



Lowedges Primary Academy

Music Development Plan

September 2025

(adapted from Music Teacher Association document)



STEP 1: Complete a Self-Evaluation

1. The self-evaluation framework consists of 4 pages – each focus on different aspects of a school's music life:

1) In the classroom
2) Beyond the classroom
3) Leadership and Management
4) Community and Partnerships

2. Each page also has 4 statement descriptors for you to make a professional judgement where your school is at:

Focussing	Developing (in addition to 'focussing')	Secure (in addition to 'developing')	Enhancing (in addition to 'secure')
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3. RAG rate (highlight in green, yellow, red) the statements that apply to your school's context to build up a picture of where you/your school are at currently (your highlighted statements will be across the columns - that's ok)

STEP 2: Formulate your school's Music Development Plan

1. Your Music Development Plan is formulated from the yellow and red highlighted states of your self-assessment
2. Select and transfer these highlighted statements to your Music Development Action Plan (table at end of this document)
3. **Use your professional judgement and school context** to decide on the actions you need to put in place to achieve the aims
4. **Be realistic** – setting a 30-point action plan will result in failure – reviewing and updating your Music Development Plan will become part of your annual cycle as a primary Music Lead – so
5. Set realistic timescales for review dates – and use the document to keep you on track and as leverage in your school, e.g. for time, resources etc

Primary Music Self-Evaluation

1 - In the classroom

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum. Progress over time is not measured or celebrated. There are limited resources for teaching	Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum from EYFS to Year 6. Students engage with schemes of work and build areas of musical interest and growing skill. Pupils with SEND are able to participate and engage with music-making There is adequate space and resources for teaching, including class sets of tuned and untuned instruments	The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum. Curriculum sequencing is clear. Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments) Space and resources allow breadth of curriculum for all students, including music technology	Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)
Notes/Context:			

Primary Music Self-Evaluation

2 - Beyond the classroom

Focussing	Developing	Secure (in place/addition to 'developing)	Enhancing (in addition to 'secure')
Singing takes place infrequently and repertoire is not varied. There are opportunities to perform for a small number of pupils. There may be barriers to participation. Facilitation of one to one and small group tuition is limited and inconsistent. Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.	Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly. The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum. Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.	Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events. Students also perform to the wider community in local/regional events (for example, Hub events and local festivals). In-school musical events take place at least twice a term. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved in music making	A full, long-term singing strategy is in place that ensures progression for all students. The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact. Students are able to take leadership roles in musical opportunities The school is actively involved in national, largescale events

Notes/Context:

Further work to be completed around 1:1 tuition – attempts are being made to have musicians attend the school to showcase the different instruments on offer

Primary Music Self-Evaluation

3 - Leadership and Management

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
A named subject lead is in post Training for staff delivering music has limited impact	A named, trained subject lead is in post. The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education. All staff delivering music receive annual training, addressing their CPD needs and has impact	Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account All staff receive annual training to maintain their confidence and build expertise	There is a five-year strategic vision for music that is in line with the National Plan for Music Education Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks)
Notes/Context: A new subject lead to be in place from Sept 25 Music to be featured on the Pupil Premium Strategy.			

Primary Music Self-Evaluation

4 - Community & Partnerships

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
Engagement with the Music Hub is inconsistent Small-scale performance takes place in the community, building on existing school links Some parents and carers support music-making in the school by attending events	The school takes up opportunities from the Music Hub and signposts opportunities for students Community links with music are established, and regular events take place throughout the school year Parents and carers actively support music making, through support at events and through home learning	The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits The views of pupils and parents have been considered when developing music provision.	The school is a leading school in the local community and with their Music Hub There is a co-ordinated programme of community events, planned in partnership Parents/carers and the wider community are actively involved in school music making
Notes/Context: Further development required to make further links with the community. Performances planned throughout the year 2025-2026 for each year group.			

Music Development Plan 2025-2026

Name of School:	Lowedges Primary Academy
Date:	September 2025
Next Annual Review Date:	September 2026
School Context:	70% PP 30% SEND 19% EAL

Priority Area	Music Development Aims (copy/paste statements from self-evaluation here)	Action (what you need to 'do' to achieve aims)	Review
In the Classroom	The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum. Curriculum sequencing is clear. Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. Music is a timetabled subject, with schemes of work and assessment in place.	- Schemes of work to be completed with clear sequencing and rolled out across the academy. Teacher feedback sought and changes made accordingly. - Assessment of music to be put in place and gaps in pupils' knowledge addressed in line with other wider curriculum subjects. Monitoring to indicate impact.	HT1
Beyond the Classroom	Facilitation of one to one and small group tuition is limited and inconsistent. Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted. Singing and vocal work is frequent, varied and all students are engaged	- Musicians to be sought and invited to hold assemblies in order to introduce pupils to the different instruments they could learn. 1:1 or small group tuition to be offered to pupils. - Assembly music to be planned for the full academic year with 'Music ambassadors' in place who set up and ensure music is played at the start of every assembly.	HT2

	All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly. The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum. Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.	- Singing assembly is mapped out and pre-planned for the full academic year, with concerts planned in to perform to parents. - An academy choir is set up and run throughout the year, holding concerts and performances for others. - An after-school 'choir club' is to be set up that runs throughout the year.	
Leadership and Management	The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education. All staff delivering music receive annual training, addressing their CPD needs and has impact	- Principal to be the support for subject lead. - CPDL to be planned across the academic year based on staff development need. - Music Hub to deliver 'learning to play an instrument' with Year 4 and Year 5.	Ongoing
Community and Partnerships	Small-scale performance takes place in the community, building on existing school links Some parents and carers support music-making in the school by attending events	- Performances to be planned throughout academic year 2025/2026 to showcase talents. - Parent/carers to be invited to performance and music lessons. - Links with the community to be made, with pupils performing to the residential home and local community.	HT3