

The English Martyrs Catholic School and Sixth Form College



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.

Name of school

Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2024-2025
Date this development plan was published	7 th October 2024
Date this development plan will be reviewed	20 th June 2025
Name of the school music lead	Paul McCartie
Name of school leadership team member with responsibility for music	Thomas Rogers
Name of local music hub	Tees Valley Music Service
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><i>By 2030, English Martyrs will be a vibrant, inclusive centre of musical excellence, where every student is empowered to explore, perform, and express themselves through music. Our rich and diverse curriculum will inspire a lifelong love of music, encouraging creativity, collaboration, and personal growth. With outstanding teaching and leadership, students will engage with a wide range of musical traditions, develop technical skills, and create original works. Opportunities to learn instruments, participate in ensembles, and perform</i></p>	

regularly will showcase our students' talents, building confidence and cultural capital, while fostering a supportive community of music making both within our school and the wider community.

Overall Strategic Objectives

1. Musical Excellence

- Develop a **high-quality music curriculum** that is broad, balanced, and challenging.
 - Ensure **outstanding teaching and leadership** in music education.
- Provide opportunities for students to **develop technical proficiency** and **create original compositions**.

2. Student Empowerment & Personal Growth

- Empower every student to **explore, perform, and express themselves** through music.
- Foster **confidence, creativity, and collaboration** through musical engagement.
 - Encourage **lifelong appreciation and love for music**.

3. Inclusivity & Diversity

- Create an **inclusive environment** where all students, regardless of background or ability, can thrive musically.
 - Celebrate and engage with a **wide range of musical traditions and cultures**.

4. Performance & Participation

- Offer **regular performance opportunities** to showcase student talent.
- Provide access to **instrumental tuition** and **ensemble participation**.
- Build **cultural capital** through public performances and community engagement.

5. Community & Collaboration

- Establish a **supportive community of music-making** within the school.
- Strengthen ties with the **wider community** through outreach, partnerships, and shared musical events.

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsi bility & Costs	Date/ timescale
<p>Example: Music Curriculum has been adjusted to make it more accessible for pupils with specific needs.</p> <p>Has the music curriculum been adjusted to make it more accessible for pupils with specific needs, e.g. SEND?</p>	<p>All music lessons are routine-based in order to secure pupil expectations, but this also enables anticipation of tasks for students with limited comprehension, including those with speech and language difficulties, and students acquiring English as an additional language. A multi-modal approach is used within all tasks, including verbal explanation of tasks which is supported by written information, modelling, and video demonstrations of practical activities which pupils can refer back to at any point. This multi-modal approach both facilitates comprehension of activities for all students but also serves to secure subject knowledge, whilst being inclusive of all learning styles. In addition to this whole-class approach, small group work for practical tasks enables tasks to be broken down and demonstrated on an individual level. This approach also allows for differentiation of tasks according to need and ability. In line with the provision of the music curriculum, homework activities are also differentiated to ensure inclusivity for all students. Homework is provided within lesson but is also posted to students via their Teams group to enable easy access to tasks. There is provision for students to access a music room on a lunchtime where they can use a computer if needed, but a member of staff is also available for support. In order to facilitate transitions between tasks and manage student expectations, lesson activities are clearly timed with visual reinforcement. This enables students to anticipate how much time they have</p>	<p>Students at English Martyrs benefit from a music curriculum designed to foster inclusivity and support diverse learning needs. Lessons are structured with consistent routines, helping students anticipate tasks and engage more effectively, particularly those with speech and language difficulties or English as an additional language. A multi-modal approach – using verbal explanations, written instructions, modelling, and video demonstrations – ensures comprehension and reinforces subject knowledge for all learning styles. Small group work allows for differentiated instruction, breaking down tasks to meet individual abilities, while homework is accessible both in class and online, with additional lunchtime support available. Visual timing cues promote independence in time management, while breakout</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	<p>Sep 2025- Sep 2030</p>

	<p>left to complete tasks and promotes independence within their time management. Furthermore, all tasks have written instructions within the PowerPoints as a reminder of task expectations, and staff circulate practice rooms to ensure access to clarification and modelling of tasks to all students. It is necessary, due to the nature of practical tasks within lessons, that break-out spaces and quieter practice environments are available for pupils who may have differing sensory needs or need time to regulate.</p> <p>To further enhance accessibility and inclusion, the music department is implementing additional strategies aimed at supporting a wider range of learning needs. These include the development of individual learning profiles for students with Education, Health and Care Plans (EHCPs) or identified additional needs, ensuring that teaching approaches and resources are tailored to their specific requirements. Assistive technologies such as speech-to-text software, accessible notation tools, and loop-based composition platforms are being introduced to support students with physical, cognitive, or literacy challenges. Assessment practices are also being diversified to include flexible formats such as video submissions, verbal reflections, and collaborative group performances, allowing students to demonstrate their progress in ways that suit their strengths. Staff are engaging in ongoing professional development focused on inclusive pedagogy, trauma-informed practice, and culturally responsive teaching to ensure that the curriculum remains dynamic and equitable. These enhancements aim to create a fully inclusive musical environment where every student can access, enjoy, and excel in their musical journey.</p>	<p>spaces cater to students with sensory needs, ensuring a supportive and accommodating learning environment. This approach fosters confidence, independence, and a deeper engagement with music for all students.</p> <p>As a result of these inclusive practices, students demonstrate increased confidence in both practical and theoretical aspects of music. Learners with additional needs are more actively engaged in lessons, showing improved task completion and greater willingness to participate in group and solo performance opportunities. The use of assistive technologies and flexible assessment formats has enabled students to showcase their musical understanding in ways that align with their strengths, leading to more accurate and meaningful assessments of progress. Students with sensory or emotional regulation needs benefit from the availability of quiet spaces, which has</p>		
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		<p>contributed to improved focus and reduced anxiety during lessons. Furthermore, the consistent use of visual supports and structured routines has enhanced students' ability to manage their time and learning independently. These outcomes collectively contribute to a more equitable learning environment, where all students are empowered to develop their musical skills, express their creativity, and build a lasting appreciation for music</p>		
<p><i>Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?</i></p>	<p>Years 7 – 2 hours per fortnight Year 8 - 2 hours per fortnight Year 9- 2 hour per fortnight Year 10- Not running Sep '25 Year 11- 5 hours per fortnight Year 12- Not running Sep '25 Year 13- 5 hours per fortnight</p>	<p>The music curriculum at English Martyrs ensures that students receive the appropriate allocation of learning hours across key stages, supporting their progression in the three core disciplines of music: listening, performing, and composing. From Year 7 through to Year 13, students develop their musicianship through a structured focus on aural awareness and the application of musical elements, with increasing levels of challenge embedded at each stage. The curriculum confirms that the correct</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	<p>To be review Academic Year 2025-2026</p>

		<p>number of teaching hours is provided at Key Stage 3, as well as in Year 11 and Year 13, aligning with national expectations and supporting effective delivery. However, due to not meeting the required threshold set by the executive headteacher, there are currently no music cohorts in Year 10 and Year 12 as of September 2025. Despite this, the curriculum remains robust and clearly structured, ensuring that students in active year groups receive a high-quality, progressive music education.</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>The music curriculum at English Martyrs is thoughtfully aligned with the principles of the Model Music Curriculum, ensuring it reflects best practices in music education. It incorporates the key elements of listening, performing, and composing, with a strong emphasis on progressive learning. Students engage with a wide range of musical genres, from classical to contemporary, and participate in practical activities such as instrumental performances and ensemble work. By integrating works from composers like Beethoven alongside modern artists, the curriculum fosters both historical understanding and creative expression. This approach promotes inclusivity and caters to diverse musical interests, encouraging students to explore music from multiple perspectives and cultural contexts.</p>	<p>The music curriculum at English Martyrs is thoughtfully aligned with the principles of the Model Music Curriculum, ensuring it reflects best practices in music education. It incorporates the key elements of listening, performing, and composing, with a strong emphasis on progressive learning. Students engage with a wide range of musical genres, from classical to contemporary, and participate in practical activities such as instrumental performance, vocal techniques, and</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	<p>Sep 2025- Sep 2030</p>

	<p>To further enhance the curriculum, the department is expanding its use of music technology and the school's recording studio. Students will have increased opportunities to engage with digital audio workstations (DAWs), MIDI sequencing, and multi-track recording, allowing them to compose, edit, and produce their own music. These tools will be embedded into schemes of work across key stages, supporting both creative and technical skill development. The recording studio will also be used to facilitate live performance capture, podcasting, and collaborative production projects, giving students real-world experience in music technology and media. This integration not only broadens access to music-making for students who may not play traditional instruments but also prepares them for future pathways in the music industry and related fields.</p>	<p>ensemble work. By integrating works from composers like Beethoven alongside modern artists, the curriculum fosters both historical understanding and creative expression. This inclusive approach encourages collaboration and allows students to explore personal musical interests while developing a broad understanding of music's cultural significance. To further enhance the curriculum, the department is expanding its use of music technology and the school's recording studio. Students will gain hands-on experience with digital audio workstations (DAWs), MIDI sequencing, and multi-track recording, enabling them to compose, edit, and produce original music. These tools are embedded across key stages to support both creative and technical skill development. The recording studio also facilitates live performance capture, podcasting, and collaborative production projects, offering real-world applications of music technology. As a result, pupils and students at English Martyrs</p>		
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		will develop strong musical proficiency, enhanced creativity, and the skills needed for further musical study and personal growth, leaving with a well-rounded knowledge of music's expressive power and cultural relevance.		
What opportunities do pupils have to learn to sing or play an instrument during lesson times?	<p>The diversity of the music curriculum at English Martyrs is intentionally designed to reflect a broad spectrum of musical interests, enabling students to connect meaningfully with the material while inspiring them to expand their musical curiosity. Pupils are encouraged to explore a wide range of genres and, through composition, express their own lives and experiences within these musical contexts. To support the development of musicality, students learn to perform pieces on instruments such as the piano, glockenspiel, and a variety of tuned and untuned percussion, as well as through structured singing activities. These opportunities are embedded within curriculum units to ensure that all pupils engage with practical music-making as part of their regular classroom experience. As students progress into Key Stage 4 and Key Stage 5, they further refine their performance skills through solo and ensemble work on their chosen instrument or voice. Instrumental choices are guided by student preference and typically include piano, drums, electric or acoustic guitar, bass guitar, violin, clarinet, flute, and voice. To enhance access and progression, the department is implementing additional strategies such as integrating instrumental tuition into curriculum time for targeted students, using technology to support practice and feedback (e.g. video recordings and digital portfolios), and expanding the use of the school's</p>	<p>Students at English Martyrs achieve a broad and ambitious range of outcomes through a diverse and inclusive music curriculum that nurtures their connection to music while encouraging creative exploration and technical development. By engaging with a wide array of musical genres and composing original pieces, students are empowered to express their own lives and experiences through music, fostering both personal identity and cultural awareness. Practical skills are developed progressively, with students learning to perform on instruments such as piano, glockenspiels, and a variety of tuned and untuned percussion, alongside structured vocal work. These foundational experiences lead to confident</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	<p>Sep 2025- Sep 2030</p>

	<p>recording studio to capture performances and support self-evaluation. These developments ensure that all students, regardless of prior experience, have the opportunity to develop technical proficiency, musical confidence, and a lifelong appreciation for performance.</p>	<p>solo and ensemble performances at Key Stage 3, where students are assessed on both individual and group contributions, building their confidence, collaboration, and technical proficiency. As students advance into Key Stage 4 and 5, they specialise in their chosen instrument or voice—typically including piano, guitar, drums, violin, clarinet, flute, or vocals—refining their performance skills in preparation for formal assessments, which account for 30% of the GCSE and 35% of the A Level qualification. To further support progression, the department is embedding instrumental tuition into curriculum time for targeted students, integrating music technology such as digital audio workstations and video feedback tools, and expanding use of the school's recording studio for performance capture and self-evaluation. These developments ensure that all students, regardless of prior experience, have access to high-quality, real-world music-making opportunities. As a</p>		
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		result, students leave with strong musical proficiency, enhanced creativity, and the confidence and skills needed for further musical study, performance, and personal growth.		
<i>What partnerships support the school's music curriculum, e.g. a local music hub?</i>	<p>The music curriculum at English Martyrs is enriched through strong partnerships that support instrumental learning and curriculum development. Tees Valley Music Service plays a key role by providing peripatetic instrumental lessons, offering students access to high-quality tuition across a range of instruments. In addition, independent peripatetic musicians work closely with the school to support pupils in developing their skills on specific instruments, tailored to individual interests and performance goals. Beyond the school, English Martyrs benefits from its membership in the Bishop Hogarth Catholic Education Trust, where music leads from across the Trust meet regularly to share best practices, review curriculum developments, and implement new strategies to enhance music education collectively. These collaborative meetings ensure a consistent and ambitious approach to music across all Trust schools, fostering innovation, resource sharing, and professional development. Together, these partnerships ensure that students receive a rich, well-supported musical education that extends beyond the classroom and is responsive to both local and Trust-wide priorities.</p>	<p>At English Martyrs, the outcomes of the music curriculum are deeply rooted in a commitment to equity and inclusion, reflecting a belief in the preferential option for the poor. Every student who wishes to learn a musical instrument is given the opportunity to do so, regardless of background or financial circumstance, ensuring that access to cultural capital is not limited by socioeconomic barriers. Through strong partnerships with Tees Valley Music Service and independent peripatetic musicians, students benefit from high-quality instrumental tuition tailored to their individual interests and aspirations. These opportunities are further enriched by the school's active participation in the Bishop Hogarth Catholic Education Trust, where music leads collaborate regularly to share</p>	HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER	Sep 2025- Sep 2030

		best practices and implement innovative strategies that enhance music education across all Trust schools. As a result, students not only develop technical proficiency and performance confidence but also gain a deeper appreciation of music's cultural significance. They leave with enriched creativity, broadened musical horizons, and the skills and experiences necessary for further musical study and personal growth—empowered by a curriculum that values every learner and actively works to remove barriers to participation.		
<p>[Secondary schools only]</p> <p><i>What qualifications and awards can pupils study for and achieve during the academic year?</i></p>	<p>tudents at English Martyrs can complete graded music examinations through ABRSM and Trinity. This is linked to our students who have instrumental lessons with Tees Valley Music service and our own peripatetic facilitators for Drums and Piano</p>	<p>Students at English Martyrs have the opportunity to complete graded music examinations through ABRSM and Trinity, providing them with formal recognition of their musical skills and achievements. These examinations are directly linked to students instrumental lessons through Tees Valley Music Service and our own peripatetic facilitators for drums and piano. This pathway allows students to progress through</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK</p>	<p>Sep 2025- Sep 2030</p>

		<p>structured levels of musical proficiency, enhancing their technical ability, performance confidence, and overall musical development, while gaining qualifications that support their further education and musical careers</p> <p>instrumental lessons through Tees Valley Music Service and our own peripatetic facilitators for drums and piano. This pathway allows students to progress through structured levels of musical proficiency, enhancing their technical ability, performance confidence, and overall musical development, while gaining qualifications that support their further education and musical careers.</p>	LEADER	
Part B: Extra-curricular music				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/timescale

<p>What music tuition offered outside of what is taught in lesson time?</p>	<p>Pupils at English Martyrs have the opportunity to participate in a vibrant extracurricular music programme, most notably through the school choir, which rehearses four times a week and performs regularly at school, Trust, and diocesan events. This ensemble not only nurtures vocal technique and ensemble skills but also fosters a strong sense of community and representation across wider school networks. In addition to the choir, pupils have access to rehearsal spaces where they are encouraged to form and develop their own personal ensembles and musical projects, promoting creativity and independent musicianship. However, while vocal opportunities are well established, the department recognises the need to prioritise the development of more structured instrumental ensembles. Expanding provision to include groups such as a school band, string ensemble, or percussion group would provide a broader platform for instrumentalists to collaborate, perform, and refine their skills in a group setting. This would also support progression for students receiving instrumental tuition and strengthen the overall musical culture of the school by offering more diverse ensemble experiences outside of lesson time.</p>	<p>Pupils at English Martyrs benefit from a vibrant and inclusive extracurricular music programme, with the school choir standing as a flagship ensemble. Rehearsing four times a week and performing regularly at school, Trust, and diocesan events, the choir not only develops vocal technique and ensemble musicianship but also fosters a strong sense of community and representation across wider school networks.</p> <p>In addition to vocal opportunities, pupils are encouraged to explore their musical creativity through access to rehearsal spaces, where they can form and develop personal ensembles and musical projects. This promotes independent musicianship and nurtures a culture of artistic expression.</p> <p>However, while vocal provision is well established, the department recognises the need to prioritise the development of structured instrumental ensembles. Expanding the programme to include groups such as a school</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	<p>Sep 2025- Sep 2030</p>
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		<p>band, string ensemble, or percussion group would provide a broader platform for instrumentalists to collaborate, perform, and refine their skills in a group setting. This would also support progression for students receiving instrumental tuition and enrich the school's musical culture by offering more diverse ensemble experiences outside of lesson time.</p> <p>As an advocate for the preferential option for the poor, I believe that every pupil—regardless of background—should have equitable access to instrumental music education. By removing financial and structural barriers, we can ensure that all students who wish to learn an instrument are given the opportunity to do so. This commitment not only enhances their cultural capital but also affirms their right to participate fully in the artistic life of the school. Through inclusive ensemble opportunities and targeted support, we aim to empower all pupils to grow as confident, creative, and collaborative musicians.</p>		
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<p>What music ensembles can pupils join outside of lesson time?</p>	<p>At English Martyrs, pupils have access to a rich and inclusive extracurricular music programme that extends well beyond the classroom. One of the cornerstone opportunities is the school choir, which rehearses four times a week and performs regularly at school, Trust, and diocesan events. This ensemble not only develops vocal technique and ensemble skills but also fosters a strong sense of community and pride in representing the school across wider networks.</p> <p>In addition to the choir, pupils are encouraged to explore their musical interests through access to dedicated rehearsal spaces. These spaces provide the freedom for students to form and develop their own personal ensembles and musical projects, promoting creativity, collaboration, and independent musicianship.</p> <p>The music department is also working to expand its provision by developing more structured instrumental ensembles, such as a school band, string ensemble, or percussion group. These groups will offer instrumentalists the chance to rehearse and perform together, supporting their musical progression and enriching the overall musical culture of the school.</p> <p>Whether through formal ensembles or student-led projects, pupils are empowered to grow as confident and expressive musicians, with opportunities tailored to a wide range of interests and abilities.</p>	<p>Students at English Martyrs benefit from a dynamic and inclusive extracurricular music programme that offers a wide range of performance and development opportunities beyond the classroom. Central to this provision is the school choir, a highly active ensemble that rehearses four times a week and performs regularly at school, Trust, and diocesan events. Through this commitment, pupils develop vocal technique, ensemble awareness, and confidence in public performance, while also building a strong sense of teamwork and school representation.</p> <p>Beyond the choir, students are encouraged to take ownership of their musical journey through access to dedicated rehearsal spaces. These facilities allow pupils to form personal ensembles and pursue independent musical projects, fostering creativity, initiative, and collaboration. Whether experimenting with new genres, composing original</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	<p>Sep 2025- Sep 2030</p>
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		<p>material, or refining instrumental skills, these opportunities support students in exploring their individual musical interests in a supportive and student-led environment.</p> <p>Recognising the importance of instrumental music, the department is actively working to expand its ensemble provision. Plans are underway to introduce more structured instrumental groups, such as a school band, string ensemble, and percussion group. These ensembles will provide instrumentalists with regular opportunities to rehearse and perform together, enhancing their technical proficiency, ensemble discipline, and musical expression. They will also serve as a natural progression route for students receiving instrumental tuition, helping to embed music more deeply into the life of the school.</p> <p>Together, these opportunities not only refine students' performance abilities and collaborative skills, but also contribute to</p>		
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		<p>their personal growth, cultural capital, and sense of belonging within the school community. The music programme at English Martyrs is designed to be inclusive, aspirational, and empowering—ensuring that every pupil, regardless of background or experience, has the chance to thrive musically.</p>		
<p>Are pupils aware of how they can make progress in music outside of lesson time?</p>	<p>At English Martyrs, pupils are well supported in making musical progress outside of lesson time through a wide range of enrichment opportunities. These are actively promoted via the school's enrichment programme and regularly featured on school social media platforms, ensuring both pupils and parents are kept informed. The music department also serves as a central hub where students can access up-to-date information about rehearsals, ensembles, instrumental tuition, and upcoming events. To further enhance awareness and engagement, several new strategies are being introduced, including a dedicated music enrichment noticeboard, a termly digital music bulletin, and the launch of a pupil music ambassador programme to encourage peer-led promotion and mentoring. Additionally, clear instrumental progress pathways will be shared with pupils and parents to support long-term development, and new interactive workshops will offer opportunities to explore areas such as songwriting, music technology, and performance skills. Together, these initiatives aim to ensure that all pupils are not only aware of how they can progress</p>	<p>Students at English Martyrs benefit from enhanced music enrichment opportunities that are widely promoted through the school enrichment programme and social media platforms, ensuring high visibility and accessibility for all. The music department serves as a central hub where pupils can discover and access a variety of opportunities to further develop their musical skills. This increased visibility and encouragement of extracurricular involvement allow students to engage more deeply with music beyond the classroom, fostering a greater sense of community, creativity, and personal growth, while</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	<p>Sep 2025- Sep 2030</p>

	<p>musically beyond the classroom, but are also inspired, supported, and celebrated throughout their musical journey.</p>	<p>expanding their musical horizons through diverse experiences.</p> <p>With the introduction of new strategies—including a dedicated music enrichment noticeboard, a termly digital music bulletin, and the pupil music ambassador programme—students are now even more empowered to take ownership of their musical journey. These initiatives promote peer-led engagement, mentorship, and student leadership, while also ensuring that enrichment opportunities are communicated in a clear, consistent, and inspiring way.</p> <p>The implementation of instrumental progress pathways and interactive workshops further supports pupils in setting goals, exploring new areas of interest such as songwriting and music technology, and developing their skills in a structured yet creative environment.</p> <p>Together, these outcomes reflect a music programme that is not only inclusive and</p>		
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		aspirational but also deeply committed to nurturing confidence, collaboration, and lifelong musical engagement.		
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	Nationally recognised music qualifications such as those from the Associated Board of the Royal School of Music are promoted via individual tuition lessons. Within the music department eligible pupils are also supported to apply for music grants via the Preston Simpson Awards	Students at English Martyrs benefit from the promotion of nationally recognised music qualifications, such as those from the Associated Board of the Royal Schools of Music (ABRSM), which are encouraged through individual tuition lessons. These qualifications provide students with formal accreditation of their musical abilities, helping to enhance their skills and boost their academic and personal achievements. Additionally, eligible students receive support from the music department in applying for music grants, such as the Preston Simpson Awards. This financial assistance enables greater access to resources, lessons, and opportunities, fostering students' musical progression and increasing their	HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER	Sep 2025- Sep 2030

		chances of pursuing further musical education or careers		
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	All pupils are able to access peripatetic music services at a cost of £15 for all instruments. Pupils classified as disadvantaged are able to access these lessons at no cost to the individual but rather this is subsidised by the school through the pupil premium fund	Students at English Martyrs have equitable access to high-quality peripatetic music lessons for a wide range of instruments, offered at an affordable cost of £15. Disadvantaged students can access these lessons at no cost, as they are fully subsidised by the school through the pupil premium fund. This inclusive approach ensures that all students, regardless of financial background, have the opportunity to develop their musical talents, receive individualised instruction, and progress in their musical journey. By removing financial barriers, the school promotes equal opportunities for musical education and personal growth for all students.	HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER	Sep 2025- Sep 2030
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	All pupils are able to access the school choir, should they wish to, at no cost to the individual	At English Martyrs, all students have the opportunity to join the school choir at no cost, ensuring that any student with an interest in singing can participate. This inclusive	HEAD OF DEPARTMENT ALONG	Sep 2025- Sep 2030

		<p>access allows students to develop vocal skills, build confidence in performance, and experience the joy of collaborative musicmaking. Through regular rehearsals and performances, students enhance their musical abilities, foster a sense of belonging, and contribute to the school's vibrant musical community, regardless of their financial background</p>	<p>NG WITH MUSI C TEAC HERS AND LINK LEAD ER</p>	
<p>Where can pupils rehearse or practice individually or as part of a group?</p>	<p>Pupils have access to rehearsal space in the music department practice rooms where they can develop their skills as ensembles or individuals. This is furthered by the use of our recording studio, allowing pupils/students the opportunity to create and record their own original works</p>	<p>Students at English Martyrs benefit from access to dedicated rehearsal spaces in the music department practice rooms, where they can hone their skills both as individuals and in ensembles. This opportunity fosters collaboration, creativity, and musical growth as students practice together or refine their personal abilities. Additionally, the school's recording studio provides a platform for students to create and record their original works, allowing them to explore composition, sound production, and the technical aspects of musicmaking. These resources empower students to</p>		

		develop their musicality, express their creativity, and gain practical experience in recording and production, preparing them for future musical endeavours.		
Part C: Musical experiences				
Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsi bility and costs	Date/ timescale
What musical experiences are planned for the academic year?	Music Performances • Year 7 Welcome Mass • EMS Live • Remembrance Day Celebration • Confirmation Mass • Christmas Liturgy • Recording of choir performances for social media posts • Easter Liturgy • Preston Simpson Awards Music Experiences • School trips to see Broadway shows such as “Wicked” • Flame 2025 At English Martyrs, students benefit from a wide range of music performance and experience opportunities, which enhance their musical development, confidence, and cultural enrichment. Music Performances such as the Year 7 Welcome Mass, EMS Live, Remembrance HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER • The Source • Lourdes • Whole school production.	At English Martyrs, students benefit from a wide range of music performance and experience opportunities, which enhance their musical development, confidence, and cultural enrichment. Music Performances such as the Year 7 Welcome Mass, EMS Live, Remembrance Day Celebration, Confirmation Mass, Christmas and Easter Liturgies, and choir recordings for social media, provide	HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK	Sep 2025- Sep 2030

		<p>students with regular platforms to showcase their talents. These performances foster a sense of pride, teamwork, and connection to the school and wider community. Participation in the prestigious Preston Simpson Awards further enhances students' recognition and development as musicians.</p> <p>Music Experiences such as school trips to Broadway shows like "Wicked," events like Flame 2025 and The Source, pilgrimages to Lourdes, and involvement in whole school productions, expose students to professional-level performances and broaden their cultural perspectives. These experiences inspire creativity, deepen students' appreciation of the performing arts, and offer real-world insights into the music industry, enriching their overall educational journey.</p>	LEADER	
How can pupils get involved with musical performances and concerts in and outside of the school?	Any pupil attending choir is automatically included in all musical performances both within school and at external events, such as Trust and diocesan celebrations. This ensures that choir members have regular opportunities to showcase their skills, represent the school, and gain valuable experience performing in a variety of settings. Participation in	At English Martyrs, all students attending the choir are actively included in a variety of musical performances both within the school and in the broader community. This inclusive approach ensures that every	HEAD OF DEPARTMENT ALONG	Sep 2025- Sep 2030

	<p>these events helps to build confidence, teamwork, and a strong sense of musical identity.</p> <p>In addition, EMS Live, the school's flagship performance event, is open to all pupils, regardless of whether they are involved in the choir. Students are encouraged to participate either as solo performers or as part of an ensemble, allowing them to share their musical talents in a supportive and celebratory environment. This inclusive approach ensures that every pupil with a passion for music—whether vocal or instrumental, classical or contemporary—has the opportunity to perform, express themselves creatively, and contribute to the school's vibrant musical culture.</p>	<p>choir member has the opportunity to showcase their talents, build confidence, and experience the excitement of live performance, fostering a strong sense of belonging and accomplishment. Additionally, the open format of EMS Live allows all students, regardless of their choir involvement, to participate in performances as individuals or in ensembles. This encourages a culture of musical exploration and expression, providing students with valuable performance experiences that enhance their skills and confidence. Overall, these opportunities promote collaboration, creativity, and personal growth, enabling students to develop as wellrounded musicians while contributing to the vibrant musical community at English Martyrs.</p>	WITH MUSIC TEACHERS AND LINK LEADER	
What charging fees are there for these musical experiences?	No fees are applied to the above musical performances	At English Martyrs, the provision of free choir participation and performance opportunities significantly enhances student outcomes by ensuring that all students, regardless of their financial circumstances, can	HEAD OF DEPARTMENT ALONG	Sep 2025- Sep 2030

		<p>engage fully in the music program. This inclusive approach removes financial barriers, allowing every student to join the choir and participate in various musical performances without concern for cost. As a result, students can showcase their talents, build confidence, and experience the thrill of live performance, fostering a strong sense of belonging and accomplishment within the school community. The open format of EMS Live further amplifies these benefits by inviting all students to perform as individuals or in ensembles, regardless of their choir participation. This creates a supportive environment for musical exploration and expression, enabling students to gain valuable performance experience that enhances their skills and self-assurance. Overall, providing these opportunities free of charge promotes collaboration, creativity, and personal growth, allowing students to develop into wellrounded musicians and actively contribute to the</p>	WITH MUSIC TEACHERS AND LINK LEADER	
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		vibrant musical culture at English Martyrs.		
What does transition work look like with local secondary schools?	<p>During Transition Week at English Martyrs, incoming Year 6 pupils are immersed in a dynamic and engaging musical experience designed to foster early ensemble skills and ignite a passion for music. Through focused workshops in African and Samba drumming, pupils explore key musical concepts such as antiphonal dialogue, polyrhythmic layering, and rhythmic coordination, all within a collaborative group setting. These sessions not only develop technical and listening skills but also encourage pupils to take on leadership roles by guiding small ensemble groups, promoting confidence and teamwork.</p> <p>This hands-on, inclusive approach offers pupils a vibrant snapshot of the musical opportunities available at English Martyrs. By engaging in culturally rich and rhythmically diverse music-making, students begin to understand the value of collaboration, creativity, and musical expression. For many, this experience serves as a gateway to further musical study and may spark or deepen a lifelong passion for music, laying the foundation for future participation in the school's wider music programme.</p>	<p>During transition week at English Martyrs, current Year 6 pupils experience significant outcomes through the focused development of their ensembleship skills via African and Samba drumming. By engaging in these activities, students learn to navigate antiphonal dialogue and polyrhythmic patterns, enhancing their musical understanding and technical proficiency. This collaborative approach not only fosters teamwork but also allows pupils to develop leadership skills as they lead small group ensembles. Such experiences provide transitioning students with a valuable snapshot of the diverse opportunities available in the music program at English Martyrs, igniting or deepening their passion for music. As a result, these activities help cultivate a sense of belonging and community among students, encouraging them to embrace a lifelong appreciation for music and its cultural significance.</p>	HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER	Sep 2025-Sep 2030

Part D: Improvements				
Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsi bility and costs	Date/ timescale
<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>To further enhance the music curriculum at English Martyrs, we aim to implement a series of strategic improvements that will enrich our students' musical experiences and outcomes. These enhancements will focus on increasing accessibility, expanding opportunities for creative expression, and integrating technology to support diverse learning styles.</p> <p>Proposed Improvements and Action Implementation Strategies</p> <p>1. Broaden Instrumental Offerings:</p> <ul style="list-style-type: none"> o Action: Expand the range of instrumental lessons offered through 	<p>The proposed improvements to the music curriculum at English Martyrs will yield significant outcomes for students by enriching their musical education and enhancing their overall experience. Expanding the range of instrumental offerings will allow students to explore and learn new instruments, fostering greater engagement and interest in music. Increased performance opportunities will boost students' confidence and self-esteem while strengthening their</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK</p>	<p>Sep 2025- Sep 2030</p>

	<p>partnerships with external music organisations and the school's peripatetic teachers.</p> <p>o Implementation: Conduct a survey to assess student interest in additional instruments, such as strings, brass, and digital music production tools. Based on the feedback, develop a plan for incorporating these instruments into the peripatetic music program by the next academic year.</p> <p>2. Enhanced Performance Opportunities:</p> <p>o Action: Increase the number of performance opportunities for students across all year groups and levels.</p> <p>o Implementation: Organise performance showcases that invite participation from both choir members and students involved in individual and ensemble work. Promote these events on social media to enhance visibility and encourage community involvement.</p> <p>3. Diverse Musical Genres and Cultural Exploration:</p> <p>o Action: Incorporate a wider variety of musical genres and cultural contexts</p>	<p>collaborative skills as they prepare and present showcases. Incorporating diverse musical genres and cultural contexts will broaden students' understanding and appreciation of global music, promoting cultural awareness and critical thinking.</p> <p>Additionally, integrating technology will enhance creativity and innovation in music composition, equipping students with valuable 21st century skills. The emphasis on inclusivity will ensure all students have equal access to music education, fostering a sense of belonging and community. Investing in professional development for staff will improve instructional quality and support diverse learning needs, leading to enhanced student outcomes. Finally, implementing regular feedback mechanisms will facilitate continuous curriculum improvement, ensuring it meets the evolving needs of students.</p> <p>Collectively, these enhancements will create a more comprehensive, engaging, and inclusive music</p>	LEADER	
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	<p>into the curriculum.</p> <ul style="list-style-type: none">o Implementation: Design thematic modules that explore different musical styles each term, such as jazz, world music, and contemporary genres. Collaborate with local musicians and community members to facilitate workshops and guest performances that highlight these diverse traditions. <p>4. Integration of Technology:</p> <ul style="list-style-type: none">o Action: Utilise technology to support music education and enhance student creativity.o Implementation: Invest in music software and recording equipment for the music department. Provide training sessions for both students and staff on using technology for composition, recording, and editing. Additionally, establish a digital platform where students can share their original works and collaborate on projects. <p>5. Inclusive Music Education:</p> <ul style="list-style-type: none">o Action: Further promote inclusivity by ensuring that all students can access music education regardless of their background or financial situation.	<p>program, nurturing students' talents and instilling a lifelong passion for music.</p>		
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	<p>o Implementation: Continue to provide free access to the choir and subsidised lessons for disadvantaged students while exploring additional funding opportunities. Establish partnerships with local organisations to offer scholarships or grants for musicrelated activities, ensuring that financial barriers do not limit student participation.</p> <p>6. Professional Development for Staff:</p> <p>o Action: Invest in ongoing professional development for music staff to stay current with best practices in music education.</p> <p>o Implementation: Organise workshops and training sessions focused on innovative teaching methodologies, assessment strategies, and inclusive practices in music education. Encourage staff to attend music education conferences and share insights with colleagues.</p> <p>7. Feedback and Assessment Mechanisms:</p> <p>o Action: Implement regular feedback mechanisms to assess the effectiveness of the curriculum and make data-driven improvements.</p>			
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	<ul style="list-style-type: none"> o Implementation: Conduct surveys among students, parents, and staff to gather insights on the music curriculums strengths and areas for development. Use this feedback to adjust lesson plans, performance opportunities, and resource allocation accordingly. 			
<p><u>What improvements can be made to extra-curricular music provision?</u></p>	<p>To enhance the extra-curricular music provision at English Martyrs, I propose several strategic improvements designed to broaden participation, enrich musical experiences, and foster community engagement among students. These enhancements will focus on expanding opportunities for performance, collaboration, and creativity, ensuring that all students can benefit from a vibrant music culture.</p> <p>Proposed Improvements and Action Implementation Strategies</p> <p>1. Expand Ensemble Offerings:</p> <ul style="list-style-type: none"> o Action: Introduce a wider variety of ensembles, such as jazz bands, rock bands, and small chamber groups. o Implementation: Survey students to gauge interest in specific types of ensembles. Based on the feedback, recruit qualified staff or local musicians to lead these groups. Establish a 	<p>The proposed strategic improvements to the extra-curricular music provision at English Martyrs aim to enrich students' musical experiences and foster a vibrant music culture within the school community. By introducing a wider variety of ensembles—such as jazz bands, rock bands, and small chamber groups—students will have increased opportunities to explore different musical styles and collaborate with peers who share their interests, enhancing their ensemble skills and encouraging greater participation in music-related activities. Additionally, organising more performance events throughout the academic year will provide platforms for students to</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	<p>Sep 2025- Sep 2030</p>

	<p>regular rehearsal schedule to ensure consistent participation.</p> <p>2. Increase Performance Opportunities:</p> <ul style="list-style-type: none"> o Action: Organise more performance events throughout the academic year, including informal showcases and formal concerts. o Implementation: Plan a calendar of events that includes themed performances (e.g., holiday concerts, end-of-term showcases) and community events. Promote these events through school newsletters and social media to encourage participation and attendance. <p>3. Incorporate Community Collaboration:</p> <ul style="list-style-type: none"> o Action: Partner with local music organisations and community groups to create collaborative projects. o Implementation: Reach out to local musicians, schools, and cultural organisations to establish partnerships. Organise joint performances, workshops, and masterclasses that allow students to learn from and perform alongside professionals in the field. <p>4. Enhance Accessibility to Extra-Curricular</p>	<p>showcase their talents, boosting their confidence and self-esteem as they gain valuable experience in public performance and fostering a sense of achievement and belonging. Partnering with local music organisations and community groups will create collaborative projects, exposing students to professional musicians and diverse musical experiences, thereby enriching their musical education and inspiring creativity. Ensuring that all students can participate in extracurricular music activities regardless of financial background will promote inclusivity; by continuing to offer free choir participation and subsidised lessons for disadvantaged students, the school empowers all students to engage in music, increasing their social connection and community involvement. The integration of technology in extracurricular activities will enhance students' creativity and provide valuable skills in music composition and production, allowing them to collaborate on original works</p>		
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	<p>Activities:</p> <ul style="list-style-type: none"> o Action: Ensure that all students, regardless of financial background, can participate in extra-curricular music activities. o Implementation: Continue offering free choir participation and subsidised lessons for disadvantaged students. Explore additional funding opportunities through grants or sponsorships to support the costs of materials, transportation, and event participation. <p>5. Integrate Technology in Extra-Curricular Activities:</p> <ul style="list-style-type: none"> o Action: Utilise technology to enhance creative collaboration among students in extra-curricular music groups. o Implementation: Invest in music software and recording equipment for use in ensemble rehearsals and performances. Provide training for students on how to use these tools for composition and recording, allowing them to create original works collaboratively. <p>6. Implement Student Leadership Opportunities:</p>	<p>and fostering innovation. Encouraging student leadership within music activities will promote ownership and initiative, with established roles helping students develop important organisation and mentorship skills while building a supportive environment. Finally, implementing a regular feedback system will allow students to voice their experiences and suggestions, ensuring the program meets their needs and aspirations. Overall, these improvements will create a dynamic and inclusive extracurricular music environment at English Martyrs, empowering students to develop their musical talents, build confidence, and cultivate a lifelong passion for music. Through increased opportunities for collaboration, performance, and leadership, students will thrive both personally and musically, contributing to a strong sense of community within the school.</p>		
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	<ul style="list-style-type: none"> o Action: Encourage student leadership within extra-curricular music activities to promote ownership and initiative. o Implementation: Establish leadership roles within ensembles where students can take on responsibilities such as organising rehearsals, leading warmups, or mentoring younger students. <p>Provide training for these student leaders to develop their leadership and communication skills.</p> <p>7. Feedback and Evaluation:</p> <ul style="list-style-type: none"> o Action: Implement a system for regular feedback and evaluation of extracurricular music provision. o Implementation: Conduct surveys among participants to assess their experiences, interests, and areas for improvement. Use this feedback to adapt programming and ensure it aligns with student needs and aspirations. 			
<p><u>What improvements can be made to external musical experiences?</u></p>	<p>To enhance external musical experiences for students at English Martyrs, several strategic improvements can be implemented that will broaden students' exposure to diverse musical cultures, increase performance opportunities, and foster community engagement.</p>	<p>Enhancing external musical experiences for students at English Martyrs will yield numerous positive outcomes, significantly enriching their musical education and fostering a vibrant cultural community. By expanding</p>	<p>HEAD OF DEPARTMENT ALONG WITH</p>	<p>Sep 2025-Sep 2030</p>

	<p>1. Expand External Performance Opportunities:</p> <ul style="list-style-type: none"> o Action: Organise and participate in more external performances, such as local festivals, community events, and competitions. o Implementation: Establish a calendar of events that includes a variety of performance opportunities throughout the year. Collaborate with local organisations to identify potential venues and events for student participation, ensuring all students are informed and encouraged to take part. <p>2. Develop Partnerships with Local Music Organisations:</p> <ul style="list-style-type: none"> o Action: Build partnerships with local music organisations, cultural institutions, and community groups to create collaborative projects and experiences. o Implementation: Reach out to local musicians, orchestras, and music schools to facilitate workshops, masterclasses, and collaborative performances. Establish a network of partnerships that can provide students with insights into the music industry 	<p>external performance opportunities, students will gain valuable experience performing at local festivals, community events, and competitions, which will not only build their confidence and stage presence but also promote a sense of belonging and achievement within the school community.</p> <p>Collaborating with local organisations to establish a calendar of events ensures that all students are informed about and encouraged to participate in these diverse performance opportunities. Through developing partnerships with local music organisations, students will have access to workshops, masterclasses, and collaborative performances, exposing them to professional musicians and various musical styles. This engagement will deepen their appreciation for music and provide insights into the industry, fostering creativity and inspiration. Organising educational music trips will further enhance their learning, allowing students to attend live performances and musicals,</p>	<p>MUSIC TEACHERS AND LINK LEADER</p>	
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	<p>and exposure to professional musicians.</p> <p>3. Incorporate Educational Music Trips:</p> <ul style="list-style-type: none"> o Action: Organise educational trips to attend live performances, musicals, and workshops, providing students with firsthand exposure to various musical styles and professional environments. o Implementation: Plan and schedule trips to attend concerts, musicals, or music festivals, ensuring these experiences align with the curriculum. Secure funding or sponsorship to cover costs and provide information sessions to inform students and parents about the benefits of participation. <p>4. Utilise Technology for Virtual Experiences:</p> <ul style="list-style-type: none"> o Action: Leverage technology to provide virtual access to external musical experiences, such as livestreamed concerts or online workshops with professional musicians. o Implementation: Research and curate a list of reputable online musical events and resources. Share this information with students and parents, ensuring access to high-quality virtual 	<p>thus experiencing music in a professional context. These trips will align with the curriculum and broaden their exposure to different genres while securing funding or sponsorship to minimize costs ensures inclusivity for all students Utilising technology for virtual experiences will allow students to access live-streamed concerts and online workshops with renowned musicians, broadening their musical horizons and learning opportunities. By curating a list of reputable online events and sharing them with the school community, students will stay connected to the wider musical world. The introduction of a Music Ambassador program will empower selected students to represent the school at external events and promote the music program within the community. This initiative will encourage leadership skills and peer engagement, fostering a sense of pride and ownership among students. Encouraging participation in competitions and festivals will provide further avenues for students to</p>		
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	<p>experiences that broaden students' musical horizons.</p> <p>5. Foster a Music Ambassador Program:</p> <ul style="list-style-type: none"> o Action: Create a Music Ambassador program where selected students can represent the school at external events and promote musical initiatives. o Implementation: Identify and train students who demonstrate strong leadership skills and passion for music. Equip them with resources to promote the school's music program within the community and encourage their peers to engage in external musical activities. <p>6. Encourage Participation in Competitions and Festivals:</p> <ul style="list-style-type: none"> o Action: Actively promote student participation in regional and national music competitions and festivals. o Implementation: Provide information about upcoming competitions and festivals through newsletters, social media, and school assemblies. Offer support and guidance for interested students, including rehearsal space and coaching sessions to prepare 	<p>showcase their talents and strive for excellence. By actively promoting these opportunities and offering guidance and rehearsal space, the school will support students in their musical aspirations. Finally, implementing regular feedback mechanisms will allow the school to assess the effectiveness of external musical experiences. By gathering insights from students and parents, the school can continuously refine its programs to better meet their needs and interests. Overall, these strategic improvements will significantly enrich the external musical experiences at English Martyrs, empowering students to explore their musical passions, develop essential skills, and cultivate a lifelong appreciation for music. This holistic approach will create a dynamic and inclusive musical environment, promoting community engagement and collaboration among students</p>		
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	<p>them for these events.</p> <p>7. Implement Regular Feedback Mechanisms:</p> <ul style="list-style-type: none">o Action: Establish a system for gathering feedback on external musical experiences from students and parents.o Implementation: Conduct surveys or feedback sessions after each external experience to assess students' enjoyment, learning outcomes, and suggestions for improvement. Use this data to refine future external activities and ensure they meet students' interests and needs			
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