



BRAMHAM & SHADWELL FEDERATED PRIMARY SCHOOLS

MUSIC DEVELOPMENT PLAN 2025-2026

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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>

TO BE ACTIONED

Area	Category	Description	Comments
Curriculum Music	Timetabling	1 - Not all classes receive a regular music lesson each week	Weekly timetabled curriculum lessons
		2 - Music lessons are scheduled but not always delivered regularly	Weekly whole school singing
		3 - There are weekly timetabled curriculum music lessons in all years	Weekly singing in assembly
		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)	Weekly live music – children playing piano as entrance music Whole school listening programme which changes each half term (see LTP)
	Curriculum design	1 - Musical activity takes place in some or all classes but not tied to a formal school-wide curriculum	Sparkyard Curriculum currently being re-mapped to fit into MTP for federation. It shows progressions of skills across each year group.
		2 – There is a whole school curriculum in place for music but progression over the years is not clear or well understood	Progression of vocabulary made explicit for teachers for each year group and unit of teaching.
		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	<p>Teachers are clearer about which lessons they are teaching and reminded to ask for support if needed.</p> <p>Sept '25 whole class instrumental teaching beginning. Currently investigating programmes to cover recorder and chime bar teaching which teachers will feel confident in using.</p>
		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	
	Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress	<p>Currently working with staff to assess lessons in an effective way and build up evidence of lessons taught.</p> <p>SLT aware and planning for monitoring and team teaching across both schools.</p> <p>Planned pupil voice to take place as part of triangulation.</p>
		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	
		3 – Assessment and progress is documented in all year groups and verbal feedback in lessons is of good quality	
		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	
	Quality of teaching	1 - The teachers delivering music are mostly lacking confidence and expertise in the subject	<p>Spoke to Sam M at ArtForms to deliver CPD using Sparkyard with all staff. Emailed slt including cost implications.</p> <p>Weekly whole school singing to take place. Led by Music Lead/more confident musician. Teachers to stay/rotate for CPD and where possible take sessions themselves</p>
		2 - Music teaching is of a mixed standard, there is still a need for further CPD and support.	
		3 - Music teaching is mostly or all good quality throughout school	

		4 - Music teaching is consistently good quality and is regularly monitored and supported	
	EYFS music	1 - It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	EYFS teachers passionate about making music part of each day.
		2 - Music is regularly planned in to EYFS though some CPD and support would still be beneficial	Sparkyard lessons taught regularly and also singing a part of daily routines and topics.
		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	Children attend weekly whole school singing once established routines in school in Auterm term.
		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	EYFS have an additional resource box after attending the ArtForms course last year.
Whole class instrumental provision	Whole class	<p>1 - No whole class instrumental provision is currently in place</p> <p>2 - Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration</p> <p>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</p> <p>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.</p>	<p>Sept '25- Whole Class Instrumental Teaching beginning after losing our ArtForms teacher last academic year.</p> <p>Ordering chime bars class set for both schools once agreements are reached about which instruments to teach for whole class teaching.</p> <p>Investigated ukulele sessions for UKS2 with Get into Guitars. Email proposal sent to slt.</p> <p>Recorder class set in school to use. Y2-3</p> <p>Another classr recorder set needs to be purchased for Shadwell</p> <p>Chime bars purchased and teaching to begin Autumn 2 Y4-6</p>

Singing	School / KS / Year group singing	1 - Children rarely or never sing together as part of a larger group	<p>Singing assemblies are delivered each week by a music specialist (Shadwell)/more confident musician (Bramham).</p> <p>Not all teachers are confident singers, however we have changed our curriculum programme to Sparkyard and SingUp to benefit from quality songs to help non-specialists.</p> <p>Children in KS2 have the opportunity to join choir. Choir perform regularly in school and in the community. Choir members sing harmony lines and help with part singing during whole school singing.</p> <p>Support teachers in becoming more confident leaders of singing through observation in whole school singing and using quality resources.</p>
		2 - Children sing together occasionally at some points during the year (e.g. Christmas, Harvest)	
		3 - Children sing together all or most weeks as part of a singing assembly or similar	
		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	
	Choirs	1 - There are currently no school choirs taking place regularly	<p>Regular concerts during the year both in school, in the community and as part of larger choirs and ensembles.</p> <p>Children take part in many concerts during the year including Christmas events, join band concerts and 'Young Voices'</p>
		2 - A school choir forms for special occasions only (e.g. Christmas, Young Voices)	
		3 - There is at least one school choir which meets regularly led by a skilled teacher	
		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	
Instrumental and vocal lessons	Tuition	1 - There are currently no opportunities for children to learn to play an instrument in school	<p>Guitar</p> <p>Woodwind</p> <p>Brass</p>
		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	

		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	Regular performances by these groups during the year.
		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	Opportunities to join in orchestra days- links with Wetherby High School. Opportunity for brass players to attend 'Brass Day' during the year.
	Whole class follow on	1 - There is currently no whole class instrumental teaching taking place in school	See above re whole class instrumental teaching. Whole class instrumental teaching started in Au1 2025. (Y2-3) Au2 2025 (Y4-6) Children playing recorder in Y2-3 have the opportunity to continue with recorder lesson or a different woodwind or brass instrument (Music For Schools Federation)
		2 - There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	
		3 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished.	
		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, ultimately progressing on to small group lessons.	
	Ensembles	1 - There are currently no instrumental ensembles in school	Guitar groups taught weekly including performances to school (termly) No ensembles for orchestral instruments. More children joining the local music centres at the weekend. All children who play orchestral/concert band instruments are given the opportunity to attend orchestra days at Wetherby High School in the summer term.
		2 - Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups	
		3 - There is a school ensemble which allows some children to play together regularly in a group	
		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	

			Brass players days
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	<p>Whole school Listening and Appraising - listening to music from different cultures and traditions. Genre changes each half term.</p> <p>Applications made to support PP/FSM children where appropriate.</p> <p>SEND music days are signposted.</p> <p>Use website to signpost SEND music days more clearly to parents and carers?</p>
		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	
		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	
		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	
Wider involvement	Hub participation	1 - The school generally don't engage with the Leeds music hub (LMEP) or other partner organisations in music	Good links with LMEP and take part in musical opportunities.
		2 - The school engages with LMEP or other partner with occasional participation in local events	

		3 - There is a good level of engagement with LMEP and Music Connect with annual participation in local events	Live music in schools through LMEP Orchestra Day Little Sing
		4 - The school has strong partnerships with LMEP, Music Connect and/or other organisations with regular participation in multiple local events and concerts	
	CPD	1 - There is little capacity within school for the music lead or other staff to engage with music CPD	Music Network Course attended in Summer '24 10 mins during training day with school staff in Sept '24 Looking in staff CPD- specifically for Sparkyard Using Whole School Singing as CPD for staff.
		2 - Music lead has occasional opportunities to access CPD, other staff only rarely	
		3 - Music Lead regularly accesses CPD in music teaching and has opportunities to pass this on to other staff in school	
		4 - 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	
	Links with other schools	1 - There are currently no musical links with other schools	Federated schools Bramham and Shadwell High School visit - Wetherby for orchestra day which supports Y6 transition where appropriate for those children. Little Sing where other schools take part Brass day Spring 2025
		2 - Occasional links are made with other local schools for musical events or activities	
		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	
		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.	

	Live music	1 - There are currently no opportunities for children to experience and enjoy live music	Back Chat Brass Choir performing in school Guitar performing in school Watching KS performances at Christmas, Summer Jambalaya to book Fully booked- wait for Au 2025 Children performing entrance music for assembly
		2 - There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
		3 - All children have opportunity to experience live music over the course of the school year.	
		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	



DEVELOPMENT PLAN

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Key Areas development plan				
Target	Area for development	Actions	Date to be completed by and by who	Evaluation Autumn Spring Summer
1.	Curriculum Development- -class timetabling -assessment -quality of teaching	Pupil Voice Lesson support/discussion with staff member at Shadwell and Bramham staff.	Autumn Spring Summer	Staff survey carried out Support for Y5 class teacher Please add outcome/notes.
2.	Whole Class Music Teaching is not happening in classes currently.	Discussion and email with slt about potential options. Discussed with Music Advisor who made recommendations. Requested info from Get in Guitar about whole class ukulele lessons which they provide.	To begin Au 2025 at latest.	Autumn 1: Year 2 across both schools are teaching recorders with support from an adapted version of Mr Henry's Music Works. Met with DH and have bought resources – Chime bars enough for whole class teaching.

		Emailed slt with proposal and ideas with cost implications included.		<p>Proposal –</p> <p>EYFS/Y1 – Singing and untuned percussion</p> <p>Y2/3- Recorder in order to prepare those who wish to switch to brass/woodwind lessons in Y3</p> <p>Y4/5/6 – Chime bars</p> <p>Release time to team teach with staff in Summer 2</p>
3.	CPD	<p>Requested CPD for Music</p> <p>Investigated CPD for Sparkyard through ArtForms – informed slt.</p> <p>Staff present on rotation during whole school singing</p>		<p>Potential in FOSS supporting Sparkyard training</p> <p>Staff are all present and interact during whole school singing.</p>