

St. John Vianney 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. John Vianney Catholic Primary School

Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	Review of 2024-25; Improvement plan for 2025-26
Date this development plan was published	10/7/2025
Date this development plan will be reviewed	Summer 2026
Name of the school music lead	Miss Julie Crowe
Name of school leadership team member with responsibility for music	John Hardy
Name of local music hub	Tees Valley Music Service
Name of other music education organisations	None
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 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.</i></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.

Part A: Curriculum music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
Music curriculum has been adjusted to make it more accessible for pupils with specific needs, e.g. SEND.	Designed to meet the needs of disadvantaged children. No further action required.			
Curriculum clarifies how much time is allocated per week for music teaching across all key stages.	Curricular timetables allocate the time to Music, including a curricular lesson, and choral practise each week in all classes from Nursery to Year 6, beyond the requirements of the NC and non-statutory guidance of model curriculum.			

<i>Music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music.</i>	Non-statutory guidance including the Model music curriculum Key Stage 1 & 2, used to inform our school curriculum. No further action required.			
<i>Pupils have opportunities to learn to sing or play an instrument during lesson times.</i>	In relation to singing, beyond music lessons, within the curriculum, there are choral sessions each week to provide practice of melodic and harmonious singing; in relation to instrumental, within the curriculum, all children learn to play instruments: in year 3 non-tuned percussive (drums); in year 4 tuned percussive (glockenspiel); in year 5 a wind instrument (penny whistle); and in year 6, a stringed instrument (ukulele).			
<i>What partnerships support the school's music curriculum, e.g. a local music hub?</i>	None			

Part B: Extra-curricular music

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Music tuition offered outside of what is taught in lesson time.	To children showing aptitude learning & playing instruments, they are offer further tuition in clarinet (provided by school).			
What music ensembles can pupils join outside of lesson time?	Spring ensemble and choirs for various civic occasions.			

Are pupils aware of how they can make progress in music outside of lesson time?	All children are encouraged to take home for practise the instrument they are currently learning (glockenspiel, penny whistle, ukelele) and for those who struggle to find time/space at home, they are offered time and space at breaktimes or as an afterschool opportunity.			
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	ABRSM grade exams are offered to children ready for such experience, especially in clarinet.			
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	All instruments used in lessons are provided, at no cost, for children to practise with at home through each year of their studies.			
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	All children belong to every ensemble; choirs are drawn together to suit occasions (eg. Commonwealth Day, Preston Simpson...) from whole school.			
Where can pupils rehearse or practice individually or as part of a group?	Children can practise instruments during break and lunchtimes either in classrooms or the key stage 2 library.			

Part C: Musical experiences

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
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What musical experiences are planned for the academic year?	<p>All children from Nursery to Year 6 perform for the community in the Nativity each Christmas; all children in key stage 2 perform in the Spring Ensemble; and, Year 6 perform for their own invited guests in the Summer. All children are involved in preparing and leading Collective Worship at least once each term, often involving choral singing beyond the scope of their curriculum lessons.</p> <p>Children attended a concert in a large auditorium (The Glass House) to appreciate how live music performance impacts an audience. (4/3/25)</p>			
How can pupils get involved with musical performances and concerts in and outside of the school?	Children take part in several performances that school presents to the community each year. Specific year groups take the lead so that over time, all children have the opportunity to 'take the spotlight.' Beyond school, children are encouraged to enhance their aptitude with music and dance schools. However, school also perform at various events in the community so that children experience live performance in a different setting, with an 'unknown' audience.			
What charging fees are there for these musical experiences?	None			
What does transition work look like with local secondary schools?	Music Lead shares aptitude and achievement, especially of those children already playing instruments beyond those offered in the curriculum, such as piano, clarinet...			

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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To improve external musical experiences	Children to attend a concert in a large auditorium or theatre to appreciate how live music performance impacts an audience. Past events include: Northern Symphonia (The Glasshouse), The Nutcracker Ballet (Newcastle Theatre Royal); Beethoven Northern Symphonia (The Sage); Billy Elliott with a cast member from our school (West End)	Experience of live music performance	JC & JH £1100 per year	KS2 attended Concert as available to appreciate range of orchestral pieces
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