Westgate Primary School

Music Development Plan

2025-26

Our Vision for Music

At Westgate Primary School, everyone is musical!

We aim for all children to find joy and flourish in Westgate's Music Curriculum.

Our curriculum aims to equip children with essential skills for becoming confident and creative musicians with the opportunity to progress in their musical interests and talents.

Our vision is to offer high-quality Music education that engages and inspires pupils to explore and develop a love of music and shine with their talent as musicians. This aims to increase their self-confidence, creativity and sense of perseverance and achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose individually and with others, listening with an educated ear.

MUSIC PROVISION SELF ASSESSMENT - 2025- 2026

Area	Category	Band	Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum.	Yes
		2	Additional aspects (ie: whole class music, 1-1 tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes.	Yes
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local secondary schools.	In progress
	Assessment	1	We have limited opportunities to assess pupil progress and have limited resources to monitor progress.	Yes
		2	We use teacher assessment at planned points throughout the year using one method only (video, audio, written).	Yes
		3	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons.	Yes
	Timetabling	1	There is a dedicated curriculum music lesson on the school timetable each week for all year groups for a minimum of: KS1 30+ minutes, KS2 45+ minutes.	Yes
		2	Whole class instrumental lessons are timetabled in addition to curriculum music lessons in at least one year group.	No
		3	Continuation of whole class instrumental lessons via small group or 1-1 tuition is scheduled for within the school day.	Yes

Area	Category	Band	Descriptor	Achieved
Tuition and Ensembles	Instrumental and vocal tuition	1	Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engage in instrumental tuition.	Yes
		2	Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. School engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional musical learning.	Yes
		3	Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engage in instrumental tuition. Opportunities for your pupils to perform in both formal and informal settings regularly (by regular we mean at least once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	No
	Instrumental Ensemble Provision	1	The school provides an opportunity for ensemble playing. The ensemble is regularly attended by a minimum of 5 pupils. The ensemble is led by a competent musician.	Yes
		2	The school has more than one instrumental ensemble. The ensemble is regularly attended by a minimum of 10 pupils. It is planned that the ensemble rehearses and performs a range of styles and genres. There is an opportunity for the ensemble to perform to parents or peers.	Yes
		3	School provides ensemble opportunities that cater for all instruments taught. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers.	No

Area	Category	Band	Descriptor	Achieved
Singing	Singing Assemblies	1	There are termly opportunities for massed singing, these could be linked with calendar events or performance opportunities.	Yes
		2	There are weekly singing assemblies for all pupils.	Yes
		3	There is 1 or more weekly singing assembly for all pupils lead by a specialist. Singing is used frequently in music lessons to support curriculum learning. All staff are upskilled and confident at leading singing in their classrooms.	In progress
	Choirs	1	There is a school choir that rehearses weekly.	Yes
		2	The school choir is led by either a specialist teacher or a competent member of staff who has expertise of leading a choir and practices healthy singing.	Yes
	Staff Singing	1	There is a person responsible for singing in the school.	Yes
		2	All staff are upskilled and confident to lead healthy singing in their classes.	No
Area	**Category**	**Band**	**Descriptor**	**Achieved**
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff, not a senior leader who has responsibility for music and advocates for the subject across the school.	Yes
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life.	Yes
		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	Yes
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	Yes
		2	Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.	Yes
		3	Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.	In progress
	Value of Music	1	Music is an important part of everyday school life	Yes

	Inclusion	1	Schools signpost learners to KM bursary for 1-1 learning All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages.	Yes
		2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support though resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	In progress
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.	In progress
	Resources and equipment (physical)	1	There are a range of instruments within the school, including whole class sets of instruments (owned or hired) for MusicPlus. The school has access to and uses teaching resources to support music teaching and learning (this could include online resources).	Yes
		2	There is a dedicated space for music within the school. This is equipped with a range of tuned and un-tuned instruments and technology is available for use. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.	In progress
	CPD	1	The lead member of staff for music undertakes music specific CPD every year.	Yes
		2	The lead member of staff is given opportunities by the school to share and upskill other staff members as a result of their CPD attendance.	Yes

		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	Yes
	Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	In progress
		2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings).	In progress
		3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.	Yes

PLAN OF ACTION 2025- 26

Area	Category	Target *Overall aim to achieve by an identified point in time*.	Deadline	Actions and Evaluation Criteria *Meaningful tasks that contribute towards achieving the given objective Ways of achieving your objective and monitor progress*	R/A/G
Curriculum	**Assessment**	• Use teacher assessment at planned points throughout the year using one method (video, audio, written) to track pupil progress. • There are opportunities for self and peer assessment planned into all music lessons with a visual reminder of the Learning Challenges for the pupils.	**End of Term 6**	• Meet with Music teachers to discuss tracking/ assessment possibilities in Term 4. • Trial chosen assessment methods in Term 5/6. • Check new assessment/ tracker on Teams- how does it help us to see progression and trends from year to year? • Children are able to assess their own and other's work verbally in every lesson to benefit their learning in future lessons. • All children know how well they are doing in lessons and can articulate this, including a simple target.	
Tuition and Ensembles	**Instrumental and Vocal tuition**	• Engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. • Up to 15% of the school population engage in instrumental tuition.	**End of Term 6**	• Complete Kent Music Survey in May/June 2025 to gain funding for 2026-27. • Contact Kent Music/Time for Music/ Red Rooster for opportunities available through funding in 2026-27. • Repeat Music Survey to children and parents to gather interest in tuition opportunities for 2026-27. • Tuition is booked and attended by up to 10% of the school population.	
Tuition and Ensembles	**Instrumental and Vocal tuition**	• Engage in live performances in school and in the community for all pupils, highlighting opportunities for additional musical learning**.**	**Ongoing**	• Advertise and engage children in clubs – Violin, iRock, Choir through assembly performances and local community performances. • Continue participating in events within the local community e.g. DVH Christmas/Easter/Summer school choir performances etc. • Contact Demelza House • Continue to invite parents into Music assembly performances. • Post photos and videos of clubs on Facebook, Teams and Tapestry to encourage attendance.	
School Life and Opportunities	**Inclusion**	• Plan to target students eligible for Pupil Premium and support these students to engage in musical opportunities and tuition through this funding.	**End of Term 6**	• Identify Pupil Premium children for 2025-26 • Invite Pupil Premium pupils to Musical Clubs, using funding to offer them this opportunity. • 10% of PP pupils are attending music making clubs.	
School Life and Opportunities	**Partnerships**	• To use arts and cultural professionals and organisations to support the delivery of quality provision. • To explore opportunities to work in partnership with the community, inviting professional musicians to school and attending live performances and broaden children's musical knowledge.	**Ongoing**	• Contact local musical organisations - Red Rooster, Kent Music. • Visit live performances (Kent Music, local secondary schools, local community events, local theatres) • Orchestral Virtual Watch Party (BBC Ten Pieces) • Children in all year groups are given quality musical experiences. Create a table of experiences across the year groups • Continue to embed Musician of the Week in Assemblies/ Staff Member's favourite song/ musician (Guess Whose Favourite…)	

END OF YEAR REVIEW

Area	**Category**	**Actions** *Meaningful tasks that contribute towards achieving the given objective*	**Deadline**	**KPIs/Evaluation Criteria** *Ways of monitoring progress/ achieving your objective*	**R/A/G**
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