



Music Development Plan

The Willows Primary School and Nursery

Date of adoption: 1st September 2026

Review:

Lead for this plan: Louise Ingram

Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

Hub Local Plan for Music Education

Trust Music Development Plan *if relevant*

School Improvement Plan

Music Policy

Charging policy for extra-curricular activities

Remissions policy (if separate to the charging policy)

Music at The Willows

Curriculum Music

area	what happens now	what we would like to see	link to actions
Overview	The whole school uses Charanga scheme, years 1-6 use the model music curriculum and EYFS use the original scheme. Every year group is expected to teach 1 hour of music per week but there are timetable restrictions and so very few year groups are able to teach for a full hour per week. we use the singing assembly to help add to the lesson time. It is taught by either teachers or HLTAs during PPA sessions. We use the interactive whiteboard and instruments, mainly glockenspiels. It is assessed continually as AFL during every lesson and there are end of Key Stage expectations. We keep track of class progress by videoing the class.	Music to be taught for a full hour per week across the school. Progress to be evidenced by two recordings with descriptions of success and next steps every half term. When children are playing as ensemble with glockenspiels, teachers to bring in a variety of percussion instruments to add for rhythm and learning parts.	
Whole Class Ensemble Tuition	Whole class ensemble is taught every other lesson using Charanga and they use Glockenspiels throughout the school allowing children to gain the maximum experience. It is led by the adult teaching the class at the time. Instruments are kept in the music cupboard, there are 30 glockenspiels for KS1 to share and 30 glockenspiels for KS2 to share. Once a class has completed the lesson, the instruments are to be returned to the music cupboard.	Have 90 glockenspiels for a year group to learn at the same time which would mean teaching glockenspiels are accessible to all. Have a percussion club (untuned percussion) to introduce the wonders of rhythm, as there is a broader range of harmonics it will allow greater improvisation and experimentation appealing to children who may not want to learn a tuned instrument	
Singing	Children sing in every music lesson and during singing assemblies. They hear music which is a variety of genres to gain their listening skills and so will often be	Continuation of singing assemblies and school events including choir.	

area	what happens now	what we would like to see	link to actions
	hearing men sing during music lessons and also when walking into the hall for assembly. By the end of year 1 they will use their voices to sing songs and speak in chants with rhythm, by the end of year 2 children will use their voices expressively and creatively by singing songs and speaking chants and rhymes, during KS2 they will be understanding the need for accuracy, fluency and control.		
Instrumental music	Whole class ensemble is taught every other lesson using Charanga and they use Glockenspiels throughout the school allowing children to gain the maximum experience. It is led by the adult teaching the class at the time. Instruments are kept in the music cupboard, there are 30 glockenspiels for KS1 to share and 30 glockenspiels for KS2 to share. Once a class has completed the lesson, the instruments are to be returned to the music cupboard.		
Technology	The whole school uses Charanga scheme, years 1-6 use the model music curriculum and EYFS use the original scheme. This costs £125 per year for the school. Every year group is expected to teach 1 hour of music per week but there are timetable restrictions and so very few year groups are able to teach for a full hour per week. Charanga allows staff who are not confident to teach the children to listen to music and appraise the music using the correct terminology as well as building on the musical knowledge. The children also use Charanga to compose and improvise helping to explore and create.	To use Charanga to the full extent and provide children with a username and password where they will be able to create tracks which will add to their musical learning.	

area	what happens now	what we would like to see	link to actions
	We use the singing assembly to help add to the lesson time. It is taught by either teachers or HLTAs during PPA sessions. We use the interactive whiteboard and instruments, mainly glockenspiels. It is assessed continually as AFL during every lesson and there are end of Key Stage expectations. We keep track of class progress by videoing the class.		
Opportunities to experience live music performance	The choir will sing in assembly once a term, selected year groups to watch a free orchestral performance in Summer 2 and year 6 will be going to watch an opera in Summer 1, the travel for opera will be paid using school budget, the opera itself is free.	Every year group to have a live musical experience. Early Years have a mini performance in Autumn 2 KS1 have a Summer Performance from an external company with acting and music in Summer 1. Year 3 have an orchestra workshop in Spring 2 Year 4 watch an orchestra locally in Summer 2 Year 5 visit London to watch a ballet in Autumn 2 Year 6 to watch an Opera	

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Overview	An external tutor which parents pay for teaching small groups of children the guitar, keyboard and drums. KS1 choir KS2 choir Untuned percussion club in Summer 1 and Summer 2	More musical clubs such as Glockenspiel club and Untuned Percussion club for the whole year	
Singing	KS1 and KS2 singing assembly happens once a week on a Friday immediately after a celebration assembly. KS1 assembly is led by Year 2 Lead and it is to give children to opportunity to sing in a large ensemble to embrace the love of music and singing. KS2 assembly is led by the music lead and adds to the learning of following a conductor using technical language and inter related dimension. They accompanied by the backing tracks. they are accompanied (piano, backing tracks) All staff are present and are also expected to join in to encourage participation. They are developed by always having a new song to learn and also singing a known song which will have performance changes, such as volume, tempo or structure.		
Ensembles	Ensemble performances include the choir and small instrument ensembles. KS2 choir perform at Barleylands Christmas Fayre, St Lukes Christmas at the local shopping centre, at the O2 for Young voices. Both KS1 and KS2 choirs perform at Basildon Music festival, KS1 is at another school and KS2 will be at Towngate theatre, they will both also perform at a Christmas Concert, a Spring Showcase and a Summer concert held at the school after the school day to parents and is arranged by the music lead. Tuition children will perform to their parents during the school day once a term.	To provide further performing opportunities. To offer opportunities to perform within differing environments such as a festival.	

area	what happens now	what we would like to see	link to actions
Tuition	Information available to parents via the school app to introduce the tutoring. Mr James Ltd comes to teach the children and will collect small groups from the classroom and will take them for their lesson. There is a healthy take up of both girls and boys with an average of 30 children being taught, there are very little drop outs, this is promoted through the year with an assembly and the other children see the music children being collected allowing a healthy interest from their peers.	The number of children receiving lessons to increase.	Making sure that the information is easy to find on the app.

Leadership

area	what happens now	what we would like to see	link to actions
Governing body	The lead governor engages in some monitoring with the music lead, taking an interest in musical performances, meeting with the music lead and discussing how the subject is going.		
Senior Leadership Team	SLT monitor music lessons and evidence of progression. SLT support the inclusion of music across the curriculum and are active in promoting performance opportunities providing staff and children with support.	Progression to be monitored termly rather than yearly.	
Subject leadership	Subject lead is Louise Ingram who is a class teacher, the curriculum is set by Charanga as it is a resource that allows for teachers who do not have a lot of musical knowledge to teach confidently. The structure of music lessons and how they should be delivered has been communicated by music lead through a document that is sent to all teachers and HLTAs. The music lead needs time out of class to monitor how music lessons are delivered. Teachers and HLTAs are expected to inform music lead of any training needed and if there are any difficulties that they need to overcome.	Regular monitoring to allow for the music lead to address any needs.	Music lead to request time out of class.

Budget

area	what happens now	what we would like to see	link to actions

Partnerships

area	what happens now	what we would like to see	link to actions
Partnerships with schools	The Willows is in a trust with regular network meetings where we can discuss what has worked well and are able to share our knowledge with each other. This is for support and to drive music onwards with confidence.		
Partnership or relationship with local music service or Music Education Hub	The Willows has a positive relationship with Essex Music Service, the music lead and schools curriculum officer from the hub have a professional relationship with opportunities for meetings in and out of school and school hours. The hub support the curriculum and provide training for music leads which enhances the music within the school allowing music to be used across the curriculum, not just for music lessons. The music hub is an integral part of Berlesduna network meetings and can be contacted via email as well as by phone if needed.	Music training for all staff to be conducted by the hub.	Suggest this at the next network meeting.
Cultural partners for music	The Willows is working with ENO with a programme called Finish This where a group of 15 SEND children will compose a piece of music over 7 lessons. This will be taught in the Spring term by LSAs. Royal Ballet and Opera (previously known as the Royal Opera House) provide opera resources, scores and backing music for KS2 choir which brings a new genre to their skills of singing. Having regular Networking meetings run by RB&O to share opportunities and ideas. Local Orchestra with the lead of the orchestra being a retired secondary music school lead. Year 4 will be going to watch a live orchestra in a venue exposing them to different genres. Building a relationship with Towngate Theatre via their Participation officer.	To build on Cultural partners allowing for the whole school to benefit on wider exposure to the arts allowing for new experiences which they would normally never have. Utilise 'Finish This' from the ENO for SEND children	Ballet at Sadlers Farm for Year 5, In school performances for KS1 and EYFS, in school orchestra workshop for Year 3.

Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	Music is taught in the classrooms, KS1 choir is held in a classroom and KS2 choir is held in the classroom and hall depending on the type of rehearsal. Private tutoring is held in the Library.	A piano in the hall for children to be able to play, keyboards set up around the school for children to pass and try. Areas where children can safely try different instruments to hear the sounds that they make and experiment with musical dimensions.	Check health and safety, availability of space and instruments.
Resources available for Music	Musical instruments include a wide range of untuned percussion instruments, cornets, flutes and clarinets. Reeds for clarinets are not needed at the moment until we have a member of staff that can teach them. The Willows has two keyboards but the leads are not accessible. There are 30 small glockenspiels with C major scale and 30 glockenspiels including semi-tones.	More glockenspiels so that a year group that is timetabled to have their music lesson can have enough glockenspiels to teach. Have a member of staff that can continue with the band to allow for free wind instrument tuition.	Check budget.

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	The curriculum takes is inclusive for SEND children by using repetition and routine and completing activities as a class. It also allows teachers to adapt learning for individual needs in many ways. Music studied takes account of sensibilities the sensibilities of the local area, I would say that this refers to our music curriculum taking into account the different members of our school community and local area. of all sections of the school community by the curriculum including many different genres when practising the listening skills during Music lessons. Children listen to selected artists and composers at the beginning of every KS2 assembly. Songs are sung in English, KS2 choir will always sing a song in another language during their rehearsals and performance at Young Voices. Tuition is not offered in non-Western instruments and genres. Learners are exposed to music from cultures other than their own which are not represented in the school during World music day, each year group has a country where local music is listened to and used within a music lesson. Music is often taught by HLTAs and so interventions do not often take place within a music lesson.	The use of songs in a different language. Further training for all members of staff who teach music to ensure that all children are included.	Singing assembly for KS2 to introduce. Staff meeting or training from the Hub
Special Educational Needs and Disabilities	Children with SEND needs are a part of music lessons, if they are unable to play instruments then they may conduct, find the pulse, or it may be that the tuned instrument be replaced with an untuned instrument. Some need ear defenders, some prefer to be at the edge of the classroom. They are assessed by their progress and music is considered to be something that	To ensure that all teachers are aware of all of the options in instruments that can be used to follow the beat and to improve improvisation and composition as well as playing within an ensemble.	Staff meeting

area	what happens now	what we would like to see	link to actions
	is built on every week, so with regular practise and repetition, skills will be built.		
Religion	During singing assemblies, there are no religious songs that are sung to include JW. Choirs sing Christmas songs in Aut 1 and Aut 2 but not for the rest of the academic year. The Charanga scheme uses limited religious song for inclusivity and when there is a song with religion provisions are made for children who are not to take part.		
Financial hardship	Parents are not asked for any money apart from private tutoring.	Music to be available to all.	

Progression

area	what happens now	what we would like to see	link to actions
Overview	Music is promoted by all in school, it is used during lesson times and as a tool to help concentration. It is also used to provide a calming environment when needed. Staff have completed audits for knowledge and music lead often offers help after school. Training is continually offered via Charanga and music lead emails this to all staff including LSAs to ensure that everybody knows what training is available.	All staff to be confident with the affect that music has for pupils and to ensure all pupils have access to music.	Audits to new members of staff.
Progression opportunities	There are opportunities for further music learning, these are found on the Music Development Summary on The Willows website as well as music lead always having the information. Essex Music Service Link to making music outside of school home page Benfleet Music School Junior music programme, 1-1 lessons Billericay Brass Group brass lessons Essex Youth Choir Holiday and weekend workshops Hockley Youth Wind Band Weekly wind band sessions for grade 1 upwards Essex Marching Corps Weekly sessions and performance opportunities in Benfleet Kaleo Music Academy Music lessons in Basildon Southend choirs Audition choirs in Southend area PQA Performing arts classes in Wickford Young Essex Jazz Monthly jazz sessions in Chelmsford	To have the information on the Parent App	Check that there is pathway to load the music opportunities on to the App and speak to the Headteacher for permission.

area	what happens now	what we would like to see	link to actions
	Performing Arts - Theatre Arts Razzamataz Theatre Arts School in Billericay		
Pupil tracking	There are not many children who learn music away from the school. Opportunities are given to children who do learn to perform during the school performances to parents, we only know about these children by building relationships with the children and families.	To have more children learning and being a part of a musical group or learning an instrument individually.	To signpost opportunities to parents and children.
Strategy development	A strategy needs to be developed to track the musical involvement of our children to ensure that we are enhancing their experiences and knowledge within the school community.	To know what musical experience all children have within The Willows.	Discuss ideas at the next Network meeting.

Objectives

These are the headlines for things you want to do and achieve this year which will move Music at your school towards your vision. Examples are shaded grey. Do not even think of including an objective for every 'what we would like to see' comment. Perhaps 3-5 impactful objectives would be plenty. The vision should be something you work towards over several years and you must be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Of course, ideally the objectives in this plan would align with your performance management objectives.

1. Establish a percussion club
2. Ensure all children have opportunities to see a live performance
3. Music to be used across the curriculum

Action Plan

Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
1	Speak to staff to see who is interested in holding a percussion club	1	Music Lead		Al staff		Summer 2026
2	Create a list of prices for the Headteacher before next years budget.	2	Music Lead	No cost	Various companies for performances	n/a	31 st May 2027
3	Book the orchestral performance for Year 4 and 5	2	Music Lead	No cost	Speaking to the conductor who will also arrange the venue.	n/a	April 2027
4	Liaise with Wild Arts Opera for yr 6 performance	2	Music Lead	Travel	Wild Arts Opera		January 2027
5	Encourage music use across the curriculum	3	Music Lead	No cost	Staff Meeting	Suggest training for all staff	January 2027

Timeline (live and subject to change)

[illegible]

Date	Title or Type	Channel	Subject	Owner / Contributor

CPD Plan

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Leading singing in the classroom	Music Co-ordinator	Objective 2	After-school online training and two in-school mentoring sessions	Voices Foundation	£350	Spring term 2024
	Music Lead					
	SLT					
	Governors					
	Teachers					
	HLTAs/LSAs					
	Volunteers					

Evaluation and progress tracking

We will know that this plan is working if _____.

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1						
Action 2						
...						

Year-end report to Governors

Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's plan.