



Music development plan summary: Westbrook Old Hall Primary School

Overview

| Detail | Information |
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| Academic year that this summary covers | 2025-2026 |
| Date this summary was published | 16/07/2025 |
| Date this summary will be reviewed | 01/09/2026 |
| Name of the school music lead | Miss Charlotte Hitchman |
| Name of school leadership team member with responsibility for music (if different) | Kathryn Quigley Interim Executive Headteacher |
| Name of local music hub | N/A |
| Name of other music education organisation(s) (if partnership in place) | |

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At Westbrook Old Hall Primary School (WOHP), we use the Kapow Primary scheme of learning. The Kapow scheme of work fulfils the statutory requirements for music as outlined in the National Curriculum (2014) and follows the principles outlined in the non-statutory Ofsted Research review series: Music and HM Government's National Plan for Music which explains how to build on the Department for Education's Model Music Curriculum – MMC – (2021) to deliver high quality music in schools.

The Kapow Primary's music scheme provides a progressive programme of study for music from EYFS to Year 6, which covers all aspects of the statutory National Curriculum, and so therefore also aligns with the MMC.

The MMS splits the curriculum into the areas of:

- Singing
- Listening
- Composing
- Musicianship (KS1) or Performance/Instrumental Performance (KS2)

These tie in with how Kapow categorise the scheme into the strands of:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing – singing and playing

Although the Kapow strands have different names to the MMC, the overall content remains the same.

Kapow's scheme of work has been designed as a spiral curriculum, which revisits and builds on prior learning to support progress. Each lesson provides teachers with information on adaptive teaching. This displays how we support children with SEND in music, as well as extending the learning for those children working at greater depth.

At WOHP, music is a valued and important subject.

In EYFS, music is taught every week for 20 minutes. Within music lessons in EYFS, children have the opportunity to develop their singing voices, as well as experiment with untuned percussion instruments such as egg shakers and tambourines, as well as investigating body percussion.

In Key Stage 1 (KS1), music is taught every other week for 45 minutes, in line with Kapow's condensed curriculum. Within music lessons in KS1, children have the opportunity to play a range of instruments such as vocals, untuned percussion (for example, woodblocks, rainmakers, claves and drums) and tuned percussion (for example, glockenspiels and chime bars). Children also further develop their singing skills in the later half of the Autumn term when we prepare for our Christmas production.

In Key Stage 2 (KS2), music is taught every week for 60 minutes, in line with Kapow's standard curriculum. Within music lessons in KS2, children have the opportunity to play a range of instruments such as vocals, tuned percussion instruments (for example, glockenspiels, chime bars, keyboards and boomwhackers) and children have the opportunity for making music using technology. In addition to this, children further develop their singing skills during the year when preparing for their year group assemblies.

Children in Years 3 and 4 receive one term of the whole class instrumental scheme offered by Kapow. This gives children the opportunity to develop their proficiency on one instrument – the glockenspiel. Children will complete units 1 and 2 in Year 3, and units 3 and 4 in Year 4. We also offer the children in Year 5 and 6, one half term of the whole class instrumental scheme, meaning the children will have completed all 6 units of the whole class instrumental scheme by the time they go to high school, meaning they will have the skill of playing an instrument at a good level.

At the end of each academic year, there is an award for expressive arts covering music, art, dance and drama, where teachers select one child they feel has excelled in this area over the year. We also choose 1 child each week to receive a singing sticker in Friday's celebration assembly, for a child that has tried hard to display their singing skills.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

This year, we have offered 1-1 tuition for the following instruments: drums, percussion, guitar, ukulele, keyboard, piano, violin, saxophone, flute and clarinet. We have also offered 1-2 lessons where possible. Pupils made progress through practice at home using music and information provided by the peripatetic teachers in lessons and clubs. These were fully explained within the groups and individually and were used in each lesson until the piece/s were completed. Instrument loans were available for the following instruments: violin, flute, clarinet, and guitar at a cost of £5 per half term.

Qualifications were achieved in guitar, ukulele, drums and keyboard/piano at both debut grade and grade 1. We also had saxophone grade 3 achieved. Our tutors factor in aspiration for gradings at both performance certificate and full grading with theory - they focus on LCM Rockscool, Trinity and ABRSM. We also offered after school clubs for small group music making (minimum of 6 per class) for: guitar, ukulele and African drums. 1-1 tuition is charged to the parents as are the afterschool clubs. All tuition and afterschool clubs listed are taken by specialist peripatetic teachers.

The cost for lessons for 24-25 were:

- £9 per 1-1 lesson
- £6 per group lesson
- £5 for after school clubs

- Pupil Premium children receive tuition free of charge

This year, as with many years previously, we have offered children the opportunity to join the school choir in after school rehearsals to further develop their vocal skills. Joining choir is a simple one-time audition where the pupils sing with the existing choir and perform a little piece on their own. The choir has been free to include all children. The choir also take part in the MAT factor competition where they can be recognised as potential winners in their category.

The school has a dedicated music area where they can play and rehearse. The hall is available along with intervention rooms (after school) and empty classrooms.

We currently don't have any partnerships or support in this area. We are fully self-reliant on running music provision within the school. In total, we taught 60 children in 1-1 lessons and 26 children in afterschool clubs. The choir had 34 full time members.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Every week, all children in school receive 2 opportunities to sing in assemblies. All children learn and practice songs for celebration assemblies (Friday) in their curriculum music lessons and in their own key stage assemblies: KS1 – Monday, KS2 – Thursday. Children sing a range of modern songs in assemblies which they enjoy. New in the academic year 24-25, the choir lead the singing in Friday's celebration assemblies. We also occasionally have children performing in Friday's celebration assemblies, whether that be a child who has worked really hard on preparing a piece for an exam in their 1-1 lessons, or if a class has perfected one of their pieces from the Kapow scheme of learning, we invite them to share this with the rest of the school. We provide opportunities to share and celebrate children's progress and achievements, as well as providing them the chance to perform in front of a live audience.

Children in EYFS and Key Stage 1 prepare a Christmas production in second half of the Autumn term which includes singing, dancing and acting. The children really enjoy preparing for this performance, and their singing skills progress well in this time. EYFS also use some untuned percussion instruments in their performance such as sleigh bells and tambourines.

Children in Key Stage 2 prepare a class assembly based on a celebration (e.g. – Year 3 – harvest and Year 5 – Easter). These assemblies include multiple songs themed around the celebration – further providing opportunity for development of singing and a chance to perform.

We run a music evening every year, to celebrate all children's achievements in their 1-1, group peripatetic sessions and the choir. This is run in the summer term to showcase the progress from the year. This is charged at £4 per ticket for anyone wishing to attend.

The choir (KS2 children) also competed in the MAT factor competition, organised by Omega MAT at Great Sankey High School. Our choir prepared a performance as part of the competition. The choir were also able to experience performances from 2 other primary schools in our local area, as well as a variety of performances from children and young people who attend the high school, which they were inspired by. Tickets for this event were priced by the high school.

In the future

This is about what the school is planning for subsequent years.

Going forward, I would like to collaborate more with the community, particularly with our school choir. I would like to hold performances in local spaces like shopping centres and care homes. I would also like the choir to take a greater role in the music evening to showcase their hard work and vocal diversity.

I would like to look at extending the whole school's repertoire of songs, as currently we sing a lot of pop songs in assemblies.

Next academic year (25-26), I will be focussing on assessment in curriculum music and supporting staff to make accurate judgements on the children's progress in music.

I will also be focussing on our music enrichment as a school over the coming years, including taking the choir to external singing performances, and inviting musicians into school to showcase instruments at a professional level to all children.

I will monitor teaching and learning of music as Kapow is newly implemented in the 2024-2025 academic year. I will also monitor children's proficiency on the glockenspiel as they progress through school, as this was a new element to music teaching in WOHP introduced in academic year 24-25.

As a subject leader, I would also like to network and partner with other schools in the area, and the MAT to further develop my ability to lead music and provide further opportunities for our children.

Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.