



Music Development Plan for St Elphege's Catholic Schools 2025

Date of adoption:	July 2025
Review:	July 2026
Lead for this plan:	Carole Wileman

Music Development Plan

St Elphege's | 2025-6

Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

[Music Policy](#)

[Long Term Plan for Music 2025-26](#)

Music at St Elphege's

Curriculum Music

area	what happens now	what we would like to see	link to actions
Overview	Scheme planned by Carole Wileman, based on Kodály principles. Reception music is based upon 'Jolly Music Beginners' and Nursery Music is based upon 'Music, Movement and Learning in Early Childhood' by Paula Melville-Clarke. Both of these approaches are also rooted in Kodály pedagogy. Coverage of National Curriculum requirements Long Term Plan 2025 Each class in the school receives half an hour of music once a week in the mornings. In addition to this, the children attend weekly singing assemblies. In the Juniors, this includes a segment on The Era in Focus, which changes throughout the year. They learn about composers and styles through the ages. The Juniors also receive a rolling programme of PPA music, which includes aspects of Music Tech, through Bandlab and Chrome Lab. Year 4 and 5 take part in WCET Violin and Cello lessons and Year 6, a term of Ukulele lessons for their curriculum music. A Musicianship segment of these lessons links to what they are learning on their instruments. Music is assessed by the Music Teachers, class teachers and support staff and is recorded in Book Creator, including videos and pictures of work over time.	Further development of skills learnt and focus on the ability to use the embedded skills to create. Increased confidence in solo singing.	Increase opportunities for solo singing in lessons, through the games played.

area	what happens now	what we would like to see	link to actions
	Music in the school is going from strength to strength as skills are increasingly embedded, children are more able to use these skills to understand the concepts learnt, both in known and unknown contexts.		
Whole Class Ensemble Tuition	Years 4 and 5 undertake a carefully structured programme of WCET on the violin and cello, led by Carole and Alan Wileman. Year 6 learn the ukulele for one term. The school owns a class set of ukuleles, violins and cellos and maintenance is provided where possible, by A and C Wileman. The children, through these programmes, learn how to construct and play scales and simple pieces. They understand the function of the individual notes within scales and are able to apply this knowledge to their wider musical learning. Opportunities are provided for continuation on the violin, which is also taught in school by AW. There is also a string group, which takes place after school once a week for an hour, where children in Y4-6 can extend their playing skills as part of an ensemble.	I would like an increased number of continuers, via individual lessons especially on the cello; we currently do not have a cello teacher, as they won't come in for one or two pupils.	Promote private lessons in the school, dependent on staff availability.
Singing	Every music lesson includes an element of singing, as the Kodály principles are firmly rooted in a singing tradition. Songs in singing practice are taught by singing/echoing or textural analysis. Emphasis in all singing scenarios is placed on in-tune singing and with good tone.	Increased solo singing opportunities within class sessions and worship	Increased solo singing in music lessons, so that children are increasingly confident as they progress through the school and do not feel self-conscious. This will lead to increased confidence in solo singing in worship contexts.

area	what happens now	what we would like to see	link to actions
Instrumental music	Children play instruments throughout the term, to reinforce musical concepts. WCET on violin and cello in Y4/5 and Ukulele in Y6 are used for the same purpose. A range of tuned and un-tuned classroom percussion is available.	Increase cello membership of String Group (as the majority are now Y6) and give more performance opportunities.	Encourage cello membership in Y4-6. Enter more festivals and investigate performance opportunities.
Technology	Bandlab in Y5-3 'Morse' composition, in Y6-Spooky film-style music and Chrome Labs Song maker in Y3 remixing songs. Children from Y5 attended a workshop at Wilson's on computing and composition which was very successful. iPads and Chromebooks are available in school.	Increase evidence collection on system.	Investigate easier ways to save the children's work. It is frequently difficult to save, due to internet issues.
Opportunities to experience live music performance	World Music Day provides opportunities for all children in Y1-6 children to experience live music, although this was not possible this year. Children in the string ensemble watched live music performances from other groups, who were much more advanced.	Liaise with Sutton Music Trust and Wilson's School re opportunities to watch live music. As Music on the Field has been unsuccessful last year, we are going to stage a formal concert in the Spring Term. Hopefully, there will be opportunities for informal performances at school and community events.	Liaise with Secondary schools re watching their concert rehearsals, etc. Community events at Christmas-turning on town lights and Wallington Music Festival for choir, where children have the opportunity to watch other performers.

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Overview	We have two choirs, infant and Junior and a string ensemble.		
Singing	Singing assemblies for Infants are led by Frances Hawkes and Martin Jones and for the Juniors, Gwen Russell and Carole Wileman. They are accompanied almost exclusively by the piano. They take place in the afternoons. We currently have 2 choirs: Infant and Y3 Choir, led by Frances Hawkes and Martin Jones (Executive Head and former Executive Head) and Junior (y4-6) Choir, led by Claire O'Donovan and Carole Wileman Songs in the Junior Choir are taught through solfa. There is no charge for participation in the choirs. They take place after school and all are welcome-there is no audition. The Infant and Junior Choirs have taken part in the The Infants took part in the KS1 Big Sing, organised by the Sutton Music Hub. Both choirs took part in the Sutton Music Festival, Coulsdon and Purley Music Festival and sing at many of the school performances. They also sang for the turning on of the Christmas Lights in Wallington and the Wallington Music Festival, where they are noted as being the most regular and long-standing supporters	Increased opportunities for performance in school.	Investigate the possibility of a formal concert in the Spring Term when the hall is not too hot.
Ensembles	Infant and Y3 choir and Y 4-6 choir. String Ensemble		
Tuition	Visiting peripatetic staff teach piano and violin. They work on a self-employed basis and form a contract with the parents directly Currently, the piano teacher has 2 days of pupils, the violin teacher just over half a day. Many children choose to take instrumental exams, although this is not compulsory.	Increased take-up from WCET sessions in String Ensemble. There is a waiting list for the piano and violin lessons.	Promote membership of String Group, especially cellists-Y4 invited after the existing group perform at the

area	what happens now	what we would like to see	link to actions
	The piano pupils (and those learning outside school) have the opportunity to take part in a piano recital in the summer term, to which parents and staff are invited.		C and P Festival in March.

Leadership

area	what happens now	what we would like to see	link to actions
Governing body	The governor for Music is: TBA	Increased collaboration between myself and the governors.	Liaise with governors and invite for a visit.
Senior Leadership Team	Music has a high profile in the schools and this is promoted by SLT, who are incredibly supportive and pro-active. They are encouraging of co-curricular and extra-curricular activities and often take part in, or lead these themselves		
Subject leadership	Carole Wileman (Music co-ordinator and Music Teacher) leads the subject and plans all lessons. The curriculum is chosen as it provides a Bruner-type spiral of deepening knowledge and understanding. The class teachers attend the lessons and learn alongside the children. The LTP and all weekly plans are on the school system for all to view. Music lessons are open to all to attend and observe. The school encourages CPD for me through my Kodály study and most recently PG Cert, Teaching Music to Children with SEN. C Wileman holds the Certificate of Professional Practice in the Kodály Concept of Music Education (Primary) and teaches the Level one Methodology and Teaching Techniques to music teachers for both the British Kodály Academy and National Youth Choir of Scotland.	Increased observation of Music as in other subjects.	Liaise with SLT and invite to observe.

Budget

area	what happens now	what we would like to see	link to actions
Budget for Music	£500		
Music income	We do not charge for concerts, peripatetic charges, refreshments, etc. We do not hire out instruments. The Choirs sometimes have a stall at the fetes, with proceeds going towards the purchase of music/props, etc.	Increased funding opportunities.	Discuss with Mrs Michael

Partnerships

area	what happens now	what we would like to see	link to actions
Partnerships with schools	We have a strong link with St John Fisher School- they provided several ensembles for our World Music Day concerts. We have also increased links with Wilson's- Y5 children took part in a music tech workshop and Y3 watched the dress rehearsal of a multi-media production of Peter and the Wolf, which they had studied as part of their unit on Musical Instruments	Stronger link with Thomas More and other local secondary schools.	Work with TM et al to increase performance/audience opportunities.
Partnership or relationship with local music service or Music Education Hub	Martin Jones (Executive Head) is a director of Sutton Music Trust, and also sits on their advisory sub-committee. We have worked increasingly closely with the local hub recently. They keep us informed of developments and CPD opportunities in the area. We have expressed an interest in becoming a lead school for Music in the borough. We used our music centre hub points to purchase a class set of headphones, keyboard stools and 2 quarter-sized cellos, which will be used for those children who find the ½ size too large.	Continued liaison between the schools and the hub.	Closely monitor opportunities through the hub website and emails.

Cultural partners for music	As above		
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Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	General music lessons from Y1-6 are taught in the dedicated Music Room, or the hall in the case of WCET. PPA music is taught in the children's own classrooms. Choirs and String Group take place in the Mother Theresa Hall. Instrumental lessons take place in the Music Practice Room.		
Resources available for Music	See WCET/Ukuleles. We have a large number of djembe drums and classroom percussion, plus sets of cups for rhythm practice, etc. We also have several keyboards and a class set of glockenspiels. The books used in the music curriculum are owned by C Wileman. Music for choir is either owned by the school or individual choir leaders. The school funds the replacement of strings, etc for WCET.	We are very well equipped and so, following the acquisition of the extra cellos, plus some parental donations, we are not in need of any new instruments. However, as the instruments age, they become beyond repair, so this might change in the near future. (The violins and cellos were purchased in 2007 and have been used at least once weekly since)	Use points to replace instruments if possible

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	The Kodály-based curriculum is very good for children with SEND and is easily adaptable where necessary. The music studied comes from a wide range of genres-not only the classical canon. There has been a focus on musicians who have overcome adversity to achieve their goals and stories about musicians from wide-ranging backgrounds. I have increased the use of songs in other languages, including Urdu. At present, we do not have lessons in non-western instruments in school. Singing practice for the Juniors frequently incorporates aspects of Non-Western music, although this is limited due to time-constraints. The children in all Key Stages sing songs in many other languages. Interventions can be a problem, with children being taken out of music lessons, however, the nature of the Music curriculum, which moves in very small steps, means that, as long as the same children are not taken out of each lesson, they can usually catch up with ease. C Wileman has recently completed the PG Cert in Teaching Music to Children with SEN through Roehampton University and Sounds of Intent (who work with children with the most complex needs.)	Increased use of more contemporary music-dependant on the lyrics! Increased use of true-stories of musicians who have overcome adversity/come from diverse backgrounds to encourage children to follow their dreams. Use more songs using songs from other languages, where they fit the Kodály principles of 'good quality music.' More non-Western instruments being taught. Interventions being planned so that the same children are not always taken out of the music lesson.	Listen to and include more contemporary music in the listening/musicianship aspects of the curriculum. Investigate the use of stories about musicians from diverse backgrounds. Learn more songs from other cultures and incorporate these into the curriculum where appropriate. Investigate teachers of non-Western instruments with a view to encouraging lessons on these in school. Apply the knowledge gained from the SOI course to understand children's musical development and to apply techniques and strategies learnt from this in planning and adaptation.
Special Educational Needs and Disabilities	Children with SEND generally access the curriculum very well without the need for adjustment. However, I provide activities of increasing difficulty		

area	what happens now	what we would like to see	link to actions
	and children can choose their comfort level, once they have attempted the challenges where appropriate. For those children in KS1 with significant communication difficulties, I provide a 20 minute session twice-weekly, in order to work on this through music-this includes songs for co-operation, counting, movement, etc. The 1:1s who attend these sessions now have the confidence to take the sessions themselves on the remaining days, or if I am not available. I work closely with Vanessa Laffin to discuss the needs of the children with SEND in order to ensure that the correct adaptations are applied.		
Financial hardship	Support for instrumental tuition fees can be arranged for those who fit the criteria. As we do not charge for concerts and visits, this is not an issue.		

Progression

area	what happens now	what we would like to see	link to actions
Overview	Close liaison between the Sutton Music Trust and St Elphege's and promotion of Borough ensembles, including those for more able pupils. Musical interests are promoted through performances throughout the year. The music long term plan is on the school website and regularly updated. Newsletters contain details of performances and the Junior Choir send messages via letter and email to parents. The String Ensemble now provides opportunities for extension to those children in Y6 who no longer have WCET lessons, those who have lessons on their instruments and those who would like the additional challenge. This year, for the first time, the children in the first violins and cellos have learnt the notes C and F natural, enabling them to play a wider number of pieces. (This is a requirement for Grade one string exams) The Music and Movement Session (above) supports the needs of those children with communication difficulties. Teachers attend and take part in the lessons, deepening their understanding.	A more local rehearsal venue for the instrumental ensembles.	
Progression opportunities	The curriculum is carefully structured so that all pupils have access to high-quality musical learning and are able to make excellent progress. We signpost our children to ensembles and choirs run by the borough in order for them to be able to experience playing and singing in a wider range of ensembles and venues and we now have the string ensemble to challenge those children.	Increased dialogue between the secondary schools and St Elphege's in order that the excellent progress made here is supported and continued in Year 7.	

	The curriculum at St Elphege's far exceeds the National Curriculum for KS1 and 2, so the children are well prepared for Secondary School.		
Pupil tracking	Assessment is recorded in Book Creator through video and photographic evidence. Performances by existing pupils in assemblies and concerts inspires others.	Clearer picture of the number and standards of children learning an instrument outside school.	Continue to audit the children who have external lessons and record.
Strategy development	This strategy will be reviewed annually by Carole Wileman.		

Objectives 2025/26

1. Increase confidence in solo singing
2. Expand membership of ensembles and performance opportunities
3. Increase opportunities for watching live performance
4. Liaise with governors and invite for a visit.
5. Listen to and include more contemporary music in the listening/musicianship aspects of the curriculum.

Action Plan

	action	link to objective	who	resources or cost	music hub support sought	complete by
1	Increase opportunities for solo singing in lessons, through the games played.	Curriculum Music	C Wileman	£0	No	December 2025
2	Encourage choir and ensemble membership. Investigate performance opportunities	Curriculum Music	C Wileman	£0	No	Spring Half Term 2026

	action	link to objective	who	resources or cost	music hub support sought	complete by
3	Liaise with Secondary schools re watching their concert rehearsals, etc. Community events at Christmas-turning on town lights and Wallington Music Festival for choir, where children have the opportunity to watch other performers.	Curriculum Music	C Wileman	£0	No	Summer 2026
4	Liaise with governors and invite for a visit.	Leadership	C Wileman	£0	No	December 2025
5	Listen to and include more contemporary music in the listening/musicianship aspects of the curriculum.	Inclusion	C Wileman	£0	No	Summer 2026

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1	In progress					
Action 2	In progress					
Action 3	In progress					
Action 4	Complete					
Action 5	In progress					

CPD Plan

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Reporting Music Usage	G Russell/ C Wileman		Webinar	Music Mark	£0	16/10/25