.g. fundraising for Steel Band Music Club or whole-class instrument teaching in multiple classes.	August 2025	In progress

### Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p>Engagement with Encore Enterprises and the Herefordshire and Worcestershire Music Education Hub is limited.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from Encore Enterprises and the Herefordshire and Worcestershire Music Education Hub (such as Music on the Move or singing events) and signposts opportunities for students.</p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting Encore Enterprises and the Herefordshire and Worcestershire Music Education hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music ecosystem and actively encourages students to join Encore's Ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making.</p> <p>The school has established connections with the next stages of musical education so that progression routes can be signposted meaningfully</p>
Further Evaluation Detail	<p>Sutton has been an Encore Music School for two years and utilises them to their full potential. This year, we worked alongside Encore to:</p> <ul style="list-style-type: none"> <li>• Sing with G4 at The Hereford Cathedral with our KS2 choir</li> <li>• Participate in the Voces8 programme – Staff CPD workshops, children’s workshops with Voces8 and two performance opportunities</li> <li>• Workshops with Laura Wright (Y4/5/6 Choir)</li> <li>• Music on the Move visit (whole school)</li> <li>• Staff CPD (music leadership and Ofsted Deep Dive)</li> <li>• Support for extra-curricular music opportunities</li> </ul> <p>At Sutton, we value our partnership with the local community and continue to involve them in musical opportunities:</p> <ul style="list-style-type: none"> <li>• Singing at the village coffee morning (KS2 choir)</li> </ul>			

- Working with Governors on the Christmas Show
- Performing in supermarkets to fundraise
- Engaging on community charity projects (St Michael's Hospice music video)

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- Musical productions – KS1 Christmas Show, KS2 Christmas Show, Year 6 show at the Courtyard Theatre
- External singing opportunities – Young Voices, Voces8, Laura Wright Workshops and performances, G4 at Hereford Cathedral
- Weekly singing in Key Stage assemblies
- Visits and visitors – Music on the Move concert
- Musical events – Summer Showcase
- After school clubs – Composition and songwriting club
- Weekly singing opportunities – KS2 Choir
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### Action Plan: Musical Events and Opportunities (complete as many as applicable)

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Develop opportunities where there is a co-ordinated programme of community events, including volunteering opportunities.	August 2025	In progress
	2	Develop opportunities where parents/carers and the wider community are actively involved in school music making.	August 2025	In progress
	3	Investigate the prospect of working with a local High School to provide music workshops (Link with Encore High School)	August 2025	In progress
	4			Click for option
	5			Click for option

Area	Detail
<p>What <b>Budget and/or Resources</b> do you need to achieve your action plan?</p>	<p><b>Budget:</b> Continue to fundraise for instruments e.g. Steel drums</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Music Express CPD delivered by OS if staff feel it would support them</li> <li>• OS to discuss CPD opportunities with Encore Hereford</li> <li>• KS1 Choir – AW (Class 2 teacher)</li> </ul>
<p>What <b>CPD</b> might be required to achieve your action plan?</p> <p><i>(What CPD does Encore provide? Can the music lead provide CPD? Are there other external training partners?)</i></p>	<p>Music Express training (OS)</p> <p>Music terminology training (CPD)</p> <p>Singing long-term strategy planning (OS to meet with JL/SW from Encore)</p>
<p>What <b>Partnerships</b> will you put in place to achieve your action plan?</p> <p><i>(e.g. arts and cultural professionals and organisations, local area music hub)</i></p>	<p>Maintain partnership with Encore</p> <p>Look at reaching out to local Encore High School e.g. Weobley</p> <p>Look at partnership with Kingsland Primary School to investigate Steel Drums</p>



**Supporting Documents:** This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.

## Appendix 1 – Useful Resources for Teachers

### Useful Resources for Schools

**Encore Enterprises** – part of the new, combined Herefordshire and Worcestershire Music Education Hub

[Home | Encore Enterprises \(encore-enterprises.com\)](http://encore-enterprises.com)

**Classroom 200** – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login>

**BBC 10 Pieces** – High quality resources for Primary and Secondary schools

[www.bbc.co.uk/tenpieces](http://www.bbc.co.uk/tenpieces)

**Sing Up** – Vocal resources for your school (annual membership required)

[www.singup.org](http://www.singup.org)

**Charanga** – Digital music teaching resource (annual membership required, discount for those schools delivering their own Whole Class Ensemble Tuition) [Encore Enterprises CIC \(Herefordshire\) \(herefordshirecharanga.com\)](http://encore-enterprises-cic-herefordshire.com)

**Out of the Ark** – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.

[www.outoftheark.co.uk](http://www.outoftheark.co.uk)

**Sparkyard** – an online resource with all of Out of the Ark songbooks, as well as a curriculum resource. Herefordshire schools receive a 30% discount when signing up through Encore [Start Your Free Trial Now! | Sparkyard](#)

**TES Collection** – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2

[www.tes.com/articles/tes-collection-music-top-20](http://www.tes.com/articles/tes-collection-music-top-20)

**Music Express** – An online resource for EYFS and Primary teachers. Herefordshire schools receive a 25% discount when signing up through Encore  
<https://subscriptions.collins.co.uk>

**Musical Futures** – A wide collection of resources to help deliver music in the classroom  
[www.musicalfutures.org](http://www.musicalfutures.org)

**Garage Band** – Apple's leading digital music-making tool  
[www.apple.com/mac/garageband](http://www.apple.com/mac/garageband)

**Music Mark** – The National Association for Music Education  
[www.musicmark.org.uk](http://www.musicmark.org.uk)

**The Incorporated Society of Musicians (ISM)** – Professional body for musicians and subject association for music  
[www.ism.org](http://www.ism.org)

**Musical Contexts** – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. [www.musicalcontexts.co.uk](http://www.musicalcontexts.co.uk)