



St Cuthbert's Catholic Primary School

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 Cuthbert's Catholic Primary School

Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	September 2024 – July 2025
Date this development plan was published	June 2025
Date this development plan will be reviewed	
Name of the school music lead	Mrs Hilary McKie
Name of school leadership team member with responsibility for music	Mrs P Strachan
Name of local music hub	
Name of other music education organisations	Durham Music Services
Vision and Overall Objectives	
<p>Write here your vision, and overall objectives, for music provision in your school. National guidance talks about a vision for 2030. Write this section as a high-level vision statement, painting a picture of how you, staff and children hope music will look like by 2030, or sooner, in your school. Gather ideas from staff & children. Does not need to be long. You may find it easier to approach this section last - Keep it short, simple but inspirational.</p> <p><i>Example: To provide a rich, diverse, and progressive music curriculum for all children. (including during school hours and before/after school). This will be delivered through outstanding music teaching and leadership. Opportunities to learn musical instruments, and participate in ensembles in school, along with regular</i></p>	

performances, both in and out of school will showcase our children and make our school a leader in music education within the local community and beyond. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.

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.

Part A: Curriculum music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
<p>Example: Music Curriculum has been adjusted to make it more accessible for pupils with specific needs.</p> <p>Has the music curriculum been adjusted to make it more</p>	<p>Charanga to be delivered each week in both key stages 1 and 2 by the class teacher with support from at least one teaching assistant.</p> <p>Within Early Years teaching team to deliver music throughout the week with a dedicated time for a charanga lesson weekly.</p> <p>The music scheme is progressive and mixed age range planning is set out clearly which lends itself to be used to support all children.</p>	<p>All children, regardless of specific needs will be included and celebrated in music lessons.</p>	<p>Class teacher</p> <p>Music Lead</p> <p>No costs</p>	<p>September 2025</p>

<i>accessible for pupils with specific needs, e.g. SEND?</i>	<p>TA's within KS 1 and 2 classes will support those children with specific / additional needs / pupil premium children encouraging understanding and participation.</p> <p>Assessment is ongoing and recorded at the end of each topic taught in all key stages to monitor progress and any gaps in learning to ensure attainment is being made by all children and any specific difficulties for children can be addressed.</p> <p>Opportunities for all children to perform within lessons is encouraged.</p>			
<i>Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?</i>	<p>Our chosen scheme Charanga will be delivered weekly for a 45 minute - 1 hour lesson within Key Stage 1 and 2.</p> <p>Within Early Years a Charanga session will be taught weekly alongside daily opportunities to sing, perform and indulge in music making using percussion instruments within the setting.</p>	The use of DMS will ensure quality music education delivered by experts. Regular music sessions will enhance student interest and improve musical skills.	Class teacher / Music Lead	<p>September 2025</p> <p>Instruments bought and installed with the setting October 2024</p>
<i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i>	The school will follow the Charanga music scheme which is designed to meet the model music curriculum. KS1 pupils will experience music delivered by Durham Music Service. The sessions delivered by DMS are designed to meet the objectives of the national curriculum	Children will be exposed to all areas of the music curriculum.	<p>Class Teacher</p> <p>Music Lead</p> <p>No costs</p>	September 2025
<i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i>	Within weekly lessons Charanga provides opportunities for children to perform and share their music making / singing this is outlined in weekly lesson plans within the scheme. This can be as a whole class / groups	Children will have experience of a variety of instruments.	Charanga at a costing annually of £140.00	September 2025

	Children will be encouraged to showcase and perform using the musical instruments they have been learning to play with outside music teachers several times each year for their peers and parents.			
<i>What partnerships support the school's music curriculum, e.g. a local music hub?</i>	Support from Durham music services is given through visiting violin teacher	Music teaching will be supported by expert visiting teachers.	Durham Music Services LA contract £70.60	Annual cost
Part B: Extra-curricular music				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What music tuition offered outside of what is taught in lesson time?	What music tuition offered outside of what is taught in lesson time?	This additional opportunity will allow those who wish to pursue and make more progress in music to do so.	Durham Music services SLA contract £70.60 Costing to parents £4.50 per lesson payable directly to provider	Annual cost

			FSM children no cost	
What music ensembles can pupils join outside of lesson time?	Children engage in whole school singing weekly. We will have a school choir who will practise in order to perform at specific events throughout the year, collective worships and Mass.	Children will be able to improve music and singing skills as well as build confidence.	Music Lead DMS No costs	September 2025
Are pupils aware of how they can make progress in music outside of lesson time?	children are invited to participate in lessons with Durham Music Service	Children who wish to do so will join the choir or private tuition.	If children participate it is part of our Durham Music services SLA contract Costing to parents £4.50 per	September 2025
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	Provision of learning an instrument is promoted within school and introduced by DMS by visiting teacher. Perform for the rest of school and parents – certificates awarded.	Pupils feel rewarded and encourage to continue pursuing music.	Part of annual DMS costing	
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	AT present only Violin lessons offered within our school	Children will have the ability to learn/practice an instrument without the need to purchase one.	Durham Music services SLA contract	

			Costing to parents £4.50 per lesson payable directly to provider FSM children no cost	
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	[St Cuthbert's encourages all children to have a love of music and an inclusive choir is put into place for specific events throughout the year. Children are invited to attend choir practises as an extension to their school dinner.	children, regardless of ability will be able to be part of the choir.	Music Lead DMS No costs	September 2025
Where can pupils rehearse or practice individually or as part of a group?	A dedicated space within our library is available for children to practise instruments with music stands and accompanying equipment for backing tracks. Our school hall is a large space in which the choir gather together to perform, a piano is available for accompaniment as well as electronic equipment for backing tracks.	Children have an ideal space to rehearse and practice.	Music Lead DMS No costs	September 2025
Part C: Musical experiences				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale

<p>What musical experiences are planned for the academic year?</p>	<p>Termly performances are in place including an Early Years Nativity, whole school Easter and end of school year celebrations</p> <p>School choir will take part in the rotary club / Churches together Christmas extravaganza at Crook Methodist church.</p> <p>Durham Music Service band will perform for a whole school gathering</p> <p>Class involved in learning the Ukelele will perform for others to watch.</p> <p>Class Celebrations of the Word will involve hymns and songs – each class leading a celebration each term. Early years the Spring and Summer terms.</p> <p>Children will make whole school trip to the pantomime.</p> <p>Whole school Mass each half term as well as Christmas Advent service, Easter service and end of year celebration in Church</p>	<p>Children have been offered a variety of musical experiences to enhance their skills and enrich their life experience.</p>	<p>Music Lead Class Teacher No costs</p> <p>Free last year as a special one off – will enquire to see what the costing is Awaiting confirmation from DMS</p>	
<p>How can pupils get involved with musical performances and concerts in and outside of the school?</p>	<p>Within school children can volunteer to be in the school choir for specific events – allowing inclusion for all children.</p> <p>School choir becomes involved in performances within school, church and the wider community.</p> <p>Some events are age specific and certain classes will be directed to these.</p>	<p>Children experience musical performance as part of the catholic life of the school and can enhance this with choir experience.</p>	<p>Music Lead Class Teacher No costs</p>	<p>September 2025 September 2025</p>

	<p>Termly performances are either key stage specific ie Early Years children tells the Nativity whereas other events such as the easter celebration is whole school involvement.</p> <p>Each class takes lead on a school Mass and Celebration of the word involving drama, dance and singing.</p> <p>Year 6 children take part in the 'Light Parade' within Crook each year</p> <p>Events within Crook are advertised within school, school newsletter and school social media pages encouraging children and their families to become involved outside of school.</p>			
What charging fees are there for these musical experiences?	These additional musical experiences are provided free of charge.	All children have access to additional musical experiences.	Music Lead No costs	September 2025
What does transition work look like with local secondary schools?	Pupils are encouraged to continue pursuing music, children who undertake private tuition experience a transition with Durham Music Service and their lessons continue at secondary school.	Children are able to continue music sessions into secondary school	DMS / Music Lead / Class Teacher	September 2025
Part D: Improvements				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
[In this section, identify areas for improvement specific to your school's music provision and future plans. Some	To further enhance the music education program, we will provide more structured and frequent opportunities for pupils to showcase and demonstrate the musical skills and knowledge they have acquired during music sessions. These	By implementing termly performances during music sessions, pupils	Music Lead Class Teacher No costs	September 2025

<p>examples have been provided.]</p> <p><u>What improvements can be made to the music curriculum?</u></p>	<p>opportunities will be embedded throughout the school year, creating a consistent platform for students to perform. Implementing termly performances will allow pupils to regularly perform in front of their peers during music lessons, which will help them develop confidence, public speaking skills, and resilience in a supportive environment. These performances will act as a culmination of their learning each term, giving pupils a sense of achievement and the ability to reflect on their musical progress</p> <p>Charanga to be taught weekly for 45-60 minutes each week in both Key Stages 1 and 2.</p> <p>School powerpoints used to deliver lessons including non-negotiables – ie. Core vocabulary and learning outcomes</p> <p>Research regarding Grants for possible new instruments for KS1 and 2 in particular glockenspiels</p>	<p>will have more opportunities to showcase the skills and knowledge they have developed in a supportive environment. These performances will boost students' confidence and help them develop stage presence, communication, and peer feedback skills. Regular performance opportunities will also foster a sense of achievement and pride in their musical progress, motivating pupils to further engage with their music education.</p> <p>If new instruments are sought it will allow every pupil will have the chance to actively participate in practical music-making, ensuring equitable access to instruments and allowing for more effective whole-class teaching. The new instruments will allow</p>		
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		<p>students to improve their rhythmic and melodic understanding through hands-on learning, further developing their musical skills.</p> <p>PUPIL voice to be sought by the end of term to ensure maximum impact of Charanga lessons is evident</p>		
<p><u>What improvements can be made to extra-curricular music provision?</u></p>	<p>Termly performances involving all children at some point throughout the school year.</p> <p>Parents / peers invited to watch other children perform regularly.</p> <p>More involvement from school choir in school Masses / events</p> <p>Children involved in Durham Music Services lessons (violin) to perform within school regularly for others to watch – parents to be invited to hear them also</p>	<p>Introducing children to the range of musical instruments available for learning, we anticipate an increase in students' interest and participation in music education. This will enrich their musical knowledge but also offer them hands-on opportunities to explore and select instruments that align with their interests and talents. As a result, students will become more engaged in music lessons, which can improve their overall academic and personal</p>	<p>Durham Music services SLA contract</p> <p>Costing to parents £4.50 each lesson payable to Durham music services</p> <p>Cost of class set of glockenspiels</p>	<p>September 2025</p>

		<p>development, including boosting confidence, creativity, and teamwork.</p> <p>By providing more opportunities for the school choir to perform at various events such as assemblies, masses, awards ceremonies, and community gatherings, the students involved in the choir will gain valuable performance experience, which will help build their confidence, presentation skills, and sense of community. These performances will foster a deeper connection between the school and the wider community, promote school spirit, and highlight the importance of arts and culture within the school curriculum</p>		
<p><u>What improvements can be made to external musical experiences?</u></p>	<p>Children to hear more live music / visit events to be exposed to a wider variety of music genres and instruments – brass band, jack drum arts – drumming, live band DMS</p>	<p>This area of development will result in a more enriched, diverse music</p>	<p>Music Lead / Class Teacher</p>	<p>September 2025</p>

	<p>The goal is to help children see how music is not just an academic subject, but a powerful tool for storytelling, cultural expression, emotional communication, and creativity. By offering these diverse experiences, we aim to foster a deeper connection to music and demonstrate its value in various professional, artistic, and everyday settings. One key element of this strategy will involve arranging workshops and performances that go beyond traditional music lessons, giving pupils insight into how music interacts with other art forms and disciplines. For instance, we will invite professionals from the world of musical theatre to host interactive workshops where students can learn how music is used to enhance storytelling in plays and musicals.</p>	<p>education program, where students are exposed to a wide range of musical applications and experiences. We expect this to foster a lifelong appreciation for music, a heightened sense of creativity, and a broader awareness of how music can influence various aspects of life and culture. Additionally, these experiences will help develop critical thinking, empathy, and communication skills, all of which will contribute to students' personal and academic growth.</p>	<p>Possible costs to external visits</p> <p>And music groups coming into school</p>	
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