

Our Lady & St Bede



MUSIC

School Development Plan 2025/26



Bishop Hogarth Catholic Education

Trust

School music development plan

This development plan has been created in line with the DfE's '[School music development plan: summary template](#)'. Schools can use this template to ensure that integral features of its music curriculum are met to help pupils receive a varied and enriching musical education, both inside and outside of the classroom. Schools are expected to publish a summary of the music development plan on their website for staff and pupils to read and understand.

This development plan considers the seven key features of high-quality music provision, as laid out in the national plan for music education:

- Timetabled curriculum music of at least one hour each week of the school year for KS1 to KS3.
- Access to lessons across a range of instruments, including singing.
- A school choir or vocal ensemble.
- A school ensemble, band or group.
- Space for rehearsals and individual practice.
- A termly school performance.
- Opportunities to enjoy live music performances, at least once a year.

Our Lady & St Bede Catholic Academy

Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2025-2026
Date this development plan was published	June 2025
Date this development plan will be reviewed	June 2026
Name of the school music lead	Paul Walker <i>Director of Performing Arts</i>
Name of school leadership team member with responsibility for music	Alison Ammor <i>Assistant Headteacher (Link Lead for Performing Arts)</i>
Name of local music hub	Tees Valley Music Service
Name of other music education organisations	
Vision and Overall Objectives	
<p>Our Lady & St Bede's music department is a thriving, inclusive and safe environment that provides a creative outlet for pupils' development. Our entire curriculum and extra-curricular offer has being designed to inspire all pupils; they will explore a range of musical genres across a curriculum that embraces the most up-to-date changes in the industry. Pupils will have the opportunities to learn instruments, perform in school ensembles and contribute to a number of music and performing arts events we run throughout the year.</p> <p>Our vision is to give every child the platform to progress and thrive musically and to inspire in them the same love of music that our dedicated staff do.</p>	

"The music department is an alternate universe where pupils are often unrecognisable from who they are outside of it. The shy become **confident**; the agitated become **calm**; the lonely become **included**; the quiet become **heard**; and the lost become **found**.

Music reveals the real child."

Vaughan Fleishchfresser [2022]

Core Components

List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school.

- One hour of curriculum music per week at Key Stage 3 – this is a change to the curriculum for this academic year from being 1-hour p/fortnight for 2024/25
- The opportunity to study Music at Key Stage 4. Five hours p/fortnight in KS4.
- A rigorous curriculum, designed around musical progression, inclusivity and diversity.
- Optional individual or small group instrumental/vocal tuition available to all students through Tees Valley Music Service. Some pupils are eligible for funding (PP/SEN and other students are funded through Music Dept. budget)
- A rich extra-curricular programme with equal opportunities
- A programme of regular performance opportunities including liturgies, concerts and shows.
- Development of music as part of whole-school liturgies and spiritual development
- Two dedicated Music teachers delivering the curriculum, along with one non-specialist teacher
- Two dedicated Music classrooms (each fitted with 17 iMac computers), one practice room for tuition.
- Collaboration and partnerships within the Trust.
- Whole school singing at End of Year Mass and Christmas events.
- Freelance tutor in place teaching Piano, Guitar, Drums, Bass.
- 34 students are currently taking instrumental/vocal lessons in school.

Part A: Curriculum music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
<p><i>Has the music curriculum been adjusted to make it more accessible for pupils with specific needs, e.g. SEND?</i></p> <p>To ensure the Music curriculum is accessible to all students, including those with specific needs, including SEND and EAL.</p>	<p>The curriculum and related resources are reviewed annually by Music staff. Here is the KS3 curriculum. The curriculum is accessible for all.</p> <p>Adapt teaching methods: Use a variety of teaching techniques, such as visual aids, hands-on activities, and technology to cater to different learning styles.</p> <p>Break down tasks: Present learning objectives in smaller, more manageable steps.</p> <p>Provide multiple means of expression: Allow students to showcase their understanding in different ways, such as through performance, composing, or written reflection.</p> <p>The curriculum and related resources are reviewed annually by Music staff.</p> <p>Literacy is a priority for our school and we have keywords and definitions at the start of each booklet with tier 3 vocabulary and definitions to encourage all students to use them.</p>	<p>All students are able to access the curriculum.</p>	<p>P Walker</p>	<p>Ongoing</p>
<p><i>Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?</i></p>	<p>All students study Music for one hour per week throughout Key Stage 3</p> <p>All students have the opportunity to continue to study Music at Key Stage 4. Those who do opt for Music receive 5 hours per fortnight of curriculum time.</p>	<p>All students have the opportunity to study Music at Key Stage 3 and Key Stage 4 as part of a broad and balanced curriculum</p>	<p>SLT HOD – P Walker</p>	<p>Ongoing</p>

To ensure all students have the opportunity to study Music at Key Stages 3 and 4.	KS3 allocation is back to the recommended 1 hour p/week (as per the Model Music Curriculum) after being 1 hour p/fortnight for the last academic year.			
<p><i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i></p> <p>To ensure students make musical progression in line with government and exam board expectations.</p>	The Music curriculum at Key Stage 3 is informed by the Model Music Curriculum, ensuring students are performing in line with government expectations. We use many of the suggested repertoire. We have also planned our content in line with Eduqas GCSE Music, ensuring much of the knowledge needed to succeed in KS4 have been addressed at KS3.	Students are fully prepared for musical learning beyond the classroom, as well as being prepared for GCSE level work.	P Walker	Ongoing
<p><i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i></p> <p>To ensure students have the opportunity for practical musicianship, including singing and playing an instrument, during curriculum lessons.</p>	<p>Students explore a range of instruments during curriculum time, including ukulele and keyboard, with keyboard being the primary focus for musical progression. Each keyboard is being used through Garageband, so work can also be recorded and built upon each week. This is a new addition to the department (half way through 2023/24) and so we are still exploring the various ways technology can be integrated into our curriculum.</p> <p>We aim for every lesson to include either singing or instrumental practice outside of written assessment and evaluation lessons.</p>	<p>All students develop their practical and general musicianship, both as soloists and ensemble performers, through singing and instrumental performance.</p> <p>All students finish Key Stage 3 with the skills to play the keyboard and sing, therefore ensuring they can access the Key Stage 4 Music curriculum should they wish to</p>	<p>P Walker</p> <p>E Conway</p>	Ongoing

<p><i>What partnerships support the school's music curriculum, e.g. a local music hub?</i></p> <p>To work in partnership with the local music hub and other arts organisations and individuals to support our Music curriculum.</p>	<p>Students access instrumental/vocal tuition through Tees Valley Music Service (TVMS) or through independent teachers contracted by the school. Music staff work closely with tutors to ensure students meet the performance requirements for GCSE Music and ensure the development of the pupils.</p> <p>Our current staff are at capacity so we are looking to expand the provision this year.</p>	<p>All students have the opportunity to develop their skills through an external provider.</p>	<p>P Walker TVMS</p>	<p>Ongoing</p>
<p><i>What qualifications and awards can pupils' study for and achieve during the academic year?</i></p> <p>To ensure students are entered for appropriate qualifications that are the most suitable and accessible for them.</p>	<p>We have chosen to teach GCSE Music (Eduqas) at KS4 as it is the best fit for our pupils. Pupils who are receiving private tuition can work towards grades in Rockschoo, ABRSM or another exam board approved by the HoD.</p>	<p>Students will experience success through studying these courses and are given more practical opportunities to perform in front of an audience.</p>	<p>P Walker</p>	<p>Ongoing</p>

Part B: Extra-curricular music

<p>Development Priority <i>(questions to consider when identifying priorities)</i></p>	<p>Action Implementation Strategies</p>	<p>Outcomes</p>	<p>Responsibility and costs</p>	<p>Date/ timescale</p>
<p>What music tuition offered outside of what is taught in lesson time?</p>	<p>Our Lady & St Bede will continue to use freelance musicians, contracted to the school, as the provider of high-quality, affordable instrumental/vocal tuition outside of curriculum time and we also have TVMS teaching piano, Strings and soon to be Woodwind.</p> <p>We are committed to ensuring students have access to as broad a range of instrumental lessons as possible, in order to cater for all students' interests and abilities. In</p>	<p>More students accessing private tuition. Numbers are being monitored as a focus for 2024/25.</p>	<p>SLT P Walker</p>	<p>Ongoing</p>

	<p>2024-25 we offer tuition across string, woodwind, drum kit, guitar, bass and will soon be offering voice and brass. Students will receive one-to-one or small group tuition, ensuring highly personalised learning.</p> <p>Currently, pupils are self-funded and there are a smaller number of pupils who have their lessons funded (PP/SEN) thought this is not all. There is no Trust approach to funding of lessons – some schools entirely pay for PP pupils, others have a budget given at the start of the year (Carmel: 7700. St John's: 10,000) that they can use how they see fit on instrumental lessons. There is currently no definitive plan in place at OLSB though we do have a number of pupils funded from various pots of money (PP / SEN / LAC).</p> <p>Extra-curricular clubs will offer full group opportunities to develop instrumental skills</p>			
What music ensembles can pupils join outside of lesson time?	<p>In the 2024-25 academic year, our music department will offer students the opportunity to participate in the following ensembles: Worship and Pop Choir, pit band (for events), drumming group, Y7-10 band (one for each year group) and a small chamber ensemble again used for events. We also offer the following drama and music clubs – Roald Dahl on Stage and end of year show.</p> <p>Participation in extra-curricular ensembles and opportunities to perform at in-school events will be offered free of charge and students are regularly signposted towards opportunities to join these ensembles by their Music teachers during curriculum lessons, through posters and on the year group teams.</p>	Numbers continue to be strong for extra-curricular clubs.	P Walker E Conway	Ongoing
Are pupils aware of how they can make progress in music outside of lesson time?	<p>The ensembles above that students can join to develop their skills outside of regular lessons.</p> <p>Opportunities for students to access private/small group tuition on an instrument or voice.</p>	More music practice outside of lesson time can only help and prepare students well for the curriculum content they learn in school. More practical music making outside	P Walker E Conway	Ongoing

	<p>Students have access to the one practice room and instruments outside of lesson times and know to ask a teacher if they want to book a room.</p> <p>Students are introduced to online tools such as YouTube tutorials, music theory apps and platforms like GarageBand or Muse Score to develop their skills independently.</p> <p>We communicate with students about their progress and suggest ways to improve outside of lessons (e.g., providing feedback, setting personal goals).</p> <p>Students are encouraged to set personal targets and, where suitable, are given strategies on how to practice effectively in lesson time and at home.</p>	of school will stand the students in good stead for the practical element of each unit.		
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	We work with our instrumental/vocal tutors to ensure students are offered the opportunity to work towards graded performance exams. These include ABRSM, Trinity and Rock School qualifications.	We hope to have an increasing number of students interested in completing additional music qualifications and hope this increases our students' chances of gaining university places as UCAS points are attached to these qualifications at Grade 6+	P Walker	Ongoing
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	<p>Where students do not already own or hire their own instruments, we will provide instruments/equipment for in-school music-making where appropriate, including keyboards, pianos, guitars, drum kits, ukuleles, boom whackers, microphones and amplifiers.</p> <p>TVMS offer instrumental hire at a reasonable cost.</p>	Access to instruments should not be a barrier to accessing musical tuition or extra-curricular opportunities	P Walker	Ongoing

	We are committed to maintaining and adding to our musical equipment through our departmental budget and through external funding sources, as we did last year.			
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	<p>We will provide a wide variety of extra-curricular music clubs, which are open to students from all year groups of any musical experience and are all free of charge.</p> <p>All students will have the opportunity to audition for our annual Summer Show.</p> <p>We will signpost students towards performance opportunities outside of school, such as those provided by TVMS and local/national arts organisations by use of displays, social media and communication through Teams.</p> <p>We will seek to apply for any funding available. We secured £1500 for guitars/bass guitars last year through UKUMSK Sound Foundation and will aim to do this again next year. (Funding is only available every two years)</p>	We will have more students accessing the extra-curricular opportunities available. There will be no financial barrier to these opportunities as they are all free of charge	P Walker	Ongoing
Where can pupils rehearse or practice individually or as part of a group?	We have one practice room that pupils can use. There is also the main music classroom (MU1) that the students can use at break and lunchtimes as well as after school by arrangement with the HoD.	Students can improve their skills through regular practice opportunities.	P Walker	Ongoing

Part C: Musical experiences

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What musical experiences are planned for the academic year?	<p>All students will be made aware of what instrumental tuition we have on offer at Our Lady & St Bede.</p> <p>All students will embrace the rich and diverse curriculum we offer in KS3 music lessons.</p>	We will maximise cultural capital for our students, with students experiencing a wide diversity of	Costs for educational visits (covered	Ongoing

	<p>All students are invited to participate in a wide range of extra-curricular clubs during lunchtimes and afterschool.</p> <p>All students will experience the opportunity to listen to and participate in music performance, especially singing, through collective worship and liturgies.</p> <p>There will be a range of events/workshops throughout the year that will be arranged in September, but we have our regular concerts & events:</p> <p>Care home visits – Christmas Carol Singing</p> <p>Advent Liturgy & Christmas Concert</p> <p>Stockton Sing (Trust event organised by P Walker)</p> <p>Easter Mass</p> <p>OLSB Live (June time)</p> <p>End of Year Summer Production</p> <p>Careers events – talks with professional musicians and people in the music industry. Links with Teesside university.</p> <p>Plans for more music concerts in 2025/26, depending on availability and “what's on”.</p>	<p>performance styles and genres.</p> <p>Students will gain valuable experience and opportunities to develop their own musicianship and ensemble skills, as well as building their confidence as performers by providing them with a range of audiences of different size and makeup.</p> <p>We will raise aspirations for our students musically, by exposing them to music in higher education and professional settings.</p>	<p>by department or PP funding)</p> <p>P Walker</p> <p>E Conway</p>	
How can pupils get involved with musical performances and concerts in and outside of the school?	<p>We will provide a wide variety of extra-curricular clubs for all students at Our Lady & St Bede. These students will then be invited to take part in the liturgies, concert and shows.</p> <p>Any soloist or small groups/bands will also be given the opportunity to perform at the concerts.</p> <p>Students will be signposted to the ensembles set up by the TVMS and shown how they can get involved in this outside of school.</p>	<p>There will be opportunities for students from a diverse range of musical backgrounds to perform throughout the school year, both inside and outside of school.</p>	<p>P Walker</p> <p>E Conway</p>	Ongoing
What charging fees are there for these musical experiences?	<p>The majority of our lessons are currently provided by J Collier at a rate of £15 p/lesson (approx. £180 p/term). Funding currently works on a case-by-case basis and, where pupils are subsidised, this is either half funded or fully funded.</p>	<p>There should be no financial barriers to students learning an instrument or attending</p>	<p>P Walker</p>	Ongoing

	<p>TVMS have a charging system which is paid over 11 months and works out just under £18 p/lesson (or cheaper for group lessons).</p> <p>Attendance at extra-curricular clubs and opportunities to perform at in-school events will be offered at no additional charge</p> <p>For musical opportunities and trips that involve an external provider and associated cost, Our lady & St Bede will do all it can to keep costs to a minimum including seeking support for PP/SEN pupils.</p>	extra-curricular opportunities.		
What does transition work look like with local secondary schools?	<p>P Walker to coordinate with TVMS to get list of pupils who are accessing music lessons in year 6 who will be coming up into year 7. Also, in the first week of September, lessons are advertised with year 7.</p> <p>Music will be well represented at our year 6 open evening ensuring prospective students and their parents/carers are aware of the musical opportunities at Our Lady & St Bede.</p> <p>Current year 5/6 to be invited to watch a matinee of the Summer Show to show them what is on offer at OLSB (this proved very popular last year, with many Y7s involved in our extra-curricular this year because "we saw the show!").</p> <p>'Stockton Sing' concert in March 2025 – this will be our third event and sees all of the feeder primaries in Stockton Trust schools come together to showcase their choirs. Each year we raise money for local charities.</p> <p>Liaise with primary schools to fully understand what musical experiences the students have had before coming to us in year 7, though this provision is still sporadic and part of a bigger issue that could be addressed long term.</p>	<p>We will have a better understanding of the musical experiences the students have had and therefore be able to tailor and tweak our curriculum to suit each cohort of year 7.</p>	P Walker	Ongoing

Part D: Improvements

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<u>What improvements can be made to the music curriculum?</u>	<p>To improve outcomes at KS3 – we will:</p> <ul style="list-style-type: none"> Continually review the curriculum content to make sure it is relevant and up to date. We will look at resources and update these when needed. Increase time spent on practical musicianship within curriculum lessons. <p>To improve outcomes at KS4 – we will:</p> <ul style="list-style-type: none"> Review the schemes of work currently being used to ensure students complete the course in a timely manner, as well as having adequate time to complete all internal and external units of work. Maintain high expectations for independent learning through regular homework tasks Ensure homework is meaningful and impactful in Years 10 and 11 	<p>Students should make more progress and achieve better outcomes at Key Stage 3 and 4.</p> <p>Students with an interest and engagement in Music may be more likely to opt for Music at KS4.</p> <p>Students will be more likely to study Music in higher education.</p>	<p>P Walker</p> <p>E Conway</p>	Ongoing
<u>What improvements can be made to extra-curricular music provision?</u>	<p>Continue to monitor who is accessing our extra-curricular through the spreadsheet. Encourage and target individuals to get more students signed up.</p> <p>Encourage more instrumentalists to play in school. Our issue at the minute with our current set up in the department is time.</p>	<p>The more students involved in extracurricular then the more diversity we will see at concerts/shows.</p> <p>Students will increase in confidence when given more</p>	P Walker	Ongoing

		opportunities to perform		
<u>What improvements can be made to external musical experiences?</u>	<p>Invite professional musicians, producers, or composers to run workshops, give talks, or provide mentorship. This can offer insight into real-world applications of music education.</p> <p>Experiences for full year groups will be explored.</p> <p>Partner with local music venues, such as the Globe, orchestras, Musinc, or music education programs to offer students additional learning experiences, workshops, or opportunities to perform publicly.</p>	Inspire pupils with exploring music as a legitimate career choice moving forward and into the wider industry.	P Walker	Ongoing