



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 across EYFS and 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 Paul's Catholic Primary School

Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2026-27
Date this development plan was published	July 2026
Date this development plan will be reviewed	September 2027
Name of the school music lead	Hayley Brocklesby
Name of school leadership team member with responsibility for music	Sheena Sinclair
Name of local music hub	Tees Valley Music Service
Name of other music education organisations	N/A
Vision and Overall Objectives	
At St. Paul's we provide a rich, diverse, and progressive music curriculum for all children, from age 3 to 11 years of age. Our music education is inclusive and high-quality which engages and inspires pupils to develop a love of music. An outstanding music curriculum is delivered in a way that ensures skills across each year group are progressive. Opportunities to learn musical instruments, and participate in ensembles, along with performances - both in and out of school - showcase our children's talents within our local community and beyond. All pupils will develop their skills as musicians resulting in an increase in self-confidence and creativity, impacting positively on their overall wellbeing. Through this sense of musical achievement, cultural capital is maximised for all our children, creating a sense of belonging to a supportive community of music making. A deep appreciation (historical and current) of the works of great composers will be developed through quality listening and appraising.	

Core Components

- *Music curriculum – minimum of 1hr per week per class including classroom instrumental teaching*
- *Progression in classroom instrumental teaching*
- *Small group & 1-1 teaching*
- *Visiting music teachers link with external music organisations*
- *Pupil Premium student engagement*
- *Succession planning and CPD Choirs & instrumental ensembles*
- *Whole school singing assemblies*
- *Performance opportunities*
- *Funding & Staffing*

At St. Paul's, music lessons are delivered weekly across all year groups and are led by classroom teachers. Lessons follow an established, consistent structure, allowing pupils to develop all key music skills: listening, appraising, improvising, composing and performing. The model music curriculum guides our teaching and learning. Music is embedded into the culture of the school, with whole school singing in assemblies, hymn practice, peripatetic teaching (small group and 1:1), performances in school such as Liturgies, Christmas, Easter and end of year productions. Participation in performances out of school such as Snappy Spring, Snappy Christmas and take place in the wider community with other schools and musical groups. The children visit the church to take part in worship through song, sharing their voices as part of our Catholic school community. Children benefit from using the Charanga scheme in the classroom delivered by class teachers. We ensure that all pupils have opportunities to explore sounds through listening, performing and composing. Listening skills are developed so pupils appreciate a diverse repertoire of music, some of which is related to class topics, giving some understanding of the chronology of the history of music and how it sits beside world history. Pupils are also encouraged to reflect on the works of great composers. Pupils are given opportunities to access a range of instruments and refine their skills appropriately. Pupils are provided with a variety of enrichment opportunities and wide-ranging musical experiences. A school choir is offered as an enrichment opportunity, enabling children to develop their singing skills, musical confidence and enjoyment of performance through regular participation in choir sessions.

Most importantly, we aim to ensure pupils value the importance of music, to express themselves creatively, especially through their voices. Opportunities are offered to pupils to attend local theatre to watch live musical performances.

On our website, you will find our Curriculum Narrative for Music, our Curriculum overview and our Progression of Skills.

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)	Implementation	Impact
<i>Has the music curriculum been adjusted to make it more accessible for pupils with specific needs, e.g. SEND?</i>	Teaching in music is inclusive – all children access a rich and varied music curriculum and the curriculum is adapted to ensure that all children can learn.	Through our music curriculum and musical opportunities all pupils will: • Value music in the context of their own well-being. • Respect and appreciate a wide repertoire of music. • Retain subject-specific knowledge and vocabulary – they will know more and remember more • Have taken part in a range of opportunities to foster their instrumental and/or vocal ability. • Participate in wider musical activities and have increased confidence. • Have an awareness of musical opportunities available both in school and beyond the classroom. • Be well placed to make good progress at Key Stage 3
<i>Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?</i>	Pupils KS1- UKS2 benefit from 36 hours of music teaching across the school year	
<i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i>	Our music curriculum is informed by the model music curriculum (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3.	

What opportunities do pupils have to learn to sing or play an instrument during lesson times?	Planned music lessons enable all pupils to have an opportunity to compose, play and perform using voice and percussion with class teachers through charanga.			
What partnerships support the school's music curriculum, e.g. a local music hub?	Our music curriculum is supported by our local Music Hub - Tees Valley Music Service			
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?	KS2 pupils have the opportunity to partake in small group and 1:1 instrumentation tuition (peripatetic delivered by specialist musicians from TVMS) - to open musical instrument tuition to a wider group of KS2 pupils	A greater uptake of pupils playing a variety of instruments developing musical talents.	Cost to parents If children who are disadvantaged and in receipt of Pupil Premium wish to play an instrument funding can be provided from the Pupil Premium.	2026-27

What music ensembles can pupils join outside of lesson time?	Hayley Brocklesby (Music Lead) to develop a school choir open to Year 4, 5 and 6 – Monday lunchtime. Choir preparing to perform in church during our pupils First Holy Communion.	Development of a school choir to enrich opportunities for singing and performing	HB No cost	2026-27
Are pupils aware of how they can make progress in music outside of lesson time?	All pupils that uptake the opportunity to play an instrument have free membership to the music ensemble in Billingham which is run by TVMS Ensembles Tees Valley Music Service (tvms.org.uk)	Pupils and Parents are aware of the opportunities to make progress in music outside of school time.	TVMS teachers to liaise with HB to demonstrate our peripatetic music offer to KS2 pupils.	2026-27
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	Pupils accessing tuition will have an opportunity to work towards grades in their instrument of choice.	Pupils are aware of how to make progress and can celebrate their achievements	TVMS teachers to liaise with HB	2026-27
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	Cost to parents/carers for monthly tuition would be £18.95 Plus instrument hire £9.90 per month Lessons Tees Valley Music Service (tvms.org.uk)			2026-27
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	Pupils that become school choir members will have free access to the county singing group – training choir and as they progress may join the youth choir.	Pupils and Parents are aware of opportunities to develop interests further and are aware of the costs	TVMS teachers to liaise with HB who can share with parents and pupils	2026-27
Where can pupils rehearse or practice individually or as part of a group?	As above – as part of an organised group	Awareness raising	Responsibility of HB	2026-27

Part C: Musical experiences				
Development Priority <i>(questions to consider when identifying priorities)</i>	Implementation	Impact		
What musical experiences are planned for the academic year?	Snappy Christmas, Snappy Spring, church celebrations, community performances, celebration and participation of World Music Day, whole school exhibit their musical talents, EY – World nursery rhyme week	Through musical experiences and musical opportunities all pupils will: • Value music in the context of their own well-being. • Respect and appreciate a wide repertoire of music. • Retain subject-specific knowledge and vocabulary – they will know more and remember more • Have taken part in a range of opportunities to foster their instrumental and/or vocal ability. • Participate in wider musical activities and have increased confidence. • Have an awareness of musical opportunities available both in school and beyond the classroom. • Be well placed to make good progress at Key Stage 3		
How can pupils get involved with musical performances and concerts in and outside of the school?	All pupils are involved in musical performances – which include Christmas, Easter, whole school/ class performances for friends and families, liturgies, TVMS events.			
What charging fees are there for these musical experiences?	Travel costs – parents/carers to cover costs where possible for their child. School may subsidise via PTA funds (FOSPs) or use of additional funding (PP)			
What does transition work look like with local secondary schools?	Transition arrangements are in place with all secondary schools so that talent and interests are shared.			
Part D: Improvements				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<u>What improvements can be made to extra-curricular music provision?</u>	Academic year 2026/27 a focus on improving further opportunities for pupils outside of lesson time – invitations to KS2 children to uptake instrument tuition and join the school choir. Ongoing offer	A wider range of musical abilities throughout school.	Cost of tuition and hire of an instrument as set out by TVMS	2026-27

<u>What improvements can be made to external musical experiences?</u>	Pupils have the opportunity to partake in wider musical fields by joining the local ensemble and singing group – to make pupils and parents aware of these offers via website and flyers, to be promoted by TVMS To make use of local theatre productions eg: The Forum in Billingham, Princess Alexandra Theatre, Yarm or The Arc and The Globe in Stockton	Participation in the wider community to further develop musical skills. Experience performance to develop an appreciation of music	Free Cost of tickets for performances and transport.	2026-27
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