

## **Our Lady and St Thomas Catholic Primary**



### **Music Development Plan**



**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 and St Thomas Catholic Primary - Music Development Plan**

<b>General overview</b>	
<b>Details of music development plan</b>	<b>Information</b>
<b>Academic year that this development plan covers</b>	2025-26
<b>Date this development plan was published</b>	June 2025
<b>Date this development plan will be reviewed</b>	June 2026
<b>Name of the school music lead</b>	Miss Grace Egginton
<b>Name of school leadership team member with responsibility for music</b>	Mrs Ruth Veitch
<b>Name of local music hub</b>	Durham Music Service Service
<b>Name of other music education organisations</b>	Tapiola Piano Music School, Jack Drum Arts
<b>Vision and Overall Objectives</b>	
<p>At OLST we aim to provide all students with a high-quality music education which engages and inspires all children to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. OLST provides a rich, diverse, and progressive music curriculum for all children delivered through outstanding music teaching and leadership.</p> <p>Our musical journey starts from Reception through the ‘Little Fingers’ Programme and moves to the ‘Big Sing’ in KS1 where our youngest children have their first experience of performing at Ushaw College. We also work closely with Durham Music Service, where all pupils in KS2 have the opportunity to learn to play the violin or the piano.</p> <p>Durham Music Service regularly play concerts for us showcasing a variety of instruments to the children including woodwind and brass as well as ‘Rock’ performances to inspire children. We celebrate all things musical in the Summer with our famous OLST FEST and a performance from Durham Brass.</p>	

We are also proud to be part of the Durham Cathedral Outreach Choral Programme learning to sing as a choir a variety of choral pieces across the year and performing in front of an audience at the prestigious Durham Cathedral.

Each class has a musical experience as we are passionate that every child should have the opportunity to play a musical instrument and participate in performances both in and out of school to showcase our children and make our school a leader in music education within the local community and beyond.

At OLST:

- Pupils develop an ability to listen to, and appreciate a wide variety of music, including different styles, periods and cultures
- Explore and express ideas and feelings about music, in a variety of ways
- Active involvement in creating and developing musical ideas using voice and instruments
- Enjoy a sense of group identity and togetherness through composing, rehearsing and performing music with others to an audience
- Learn to develop self-discipline and creativity, aesthetic sensitivity and fulfilment through music
- Experience and develop an enjoyment of music which will sustain through their lives

## Core Components

### Weekly Lessons

- 45 minutes- 1 Hour per Week: Each class receives a dedicated session for a music lesson music lesson, ensuring consistency and progression.
- Classroom Instrumental Teaching: Focused on a range of instruments, introducing students to practical music-making.
- Additional Weekly Hymn Practice: Supplementary sessions for all children to develop their vocal and choral abilities.

### Progression and Development

- Structured Skill Progression: Gradual development of musical skills from EYFS-Y6, moving from basic rhythm and notation to more advanced instrumental and vocal techniques.
- Each child learns how to play an instrument in year 3 with developments to bring this lower into KS1
- Private Violin and Piano Lessons: Opportunities outside of class for individual skill growth through private tutoring.

### Small Group & 1-to-1 Teaching

- Specialist Instrumental Instruction: Small group or 1-on-1 lessons (e.g., piano, violin) provided by Durham Music Hub specialists to enhance individual students' skills.

### **External Music Organisations & Visiting Music Teachers**

- Links with External Organisations: Partnerships with local music organisations to enrich the curriculum (e.g., Durham Music Service, Durham Cathedral Outreach Choral Programme, Durham Brass etc.).

- Visiting Music Teachers: Termly external specialist and/or KS4 input to support a wide range of instruments and singing.

### **Inclusion and Engagement**

- Curriculum: Tailored to ensure that mixed-aged groups receive full exposure of the curriculum that is suitable for all children.

- Pupil Premium Engagement: Ensuring that Pupil Premium students are fully supported with access to extracurricular music opportunities, including funding and subsidising cost for private lessons and group performances.

### **Whole School Singing & Choir**

- Whole School Singing Assemblies: Weekly hymn practice and inclusion of singing in assemblies to foster collective singing, confidence, and performance.

- Choirs & Instrumental Ensembles: School-based ensembles for choral and instrumental group learning, with a focus on collaborative performance.

### **Performance Opportunities**

- Regular Performances: School events, assemblies, and concerts offer frequent platforms for students to perform both solo and in groups and showcase their learning with external providers and private tuition.

Community Engagement: Performances linked with external events, such as the Durham Cathedral Outreach Celebration, giving children broader exposure.

### **CPD & Succession Planning**

- Ongoing CPD: Continuous professional development for staff to ensure teaching remains high quality and up to date with musical education trends. Teachers can access via Charanga CPD.

- Succession Planning: Training and preparing future music leaders within the staff to sustain long-term music provision.

### **Funding and Staffing**

- Sufficient Staffing: Adequate staffing (class teachers, teaching assistants) to cover both curricular music lessons and extracurricular provisions.

- Securing Funding: Active pursuit of funding sources to support instruments, visiting teachers, transportation and external partnerships.

### **Part A: Curriculum music**

<b>Development Priority</b>	<b>Action Implementation Strategies</b>	<b>Outcomes</b>	<b>Responsibility &amp; Costs</b>	<b>Date/ timescale</b>
<b>Adapt our long-term planning to meet the needs of our mixed age year groups.</b>	<ul style="list-style-type: none"> <li>High-quality Charanga curriculum adjusted to achieve bi-yearly rolling curriculum to ensure pupils are accessing a range of musical skills and are exposed to a variety of genres.</li> <li>Teachers are able to adjust modules taught based on pupil engagement and interests both externally and internally.</li> <li>Charanga scheme 'Anyone Can Play' is available to teachers, should they feel the resources are not accessible to the needs of children in their class. However, modules and lessons are designed so all children can participate.</li> </ul>	<p>Increased love for music and awareness of other musical genres</p> <p>High-quality music curriculum supports pupil creativity and attainment of musical skills and understanding</p> <p>Awareness of key vocabulary and meaning, as well as the implementation of music on history and PSHE</p>	<p>All teachers use the Charanga resources</p> <p>Music lead to ensure the resources are suited and accessible to all pupils</p>	<b>Ongoing</b>
<b>Raise the profile of the Music Curriculum and ensure it is being taught effectively</b>	<ul style="list-style-type: none"> <li>Curriculum consists of blocks of six lessons (1 hour each) with applicable challenge lessons to extend musical units</li> </ul>	Development of key musical skills, use of	Music lead runs weekly hymn practice	<b>Ongoing</b>

across school through monitoring activities.	<ul style="list-style-type: none"> <li>Weekly hymn practice is complete with all pupil's year 1 – 6 for 30 minutes</li> </ul>	<p>instruments and key musical vocabulary</p> <p>Increased pupil confidence of vocals and harmonies</p>	<p>Music lead to monitor use of Charanga scheme to ensure curriculum is meeting national requirements</p>	
<p>Ensure our music curriculum is high-quality and introduce elements of the model music curriculum to our Charanga units.</p>	<p>In line with the National Curriculum, we ensure that knowledge and skills are developed sequentially throughout the school. At Our Lady and St Thomas Catholic Primary School, we have implemented the Charanga Scheme to provide high-quality music lessons year-round, covering one unit per half-term.</p> <p>Music is taught as a dedicated lesson, typically lasting 45 minutes. Our lessons combine weekly sessions with focused music days and whole-school hymn practice.</p> <p>We adopt a holistic approach to music education, integrating the following key areas to create engaging and enriching learning experiences:</p> <ul style="list-style-type: none"> <li>- Performing</li> <li>- Listening</li> <li>- Composing</li> <li>- The history of music</li> <li>- The interrelated dimensions of music</li> </ul> <p>Each unit interweaves these areas within cross-curricular topics that spark students' imaginations and encourage enthusiastic exploration of music. Kapow offers a participatory and inclusive classroom approach to music learning.</p> <p>Throughout the program, students actively engage in developing their singing voices, using body percussion and whole-body actions, and effectively handling classroom instruments to create and express both their own and others' music.</p>	<p>Sequential Skill Development: By following a structured curriculum (Charanga) aligned with the National Curriculum, students build their musical knowledge and skills progressively, ensuring a solid foundation for future learning.</p> <p>Engagement Through Holistic Learning: The integration of performing, listening, composing, and music history creates a rich, engaging learning environment that sparks students' creativity and enthusiasm for music.</p> <p>Active Participation and Expression: Students actively participate in music-making through singing, body percussion, and instrument play, allowing them to express themselves and develop</p>	<p>Class teachers: To use Charanga resources, ensuring that the curriculum is followed and adapted to meet the needs of all students.</p> <p>Music lead: oversees the music curriculum, ensuring it aligns with the National Curriculum and works alongside other subjects.</p> <p>School Leadership: SLT to support the program by providing resources, professional development, and a vision for music education within the school</p>	Ongoing

	<p>Through a variety of whole-class, group, and individual activities, students explore sounds, listen attentively, compose, and perform. During music lessons, they learn music-specific vocabulary in a meaningful context. The elements of music are integrated into lessons, allowing students to discuss music using its language and understand how it is created, played, appreciated, and analysed. They will learn to recognize and name the interrelated dimensions of music—pitch, duration, tempo, timbre, structure, texture, and dynamics—and use these elements expressively in their improvisations and compositions.</p> <p>Students are provided with opportunities to apply their skills and collaborate through composition projects.</p>	<p>confidence in their musical abilities.</p> <p>Enhanced Musical Vocabulary and Understanding: The program emphasizes music-specific vocabulary, enabling students to discuss and analyse music effectively, deepening their understanding of musical concepts and elements.</p> <p>Collaboration and Creativity: Opportunities for group activities and composition projects foster teamwork and collaboration, encouraging students to apply their skills creatively and work together to create music.</p>		
<p><b>Provide pupils with opportunities to learn to sing or play an instrument during lesson times.</b></p>	<ul style="list-style-type: none"> <li>• Each Charanga unit includes singing and exploring different areas of the music curriculum with instrumentation. This is part of most lessons, building up skills for pupils to create and respond to music with increased independence</li> <li>• Whole school opportunities to sing in weekly hymn practice sessions</li> <li>• After school choir run during Summer term</li> <li>• Year 3 all play violin, taught by a violin specialist, in Autumn term. This is part of their music unit.</li> </ul>	<p>Wider awareness of vocal and instrumental skills, including playing as an ensemble</p> <p>Vocal skills on a whole-school level (ie canons)</p> <p>Opportunities for pupils to develop their musical</p>	<p>Class teachers facilitate weekly music lessons</p> <p>Music lead facilitates weekly hymn practice and after school choir club</p> <p>External violinist specialist facilitates class lessons and specialist lessons for</p>	<p><b>Ongoing</b></p> <p><b>Whole-class violin lessons in Autumn term</b></p>



		<p>abilities outside of the classroom</p> <p>All pupils given the opportunity to learn a complex instrument, with the option to continue this as a specialist post year 3</p>	<p>pupils who wish to develop their skills</p> <p>Violin specialist/violin equipment</p>	
<p><b>Continue to establish strong partnership with our local music hubs and organisations.</b></p>	<ul style="list-style-type: none"> <li>• Durham Music Hub: We collaborate with our local music hub, which provides access to specialist teachers (including violinists and pianist), workshops, and resources. This partnership allows us to offer a wider range of musical experiences, including instrument lessons and performance opportunities.</li> <li>• Local secondary school (St. John's): We have recently created a like to invite local, youth musicians and artists to conduct performances to our children. These sessions not only expose students to various musical styles but also inspire them through real-world examples of music in practice.</li> <li>• Local music organisations (Little Fingers, Durham Brass, Durham Cathedral Outreach Choral Programme): We work with organizations that specialise in music education and performance. These partnerships provide structured curricula and teaching resources that ensure high-quality music instruction whilst sharing specialist opportunities for pupils to engage in.</li> <li>• Durham Gala and other theatre providers: collaborating with local theatres and community centres allows us to organize performances and concerts. This gives students the chance to showcase their skills and experience the excitement of live music.</li> <li>• Parent and Community Engagement (supported by Durham Gala and Durham Music Hub): We encourage</li> </ul>	<p>Enhanced Musical Skills: Students develop proficiency in instruments and vocals through specialized instruction and workshops with local musicians.</p> <p>Increased Engagement and Confidence: Exposure to diverse musical experiences fosters enthusiasm and builds confidence through performance opportunities.</p> <p>Community and Collaboration: Partnerships strengthen connections with parents and the community, promoting teamwork and support for students' musical journeys.</p> <p>Holistic Development: Music education</p>	<p>School Leadership and Music Coordinator: They oversee and implement partnerships with organizations like the Durham Music Hub, ensuring alignment with the music curriculum and organizing workshops and performances.</p> <p>Class Teachers: They integrate experiences from local musicians and artists into lessons, reinforcing students' learning and engagement with music.</p> <p>Community Engagement: Parents and community</p>	<p><b>Ongoing</b></p> <p><b>Lots of external workshops completed during the summer</b></p>

	parents and community members to participate in music events and activities, fostering a supportive environment for students to explore their musical interests. We have direct links to the Gala and Durham Music Hub to provide parents with special offers and promotions to encourage the arts outside of school	supports social, emotional, and cognitive growth, instilling a lifelong appreciation for music.	members actively participate in music events, fostering a supportive environment and enhancing student involvement in the arts.	
Part B: Extra-curricular music				
Development Priority	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Provide outside of lesson music tuition for pupils to develop their musical skills and ensemble opportunities and use PP monies to support the vulnerable and disadvantaged access this.	<p>Music Tuition Offered Outside of Lesson Time:</p> <ul style="list-style-type: none"> <li>Private Instrument Lessons: Students can access additional one-on-one lessons with specialist teachers for various instruments, such as piano and violin.</li> <li>Workshops and Masterclasses: The school collaborates with local music organisations to offer workshops and masterclasses led by professional musicians, allowing students to deepen their skills and learn new techniques.</li> </ul> <p>Music Ensembles Available Outside of Lesson Time</p> <ul style="list-style-type: none"> <li>School Choir: Students can join the school choir, where they can develop their vocal skills and participate in performances.</li> <li>Community Music Groups: Opportunities to join local youth orchestras (through our Durham Music Hub) or bands that perform in the community, enhancing their musical experience and exposure.</li> </ul>	<p>Small group, focused skill set</p> <p>Increased confidence and ability in specific instrumentation (including vocals)</p>	<p>Violin Specialist</p> <p>Piano Specialist</p> <p>Music lead facilitates afterschool choir</p>	<p>Specialist lessons conducted weekly</p> <p>Choir afterschool club in Summer term</p>

<p><b>Provide opportunities for pupils to self-reflect on their progress during music and widen experiences with musical participation.</b></p>	<p>Pupils are aware through:</p> <ul style="list-style-type: none"> <li>• Private Instrument Lessons: Students are informed about the availability of private lessons with specialist teachers, which can help them enhance their skills on specific instruments. This is reminded each year and funding is used to support FSM children who may struggle with funds.</li> <li>• Workshops and Masterclasses: The school communicates opportunities for students to attend workshops and masterclasses led by professional musicians, highlighting how these experiences can contribute to their growth and understanding of music.</li> <li>• Participation in Ensembles: Information about joining ensembles, such as the school choir and instrumental groups, emphasizes how collaboration and performance opportunities can further their musical progress.</li> </ul>	<p>Improved Instrumental Skills: Private lessons with specialist teachers help pupils enhance their abilities, with financial support for FSM students.</p> <p>Professional Growth Opportunities: Workshops and masterclasses provide pupils with exposure to professional musicians and advanced techniques.</p> <p>Teamwork and Performance: Participation in ensembles fosters collaboration and boosts pupils' musical progress through group performances.</p>	<p>Music Lead Oversees the organisation and promotion of private lessons, workshops, and ensembles.</p> <p>External providers specialist instruction in private lessons and lead workshops or masterclasses</p> <p>SLT Ensures funding and resources are available, particularly for FSM students, and supports overall music program development.</p>	<p><b>Ongoing</b></p>
<p><b>Provide information and opportunities for pupils to expand their skills and knowledge with information about awards and exams in their chosen instrument.</b></p>	<ul style="list-style-type: none"> <li>• Music Exams: Students are made aware of opportunities to take graded music exams through recognized boards like ABRSM or Trinity College London, which assess their proficiency on instruments or voice and provide formal recognition of their skills.</li> <li>• Certificates for Workshops: Participation in workshops and masterclasses organized by the school or local music hub often comes with certificates, allowing students to showcase their commitment to music education.</li> <li>• Local Competitions: Pupils are encouraged to enter local music competitions and festivals, where they can perform</li> </ul>	<p>Increased Motivation and Skill Development: Awareness of qualifications and awards motivates students to engage in music, leading to improved proficiency through practice and participation.</p> <p>Enhanced Confidence and Recognition: Opportunities for</p>	<p>Music lead/Office Staff: Responsible for informing students about available music qualifications and awards, coordinating exams, and organizing workshops and competitions.</p> <p>Classroom Teachers: They reinforce</p>	<p><b>Ongoing</b></p>

	<p>and potentially earn awards, helping to build their confidence and experience.</p> <ul style="list-style-type: none"> <li>Ensemble Participation: Being part of the school choir, external music hubs and instrumental groups students with opportunities for recognition, as participation in these ensembles can lead to performance certificates or accolades during school events.</li> </ul>	<p>performances and formal qualifications build students' confidence while providing tangible acknowledgment of their achievements in music.</p>	<p>information about music opportunities during lessons and encourage student participation in extracurricular activities.</p> <p>School Leadership: The headteacher and administration support music initiatives and partnerships, ensuring resources and opportunities are communicated effectively to students and parents.</p>	
<p><b>Ensure pupils are aware of availability of instruments and how FSM pupils can benefit from reduced charging to improve attainment, aspiration and opportunity.</b></p>	<p>Instruments Offered:</p> <ul style="list-style-type: none"> <li>Violins: The school provides a whole school set of violins for students to use during extra-curricular activities and lessons. Students can also take these outside of school if they are having private tuition.</li> <li>Piano: Bespoke piano lessons are available, allowing students to receive personalized instruction.</li> </ul> <p>Charging and Remissions Information:</p> <ul style="list-style-type: none"> <li>Fees for Lessons: There may be a charge for individual or group lessons, particularly for bespoke piano lessons. Fees will be communicated to parents at the beginning of each term.</li> <li>Reduced Fees: Fees are reduced for pupils who receive Pupil Premium or are eligible for free school meals.</li> </ul>	<p>Increased Access to Musical Instruments: All pupils have access to violins for extracurricular activities, with the option to take them home for private lessons, promoting wider participation in instrumental learning.</p> <p>Personalized Piano Instruction: Students benefit from bespoke piano lessons tailored to their individual learning</p>	<p>Music lead/class teachers: Manages the distribution of instruments, arranges extracurricular lessons, and communicates charging and remissions policies.</p> <p>SLT: Handles fee arrangements, processes remissions, and ensures financial support is available for eligible students.</p>	<p><b>Ongoing</b></p>

	<p>Additionally, fees may be subsidised for students with additional needs to ensure accessibility.</p> <ul style="list-style-type: none"> <li>• Remissions: The school may offer financial support or remissions for families facing hardship. Information on eligibility for remissions will be provided to parents, encouraging all students to participate regardless of financial circumstances.</li> </ul>	<p>needs, fostering personalized musical growth.</p> <p>Equitable Access to Music Education: Reduced fees and remissions ensure that Pupil Premium and FSM students, as well as those with additional needs, can participate in lessons without financial barriers.</p>		
<p><b>Establish a school choir to practice performing in an ensemble outside of music lessons and hymn practice. Ensure this is free for all pupils to encourage participation.</b></p>	<p>Joining Choirs and Ensembles:</p> <ul style="list-style-type: none"> <li>• Sign-Up Process: Students are informed about choir and ensemble opportunities during music lessons and school assemblies. Interested pupils can sign up through a registration form sent home or speak to the music lead.</li> <li>• Rehearsal Schedule: Choirs meet weekly during after-school hours (during Summer term), with schedules communicated to parents and students at the beginning of each term.</li> </ul> <p>Charging and Remissions Information:</p> <ul style="list-style-type: none"> <li>• Fees: Participation in choirs and ensembles is generally free of charge; however, there may be small fees for special events, performances, or additional resources (e.g., specialist instruments, transports to external performances).</li> <li>• Reduced Fees: Pupils receiving Pupil Premium or eligible for free school meals may receive reductions on any applicable fees. Additionally, students with additional</li> </ul>	<p>Enhanced Musical Skills and Collaboration: Participation in choirs and ensembles provides students with regular opportunities to develop their vocal and instrumental skills while fostering teamwork and collaboration with peers.</p> <p>Inclusive Participation in Music Activities: The free participation in choirs and ensembles, along with reduced fees and financial support for eligible students, ensures that all children,</p>	<p>Music Lead. This individual oversees the organization of choirs and ensembles, manages the sign-up process, and communicates rehearsal schedules and financial information to students and parents.</p>	<p><b>Ongoing</b></p>

	<p>needs may have fees subsidized to ensure their participation.</p> <ul style="list-style-type: none"> <li>• Remissions: The school may offer financial support for families facing hardship. Information on eligibility for remissions will be provided to parents, encouraging all students to participate in music activities.</li> </ul>	regardless of their financial circumstances, can engage in musical activities and performances.		
<p><b>Ensure that adequate space is given for pupils to practice during music lessons and during private tuition.</b></p>	<p>Pupils can rehearse or practice individually or as part of a group in small groups in the school hall or the intervention room.</p>	<p>Collaborative Learning Environment: Rehearsing in small groups fosters teamwork and collaboration among students, enhancing their ability to communicate and work together musically.</p> <p>Flexible Use of Space: Utilising available spaces like the school hall and intervention room allows for varied practice environments, accommodating different group sizes and promoting more effective rehearsals.</p>	<p>Music Lead is responsible for organising rehearsal schedules and ensuring suitable spaces are available for practice.</p>	<p><b>Specialist lessons conducted weekly</b></p>

## Part C: Musical experiences

Development Priority	Action Implementation Strategies	Responsibility and costs	Date/ timescale	
Plan a musical experience for each term. Ensure that all ages are covered throughout the school.	<ul style="list-style-type: none"> <li>Autumn – Durham Music Service Performance</li> <li>Spring – Jack Drum Arts/RSC</li> <li>Summer – Attend St John’s Musical (KS2)</li> </ul> <p>Durham Cathedral Outreach Project</p> <p>Y6 Show/OLST FEST</p>	GE/RV SLA – Durham Music Service	<p>Music lead/class teachers: Manages the distribution of instruments, arranges extracurricular lessons, and communicates charging and remissions policies.</p> <p>SLT: Handles fee arrangements, processes remissions, and ensures financial support is available for eligible students.</p>	<b>2024-25</b>
Increase pupil and family engagements with the art, externally with newly developed, local links.	<ul style="list-style-type: none"> <li>Link with Durham and Bishop Auckland Youth Musical Theatre – fliers and marketing</li> <li>Negotiated discounts for families to have musical experiences outside of school</li> </ul>	GE/RV Free	SLT Ensures funding and resources are available, particularly for FSM students, and supports overall music program development.	<b>ongoing</b>
Fees and subsidisation information for external visits.	<ul style="list-style-type: none"> <li>Musical experiences planned for whole class are free.</li> <li>Reduced Fees: Pupils receiving Pupil Premium or eligible for free school meals may receive reductions on any applicable fees. Additionally, students with additional</li> </ul>	GE/RV OLST subsidises violin lessons for a number of PP children.	SLT Ensures funding and resources are available, particularly for FSM students, and	<b>ongoing</b>

	needs may have fees subsidized to ensure their participation. <ul style="list-style-type: none"> <li>• Remissions: The school may offer financial support for families facing hardship. Information on eligibility for remissions will be provided to parents, encouraging all students to participate in music activities.</li> </ul>		supports overall music program development.	
<b>Promote links with local and trust secondary schools to ensure musical links are shared.</b>	<ul style="list-style-type: none"> <li>• Include this information as part of transition work with secondaries.</li> <li>• Transition days to include music workshops and orchestra performances for those who play instruments.</li> <li>• Invite into primaries to showcase their music.</li> </ul>	GE/RV Free/ Mini bus transport	SLT: Handles fee arrangements, processes remissions, and ensures financial support is available for eligible students.	<b>Spring Summer 25</b>
<b>Part D: Improvements</b>				
<b>Development Priority</b>	<b>Action Implementation Strategies</b>	<b>Responsibility</b>	<b>Date/ timescale</b>	<b>Cost</b>
<b>Embed excellence in music teaching and provision across school.</b>	<ul style="list-style-type: none"> <li>• Ensure all pupils learn to play an instrument during their time at OLST</li> <li>• Rolling 2-year plan to ensure we have full curriculum coverage</li> <li>• Recorders/tin whistles in Class 2</li> </ul>	RV/GE All staff	<b>2024-25</b>	<b>Music SLA £2000</b>
<b>Ensure experiences and opportunities to develop a passion for music through singing and performance skills in and outside of school.</b>	<ul style="list-style-type: none"> <li>• School Choir – lunchtimes</li> </ul>	GE	<b>2024-25</b>	<b>Free/ Teacher time</b>
	<ul style="list-style-type: none"> <li>• Durham Gala Education Group link</li> <li>• Jack Drum Arts</li> <li>• St John's Secondary Catholic Academy.</li> </ul>	GE	<b>2024-25</b>	<b>Free through school network links +transport</b>



