Music development plan summary:
St. Mary's Church of England Primary School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.
This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the national plan for music education:

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.
Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2026 - 27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Bec Thomas
Name of school leadership team member with responsibility for music (if different)	Victoria Woods
Name of local music hub	Oxfordshire Music Hub

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

Vision and Intent
Music lies at the heart of our spiritual and human experience: it is an innate form of expression through which people have, throughout history, made sense of the world, reflected on life, and connected with one another and with God. In our school, we believe music is fundamental to personal development and spiritual flourishing, not an added extra. We are committed to ensuring that every child experiences the joy of music-making, whether through listening, performing, composing or collaborating with others. Through rich and inclusive musical opportunities, we aim to foster a lifelong love of music and to help children develop confidence in their own musical identity,

enabling them to understand, articulate and celebrate their own tastes, preferences and styles.

Curriculum

Music is taught by class teachers across the school using specially designed units and the Kapow Primary Music scheme This provides a carefully sequenced and inclusive curriculum designed to meet the needs of all learners, linked to the Model Music Curriculum. Music is taught on a termly basis, allowing children time to revisit, practise and embed learning in meaningful ways. The curriculum follows a spiral model, enabling pupils to develop musical knowledge and skills through small, incremental steps, with opportunities to revisit and deepen understanding of key concepts such as rhythm, pitch, notation, performance and listening. Inclusive teaching approaches ensure that every child can participate and succeed in music-making, regardless of starting point or ability.

Assessment in music is ongoing and formative, capturing children's musical development in ways that reflect the practical nature of the subject. Evidence is gathered through a combination of video recordings of performances and practical outcomes, alongside written evidence where appropriate. This evidence is collected in two ways, depending on which is more appropriate: collated in class floor books, enabling children to easily revisit prior learning, reflect on their progress over time and make clear links between previous and new learning and stored alongside planning on the school's shared drive. To support high-quality provision and continuous professional development, the school employs a specialist music teacher from the local music hub, working alongside class teachers for at least half a term each year to model adaptive strategies, strengthen subject knowledge and ensure consistency, progression and accessibility for all pupils.

In the Early Years, music is an integral part of everyday school life. Songs and musical activities are used regularly to support routines and transitions, as well as within continuous provision to encourage exploration, creativity and expression. Music is also taught discretely each term, with a strong focus on enjoyment, movement to music and developing an awareness of sound. Children explore how music can be made using their voices, bodies and a range of simple percussion instruments, laying secure foundations for future learning. All musical experiences are carefully aligned with the *Development Matters* guidance, supporting children's communication, physical development, expressive arts and sense of belonging.

In Key Stage 1, pupils begin to develop their musical understanding more explicitly through a structured and progressive curriculum. Learning focuses on five key areas: listening and evaluating, creating sound, composing and improvising, and performing. These strands are broken down into small, incremental steps, allowing skills and knowledge to build securely over time as children move through the school. Through regular opportunities to listen, explore and perform, pupils develop confidence, curiosity and enjoyment in music-making.

In Key Stage 2, musical learning continues to progress through carefully sequenced, small steps that build upon prior knowledge and skills. Pupils further develop their playing techniques, musical fluency and control across a range of instruments and musical experiences. Opportunities for performance, composition and critical listening become increasingly refined as pupils grow in confidence and independence. In Year 4, all pupils participate in a whole-class instrumental programme, providing an inclusive opportunity to learn an instrument and deepen their understanding of notation, ensemble playing and musical discipline.

Vocal provision

There are weekly twenty-minute singing assemblies for the whole school, led by the school's music specialist. These sessions focus on enjoyment and participation as part of a massed choir, while being securely rooted in the development of vocal technique and musical skills. Staff attend and actively take part, supporting consistency and confidence in classroom practice. The school subscribes to *Sing Up!* and *Out of the Ark*, ensuring staff have access to a wide range of high-quality resources that support both musical progression and worship. Singing plays an important role in school life: it is used to strengthen class ethos, support learning across the curriculum, and, as a Church of England school, provides a shared and meaningful way for pupils to express spirituality and engage in collective worship.

Performance opportunities
Pupils are given regular and meaningful opportunities to perform and share their musical learning throughout the year, helping to build confidence, resilience and a sense of achievement. Families are invited to join the school community for twice-yearly celebration services, where music plays a central role in showcasing pupils' learning and collective worship. In the Early Years and Year 1, children participate in nativity performances, providing an inclusive and supportive introduction to performing for an audience. Pupils also use music to engage with the wider community, including carol singing at a local sheltered accommodation, which reinforces links between music, service and compassion. Traditional events such as the May Day revels and the Arts Week exhibition offer further opportunities for pupils to perform and present musical outcomes in creative contexts. Year 6 pupils mark the end of their primary journey through a leavers' church service and assembly, where music supports reflection, celebration and transition. In addition, pupils have the opportunity to take part in the *Big Summer Sing*, organised by the local Music Hub, enabling them to perform as part of a large-scale ensemble and experience the collective power and joy of music-making beyond the school community.

Part B: Co-curricular music

Weekly peripatetic lessons on a 1:1 and small group basis are offered on guitar and drums by private teachers. Brass lessons have just been offered to Years 5 and 6 children as a continuation of the WCET programme undertaken in Year 4. This is led by the local Music hub (Oxfordshire Music Service), who also provide instrument hire. Lessons and instrument hire is offered free of charge to pupils currently eligible for Free School Meals.
The school choir runs as an after-school club, led by a specialist from the local music hub, as well as the school's music lead. Children from local primary schools are also invited to join and members are encouraged to continue in year 7.
The school also buys into the local Music hub's Music for Wellbeing programme. These sessions are for pupils in all key stages and focus on developing confidence, self-esteem and communication skills through music. The programme is run as an intervention, overseen by the SENDCo and DSL.

Part C: Musical experiences

Pupils' cultural capital is developed through:

- Opportunities to experience live music – the concert for schools run by the local Music Hub
- Opportunities to perform in external venues – e.g. The Big Summer Sing, services of celebration, Arts week and to residents at local sheltered accommodation
- An annual Music showcase where every class has the opportunity to perform

- Annual May Day revels where children perform to families as part of a May Day celebration

In the future

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

- Continue to develop planning to meet needs of all pupils – including range of resources to suit the wide variety of learners in school
- Ensure music is being taught every term through monitoring and action planning
- Undertake staff audit of confidence in teaching music, formulating an action plan to address the results
- Undertake a pupil voice survey to understand how pupils feel about their music learning
- Work towards retaining our Silver Arts Mark award
- Work towards gaining Music Mark status via the local Music Hub's Pitch Up assessment framework
- Development of more after school clubs, for example, a Samba band and singing club for KS1
- Develop use of Music technology across the school to build incremental skills and knowledge, including broadening staff's own knowledge and confidence to use a range of programmes such as Chrome Lab, Garage Band and Audacity.
- Wider range and take up of instrumental lessons as well as beginning to offer vocal lessons
- Greater reach beyond school, working with Music and the Arts in the community (in conjunction with our local Cultural Education Partnership)