



## Schools' Music Development Plan

For Cheshire East

<b>School Name:</b> Smallwood CE Primary Academy	<b>Status (Academy / LA /Free /Other)</b> Academy
<b>MAT Name (as appropriate)</b> N/A	<b>Name of Music Lead / Specialist:</b> Mrs Jo Darlington

*The school music development plan should set out how the school will deliver high quality music provision for all pupils in the three areas of curricular, co-curricular (extra-curricular) and enrichment against the key features of high-quality provision outlined in the National Plan for Music Education.*

<b>Your vision for music in your school</b>	<i>The overall vision for music provision in your school</i>	<p><b>VISION:</b> (as stated on vision and self-assessment document)</p> <p>Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can bring enjoyment and fulfilment throughout life. At Smallwood CE Primary Academy, we aim to provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of music and to begin to make judgements about the quality of music.</p> <p>Our vision is that all children will learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents. This will be through singing in class music lessons, in collective worship and once in Key-Stage 2, the opportunity to join our school choir. To have all children from Year 1 upwards learning to play a musical instrument, through whole class recorder lessons in Key-Stage 1 and keyboard lessons in Key-Stage 2.</p>						
<b>Area</b>	<b>Category</b>	<b>Where we are now?</b>	<b>Where we want to be?</b>	<b>How</b>				
	Categories below listed as shown in 'Vision and Self-assessment' document	1,2, 3 or working towards 1 (WT) plus narrative as required	Enter either a numeric target (from vision doc.) or text	<b>Actions</b>	<b>Timeline and deadline</b>	<b>KPI's</b>	<b>Action supported (or to be) by the music education hub? If yes how?</b>	<b>RAG</b>
<b>Curriculum</b>	<i>Curriculum design</i>	3						
	<i>Assessment - attach documentation and assessment materials</i>	2	3	<i>Provide more opportunities for assessment; More regular videos/ audio and written evidence.</i>	<i>September 2025</i>	There is evidence of a clear progression of musical skills, knowledge and understanding.  Assessment informs future planning to ensure all children reach their full potential.	<i>No</i>	

	<i>Timetabling - include a timetable of music across the school</i>	3	3	<i>Continue with the current time for music curriculum which puts more weighting on to Music with 2 hours of music teaching a fortnight and a shorter French lesson (More French spoken on a daily basis in school)</i>	September 2025	There is a dedicated curriculum music lesson on the school timetable each fortnight for a 2 hour music lesson.	No	
<b>Tuition and Ensembles</b>	<i>Instrumental and vocal tuition</i>	3	3	<i>Continue to provide a wide range of instrumental lessons to all children, including those with SEND and Pupil Premium.</i>	September 2025	<i>A large number of children across school receive instrumental lessons and show progress in their lessons.</i>	No	
	<i>Whole Class Instrumental Teaching - Include details of the school's offer for each year group (wider opportunities, whole class curriculum teaching delivered by specialist). How will students' progress? Who will teach this? How will instruments be funded? How</i>	3	3	<i>KS2 to continue to have keyboard lessons throughout the year. Whole class recorder lessons at KS1.</i>	September 2025	<i>All children from Year 1 upwards are having a fortnightly instrumental lesson throughout the year and show progress in their lessons.</i>	No	

	<i>will lessons be inclusive? Where to next?</i>			<i>Evaluate the impact of this.</i>				
	<i>Instrumental Ensemble Provisions</i>	3	3	<i>Children are invited to join the school orchestra when they reach a reasonable standard on their own instrument/ recorder/ keyboard.</i>	September 2025	<i>Children have opportunity to play as part of an ensembles.</i>	No	
<b>Singing</b>	<i>Singing assemblies</i>	3	3	<i>Continue to have weekly Hymn Worships, with hymns often chosen by the pupils.</i>	September 2025	<i>All pupils enjoy taking part in Hymn Worships each week</i>	No	
	<i>Choirs / Vocal Ensembles</i>	2	3	<i>Any child in KS2 is able to join the school choir- 'Spotlight' Music Club. Speak to BM, Year 2 teacher about possibility of starting a small KS1 choir.</i>	September 2025	<i>Children in both Key Stages have the opportunity to join a vocal ensemble.</i>	No	
<b>Leadership - role of music in school life and</b>	<i>Leadership and advocacy</i>	3	3	<i>Continue to lead music across the school and</i>	September 2025	<i>Music continues to have a high status across</i>	No	

<b>other opportunities</b>				<i>throughout the wider community.</i>		<i>school and in the wider community</i>	
	<i>Value of Music</i>	3	3	<i>Continue to create opportunities to promote the value of music across the school and throughout the wider community.</i>	<i>September 2025</i>	<i>Music continues to have a high value across school and in the wider community</i>	
	<i>Inclusion - What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i>	3	3	<i>Pupil Premium pupils given access to a wide range of instrumental lessons through Pupil Premium funding. All children are encouraged to join and are supported in our after-school choir, orchestra and instrumental lessons.</i>	<i>September 2025</i>	<i>All children have the opportunity to take part in vocal and instrumental ensembles, regardless of their individual needs.</i>	<i>No</i>
	<i>Resources and equipment</i>	3	3	<i>Keep a stock of a wide range of percussion instruments and</i>	<i>September 2025</i>	<i>Children across school have access to a wide range of percussion</i>	

				<i>musical resources.</i>		<i>instruments and musical resources.</i>		
	<i>Budget - Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used.</i>	2	3	<i>Speak to SLT and business manager about existing budget and any extra available budget.</i>	September 2025	<i>Budget available to keep a stock of new percussion instruments and resources.</i>		
	<i>CPD - What are the development needs of staff? Plans for CPD</i>	2	3	<i>Attend more CPD, particularly the annual Cheshire East music conference.</i>	September 2025	<i>More CPD completed.</i>	<i>No</i>	
	<i>Partnerships - In what ways will you engage with the hub? What funding / support is on offer from the hub? What support do you require from hub?</i>	2	3	<i>Look at the Arts Mark award again and requirements for this.</i>	September 2025	<i>An established long-lasting partnership with Arts Mark again.</i>	<i>Support from LMT if needed</i>	
<b>Additional to vision document</b>								
<b>Communication:</b>	<i>Write a communication plan, including information about how you'll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole</i>	3	3	<i>Continue to communicate with parents via the school website and via Class Dojo; continue to</i>	September 2025	<i>Parents are all kept informed about the music</i>	<i>No</i>	

	<i>school music offering; how social media might be used.</i>			<i>share musical performances on Dojo and Facebook.</i>		<i>provision at Smallwood.</i>		
<b>Music progression strategy:</b>	<i>How will you support children to access high quality opportunities?</i>	3	3	<i>Continue to adapt lesson planning to offer greater depth and challenge to all pupils.</i>	September 2025	<i>More pupils achieve greater depth in music.</i>	No	
	<i>How will you support and track progression?</i>	2	3	<i>Monitor and assess pupils' progress in music through putting levels of achievement on the school tracker; continue to record audio and video performances of children's work and compositions.</i>	September 2025	<i>Progression is tracked from EYFS across both key stages.</i>		

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Reviewed and updated on 6.1.25

Document / school music progress review date (suggested 6 months after creation date) September 2025

*Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).*

*Write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank.*