



St Mary's Catholic Primary School

Music - Development Plan 2023-2026



Title of development

Theme: Improving our music provision for pupils across school to enable all children to reach their full potential.
To establish an ambitious whole school approach to teaching music.

Timing: Action Plan 2023-2026

Priority for improvement	Intervention description (Active ingredient)	<i>Implementation</i> Activities	<i>Implementation</i> Outcomes	Overall outcomes (Success criteria)	Key people, resources, budget	REVIEW
<p><u>Learner Behaviours</u> Lack of pupil engagement & participation in music.</p> <p><u>Teachers</u> Inconsistent approach to teaching music. Low confidence in planning and delivering music lessons.</p> <p><u>Attainment</u> Less than expected</p>	<p><u>Active Ingredient</u> 1 <i>Engaging music lessons:</i> Lessons challenge pupils. Pupils given ownership over their learning.</p> <p>Wider opportunities for music.</p> <p><u>Active Ingredient</u> 2 <i>Planning:</i> Fidelity to School Music Curriculum. Clear progression of skills in music.</p>	<p><u>Training</u> Prioritise staff CPD</p> <ul style="list-style-type: none"> • Share development plan/vision • Progression in music skills • Lesson Planning • Assessment <p><u>Educational Materials</u> Access to online music resources to support lesson planning and delivery - Charanga</p> <p><u>Monitoring</u> Identify the strengths and areas for development in music. Identify key principles of a good music lesson.</p>	<p><u>Short Term</u> Improved pupil engagement/confidence in music. A clear vision and consistent approach to planning and delivering music lessons. Teachers feel more confident in planning and delivering music lessons.</p> <p><u>Medium Term</u> Pupils perform to an audience with improved confidence/skill. Teachers assess pupils against age-related skills termly – in-line with other subjects.</p>	<p>Teaching staff have an improved subject knowledge in music.</p> <p>Teaching staff plan and deliver 1 x 1hr music lesson every week.</p> <p>100% pupils perform for an audience 1 x termly.</p> <p>100% pupils learn to play a tuned instrument for at least 1 term annually.</p> <p>100% pupils learn to read and record music by the end of KS2.</p> <p>75% pupils meet expected standards in music.</p>	<p>Music lead Class teachers</p> <p>Staff Meetings</p> <p>Charanga</p> <p>Durham Music Service</p> <p>Musical expertise within staff, governors, school families and people within the local community.</p> <p>Audit and replenish music resources.</p> <ul style="list-style-type: none"> • Chimebars • Ukuleles • Recorders • Percussion 	

<p>progress in music.</p>	<p>Lessons build on skills in:</p> <ul style="list-style-type: none"> • Singing • Listening • Composing • Performing <p><u>Active Ingredient</u></p> <p>3</p> <p><i>Assessment:</i> Assessment to inform planning.</p>	<p>Review and update the music policy.</p> <p>Music Lead/SLT monitor teaching and learning in music:</p> <ul style="list-style-type: none"> • Monitor music planning • Learning walks • Termly – celebration performances • Termly - Progression in Music – central display • Pupil voice • Lesson Observations <p><u>Coaching</u></p> <p>Team teaching lessons.</p> <p>Staff share planning on OneDrive and observe model lessons.</p>	<p>Teachers deliver high quality music lessons which build on prior knowledge and understanding.</p> <p>Pupils can discuss how well they are progressing in music.</p> <p><u>Long Term</u></p> <p>Improved engagement and participation in Music.</p> <p>Increased pupil recognition of their unique gifts and talents in music.</p> <p>Higher engagement in extra-curricular music, both in and out of school.</p> <p>Improved opportunities for children to develop skills in music.</p> <p>Improved links with people/organisations within the community</p> <ul style="list-style-type: none"> • TCR Hub • Teesdale school • Festivals • Live music – Cream teas 	<p>20% pupils attain higher standards in music.</p> <p>20% increase in number of pupils attending out of school music events.</p> <p>80% children engage in at least 2 extra-curricular music activities every term.</p> <p>20% KS2 pupils access music lessons with Durham Music Resources.</p>	<p>Fundraising – music concert</p>	
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Implementation Plan

What?

My school improvement project is to improve our music provision across school.

We want all of our children to meet their full potential, by recognising their God given gifts and talents, and to grow in self-confidence and self-belief so that they can be the very best version of themselves.

Our children recognise their strengths in a multitude of areas - English, Maths, Science, Sport and Art - but not in music.

As a staff we had noticed that children were **reluctant to sing during worship**, appeared **disengaged during music lessons** and, only **3 pupils across the whole school were learning to play a tuned musical instrument - Durham Music Service lessons**.

As a parent of two talented musicians, whose music journeys began in primary school, I know the positive impact music can have on well-being and self-esteem and wanted to bring about change.

Why now?

For many years, music was led and taught across the whole school by a HLTA. She was a wonderful singer and very enthusiastic about music yet all sessions were delivered through a music teaching and learning platform – Charanga - and children, especially in upper KS2, felt **uninspired and disengaged**.

In July 2023, she retired and as music had been identified as an area to develop on our most recent OFSTED inspection, I saw this as an ideal opportunity to bring about positive change.

“Curriculum leadership is not consistently strong in a few subjects, such as modern foreign languages and music. Some curriculum leaders are very new to their roles. In these subjects, leaders do not have an agreed approach to check on how well pupils are acquiring knowledge and skills. Leaders should ensure that their plans to address this are implemented so that all leaders, including governors, have a clear picture of how well pupils are achieving in all aspects of the curriculum.” OFSTED Nov 2019

It also just so happens that the DfE have recently recognised the importance music plays in child development and have published plans to ensure all schools deliver high-quality music provision in the curriculum - entitled **'The Power of Music to Change Lives'**.

What was the problem?

Pupil voice confirmed my initial thoughts – **children didn't look forward to music lessons**.

It wasn't fun, the lessons were repetitive, they didn't want to just sing, they didn't like the songs and they felt the lessons didn't challenge them.

Barriers

It was clear that we needed to change the way we delivered music if we were to inspire our children to become the next generation of great British musicians, and I felt strongly that we needed to shake things up a bit in order to refresh the way we taught Music and should move away from the teaching and learning platform – Charanga.

But I was aware that **50% of our teaching staff had never taught music**, were **unfamiliar with age-related expectations**, and that we didn't have any music expertise in school. I knew it would have been easier to continue doing the same thing but we wanted something better for our children and it was clear Charanga wasn't working in our school.

In order to move away from such a prescriptive music scheme, staff would require lots of support - as **confidence was low** - and the process needed to be gradual. It was clear music would need to remain on the School Development plan for at least the next 3 years if it was to have the positive impact I was hoping for.

How can we bring about positive change?

Step 1 – and most important step - Getting everyone on board!

As a whole school change, it was important that everyone was on the same bus and that they stayed on the bus for the duration of the project. From the onset, I was very conscious of cognitive overload and didn't want to put too much additional workload on staff. As a small school, staff wear many hats and this was just one priority of many and my expectations needed to be manageable but high. I also knew that if I didn't make my expectations clear at the beginning of the year, music would not be taught as robustly as other foundation subjects and could potentially be pushed out of the curriculum. Over the Summer, I spent time researching and developing a whole school long term plan for music which outlined the progression in music skills – Singing, Listening, Composing and Performing – and which made links to our curriculum topics, and requested time during an early staff meeting to present my concerns and intentions and share the new long-term plan.

Staff reacted well to my hopes for a more ambitious whole school approach to teaching music and appreciated the guidance and support provided in the long-term plan. Together we got over excited and generated many wonderful and ambitious ideas e.g. invite local musicians into school, fundraising gig, purchase sets of ukuleles, and considered opportunities we could exploit – parents, family members, local music facilities, choir festivals.

I spoke to pupils about what they wanted from their music lessons too.

By involving the children and staff, they felt listened to and valued and were given ownership over our shared vision for Music and we created a set of Music Principles to ensure everyone was aware of our expectations in Music.

Our Vision

At St Mary's our vision is to engage our children in a Music curriculum which ignites a creative spark and inspires them to recognise, reveal and nurture their unique talents as musicians. We actively seek opportunities, both in school and within our community, to develop skills to enable our pupils to express themselves with confidence and creativity.

Implementation Plan

With staff and pupils on board, I now felt prepared to develop my implementation plan.

I wanted to aim high with our music provision to embed and exceed the National Curriculum and to support pupils to realise their music potential.

So what did I need to do?

Identified 3 active ingredients:

Active Ingredient 1 – Improving pupil engagement and participation

- **Curriculum Music – ensuring it met the needs and interests of the children**
- **Instrumental and vocal lessons – to challenge all children**
- **Musical events and opportunities – offer wider opportunities in music**

Active Ingredient 2 – Effective planning for progression

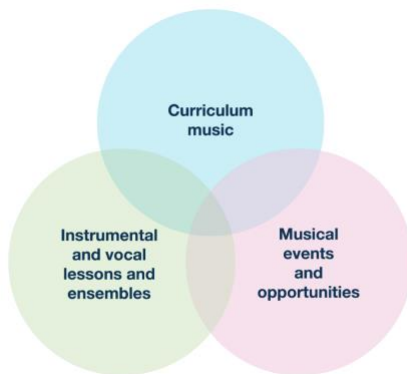
- Fidelity to School Music Curriculum
- Knowledge and understanding of the progression of music skills
- Sequential planning - AIMPACES

Active Ingredient 3 – Assessment for learning

- Use of assessment to inform planning

I knew we couldn't achieve everything in one year, but identified **pupil engagement and participation** as a key priority.

The recently updated National Plan for Music Education 'The Power of Music to Change Lives' identifies 3 interlinked areas of provision and if we were to improve pupil engagement we needed to improve all three.



Area 1 - Curriculum Music – ensuring it met the needs and interests of the children

Having already identified the need to refresh our Music curriculum and move away from the teaching and learning platform – Charanga – I needed to build staff confidence so they could develop their own unit plans.

Staff confidence

Although enthusiasm was high, staff were open and honest about their lack of knowledge of music and their concerns about delivering music lessons.

50% of teaching staff had never planned and taught music before and I was now expecting them to plan and deliver a 1hr session every week.

The new long-term plans outlined the key skills to be taught across school and made direct links to our cross curricular topics, but I felt they needed additional support with song choices, warm-up games and activities. Staff were familiar with Charanga and to ease them in (and reduce teacher workload), I identified 1 Charanga song to support learning each term and provided numerous links to warm-up activities, rhymes and songs. This said, I was also careful not to create a prescriptive music curriculum as I wanted staff to play to their strengths and be able to take ownership of their unit plans and have the autonomy to adapt planning in order to meet the needs and

interests of the children in class. In giving the children a degree of control in what songs they sing, music they listen to and instruments they play they are more likely to be engaged in their learning and we have had so much fun.

This suited the majority of staff. As a class teacher myself, I can honestly say I've loved developing my own skills alongside the children and valued the freedom to be directed by them. I have learned from my mistakes and celebrated successes and my units plans are developing.

In order to monitor progress, I asked staff to upload their music planning for Spring Term on the OneDrive, with the understanding that I knew plans were still developing. This informed me that 75% of staff were planning sessions which developed the skills outlined in the long-term plan, and identified 1 member of staff who required additional support.

Next Steps – Support ECT in planning music.

Develop a consistent approach to planning music across school.

Metacognitive approach to teaching across all subject areas, including Music.

Area 2 - Instrumental and vocal lessons – to challenge all children

Pupil voice and informal observations around school highlighted a distinct lack of enthusiasm for singing, particularly in children in UKS2 and data showed that only 10% of pupils across the whole school were learning to play a musical instrument! Durham Music Service offered violin lessons, yet only 3 pupils had signed up for lessons.

I knew we could do better. Having taught recorder previously, I purchased recorders for all children in my class and introduced weekly recorder tuition as part of my music lessons. This was met with excitement and enthusiasm. It was clear children wanted to learn to play an instrument, and staff followed my example and introduced instrument tuition in their classes. Y3/4 now learn to play the chime bars and Early Years requested a set of ukuleles and have learned to strum along to many of their favourite nursery rhymes!

Pupil voice enabled me to dig deeper to understand why so few children had signed up to play violin. It appeared they didn't want to play violin so we surveyed KS2 pupils to identify which instrument they would like to play. Guitar was most popular and I am currently in discussions with Durham Music Service to change our offer from violin to guitar.

Staff have been given guidance on music lesson structure and are beginning to dedicate time to singing, listening, composing and performing (both instrumental and vocal) in every session.

Now 80% of pupils across school are taught to play a tuned instrument for at least 1 term and pupils look forward to their music lessons and engage fully. Children in Y5/6 even asked if they could take their recorders home to practice!

Next Steps – Ensure 100% of pupils access instrument tuition.

Arrange guitar tuition in school – Durham Music Service

Display extra-curricular music opportunities on a central music display

Area 3 - Musical events and opportunities – offer wider opportunities in music

To further enhance our music provision, it was important to raise the profile of music and to offer a wider range of extra-curricular opportunities in music.

We have a lunchtime choir led by one of our Governors and an afterschool drama club. All sessions are free for PP children and we actively encourage them to take part. Staff have been encouraged to celebrate music achievements and I have introduced a termly Celebration Performance for parents, where each class can celebrate musical learning and pupils can showcase their talents. Pupils are praised for musical effort and confident singers lead singing during worship (we even have little Robins asking if they can showcase a favourite song in our Celebration assemblies on a Friday!

I am in the process of developing a map of annual music events/visits/visitors and taking steps to establish links with our feeder schools and the TCR Hub.

Next Steps – Establish links with feeder schools and TCR Hub

Further develop annual map of music events/visits/visitors

How are we doing?

It is clear our pupils are growing in self-confidence and self-belief in music.

Unlike other subjects, such as English and Maths, outcomes in music are not easily measured against specific standards.

Attainment in music is based on performance, engagement, motivation and understanding and so pupil engagement and participation has been used to monitor progress.

Area 1 - Curriculum Music – ensuring it met the needs and interests of the children

75% teaching staff plan and deliver 1 x 1hr music lesson every week.

Unfortunately, even after additional support 1 member of staff failed to prepare a showcase for the celebration performance and I had to speak to her about compliance to teacher standards. As leaders, we are responsible for pupil outcomes and although it was a particularly uncomfortable conversation, I had to put the needs of the children first and ensure that all children were receiving the same high quality music curriculum.

Children look forward to their weekly music lesson and 100% of pupils perform for an audience 1 x termly.

Area 2 - Instrumental and vocal lessons – to challenge all children

80% of pupils across school are taught to play a tuned instrument for at least 1 term.

Violin tuition increased from 3 pupils to 6 pupils (1 PP)

Area 3 - Musical events and opportunities – offer wider opportunities in music

Choir numbers increased from 10 pupils to 20 pupils.

100% pupils listen to live music.

Commitments across school have made effective monitoring challenging. It is hard to find time to visit classrooms to observe lessons and music is not recorded in books that can be scrutinised.

To combat this we agreed that a music celebration performance would be held at the end of the Spring Term to showcase learning from each class. Due to other commitments it was moved to Summer Term - it was evident that Y3/4 teacher had really engaged with the progression document and developed music skills in singing, composing and performing, and her enthusiasm and that of the children was clearly evident.

Moving on

In order to anchor the changes made into our school culture, it is vital that I continue to build on the change by continually monitoring and setting new goals.

