School Music Development Plan
PRIMARY

INTRODUCTION

In June 2022 the Department for Education published its new National Plan for Music Education. This builds on the original 2011 plan *'responding to the change of the past 11 years and recognising that more needs to be done to support teachers, leaders, schools, trusts and Hubs to deliver the best for children and young people'.* There is an updated vision: *'To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests, including professionally'.*

One of the key new features is that all schools should write **'a Music Development Plan that captures the curricular and co-curricular offer and set outs how it will be funded'** by September 2023**.**

This template provides Wiltshire Schools with a starting point for creating their own School Music Development Plan. While some schools may wish to use the template in its current format, others may want to lift sections into their own planning documents / templates. In many ways, the format is not important – it's the content and prompt questions within the template that are key. We hope that this template can be used as a flexible and adaptable planning tool. Feel free to change it to suit your needs.

It's important to note that a school music development plan:

- cannot be completed by one individual alone – it needs input and buy-in from a range of people including SLT, the School Business Manager, the SENDCO and teaching staff.
- is *not* a music curriculum plan (although your curriculum plan might be part of your school music development plan.) A curriculum plan will look at the intent, implementation and impact of the music curriculum, what key knowledge and skills children will acquire, when they will acquire them, and why. A school music development plan will be broader than this – it will look at the musical culture of the whole school both within and beyond the curriculum.
- is a long-term planning document. Schools do not have to have achieved everything within the plan by September 2023. Instead, by September 2023 they should aim to have a plan in place than sets out the timeline for things they want to achieve in the future.

Multi-Academy Trusts will be expected to develop trust-wide music development plans in addition to the individual school music development plans. The trust-wide plans will play an additional strategic role coordinating provision across all schools, drawing links and efficiencies and access to collective resources and expertise.

This template is in two parts:

Part A – Self Evaluation
Part B – Development Plan (created from actions identified within the self-evaluation)

Name of School:	Marden Vale Academy	**Music Cluster:**	Wiltshire	**Trust:**	DSAT
DfE Number:	8652025	**No. on roll:**	143	**Date completed:**	Autumn 1 2026
Completed by:	S Bathurst				

PART A – SELF-EVALUATION

Notes on completing this self-evaluation:

- The statements in **bold** relate to things that schools MUST do. Those not in bold, relate to things that schools SHOULD do.
- Red font indicates that a particular statement relates to one of the 7 features of a high-quality music education set out in the National Plan for Music Education.
- Read through the statements under each heading and then RAG rate that section based on how many of the statements you feel are an accurate description of the provision at your school.
- Use the yellow shaded section to record actions needed to improve the RAG rating for each section.

SECTION 1 – CURRICULUM	**RAG rating**	
1.1 There is a scheme of work / curriculum plan in place for music.		
1.2 The scheme of work / curriculum plan is clear about what should be taught in each Year Group and thought has been given to sequencing of skills / progression map.		
1.3 Use of the curriculum plan above is monitored.		
1.4 Music is taught by a subject specialist OR by classroom teachers who feel confident in teaching music.		
1.5 Music is taught for an hour per week for both KS1 and 2. National Plan Key Feature.		
1.6 There is a system in place, and being used effectively, to assess and track pupil progress in curriculum music.		
1.7 Our school is addressing the following key aims of the national curriculum for music:		
• **All pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.**		

- **All pupils learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.**
- **All pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**

Actions Needed to Improve RAG Rating:

Teaching across the school is now at a level teachers report as 'enjoyable and feeling confident'. Kapow is a great tool with instant CPD when needed if teachers are unsure of a skill or area of progression. The Music curriculum has been tailored and made bespoke to Marden Vale with music overviews developed for all Year groups. Children report that they love singing and this is evident from the massive improvement in all areas of their singing development. This has impacted not only their singing projection, confidence and performance skills, but has impacted so many other areas of their well-being and personal development. We will continue to ensure music is being taught effectively and consistently, offering support where needed and looking into future music CPD. A system has been set up on Foldr for all staff to save the children's work, this will continue to be the way music is assessed and tracked across all year groups across the year.

SECTION 2 – STRATEGY & LEADERSHIP	**RAG rating**	

2.1 Music is linked /embedded appropriately to the School Development / Improvement Plan.

2.2 There is an allocated budget available for music and a plan for spending it.

2.3 External funds for music are sourced when possible, including through Wiltshire Music Connect.

2.4 There is a Music Subject Lead in place who clearly understands their leadership responsibilities and is given sufficient time for subject leadership.

2.5 The Music Subject Lead has a clear written role description.

2.6 Staff teaching music are appropriately skilled and knowledgeable.

2.7 Staff who deliver music in school are regularly observed and provided with feedback (including peripatetic teachers*).

2.8 CPD is provided for staff delivering music in school.

2.9 The school has adequate and appropriate music resources, including musical instruments, to meet the ambitions of the curriculum.

2.10 The school has adequate and appropriate spaces for teaching music, including the storage of musical instruments.

2.11 There is an assigned Governor with responsibility for music AND / OR the Governing Body monitors music effectively.

2.12 Music contributes to or supports other areas of the curriculum (e.g. phonics, literacy, numeracy, languages etc.) 2.13 Pupils are given opportunities to voice their views on music in school and their feedback is acted upon. 2.14 There are arrangements in place to share information relating to music with other schools at the point of transition, and in particular, instrumental tuition.
Actions Needed to Improve RAG Rating: The role of subject leader is now embedded, and staff are confident in taking new music learning forward under my leadership. Importance and significance is placed on the role of music education with the children at MV. Pupil voice, Governor links, CPL continues to happen, alongside the development of the curriculum and teaching thereof. Tuned instrument learning has continued to happen in each year group with a Peri Uke teacher teaching Yr 2, 4, and 6 during different terms of the year, and the Bumblebees all year round. Year 1, 3 and 5 learn recorder with the class teacher during the course of the year. Budget priority has been allocated for this which highlights how valued music is for our children. I am hugely grateful to Lorraine, Governor, for her continued support in Music. It was great to see so many parents at our summer concert again this year, and parental voice seeming to understand the value of music at our school.

** Schools are responsible for the activity and provision they allow to take place in their schools. Whilst Wiltshire Music Connect doesn't currently observe Associates' work, Associates working in schools should, in principle, be willing to have their teaching or project leading observed by a suitably qualified member of school staff (or designated representative) provided that adequate advance notice and parameters are defined. Please refer to Musicians Union Guidance here.*

SECTION 3 – FIRST ACCESS (Whole Class Instrumental Tuition)	**RAG rating**	
3.1 First Access tuition is offered to pupils for a minimum of one term during their time at the school. 3.2 Thought has been given to why children have First Access at this particular point in time, how it fits with the curriculum plan, and why particular instruments have been chosen. 3.3 The school has access to appropriate musical instruments in order to deliver First Access effectively. 3.4 The First Access provision is fully inclusive and barriers have been removed for Disadvantaged Learners, PP and SEND children. 3.5 There is a system in place for encouraging and monitoring progression from First Access to further instrumental learning. 3.6 The school accesses appropriate support from Wiltshire Music Connect for First Access.		
Actions Needed to Improve RAG Rating: This has been a huge area of development for us over the last year. We are not currently receiving funding for sessions of first access to support our Peri lessons but have applied for funding with the hub. Mrs. Scrivens and the rest of the staff continue to show a huge commitment to the development of music and is keen to commit to our children accessing music sessions, thus it is always part of budget discussions. We also fund raise for new instruments and experiences linked to music at school events throughout the year		

We continue to have one of our ex pupils taught singing weekly on our premises. This is following the parental observation that her child benefitted massively from music support during his time at MV. We were able to secure a teacher to come and continue this support despite the child moving on to secondary school. This a private arrangement with parents for payment. Our Peri teacher would like to begin Ukulele sessions with children at the school and we have made parents and children aware, in addition we have targeted children we think would benefit. Parents have thus far been keen for their children to have the extra tuition but have not signed up. We will continue to promote this at the beginning of each term.

SECTION 4 – SINGING	**RAG rating**	
4.1 All children regularly have opportunities to sing above and beyond curriculum music (e.g. assemblies, collective worship, playground singing, lining-up or tidying up songs etc.)		
4.2 There is a member of staff who can confidently lead singing activities with thought given to technique and progression of vocal skills.		
4.3 A wide range of repertoire and singing resources are in use to reflect the needs and interests of the pupils.		

Actions Needed to Improve RAG Rating: Singing, and it's value, is embedded in Marden Vale. Singing is part of daily collective worship and there is one assembly a week dedicated to building the children's singing skill and knowledge. There is a KS1 and 2 choir club that runs in term 2, 4 and 5. I will continue to develop singing leaders this year, with hopefully more success than last year. We are not attending Young voices this year and hope to get involved with the Wyvern theatre concerts to enable the children to have performance opportunities. This will only be the choir groups. We will be encouraging our Year 6 boys choir again this year, and be part of church and school events. Each class will continue to perform to the school during the year. During Celebration worship in the penultimate week of each term a different class each term will celebrate and highlight the work going on in their class. I started discussions with Calne Primary schools and Kingsbury Green last year and hope to work towards a collaboration actually happening this year. The ex -head of music in Wiltshire music service is keen to support and this would be a great way to branch out and work with others in our local schools. We will visit the Calne and Goatacre care home again this Christmas and perform in church during the year.

SECTION 5 – INSTRUMENTAL & VOCAL TUITION	**RAG rating**	
5.1 Children can access instrumental/vocal tuition in a *range* of instruments in school. National Plan Key Feature		
5.2 Instrumental / vocal tuition is delivered by Wiltshire Music Connect Associates (quality assured).		
5.3 Instrumental / vocal tuition is planned effectively into the school day so that children don't always miss the same lessons.		
5.4 Monitoring of the percentage of NOR accessing tuition takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.		

5.5 There are appropriate spaces available for instrumental / tuition. National Plan Key Feature.

5.6 Pupils have access to instruments for their instrumental lessons either through school or Wiltshire Music Connect's Instrument Hire Scheme.

5.7 Pupils who need it access financial support with the cost of instrumental / vocal tuition (either from the school itself, or through Wiltshire Music Connect, or both).

Actions Needed to Improve RAG Rating: Parents and children have shown initial interest in individual sessions. We are working hard to promote music tuition to parents but feel there are financial barriers for families that are difficult to overcome. We had a vocal coach last term and hope to invite her back this year for more sessions. Our Uke teacher now has the capacity to do private tuition and this has been promoted heavily, with some families targeted where teachers feel children would benefit - particular focus has been made on PP and SEN children. Finance is a barrier for families at MV and this is an issue when trying to attract other private tutors to the school. I am currently in discussions with our music hub to see what finding can be sourced to support us going forward.

SECTION 6 – CLUBS, GROUPS & ENSEMBLES	**RAG rating**	

6.1 Children can access at least one choir / singing club / singing group at school. National Plan Key Feature.

6.2 Children can access at least one instrumental club / group / ensemble at school. National Plan Key Feature.

6.3 The repertoire used in the clubs, groups and ensembles above reflects the needs and interests of pupils and is diverse.

6.4 Monitoring of the percentage of NOR accessing clubs, groups and ensembles takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.

6.5 Consideration is given to the timetabling of the clubs, groups and ensembles above to avoid clashes and support good engagement.

Actions Needed to Improve RAG Rating: The only club currently is choir ensemble, which has a good take up of singers, with a range of children from various vulnerable groups. As we have no other staff willing to take a music club currently, I will alternate between a music club and a choir club next year, allowing children to play instruments as well as sing. We continue to analyse and send our data to our music Hub regularly, allowing us to look at which children are accessing music clubs and which vulnerable groups we could be target.

SECTION 7 – INCLUSION / EDI	**RAG rating**	

7.1 Our school has systems in place to ensure that Disadvantaged Learners, PP and SEND children access the music provision appropriately and equitably.

7.2 Our school has systems in place to ensure that children from diverse backgrounds access the music provision appropriately and equitably. **7.3 The music curriculum, and repertoire within it, is regularly reviewed to ensure that it is diverse, relevant, and inclusive.** 7.4 Thought is given to the content of music displays to ensure that they are inclusive and diverse. 7.5 Music is used to support the SEMH needs of pupils 7.6 Gifted and talented pupils are appropriately supported and signposted to progression opportunities.
Actions Needed to Improve RAG Rating: Music is used as a powerful tool for many of our disadvantaged, SEN and PP children. Each class displays the interrelated dimensions of music posters and learning walks and observations on AIM days show they are used effectively. The children are able to talk about the meaning of these words and use them in the correct context. Classes save their music videos to our staff server and staff are encouraged to send photos to R Hagley so they can be used in the foyer to show case what is going on. Our PSHE programme uses music as a way to support SEMH. We have had to discuss the impact of music on well being, aspiration and motivation with various parties over the last year from DSAT staff to Trustees and parents. Work has been put in to develop a programme for collective worship which focusses on diversity and inclusion. Music selected ensures a diverse, relevant and inclusive repertoire and staff are encouraged to use this music in their classrooms also. Many of these songs focus on the schools values and focus on areas of SEMH. Children with any additional needs are supported and encouraged to access in music sessions/singing/choir club. The children in the Base are getting weekly support from Luke our Uke teacher and their teacher reports much excitement and motivation when he comes. This has been a huge success.

SECTION 8 – TECHNOLOGY / DIGITAL	**RAG rating**	
8.1 There are appropriate music technology resources in place to support both the music curriculum and music enrichment. *8.2 Staff are appropriately skilled and confident in using technology to support the music curriculum and music enrichment.* *8.3 The school is able to access outside expertise to support with music technology when needed.*		
Actions Needed to Improve RAG Rating:		

SECTION 9 – OPPORTUNITIES TO PERFORM & SEE LIVE PERFORMANCE	**RAG rating**	
9.1 There is a termly opportunity for children to take part in a music performance in / through school e.g. assemblies, concerts. National Plan Key Feature.		

9.2 Performance opportunities are available for all children (e.g. whole classes), not just those involved in clubs, groups and ensembles.

9.3 Monitoring of the percentage of NOR accessing performance opportunities takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.

9.4 Children have an opportunity to see a live music performance (either in person or online) at least once per year. National Plan Key Feature.

9.5 When selecting music enrichment opportunities (including trips, visits, performances) consideration is given to the quality.

9.6 Thought is given to the diversity and variety of performance opportunities available to children.

Actions Needed to Improve RAG Rating: This will continue to be another huge priority this year. The children still perform weekly together in singing assembly. Their repertoire and expertise continues to grow. It is great to see harmony groups continuing to develop. The children's performance skills are coming to the fore as they clamour to be Golden singers on a Thursday singing assembly and ask to sing solos and in small groups for different events. They can go up to the front and perform during singing worship. Termly classes take it in turns to perform to the school. The choir often demonstrates new songs and leads the school. Our in- house Summer concert at the end of Term 6 has been successful again and provides an opportunity for the whole school (including the resource base) to perform with their class or individually. This show cases Ukes, perccussion and recorders as well as voice. Our Christmas 'dressing the tree' event and church service has provided the children with opportunities to perform for parents and visitors also. We hope to pull on offers of any musical performances from the new hub. We have had a visiting choir leader form the local church attend twice this year to work with the choir and perform for their parents, we hope this will continue next year and that the collaboration can be extended. Children who currently play instruments are encouraged and welcomed to play in assembly on a Thursday. Year 4 will take part in Ising Pop in the Autumn term. KS1 will be performing at Christmas in school, with the support of the choir, and the whole school performs in church at Harvest, Christmas and Easter. The choir are performing at two care homes this Christmas. Year 6 will be performing a musical in Term 6 and at Salisbury cathedral.

SECTION 10 – COMMUNICATIONS	**RAG rating**	

10.1 The school website contains information about the music curriculum and the wider music opportunities available to pupils.

10.2 Parents are provided with information about the wider music opportunities available to their children.

10.3 Regular updates on music in the school are provided through ongoing communication channels (e.g. newsletters, social media.)

Actions Needed to Improve RAG Rating: We have our music offer online. The newsletter updates parents of music opportunities and events. Social media is used to share phots and write about events. Some parents use a local 'Shout out' facebook group to commend what we do also, which allows others to read about our events etc. Parents know about Choir club. Wider ops still needs uptake, but parents are informed of anything we can offer.

SECTION 11 - LINKS WITH WIDER COMMUNITY	RAG rating	

11.1 The school participates in the local music cluster.

11.2 The school takes part in the local music cluster collaborative project each year, or an alternative project / activity that enables collaboration across schools.

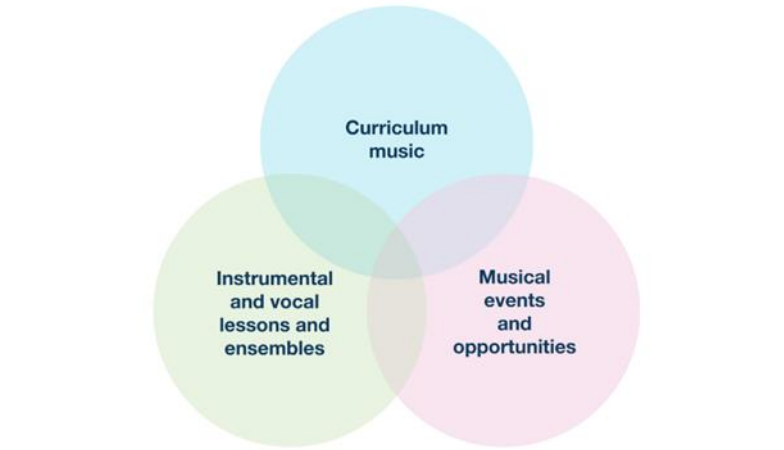
11.3 Children are provided with opportunities to work with external music facilitators / performers.

11.4 The school contributes music performances / music activity to community events.

11.5 The school receives news and updates from Wiltshire Music Connect (either through the fortnightly email bulletin, or through Right Choice.)

Actions Needed to Improve RAG Rating. Year 4 children will be involved in Ising pop this year at Salisbury Cathedral. Weekly opportunities through Open the book visitors to sing with live accompaniment. Actions to improve our connections with the local Calne schools continue to be a priority, and we hope this will take off this year. People are very busy in their own schools, so this has not been easy to get off the ground. We will continue with our efforts however.

PART B – DEVELOPMENT PLAN

Use this space to outline your school's over-arching Vision for Music. Please see attached intention, implementation and impact document for Marden Vale.	 Model of music education originally created by Hampshire County Council's Music Service, 2013. All rights reserved.

Notes on completing this development plan:

- You should copy and paste the actions for improving your RAG ratings from the yellow sections in Part A into the table below, under the correct heading.
- You can add rows if you have more actions for a particular section than the template allows.
- You do not need to have actions under every heading – if your RAG rating is good for a particular heading then you may want to leave it blank / delete a row.
- Once complete, you may wish to reorder the actions to reflect the timeline.
- If you feel you have too many actions, then we would advise that you prioritise those actions that will have the most impact (i.e. those actions that may create improvement in more than one area at a time) and those that contribute to wider school aims (e.g. Inclusion).

	ACTIONS (lifted from Part A above)	Staff involved	Timescale	Resources and support needed	Support available from Wiltshire Music Connect See the separate 'Our Support' document to find out what's available.	Review / Comment / Complete Date
1. CURRICULUM	**There is a system in place, and being used effectively, to assess and track pupil progress in curriculum music.**	SB	On going	Subject leader time to review classes videos and photos, discuss with teachers and get pupil voice. Time needed to develop Quizzes with each teacher to ensure they are purposeful and manageable. Roll out of Music overviews to teaching staff.		Ongoing – October 26 after first unit then termly.
2. STRATEGY & LEADERSHIP	There is an allocated budget available for music and a plan for spending it.	SB/LS		Discussion re. budget for year required so that plans can be made to spend it. Most will go to Peri Uke lessons		Autumn 26
	given sufficient time for subject leadership	SB/LS		Time allocation/cover		Termly
	The Music Subject Lead has a clear written role description.	SB/LS		Look at role description and consider it with LS. See what Hub offers/DSAT offers re. leadership role description if necessary/	Hub role description for reviewing?	Autumn 2026

3. FIRST ACCESS	There is a system in place for encouraging and monitoring progression from First Access to further instrumental learning	SB/teaching staff	Ongoing	Parental support needed for uptake and then can approach Peri teachers. Current Peri is willing and able to take on our students	Funding required from hub.	
4. SINGING						
5. INSTRUMENTAL & VOCAL TUITION	Children can access instrumental/vocal tuition in a *range* of instruments in school.	SB		Music lead to alternate percussion and tuned instrument club and choir to enable children to access.		Autumn 2 26
6. CLUBS, GROUPS & ENSEMBLES						
7. INCLUSION / EDI	Thought is given to the content of music displays to ensure that they are inclusive and diverse.	SB – other teachers		Time allocation to organise and sort needed. Resources supplied (photos) by staff.		Autumn 2 26
8. TECHNOLOGY					.	
9. OPPORTUNITIES TO PERFORM & SEE PERFORMANCE						
10. COMMUNICATIONS						
11. LINKS WITH THE WIDER COMMUNITY	The school participates in the local music cluster.	SB/SLT		Continue discussion with local primary schools re. Christmas concert (possibly EYFS singing afternoon)	Funding exploration for support with travel to collaborations when they arise as this continues to be prohibitive for us.	

				Will continue to attend Music cluster opportunities for CPD.		
	The school takes part in the local music cluster collaborative project each year,			This has not been offered but will take part if there is anything.		