

St.Mary's Catholic Primary School
School Music Education Plan

Excellent music education opens opportunities, but it is not simply a means to an end: it is also an end in itself. It gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives....Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us. *(The power of music to change lives: A National Plan for Music Education, June 2022)*

Key features of high-quality school music provision

- Timetabled curriculum music of at least one hour each week of the school year for key stages 1-3.
- Access to lessons across a range of instruments, and voice.
- A school choir and/or vocal ensemble.
- A school ensemble/band/group.
- Space for rehearsals and individual practice.
- A termly school performance.
- Opportunity to enjoy live performance at least once a year.

Self- review questions:

- **How often is music taught to all classes?** Music lessons are taught weekly from Reception-Year 6. We use Charanga to complement our Music curriculum. Keyboards, ukuleles, Glockenspiels and un-tuned percussion instruments are available and used in classes. In KS2, Mrs Gilmour, a specialist teacher music and Mr Warren teacher choir and band.
- **How do you judge the quality of music lessons?** Music lessons are consistently of a high standard as they are taught by a music specialist. Many lessons are outstanding due to our experienced and musical staff. We use the National Curriculum and we have adapted Lancashire plans to link in with our creative curriculum-see sea shanties as an example. A peripatetic music teacher visits school once a week for individual music lessons. From September 2022, we revolutionised our music provision with the addition of Mr Brent Warren-to deliver groups/individual music lessons, band and choir. Our band only started in 2022 and individual music lessons began in September 2022 with the band starting at the October half term.
- *Music assessments are used to assess the standards in music and to note groups/individual children who require adaptations to the curriculum or have particular flare for the subject.*

- *Music Mark website is used by HT and the LCC training is always attended every term.*
- **Are you aware of Ofsted's subject-specific guidance?** Yes. See music policy-MMC used and development matters in music (N.Burke 2018) is used for EYFS and to support our school music progression maps. Documents have been shared with music teachers in the school and all involved in delivering music to ensure quality, depth and breadth across whole school music provision. We had an audit from LCC to see our progression mapping, planning and developments. This was in 2023.
- *HT views the Ofsted guidance and webinars. The 2023 Subject report series: music was used to reflect upon our provision for 2024.*

[The power of music to change lives](#)

[Analysing the Ofsted subject report for music](#)

[Subject report series: music](#)

[Striking the right note: the music subject report](#)

- **Do all pupils benefit from music in school or just a few?** All pupils. Class teachers incorporate music into the creative curriculum. Every class is taught music for an explicit lesson weekly. 24 children are currently in the school choir and we are now developing this further. From September, part of our action plan is to compete and perform in local and national events, linking with other schools-we entered the Last Coir Singing competition and perform with St.Francis' band for collaborative concerts.
- The Henley report for the DfE has supported the continuous shaping of our music vision for all children within our school and the recommendations have all been carefully considered such as - Recommendation 2: Singing should be an important part of every child's school life from Early Years through until at least Key Stage 3. Children begin their music journey from the EYFS until they leave our school in Year 6. Charanga and collective worship are just some of the ways in which we ensure this takes place. We perform as much as possible and we link with other schools. This year, we will participate in music festivals.
- **Further questions raised as a school:**

- **What are the main future developments necessary for St.Mary's?** Provision for children learning to play instruments was secured from September 2022. Children who play instruments will have the opportunity to play in a school band. Links with high schools and the community to strengthen.

Areas of strength:

1. The basic principle underlying the forward improvement of music in our school and attitudes towards music and singing are indivisible and that each supports the other. We have a musical culture.
2. There is excellent practice and much to celebrate. Click here to see the most recent Summer 2024 joint collaboration concert: https://youtu.be/ItlOxT8_xfM
3. The school works alongside St.Francis'. We now want to develop opportunities for children to learn instruments and perform as part of larger groups.
4. The plan is an organic document and will change and evolve over time.
5. A wide range of opportunities are provided for children to extend and showcase their abilities.
6. Gifted and talented children are recognised and transition to High School is strong.
7. The Head teacher has regular meetings with staff where they support and provide challenging conversations about the quality of music in school and provide CPD opportunities to further develop music as a school.
8. Notation is taught from the EYFS where children first learn to represent notation graphically. They perform, compose, listen, review and evaluate from the beginning of their school career and develop this year on year throughout the school.
9. Live music making opportunities are central to celebration within our school and the school relishes any opportunity to perform.

September 2024 goals and aspirations:

Some of school's music provision WILL include:

School band-all year groups welcome High uptake in music lessons	Termly Coffee morning concerts where Governors, LA, parents/carers and local community come to listen to the children and play bingo.	Annual Christmas Carol concerts in local rest homes and supermarkets.	Last Choir Singing competition
Keyboard, Glockenspiels and Ukulele's feature as part of our curriculum in Year 3/4 5/6	School Choir strengthened	St.Mary's and St.Francis' band playing together	ABRSM exams and music festivals

The plan is loosely grouped under a number of headings.

A -- Communication and Awareness

B -- Networking and CPD

C -- Curriculum and Planning

D -- Monitoring and Evaluation.

E -- The Joy of Music

Abbreviations used in the plan

HT = Headteacher Miss Sarah Deakin

Staff Involved in delivering music: Mrs Jen Gilmour Mr Brent Warren –peripatetic music teacher and band leader, Miss S Deakin (HT) -music subject leader,

Aims	Actions – What we are going to do	When by whom	Resource Implications	Key Performance Indicators
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<p>A</p> <ul style="list-style-type: none"> ➤ To continue working in school to highlight various aspects of music provision in order to identify needs. 	<p>Music meetings to become more regular to extend and review targets and music provision.</p>	<ul style="list-style-type: none"> ➤ All staff involved in delivering music. ➤ Staff communicate via email 	<p>Time to liaise at the end of the day.</p> <p>Music meetings to review targets and evolve.</p>	<ul style="list-style-type: none"> ➤ Feedback from staff will be more frequent and rigorous. ➤ Monitoring and impact will be more measurable.
<p>B</p> <ul style="list-style-type: none"> ➤ Develop cluster groups between Schools and across sectors. ➤ Consider feeder high schools and their music provision. ➤ Invite past pupils to play for our children to heighten awareness of music. ➤ Longridge band promotion 	<ul style="list-style-type: none"> ➤ Facilitate the creation of groups for the sharing of expertise and knowledge. ➤ Groups could meet on a regular basis either face-to-face or using ICT e.g. Teams ➤ Development of cross sector links e.g. Special, primary, Secondary as above <p>All children perform in concerts termly.</p>	<ul style="list-style-type: none"> ➤ DHT, HT and HT's from other schools. ➤ Music subject leaders in other schools. 	<ul style="list-style-type: none"> ➤ Individual's time 	<ul style="list-style-type: none"> ➤ Working group will be created/links with other schools to share good practice and development.

<p>B</p> <ul style="list-style-type: none"> ➤ Music subject leader and staff to attend CPD training sessions and CPD courses offered from LM 	<ul style="list-style-type: none"> ➤ Staff to attend training and feedback to all staff in school. INSET/music workshops- particularly music in the creative curriculum opportunities. 	<ul style="list-style-type: none"> ➤ Ongoing 	<ul style="list-style-type: none"> ➤ Individual's time Mr Warren 	<ul style="list-style-type: none"> ➤ Current materials disseminated and shared knowledge about expectations and support for staff given.
<p>C</p> <ul style="list-style-type: none"> ➤ Identify and disseminate good practice by keeping abreast of, local, regional National and International development in school music education especially in relationship to curriculum progression. ➤ Revise recent OfSTED documents to use as self evaluation tool. 	<ul style="list-style-type: none"> ➤ Monitor planning and curriculum progression across all year groups ➤ Curriculum maps to be put on school website tracking skills progression for each year group. ➤ Consider key documents ➤ Ofsted research review: music ➤ 'The power of music to change lives: a national plan for music education' <p>The power of music to change lives</p>	<ul style="list-style-type: none"> ➤ Ongoing ➤ Mr Warren 	<ul style="list-style-type: none"> ➤ Individual teacher's topic maps. 	<ul style="list-style-type: none"> ➤ Coverage clear and key skills being taught in music will be mirrored in class music lessons.

<p>D</p> <ul style="list-style-type: none"> ➤ Develop a robust monitoring and evaluation program tracking progress in Music across school. 	<ul style="list-style-type: none"> ➤ Look at music reports and musical skills tracking derived from curriculum expectations 	<ul style="list-style-type: none"> ➤ Mrs Gilmour ➤ Mr Warren ➤ HT 	<ul style="list-style-type: none"> ➤ Time to meet and discuss/review 	<p>Robust evaluation/ feedback provided for all with discussions as to how this might improve future practice.</p>
<p>D</p> <ul style="list-style-type: none"> ➤ Monitor and evaluate the student experience through 'student voice' 	<ul style="list-style-type: none"> ➤ Using a carefully devised evaluation procedure seek feedback through one to one discussions with selected students on the value, enjoyment and learning experienced as a result of music lessons and extra-curricular music opportunities in school. 	<ul style="list-style-type: none"> ➤ ongoing ➤ Members of school staff. 	<ul style="list-style-type: none"> ➤ Individuals Time 	<ul style="list-style-type: none"> ➤ Data collected, analysed, fed back and used to inform future planning.
<p>D</p> <ul style="list-style-type: none"> ➤ Identify clear progression routes 	<ul style="list-style-type: none"> ➤ Ensure all opportunities both in and out of school are communicated to individual classes so all children have various opportunities and not only children involved in choir etc. ➤ Take up encouraged. 	<ul style="list-style-type: none"> ➤ Members of school staff ➤ Ongoing 	<ul style="list-style-type: none"> ➤ Individual's Time 	<ul style="list-style-type: none"> ➤ All schools are aware of the opportunities that exist.

<p>E ARTS and performance week to invite the community in and celebrate music in school</p>	<p>➤ All children to perform and celebrate music in school.</p> <p>Both school bands link and perform together in a joint concert</p>	<p>➤ February 2024 and ongoing</p>	<p>➤ Individual's time</p>	<p>➤ Event takes place and provides a memorable experience for all participants, and acts a spur to increased participation in future events.</p> <p>➤ Events take place and provide a memorable experience for all participants, and possibly acts as a catalyst for take up of instrumental tuition.</p>
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