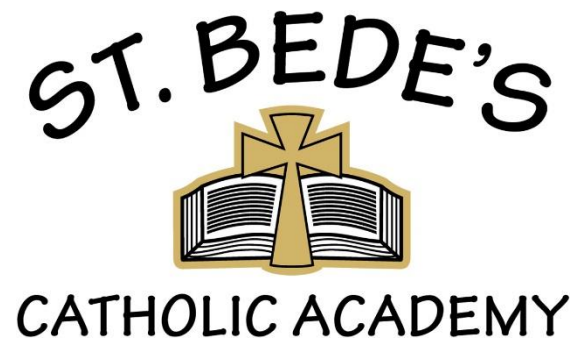


St Bedes Catholic Academy



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 children 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 children 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.

ST Bede's Catholic Academy Music Development Plan 2025-2026

(Draft 2)

General overview	
Details of music development plan	Information
Academic year that this development plan covers	25-26
Date this development plan was published	Autumn 2025
Date this development plan will be reviewed	Autumn 26
Name of the school music lead	S. Back.
Name of school leadership team member with responsibility for music	B Rizzi-Allan
Name of local music hub	Tees Valley Music Service (TVMS)
Name of other music education organisations	The ARC The Appollo Middlesbrough Town Hall
Vision and Overall Objectives	
<i>At St Bede's Catholic Academy, our vision for the music curriculum is to create an enriching and inclusive musical environment that nurtures every pupil's creativity and passion for music. We are committed to providing a comprehensive music timetable that includes regular lessons, ensemble opportunities, and performances, ensuring that all pupils have access to high-quality music education.</i>	

To further support our pupils, we will subsidise instrumental tuition, making it financially accessible for all families. Our partnership with Tees Valley Music Service will enhance our curriculum by providing expert guidance, resources, and additional performance opportunities, fostering a vibrant musical community within our school.

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.

Music curriculum – minimum of 1hr per week per class Classroom instrumental teaching per term in KS2

Progression from classroom instrumental teaching

Small group & 1-1 teaching

Visiting music teachers from TVMS

Pupil Premium student engagement (monitoring of music enrichment of PP children)

Whole school singing assemblies

Performance opportunities at the ARC/Stockton Riverside College and The Globe “Snappy Spring” and OLSB, Middlesbrough Town Hall.

Other	Drum tuition for summer term (9 sessions). 9 pupils taught in three groups of 3. 20 minute lessons. Teacher - Paul Thompson	£630	Thursday afternoons starting 8th May 2025. 1pm – 2pm	Drum Kit
Reception and KS1	Contact hours: 75 minutes 25 minutes each per class, 3 classes in total. Singing and curriculum for 22 weeks. Autumn and spring term Sharon Clatworthy	£1947		
KS2 Autumn and Spring term	Contact Hours:100 minutes 25 minutes per class, 4 classes in total Music curriculum. Mike Harbisher	£2596		
KS2 summer term	Contact Hours: 100 minutes 25 minutes per class, 4 classes in total Ukulele provision Mike Harbisher	£1496		
Other	<ul style="list-style-type: none">Morning Hymn practice for 30 mins every Tuesday for 33 weeks. M Harbisher	£885		

Part A: Curriculum music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
Has the music curriculum been adjusted to make it more accessible for children with specific needs, e.g. SEND?	<p>Personalised IEPs:</p> <p>We create custom plans for each pupil with SEND that focus on their specific needs and goals. This helps us break down tasks into smaller steps, making it easier for them to learn.</p> <p>Adapted Instruments:</p> <p>At Bede's, we use instruments that are easier for our children with SEND to handle. This could mean providing instruments with different shapes or sizes that make playing more accessible.</p> <p>Multi-Sensory Learning:</p> <p>We mix things up by using different ways to teach music. For example, we combine sounds with visual aids and hands-on activities to help our children learn better.</p> <p>Flexible Grouping:</p> <p>We let children work in different groups where they can support each other. This not only helps them learn but also encourages friendships and teamwork.</p> <p>Regular Feedback:</p> <p>We keep checking in with our children and teachers to see how things are going. This way, we can make adjustments to keep improving the music experience for everyone.</p> <p>By using these strategies, we ensure that all our children, including those with SEND, enjoy and benefit from music lessons at St Bede's.</p>		<p>£1947</p> <hr/> <p>£2596</p> <hr/> <p>£1496</p> <hr/> <p>£885</p> <p>Direct music tuition based on model curriculum and singing tuition and support</p>	
Does the curriculum clarify how much time is allocated	See above			

<i>per week for music teaching across all key stages?</i>				
<i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i>	<p>Yes</p> <p>We undertake music health checks.</p> <p>Music is being delivered by a teacher who is confident of what they are delivering. The MMC or equivalent scheme is being used to plan some lessons.</p> <p>Children are learning glockenspiel and also ukulele throughout KS2 which is being used in curricular music for composition.</p> <p>TVMS support in KS1 and KS2.</p>	<p>Enhanced Quality of Music Education: Aligning with established frameworks ensures a comprehensive approach, helping children develop a deeper understanding of musical concepts and improving their practical skills.</p>		
<i>What opportunities do children have to learn to sing or play an instrument during lesson times?</i>	<p>The children learn to play an instrument in KS2 during the summer term.</p> <p>10 children are learning to play the drums during summer term 2025.</p> <p>Singing lessons are completed by a qualified music teacher</p>	<p>Boosted Skills and Confidence: Regular practice helps children get better at music and feel more confident when performing.</p> <p>Better Thinking and Social Skills: Learning music improves memory and focus, and playing together helps children work as a team and make friends.</p>		

What partnerships support the school's music curriculum, e.g. a local music hub?	<p>TVMS</p> <p>Music is being delivered by a confident teacher using the MMC or equivalent. Times are structured and followed and planning / lessons demonstrate sequencing.</p>	<p>Learn from the Best! Working with music experts gives children access to expert teaching and resources, helping them improve their skills.</p> <p>More Fun Opportunities: Collaborating can lead to more chances for concerts and workshops, letting children perform and work together in a fun, creative way.</p>		
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Part B: Extra-curricular music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What music tuition offered outside of what is taught in lesson time?	We offer drumming lessons to KS2 children (PP are priority)	More Children Can Join reducing the cost barriers.: Free lessons and instrument rental make it easier for everyone to try playing the flute, so more children can get involved and find their musical talent.		

		Better Skills Fast: Extra practice outside of lessons helps children improve their flute skills quicker, building their confidence and making music more enjoyable.		
What music ensembles can children join outside of lesson time?	Opportunity to joins Tees valley Youth Orchestra.			
Are children aware of how they can make progress in music outside of lesson time?	Children are given drums free of rental charges to practice at home. These music lessons are provided free.			
Are children aware of what music qualifications and awards they can receive outside of lesson time?	No			
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	Drums: Instrument rental and music extra curriculum provision is free.			
How can children join choirs or ensembles, and what is the charging and remissions information for this?	Opportunities are promoted and offer across KS2. PP are given a priority. we have appointed a teacher from sept 2025 that has experience of running choirs			

Where can children rehearse or practice individually or as part of a group?	They rehearse as part of group and at home.			
Part C: Musical experiences				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What musical experiences are planned for the academic year?	<p>Apollo theatre. Brass band, orchestra of the cold stream guards</p> <p>Musicals at the ARC</p> <p>Stockton together choir at Middlesbrough townhall.</p> <p>“Snappy Spring ” music performances</p> <p>Performance for parents.</p> <p>Status quo drumming percussion workshop</p> <p>OLSB musical</p> <p>Choir concert -residential homes</p> <p>Trust wide musical events.</p>	Children are exposed to a wider variety of musical experiences		
How can children get involved with musical performances and concerts in and outside of the school?	<p>Share info on social media</p> <p>Leaflets about local events</p> <p>TVMS offer us opportunities to attend their events</p> <p>We are on mailing list of Apollo and ARC in order to keep up with musical events taking place in Stockton</p> <p>Children take part in local festivals E.g. “Celebrating Africa” and Stckton Riverside Festival.</p> <p>Big Christmas sing-a long at Middlesbrough town hall</p>	<p>Confidence Boost: Performing regularly helps kids feel more confident as they show off their skills in front of others, making it easier for them to express themselves.</p>		

		Improved Skills: Regular performances give kids a chance to practice and get better at music, which makes it more fun and enjoyable for them.		
What charging fees are there for these musical experiences?	All in school private tuition is free or heavily subsidised. Disadvantaged children are 50% of take up.			
What does transition work look like with local secondary schools?	<i>TBD</i>			

Part D: Improvements

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
1. Develop a Music Plan 2. Improve Staff Training 3. Foster Community Partnerships	Implement the structured music curriculum more comprehensively Enhance staff skills in music teaching through targeted CPD. Organise workshops, encourage external training, share resources. Collaborate with local music hubs other than TVMS Initiate joint projects, engage in community events, invite local musicians.	Enhanced curriculum delivery Increased teacher confidence Broader opportunities for pupils:		

<p>Establish After-School Music Clubs</p> <p>Partner with Local Music Organisations</p>	<p>Create regular after-school music clubs for various interests (e.g., choir, band, and instrumental lessons) to provide pupils with additional opportunities to engage with music outside of the classroom.</p> <p>Collaborate with local music hubs or organisations to offer workshops, masterclasses, and performances, enhancing the musical experiences available to pupils and fostering community involvement.</p>	<p>After-school music clubs provide pupils with additional opportunities to practice and develop their musical skills outside the classroom. These clubs foster a sense of community among pupils</p>		
<p>Organise Regular Visits to Live Performances</p> <p>Host Workshops with Professional Musicians</p>	<p>Create a comprehensive calendar that outlines potential music events, performances, and workshops throughout the school year.</p> <p>Reach out to local music venues, orchestras, and artists to build partnerships. This could involve negotiating discounted tickets for school trips or arranging for artists to visit the school for workshops, making external musical experiences more accessible and engaging for pupils.</p>	<p>Enhanced musical engagement and appreciation</p> <p>Improved confidence and performance skills</p>		