

**St Bede's
Catholic Primary School**



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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.

St Bede's Catholic Primary School

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	
Date this development plan will be reviewed	September 202
Name of the school music lead	Becky Sadler / Daisy Mason
Name of school leadership team member with responsibility for music	Becky Sadler
Name of local music hub	Durham Music Service
Name of other music education organisations	Charanga Music
Vision and Overall Objectives	
<p>To create a vibrant, inclusive, and enriching music program that nurtures the musical abilities of all children, promotes creativity, builds confidence and contributes to their overall cognitive, emotional and social development. This will be delivered through outstanding music teaching, enhancing musical skills and knowledge, promoting creativity and expression, fostering inclusivity and teamwork, incorporating technology and cultural awareness. Opportunities to learn to play musical instruments and perform to the school and wider community, maximising cultural capital for all our children, broadening their understanding of the global music landscape.</p>	

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

Progression from classroom instrumental teaching

Small group & 1-1 teaching

Visiting music teachers Links with external music organisations

Pupil Premium student engagement

Succession planning and CPD Choirs & instrumental ensembles

Whole school singing assemblies

Performance opportunities

Funding & Staffing

Consider how the key components listed above will be implemented (excluding classroom instrumental teaching). For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank

Music Curriculum – minimum of 1hr per week per class

At Key Stage 1:

Links with Durham Music Service to provide small group or 1-1 teaching of violin / viola

Whole school weekly hymn practice

Class assemblies incorporating singing

Performance opportunities recognising pupils' musical talents

Opportunities to perform to the wider community

Use of Charanga Music to support teaching of music

CPD for teaching staff

Part A: Curriculum music

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
<i>Has the music curriculum been adjusted to make it more accessible for pupils with specific needs, e.g. SEND?</i>	All children to be exposed to all elements of the new model curriculum with adaptations being made for children with specific needs such as simplified activities such as using visual aids for example colour coded notes or symbols. A multi-sensory approach which combines auditory, visual and tactile elements to engage pupils in different ways.	<p>Increased Accessibility and Participation for All Students</p> <p>Enhanced Engagement Through Multi-Sensory Learning</p> <p>Increased Confidence and Independence</p> <p>Improved Social Skills and Collaboration</p> <p>Fostering Creativity and a Love for Music:</p>	<p>Subject lead</p> <p>SENDCO</p> <p>All staff</p>	
<i>Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?</i>	Two week rolling timetables set out what time is allocated per week for music across the key stages.	<p>Interleaved, metacognitive approach to music allows children to revisit learning continually – they will know more and remember more.</p> <p>High profile of music – dedicated curriculum time.</p>	<p>Subject leads</p> <p>SENDCO</p>	

<i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i>	The music curriculum at St Bede's is informed by the model music curriculum using Charanga Music.	A proven coherently planned approach	SLT Subject lead	
<i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i>	Children have the opportunity through whole class ensemble teaching to sing and play the glockenspiel and other percussion instruments.	Enhanced musical skills and knowledge Development of motor skills and coordination Improved listening and auditory skills	Subject leads	
<i>What partnerships support the school's music curriculum, e.g. a local music hub?</i>	Durham Music Services.	Access to expertise and specialist knowledge Increased opportunities for performance and collaboration Broader access to resources and instruments Professional development for teachers Expanded Curriculum and Musical Diversity	Subject leads DMS	

		Sustainable Development of the Music Program		
[Secondary schools only] What qualifications and awards can pupils study for and achieve during the academic year?	N/A	N/A	N/A	N/A
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?	Durham music service provide tuition of violin / viola on a small group basis weekly from years 3-6	Personalised learning and skill development. Boosted Confidence and Self-Esteem Customized Learning Strategies Opportunity for Advanced Progression Tailored Support for Special Educational Needs	DMS Parental fee	

What music ensembles can pupils join outside of lesson time?	Pupils can join a choir to take part in the mayor's festival of choirs and the Mayor's song contest (y5-6)	<p>Broadened music skills</p> <p>Collaboration and teamwork</p> <p>Increased confidence through performance</p> <p>Increased motivation and enjoyment</p> <p>Pathways to higher-level musical opportunities</p>	Subject leads	
Are pupils aware of how they can make progress in music outside of lesson time?	<p>Teachers can assign specific music related tasks for children to do at home learning a simple song or exploring sounds on free music apps.</p> <p>Provide parents with information on how they can support their child's music development by listening to music together.</p>	<p>Increased independent learning and practice</p> <p>Higher motivation and engagement</p> <p>Increased communication with parents and stakeholders</p>	<p>Subject lead</p> <p>All staff</p>	
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	<p>The primary school music curriculum focuses on broad music appreciation and skill building rather than qualifications.</p> <p>Music teachers display information on noticeboards and talk about music pathways.</p>	<p>Increased music awareness and appreciation</p> <p>Informed pathways for musical development</p>	Subject lead	
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	This is currently being explored as a way of offering a musical instrument to children.	<p>Opportunities for children to try instruments they would not usually be exposed to.</p>	<p>DMS</p> <p>Subject leads</p>	

How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	Extra-curricular clubs a run on a lunch time and are not chargeable	Children have opportunities to sing and collaborate with others.	Subject leads	
Where can pupils rehearse or practice individually or as part of a group?	Over the Summer building work was completed on to additional rooms which during lunch time can be used for small group tuition and music rehearsals.	Specialist spaces to collaborate created in school.	Subject leads	
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?	Singing at whole school or class masses. Singing in assemblies. Taking part in weekly hymn practice. Performing in Christmas productions and carol services. Singing at the local care home. Taking part in the Mayor's song contest and the BHCET festival of choirs.	Children have opportunities to sing and collaborate with others. Increased confidence through performance Increased motivation and enjoyment	Subject leads	
How can pupils get involved with musical performances and concerts in and outside of the school?	From EYFS to Y6 children take part in musical performance throughout the year, this involves Christmas performances such as nativities and carol services. End of year performance for Y6. Outside in the wider community each class visits the local care home and has opportunity to forge relationships through singing.	Children have opportunities to sing and collaborate with others. Increased confidence through performance Increased motivation and enjoyment	Subject leads	

What charging fees are there for these musical experiences?	[If experiences are subsidised or free, state this alongside eligibility criteria, such as receiving the pupil premium.]	n/a	Subject leads	
What does transition work look like with local secondary schools?	<p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary schools.</i></p> <p>Opportunities for Trust/Carmel transition work partnership to be explored.</p> <p><i>Make contact with local secondary schools for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting.... Also liaise with Secondary school HOD re; Y7 expected level of musical knowledge and understanding</i></p>	Children have the opportunity to experience opportunities available to them at Secondary.	Subject leads	

Part D: Improvements

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
CPD for staff Assessment and progress tracking	Professional development for staff – Regular training in music pedagogy, technology integration, creative teaching strategies and assessment. Assessment and progress tracking – encourage peer and self-assessment Integration with other subjects – Maths and Music – Reinforce mathematical concepts such as fractions and patterns through rhythm exercises. Literacy and Music – Enhance reading comprehension through song lyrics. Explore the relationship between visual arts and music. Budget and resources needed.	INCREASED CONFIDENCE OF STAFF IN DELIVERING MUSIC Accurate methods of formative assessment	SLT Subject leads	

	Collaboration with local music organisations for enhanced resources and support.			
What improvements can be made to extra-curricular music provision?	Offer after-school or lunch-time music clubs where children can explore areas like composition, instrument practice or music production.	Opportunities for children to learn an instrument and express themselves through music.	SLT Subject leads	
What improvements can be made to external musical experiences?	Form external partnerships with local music organisations. secondary school or arts council to provide workshops, performances and collaborative events.	Children have opportunities to sing and collaborate with others. Increased confidence through performance Increased motivation and enjoyment	SLT Subject leads	