

Music Development Plan

Catalyst Quarry Hill Academy

Date of adoption:

Review:

Lead for this plan: Caroline Wilson



Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

Hub Local Plan for Music Education

Trust Music Development Plan *if relevant*

School Improvement Plan

Music Policy

Charging policy for extra-curricular activities

Remissions policy (if separate to the charging policy)

Music at Catalyst Quarry Hill Academy

Curriculum Music

area	what happens now	what we would like to see	link to actions
Overview	Charanga is used across the Trust. 50 minute lesson per week, taught by class teachers. Digital resources: Full access to Charanga Physical resources: Full set of Djembe drums, glockenspiels, piano, untuned percussion. Using the national curriculum guidance for music. CAT expectations provide children with a level of learning which is higher than national age expectations.		Ref number of relevant action(s)
Whole Class Ensemble Tuition	If provided, to which year group Length of experience Instrument(s) Who leads it How instruments are provided How instruments are managed How the learning is supported and extended during the programme, e.g. related lunchtime clubs Outcomes (impact), including continuation rate How it is budgeted and paid for Continuation options, e.g. small group or individual lessons on the same or related instruments	Children being able to access the djembe drums in whole class lessons, so that pieces of ensemble music can be performed. Children having access to individual/group lessons.	
Singing	Children are encouraged to sing as often as possible. There are weekly assemblies for singing for Early Years, KS1 and KS2, which all staff attend and take part in. Assessment in music is measured against national curriculum expectations, as outlined within the schemes of work which we follow.		
Instrumental music	How often children play instruments in lessons What instruments are available for classroom use What standards are achieved and how measured		

area	what happens now	what we would like to see	link to actions
Technology	Lessons within Charanga regularly have the use of instruments. Glockenspiels, drums, chime bars, maracas are available for use. Assessed using the Charanga framework.		
Opportunities to experience live music performance	How often children hear live music performed (e.g. by other children, teachers, amateur adults, professionals) Who provides this Where and how this is achieved How it is funded	Children to be given opportunities to access live music events, such as concerts. This could be possible by forging stronger links with the local Thurrock Music Hub.	

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Overview	Policy Link to music policy Who leads activity and how that is funded How it links to the school's Music curriculum Charging practices		
Singing	Singing assemblies take place during the school day, once a week. Tracks are pre-selected by the Music Lead and staff then cover the assembly on rotation, to ensure that there is full cooperation of all staff. Accompaniment is provided by backing tracks taken from a variety of sources but are also encouraged to sing acapella. Children enjoy singing assemblies and are always fully engaged. Assessment in music is measured against national curriculum expectations, as outlined within the schemes of work which we follow. Groups of children are encouraged to sing in the local community, through singing in the local shopping centre at various opportunities and also visiting care homes.		
Ensembles	Rocksteady. Through this, children have access to a variety of electrical musical instruments, to create small ensemble groups. In Rocksteady, the children are able to learn to play drums, electric and bass guitars and keyboards. They also have full access to vocal tuition through this.		

area	what happens now	what we would like to see	link to actions
Tuition	During Rocksteady, children are able to access a variety of instruments and go from being unable to play at the start, to being competent. They are taught aspects of rhythm and time signatures in order to be able to play as part of the ensemble. Progression is visible as children practise weekly and at the end of each half term, are provided with the opportunity to perform to their peers and parents, with little guidance and intervention from the lead teacher. Children have improved listening skills and teamwork through the taking part. These sessions are promoted through the half termly assemblies, during which, children can see the progress, enjoyment and engagement of their peers and are encouraged to participate in the next round of classes. Assessed by school through drop ins to sessions and regular communication with the tutors. Reports are available from the Rocksteady staff on the children's performance and achievements.		

Leadership

area	what happens now	what we would like to see	link to actions
Governing body	Lead Governor for Music How they fulfil their leadership role		
Senior Leadership Team	How SLT project the place/role of Music in school Understanding of Music as a curriculum area Understanding of extra- and co-curricular music Assessment frameworks		
Subject leadership	Subject is led by experienced classroom teacher, who has musical background and qualifications. Curriculum is chosen and set across the trust schools, ensuring that all schools have equal access and opportunities for all of the pupils. Subject is monitored through regular scrutiny of planning and delivery. Lesson observations take place and this, along with data, feeds into half termly subject reports. These reports focus on different key stages each half term. Training needs of staff are catered for through CPD and expressed to subject lead, through staff questionnaires on a half termly basis.		

Budget

area	what happens now	what we would like to see	link to actions
Budget for Music	If known		
Music income	Refer to charging and remissions policies (linked above) Income the school collects for music (lesson fees, instrument hire charges, parental donations, concert ticket income, sale of refreshments at concerts) Whether income from concerts etc comes into the Music budget Charitable and other funding received (local charities, UK Music Sound Foundation, Parents' Association) Governors/SLT involvement in fundraising bids and identifying income sources		

Partnerships

area	what happens now	what we would like to see	link to actions
Partnerships with schools	We work closely with other trust schools to ensure that all children are provided with similar opportunities to access the subject. Participation in the local cluster meetings as part of the Thurrock Music Hub, which leads to children being able to participate in local events, such as the Thurrock Infant and Junior Music Festivals. School gains the contacts at the Music hub who offer support in many ways, such as staff CPD.		
Partnership or relationship with local music service or Music Education Hub	Relationship you have with the music service How they enhance music in your school Understanding of the Music Education Hub's offer Opportunities you are able to take up How you and the Hub communicate		
Cultural partners for music	Partners you work with (e.g. musicians, groups, music charities, national organisations) What they do and the value they bring How activity is funded		

Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	Music is taught by class teachers, in classrooms, with full access to tuned and untuned musical instruments. These are stored in the 'Creativity Area' of our school. RockSteady lessons take place in this area on a weekly basis. Instruments are provided by the leader of Rocksteady. Children are provided access to electric instruments – bass guitars, guitars, keyboards and drums.		
Resources available for Music	Refer to other sections if mentioned elsewhere Resources (instruments, equipment) the school owns Resources that the school hires or leases Resources that the school borrows at no cost, e.g. from the music service or Hub Books, references, printed music, subscriptions etc How resources are cleaned, maintained, repaired and renewed How costs are funded, including consumables (e.g. reeds for clarinets)		

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	How the curriculum is made accessible for all learners, including those with SEND How the music studied takes account of sensibilities of all sections of the school community Whether songs are sung in languages spoken by families in the school community Whether tuition is offered in non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school How learners are exposed to music from cultures other than their own and/or not represented in the school Whether interventions for other subjects routinely take place during Music lessons (particularly if the same child/ren are frequently taken out of Music)		
Special Educational Needs and Disabilities	How the needs of children with SEND are assessed to enable them to participate in music-making What adjustments are made for children with SEND Any partners you work with for this (Music Hub, OHMI) Special provision such as Open Orchestras, Modulo Music Therapy or similar Relaxed concerts, nurture groups Special or separate facilities for SEND Music, if any		
Religion	How families' religious beliefs and wishes are met in respect of Music		
Financial hardship	Remissions policies for extension and enrichment activities (such as concert trips, Young Voices etc) Remissions policy for choirs, ensembles and instrumental/vocal tuition How Pupil Premium is used for Music How children who are just outside the remissions policy are supported Any support provided to help parents with the cost of living crisis		

Progression

area	what happens now	what we would like to see	link to actions
Overview	How pupils are encouraged to learn music beyond the classroom How the school understands and responds to their musical interests How pupils and their families understand and learn about opportunities for musical progression How the school responds to the needs and ambitions of pupils identified as more able in Music How the school supports the needs of pupils who benefit from music, e.g. socially and emotionally How gaps in teachers' and other staff's knowledge are identified to better help them support pupils' musical ambitions		
Progression opportunities	Opportunities the school offers for musical learning Opportunities locally the school signposts to its pupils (e.g. ensembles run by the music service or Hub) How the two complement each other How the school supports musical learning through Y6/7 transition, e.g. supporting applications for scholarships and to the Music and Dance Scheme Partnerships which help pupils' musical progression Dialogue with feeder and destination schools		
Pupil tracking	How the school tracks musical progression in and out of the classroom (consider progression in its widest sense, not just increasing technical fluency) Which pupils, and how many, attend take part in musical activity outside of school, e.g. ensembles provided by the Music Hub How this information is used to benefit pupils How these pupils use their skills in school to inspire other learners		
Strategy development	How this strategy is monitored and by whom		

area	what happens now	what we would like to see	link to actions
	How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?) How you will look in future to align the school's strategy to the Hub's and/or MAT's Progression Strategy		

Objectives

These are the headlines for things you want to do and achieve this year which will move Music at your school towards your vision. Examples are shaded grey. Do not even think of including an objective for every 'what we would like to see' comment. Perhaps 3-5 impactful objectives would be plenty. The vision should be something you work towards over several years and you must be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Of course, ideally the objectives in this plan would align with your performance management objectives.

1. Establish a Djembe drumming group
2. Objective
3. Objective

Action Plan

Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
1	Contact Music Service to add new ensemble to percussion tutor's time; Arrange a space; publicise to pupils and parents	1	Music Co-ordinator	10 sessions x 45mn at £45ph initially for one term. £337.50	Christmas concert ticket receipts; ask PTA if shortfall	[Music Service] percussion tutor to lead	21Dec23 for Spring Term start
2	Secure a better rehearsal space for the choir, including regular access to a piano		Music Co-ordinator / Site team	No cost	n/a	n/a	30Sep23
3							
4							
5							

Communications Plan

If you judge that a communications plan isn't necessary in your school, or that it doesn't need to be part of the published plan, then of course you are free to take it out. You may, even so, find the timeline helpful for scheduling comms. Remember to capture internal communications as well as the information you have to get out to parents or more widely.

Audience analysis

audience	key messages	channels and tools	frequency or dates	owner	dependencies
MAT	Celebrate school's and pupils' success Contribution of Music to culture, inclusion and behaviour at [shortname]	Periodic reports to Provision Boards Headteacher communications with MAT leaders	Ad hoc and at these times:	Headteacher Music Lead	Head's PA
Cluster schools					
Headteacher and SLT					
Governors					
Class teachers					
Learning Support Assistants					
Parents/carers					
Pupils					
Local authority					
Local politicians					
Prospective parents					
Wider community					

Timeline (live and subject to change)

Date	Title or Type	Channel	Subject	Owner / Contributor
01/09/23	Website update	Website	Upload new instrumental tuition charges and application details	Office Manager
04/09/23		Newsletter Staff bulletin Intranet Assembly E-mail Social Media		
11/09/23				

Date	Title or Type	Channel	Subject	Owner / Contributor
18/09/23				
25/09/23				
02/10/23				
09/10/23				
16/10/23				
23/10/23	**half-term			
30/10/23				
06/11/23				
13/11/23				
20/11/23				
27/11/23				
04/12/23				
11/12/23	Christmas performances	Press & media releases	Celebration of end-of-term performances and Christmas events	
18/12/23	Website	Website		
25/12/23	**Christmas			
01/01/24	**New Year			
08/01/24				
15/01/24				
22/01/24				
29/01/24				
05/02/24				
12/02/24				
19/02/24	**half-term			
26/02/24	**leap year			
04/03/24				
11/03/24				
18/03/24				
25/03/24	**Holy week			
01/04/24	**Easter week			
08/04/24				
15/04/24				
22/04/24				
29/04/24				

Date	Title or Type	Channel	Subject	Owner / Contributor
06/05/24	**May Day BH			
13/05/24				
20/05/24				
27/05/24	**half-term			
03/06/24				
10/06/24				
17/06/24				
24/06/24				
01/07/24				
08/07/24				
15/07/24				
22/07/24	**summer holiday			
29/07/24				
05/08/24				
12/08/24				
19/08/24				
26/08/24	**summer BH			

CPD Plan

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Leading singing in the classroom	Music Co-ordinator	Objective 2	After-school online training and two in-school mentoring sessions	Voices Foundation	£350	Spring term 2024
	Music Lead					
	SLT					
	Governors					
	Teachers					
	HLTAs/LSAs					
	Volunteers					

Evaluation and progress tracking

We will know that this plan is working if _____.

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1						
Action 2						
...						

Year-end report to Governors

Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's plan.