



CHAPEL ALLERTON PRIMARY SCHOOL

MUSIC DEVELOPMENT PLAN 2025/26

Headteacher: Nicholas Sykes

Music Lead Teacher: Sophie Clarkson

OUR VISION FOR MUSIC



At Chapel Allerton Primary School we want all our children to recognise and understand that music is for everybody, whether it's in the form of learning an instrument, performing songs from memory or being able to articulate what they think or feel about a piece of music. We want to children to experience an eclectic range of live and recorded music, explore creativity through instruments, singing and composition and link this to our schools Growth Mindset ethos of challenge, resilience and self-reflection.

Our Music provision is planned and adapted so all pupils can join in and enjoy music lessons at Chapel Allerton Primary.

Our Music curriculum ensures children sing, listen, play, perform and evaluate. It is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances, the learning of instruments and the joining of musical ensembles. The interrelated dimensions of music are taught in classroom lessons, supported by the music scheme Sing Up! All children during their time at CAPS have the opportunity to learn djembe and recorder delivered by a specialist Art Forms musician. The children will learn a range of songs from different genres and cultures. Our Music curriculum develops an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.

SELF ASSESSMENT

1 – Not yet in place	2 - Emerging	3 - Established	4 - Embedded
<i>Prioritise for support and development</i>	<i>Further development and support required. Not yet sure of impact on outcomes</i>	<i>Effective in producing good outcomes. Some ongoing support may be required to maintain or further improve provision</i>	<i>Highly effective in producing excellent outcomes</i>

Category	Description	Tick	Comments
Curriculum Music			
Timetabling	1 - Not all classes receive a regular music lesson each week	<input type="checkbox"/>	Children receive regular music lessons through the Sing Up music scheme- this scheme follows a 2 year cycle of teaching.
	2 - Music lessons are scheduled but not always delivered regularly	<input type="checkbox"/>	Each year group will receive specialist music teaching of either djembe or recorder in 6 week blocks. Year 4 will receive specialist recorder teaching for the whole year.
	3 - There are weekly timetabled curriculum music lessons in all years	<input type="checkbox"/>	Music assemblies at 30 minutes and take place on Wednesday afternoons.

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	4 - There are weekly timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)	<input checked="" type="checkbox"/>	Opportunities such as choir, Rocksteady, musical guests and other musical opportunities take place throughout the year.
Curriculum design	1 - Musical activity takes place in some or all classes but not tied to a formal school-wide curriculum	<input type="checkbox"/>	The introduction of the Sing Up music scheme has supported staff gain a clear understanding of progression within music.
	2 - There is a whole school curriculum in place for music but progression over the years is not clear or well understood	<input type="checkbox"/>	
	3 - There is a whole school curriculum in place for music which covers all parts of the National Curriculum. It is clear how each year builds on the previous years and lays a foundation for what the children will learn next	<input checked="" type="checkbox"/>	
	4 - There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Teaching staff are aware of how their year fits into the bigger picture. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	<input type="checkbox"/>	
Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress	<input type="checkbox"/>	Assessment trackers have been introduced this year linking to the Sing Up scheme.
	2 - Some assessment and recording of progress is taking place in some classes. Quality of verbal feedback in lessons varies widely and further support is needed	<input type="checkbox"/>	
	3 - Assessment and progress is documented in all year groups and verbal feedback in lessons is of good quality	<input checked="" type="checkbox"/>	

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	4 - Progress is clearly recorded using a variety of methods and ML works closely with class teachers to monitor and support quality of feedback in lessons. There are opportunities for pupils to self and peer assess their work planned into lessons	<input type="checkbox"/>	
Quality of teaching	1 - The teachers delivering music are mostly lacking confidence and expertise in the subject	<input type="checkbox"/>	Sing Up CPD training from Artforms has been delivered to all teachers November 2024. Music leader regularly monitors to assess whether further CPD is required.
	2 - Music teaching is of a mixed standard, there is still a need for further CPD and support	<input type="checkbox"/>	
	3 - Music teaching is mostly or all good quality throughout school	<input checked="" type="checkbox"/>	
	4 - Music teaching is consistently good quality and is regularly monitored and supported. Staff who deliver music have access to good quality CPD	<input type="checkbox"/>	
EYFS music	1 - It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	<input type="checkbox"/>	SAA workshop. Regular music opportunities.
	2 - Music is regularly planned in to EYFS though some CPD and support would still be beneficial	<input type="checkbox"/>	
	3 - Music teaching and singing leading is of good quality in EYFS. Regular lessons include appropriate songs and activities and the children clearly make progress	<input type="checkbox"/>	

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	4 - Music is an integral and essential daily part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress	<input checked="" type="checkbox"/>	
Whole class instrumental provision			
Whole class	1 - No whole class instrumental provision is currently in place	<input type="checkbox"/>	Year 4 take part in recorder lessons which are delivered by a specialist Artforms musician for the whole academic year.
	2 - Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	<input type="checkbox"/>	
	3 - Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others	<input checked="" type="checkbox"/>	2025/2026- plans to further embed progression of recorder knowledge and opportunities to revisit previous learning in Upper Key Stage delivered by class teacher.
	4 - Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good. Some children choose to carry on with that instrument (or a related instrument) at the end of the year in whole class follow on or small group lessons	<input type="checkbox"/>	KS1 will have a half term block of djembe teaching. KS2 will have a half term block of recorder teaching.
Singing			
School / KS / Year group singing	1 - Children rarely or never sing together as part of a larger group	<input type="checkbox"/>	Whole school CPD- November 2024 led by artforms. Sophie Clarkson to lead singing assemblies for 30 minutes every Wednesday.
	2 - Children sing together occasionally at some points during the year (e.g. Christmas, Harvest)	<input type="checkbox"/>	
	3 - Children sing together all or most weeks as part of a singing assembly or similar	<input checked="" type="checkbox"/>	

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	4 - Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing	<input type="checkbox"/>	
Choirs	1 - There are currently no school choirs taking place regularly	<input type="checkbox"/>	KS2 choir set up and ran by Sophie Clarkson
	2 - A school choir forms for special occasions only (e.g. Christmas, Young Voices)	<input type="checkbox"/>	
	3 - There is at least one school choir which meets regularly led by a skilled teacher	<input checked="" type="checkbox"/>	
	4 - There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	<input type="checkbox"/>	
Performing	1 - Children rarely or never get the opportunity to perform music	<input type="checkbox"/>	Action plan moving forward to include more opportunities for pupils to perform.
	2 - Children in school perform to others on an occasional basis, at least once per year	<input type="checkbox"/>	Currently all children take part in at least 2 opportunities a year to perform to large audiences.
	3 - All children take part in musical performances within school on a regular basis to a variety of audiences	<input checked="" type="checkbox"/>	The choir sing in the local community regularly.

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	4 - All children in school take part in musical performances at least once per term to a variety of audiences both within school and in the wider community / other schools.	<input type="checkbox"/>	
Instrumental and vocal lessons			
Tuition	1 - There are currently no opportunities for children to learn to play an instrument in school	<input type="checkbox"/>	<p>Peripatetic music opportunities.</p> <ul style="list-style-type: none"> • Music for schools- private lessons paid for by parents delivered in the school day • Rocksteady (10 free spaces for disadvantaged pupils) • After school club for available for EYFS and KS1.
	2 - Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	<input type="checkbox"/>	
	3 - Children have the opportunity to learn to play an instrument in two or more musical families (e.g. woodwind and guitar) There is a healthy uptake each year of students wanting to learn to play	<input checked="" type="checkbox"/>	
	4 - There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision	<input type="checkbox"/>	
Whole class follow on	1 - There is currently no whole class instrumental teaching taking place in school	<input type="checkbox"/>	Recorder sets will be passed into each year group, children will always be able to have access to their own personal recorder as they move through school.
	2 - There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	<input type="checkbox"/>	
	3 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished	<input checked="" type="checkbox"/>	

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	4 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this, progressing on to small group lessons	<input type="checkbox"/>	
Ensembles	1 - There are currently no instrumental ensembles in school	<input type="checkbox"/>	<ul style="list-style-type: none"> • Rocksteady • Mrs Jakes music for schools • Choir
	2 - Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups	<input type="checkbox"/>	
	3 - There is a school ensemble which allows some children to play together regularly in a group	<input checked="" type="checkbox"/>	
	4 - Any child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate	<input type="checkbox"/>	
Inclusion			
Inclusion	1 - There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability and there are limited opportunities to experience the music of different cultures	<input type="checkbox"/>	<ul style="list-style-type: none"> • Recorders funded by PSA to allow each pupil to own their own recorder set • Rocksteady (10 free spaces for disadvantaged pupils) • Adaptive teaching to ensure all pupils enjoy and join in with music lessons
	2 - There is some provision in curriculum music lessons for children with additional needs or disabilities. Occasional opportunities to experience music from different cultures and traditions	<input type="checkbox"/>	
	3 - School applies for LMEP bursaries or finds other ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with varying needs and abilities. Pupils have opportunities to listen to and engage with music from different cultures and traditions	<input checked="" type="checkbox"/>	

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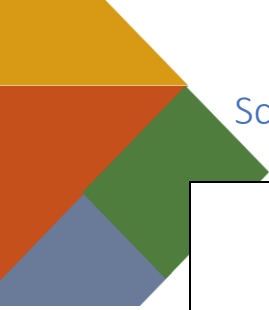
	<p>4 - All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras</p>	<input type="checkbox"/>	
Wider involvement			
Hub participation	<p>1 - The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music</p>	<input type="checkbox"/>	<p>Termly music performances from outside providers recommended by Artforms with a range of different genres.</p>
	<p>2 - The school engages with the Music Hub, ArtForms or other partner with occasional participation in local events</p>	<input type="checkbox"/>	
	<p>3 - There is a good level of engagement with the Music Hub / ArtForms and Music Connect with annual participation in local events</p>	<input checked="" type="checkbox"/>	

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	4 - The school has strong partnerships with the local Music Hub, ArtForms, Music Connect and/or other organisations with regular participation in multiple local events and concerts	<input type="checkbox"/>	
Leadership and CPD	1 - School has a named Music Lead but ML has little capacity to manage their subject area. There is little understanding of or support for music from school Leadership or governing body. There is little capacity within school for the music lead or other staff to engage with music CPD	<input type="checkbox"/>	<p>Developing knowledge through Music Network training opportunities.</p> <p>Whole school Artforms CPD.</p> <p>Artforms lessons are CPD for staff.</p>
	2 - ML has some capacity to manage the subject area but doesn't have the flexibility to be able to monitor the delivery of the curriculum across school. School leadership and Governors have some understanding of the place of Music in the curriculum. Music lead has occasional opportunities to access CPD but this doesn't get passed on to the wider staff team.	<input type="checkbox"/>	
	3 - ML has a good knowledge of the subject area and is given sufficient time to oversee the delivery of music across the school. School leaders and Governors recognise the value of music and all that it contributes to the cultural life of the school. Music Lead regularly accesses specialist CPD and has opportunities to pass this on to other staff in school	<input checked="" type="checkbox"/>	

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	4 - ML has a thorough knowledge of the subject and supports the delivery of music in school through CPD, observations and other means of staff support. School leadership and Governors ensure that music is at the heart of the school's day to day life. Music Lead and other staff in school access CPD in music. Music Lead has a good understanding of where gaps lie in staff knowledge and works to address those over time	<input type="checkbox"/>	
Links with other schools	1 - There are currently no musical links with other schools	<input checked="" type="checkbox"/>	Currently exploring links with high schools in the local area.
	2 - Occasional links are made with other local schools for musical events or activities	<input type="checkbox"/>	
	3 - Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared. There are some transition arrangements in music with the local secondary schools	<input type="checkbox"/>	
	4 - Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	<input type="checkbox"/>	
Live music	1 - There are currently no opportunities for children to experience and enjoy live music	<input type="checkbox"/>	Termly music performances from outside providers recommended by Artforms with a range of different genres.
	2 - There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	<input type="checkbox"/>	

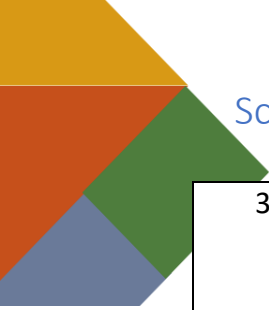


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	3 - All children have opportunity to experience live music over the course of the school year.	<input checked="" type="checkbox"/>	
	4 - All children have the opportunity to experience live music from a range of musicians which reflects the diversity of music in our world. Live music is integrated into the school's curriculum with wider opportunities to explore the genres	<input type="checkbox"/>	

KEY AREAS FOR DEVELOPMENT: TARGET SETTING

Key areas for development				
Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Links to other schools	Exploring links with local high schools. Subject leader to contact schools about potential partnership opportunities.	Spring 1	
2.	Musical performances (children to perform to a range of audiences)	Whole school performance opportunities identified and put in the diary. End of half term performances during singing assembly time. Year 4 recorder showcase end of year.	Autumn 2	



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3.	Choir	Consistent choir sessions across the year with the intention of performing to a range of audiences regularly (Christmas light switch on, local care homes etc)	Spring 1	
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