

St Cuthbert's Catholic 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 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	9.9.24
Date this development plan will be reviewed	July 2025
Name of the school music lead	Mrs Hilary McKie
Name of school leadership team member with responsibility for music	
Name of local music hub	Durham Music Services
Name of other music education organisations	
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>At St Cuthbert's, our intent is to make music a rich, varied and enjoyable learning experience for all. A progressive, enlightening and diverse curriculum will be delivered to children to build their confidence through the musical opportunities and wide variety of experiences we deliver.</p> <p>Children will be given the opportunity to represent St Cuthbert's and showcase talent, learning and love of music by performing to their peers in school, to our parish family in church and at events within the wider community.</p>	

This will maximise cultural capital for our children.
 Our music curriculum and wider musical opportunities endeavours to promote a sense of self belief, build self confidence and perseverance which will promote our school aspirations of rising to a challenge and aiming high to become makers of music.

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 <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>	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. Within Early Years teaching team to deliver music throughout the week with a dedicated time for a charanga lesson weekly.		N/A	

	<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>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>			
<p><i>Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?</i></p>	<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>		<p>New percussion instruments to be purchased for the Early Years setting</p>	
<p><i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i></p>				
<p><i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i></p>	<p>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</p> <p>Children within KS2 have the opportunity to learn to play the ukelele for a 6 week period by a visiting music specialist – At the end of the 6 week block of ukelele lessons children will perform within school to other classes.</p>		<p>Durham music services costing???</p>	

	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 / ukelele music teacher.			
[Secondary schools only] <i>What qualifications and awards can pupils study for and achieve during the academic year?</i>	[If this information has been published, include a link here.]			

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?	Anna Miller from Durham Music services. In a small group / 1:1 setting – Violin lessons		Costing to parents???	
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.		N/A	

<p>Are pupils aware of how they can make progress in music outside of lesson time?</p>	<p>Children are invited to participate in lessons with Durham Music Service</p>			
<p>Are pupils aware of what music qualifications and awards they can receive outside of lesson time?</p>				
<p>What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?</p>	<p>Violin lessons – what else is offered?</p> <p>[tuition is subsidised or free, state this alongside eligibility criteria, such as receiving the pupil premium.]</p>			
<p>How can pupils join choirs or ensembles, and what is the charging and remissions information for this?</p>	<p>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.</p> <p>[State whether this provision is available to only certain year groups.]</p>			
<p>Where can pupils rehearse or practice individually or as part of a group?</p>	<p>A dedicated space within our library is available for children to practise instruments with music stands and accompanying equipment for backing tracks.</p> <p>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.</p>			

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 fo 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>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>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>			
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What charging fees are there for these musical experiences?	???????			
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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>???????</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>			
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Part D: Improvements

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
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<p>[In this section, identify areas for improvement specific to your school's music provision and future plans. Some examples have been provided.]</p> <p><u>What improvements can be made to the music curriculum?</u></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>Targeted assessment at the end of each topic to take place rigorously to ensure gaps are plugged and children rapid progress.</p>		<p>N/A</p>	
<p><u>What improvements can be made to extra-curricular music provision?</u></p>	<p>Termly performances involving all children at some point through 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><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</p>			