



St Ann's Well Academy  
A L.E.A.D. Academy

# Music Development Plan

St Ann's Well Academy | 2025/26

Date of adoption: 2023

Review: 04/06/2025

Lead for this plan: Mrs Jay Radford-Stewart

## 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](#)

[Music Policy](#)



## Music at St Ann's

### Curriculum Music

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<p>Sing up scheme used across the school (including EYFS)</p> <p>Singing assembly takes place once a week for 30 minutes. Class teachers in year 1,2,3 and 6 teach music once a week for an hour, in year 5 the subject lead does this. In year 4, children receive strings lessons weekly for an hour.</p> <p>Class teachers access resources for the lessons digitally via the sing up website. Lessons to be taught are outlined by the subject lead. Should instruments be required for the lesson, we have a class set of both tuned and un-tuned percussion available.</p> <p>When assessing music we are looking at key music performance skills and children's success within them, alongside this, we consider their ability to analyse the stylistic features of music they hear and discuss them using musical vocabulary. Teachers assess against the lesson objectives via DC Pro.</p> <p>Children at St Ann's Well Academy look forward to their music lessons. We give our children the space to appreciate all forms of music. Our children enhance and develop their skills as they move through the school and learn how to express themselves through sound.</p>	<p>In year 5 and 6, the hub will be implementing small group 1:1 instrumental tuition, with the possibility of working towards a grade one certificate. The groups will be split by year group with grade one being undertaken by the year 6's. We would like to see the continued success of our year 6 pupils in achieving their grade 1 certificate.</p>	<p>Ref number of relevant action(s)</p>
<b>Whole Class Ensemble Tuition</b>	<p>Whole class ensemble tuition is provided to Year 4. They receive this for an hour each week.</p> <p>Children are given the opportunity to learn violin, viola, or cello and it is lead by Nottingham Music Hub.</p>		

area	what happens now	what we would like to see	link to actions
	<p>Instruments are provided by and managed by the Hub who regularly come to audit them.</p> <p>We take part in area band through the hub which allows children from Y4-Y6 to practice for and perform in concerts with other schools in the Nottingham Area. Rehearsals are weekly with the chance to rehearse with a partner school half termly.</p> <p>Children who take part in Area band are expected to do so all year. Area band is not paid for by parents and is subsidised by the music budget – as such uptake has been good and all children attend and take part in area band concerts.</p> <p>Continuation options are outlined <a href="#">above</a>. (what we would like to see)</p>		
<b>Singing</b>	<p>All sing up lessons incorporate an element of singing. Children are given the opportunity to listen to and sing songs in many different styles.</p> <p>Children sing well and tunefully. Our cohorts pick up melodies well and increase in confidence as they move through the school.</p>	<p>Teachers engaging in singing related CPD to enhance their vocal teaching methods.</p> <p>Children engaging in small ensemble singing at lunchtime - with a willingness to perform their work.</p>	
<b>Instrumental music</b>	<p>Children have the opportunity to play both tuned and un-tuned instruments in lesson at least once every two weeks. We have a class set of un-tuned percussion, xylophones and recorders. How often children play instruments in lessons.</p> <p>These skills are introduced in EYFS and continue to develop throughout all year groups. High standards are expected from all children, and all players are measured against lesson objectives.</p>	<p>More frequent usage of instruments.</p> <p>Instrumental club set up and run weekly.</p>	
<b>Technology</b>	<p>Sing-up encourages the use of music technology across several units – particularly online sound sequencers and garage band. It enables children to see that there are many ways to make music and not all involve a physical instrument. We do not have access to high</p>	<p>Development of school usage of music technology.</p> <p>Garage band used for composition in year 6.</p>	

area	what happens now	what we would like to see	link to actions
	quality and reliable music technology resources so implementation needs development.		
<b>Opportunities to experience live music performance</b>	<p>The music hub enables us to attend several concerts throughout the school year, exposing our children to high quality orchestral music.</p> <p>We have a Christmas pantomime provided by an external provider which the whole school watches and our year 6 children put on an end of year performance.</p>	<p>1:1 music hub small group performances to the school.</p> <p>Connections made with local bands/secondary schools to facilitate the watching of live music.</p>	

## Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<p>A choir club is run by the music lead, as well as a Musical Theatre club. These clubs are paid for weekly by parents as are other clubs run by the school.</p> <p>Area band is run by the music hub and facilitated in school. This is subsidised by the school as part of the hub provision.</p>	<p>Lunch time clubs / ensembles.</p> <p>Music ambassadors set up and regular meetings held.</p>	
<b>Singing</b>	<p>Singing assembly happens weekly, run by the music lead. Songs are accompanied by backing tracks, melody is taught vocally by music lead.</p> <p>Choir is also offered after school lead by the music lead – children are encouraged to participate in this during singing assembly. Children are taught the correct stance for singing and helpful breathing techniques. There is one whole school performance per term to parents in which children are able to show off their singing skills. Singing as a whole school brings us together as a community.</p>	<p>Children performing in small ensembles during parent performances.</p>	
<b>Ensembles</b>	<p>Area band – lead by Music Hub on Thursdays after school. Children also rehearse once a half term with a partner school. Children in y4,5 and 6 who want to further develop their strings skillset are encouraged to join and expected to remain in area band until the end of year 6. There are further opportunities run by the hub for the children to continue being part of an ensemble past primary school age. Performances take place at the Albert Hall at least once a term and there have also been opportunities to perform at the Nottingham University campus.</p> <p>Six children are also taken to Music Camp, facilitated by the hub, an over-night stay which teaches them the</p>	<p>Y5 and y6 1:1 tuition ensembles fully formed and regularly performing.</p> <p>Singing ensembles formed and practicing at lunch times with view to perform during parent performances.</p> <p>Further development of school choir.</p>	

area	what happens now	what we would like to see	link to actions
	essential skills to take part in ensemble playing. These children then join area band.		
<b>Tuition</b>	N/A	1:1 vocal lesson possibility – Run by music lead?  1:1 small group strings tuition taught in school by music hub continued in Y5 and Y6.	

## Leadership

area	what happens now	what we would like to see	link to actions
<b>Governing body</b>	Lead Governor for Music How they fulfil their leadership role	Governor for music established and engaging in visits.	
<b>Senior Leadership Team</b>	How SLT project the place/role of Music in school Understanding of Music as a curriculum area Understanding of extra- and co-curricular music Assessment frameworks		
<b>Subject leadership</b>	Subject is lead by Jamie Radford (Y6 teacher) <i>see policy for role description</i> . Curriculum has been set from the Sing-up scheme and lessons are chosen to progress key music skills throughout all year groups. Planning is communicated to staff through medium term plans and implementation is monitored through regular check ins and lesson monitoring. If staff members are unsure of how to implement, support is offered by the subject lead. Should the subject lead infer that further CPD be needed, it would be sought and completed.	Music skill application based CPD for staff Possibility of Level 1 music theory CPD	

## Budget

area	what happens now	what we would like to see	link to actions
<b>Budget for Music</b>	Music budget is allocated to pay for Sing up access and Grade 1 examinations.		
<b>Music income</b>	Refer to charging and remissions policies (linked above) Income the school collects for music (lesson fees, instrument hire charges, parental donations, concert ticket income, sale of refreshments at concerts) Whether income from concerts etc comes into the Music budget Charitable and other funding received (local charities, UK Music Sound Foundation, Parents' Association) Governors/SLT involvement in fundraising bids and identifying income sources		



## Partnerships

area	what happens now	what we would like to see	link to actions
<b>Partnerships with schools</b>	<p>Subject lead attends music network meetings each term – topics include but are not limited to ...</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Music tech – ways of recording pupils</li> <li>• Monitoring and evidence of work scrutiny</li> <li>• Composition</li> <li>• Singing Assemblies</li> <li>• How to find easier ways for non-specialists to confidently teach music</li> <li>• Read music, progression of music, musical vocabulary</li> <li>• Running a school choir, starting a school band</li> <li>• Enrichment – more details on groups eg area band</li> <li>• Sharing information about what is happening in each school regarding music</li> <li>• Practical activities – and how these link to a progression framework, what comes before/after</li> </ul>	A closer partnership formed with another L.E.A.D school's music lead. (Sycamore)	
<b>Partnership or relationship with local music service or Music Education Hub</b>	The music hub are an integral part of our music curriculum. A strong relationship between school and hub has been cultivated over the past year. The hub offer a multitude of enriching opportunities to our students such as area band, band camp and several live performances throughout the year. Regular communication with the hub teachers is had with the subject lead about attainment and progression.	Develop hub/class teacher communication – specifically with Y4 class teacher.	
<b>Cultural partners for music</b>	N/A	Communication with local secondary schools – could our students attend a music performance / could they come and perform for us?	

## Accommodation and resources

area	what happens now	what we would like to see	link to actions
<b>Spaces for Music</b>	<p>Music is taught in classrooms, however the nature of our lessons means it could be taught anywhere. Lessons which need more movement may be taught in the hall.</p> <p>Music hub tuition is delivered in the hall, as is choir and musical theatre club.</p> <p>Area band rehearse in the Y3 classroom.</p>	<p>Better suited rehearsal space for area band.</p> <p>Regular hosting of other area band schools.</p>	
<b>Resources available for Music</b>	<p>Full class set of recorders, un-tuned and tuned percussion is available and regularly checked for quality by music lead.</p> <p>Strings instruments on loan from music hub at no cost to the school – these are maintained by the hub.</p> <p>Subscription to Sing-up purchased as part of music budget.</p>	<p>Possible purchase of whole/ half class set of music stands.</p>	

## Inclusion

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<p>Music units have been chosen with all learners in mind – because of the wide range of musical ability, challenges are matched to the ability of the child. Teachers identify potential barriers and discuss ways in which they could participate, and achieve success, in music lessons. See 'access for all' in the music policy. Sing up is a musically diverse program of study, music lead has selected various units which showcase the eclectic nature of music from all cultures, both reflective of the communities within our school and different – exposure to as much music as possible is key.</p> <p>Intervention groups are alternated so the same children do not miss music every week.</p>	Workshops with organisations which offer non-western instruments and genres.	
<b>Special Educational Needs and Disabilities</b>	<p>Children in out Comets class are expected to join their classmates for music, the class teacher should have a good understanding of the children and their barriers – as such they should enable the children to access the material in a way which matches the ability of the child. See 'reasonable adjustments and access for all' in the music policy.</p> <p>Our Comets children also take part in a music based intervention.</p>		
<b>Financial hardship</b>	<p>Area band is free for children to participate in, and instruments are provided. Where possible, the school provides travel to and from events at no extra cost to parents.</p>	Music based club run at lunch time – choir, small ensembles ect – free of charge.	

## Progression

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<p>The hub has many opportunities for children to engage in music groups and tuition outside of school. This is shared with parents and we have had some uptake. The hub discusses these opportunities during their curriculum delivery and those groups engage in area band performances. These opportunities are well advertised to parents.</p> <p>Area band is also well advertised, the children who participate develop their knowledge of how to take part successfully in ensemble playing, how to read and understand sheet music and develop expressive playing skills.</p> <p>Pupils who benefit from music, e.g. socially and emotionally, are encouraged to join clubs such as musical theatre, choir and area band.</p>	<p>Music ambassadors introduced for children with an affinity for music.</p> <p>1:1 small group tuition introduced in y5 and 6 – opportunity for those who are more ambitious.</p>	
<b>Progression opportunities</b>	<p>Opportunities the school offers for musical learning</p> <p>Opportunities locally the school signposts to its pupils (e.g. ensembles run by the music service or Hub)</p> <p>How the two complement each other</p> <p>How the school supports musical learning through Y6/7 transition, e.g. supporting applications for scholarships and to the Music and Dance Scheme</p> <p>Partnerships which help pupils' musical progression</p> <p>Dialogue with feeder and destination schools</p>	<p>1:1 small group tuition introduced in y5 and y6 – Grade 1 achieved by the y6 group by the end of the year.</p> <p>Develop dialogue with feeder schools about musical abilities of children to ensure continuation of skills development.</p>	
<b>Pupil tracking</b>	<p>Staff members attend area band rehearsals and performances and are aware of which pupils join extension groups run by the hub. Around 12 children from years 4-6 participate in area band currently and 20 children participate in choir/musical theatre club respectively.</p>	<p>Introduce student performances to assemblies in bid to inspire other children to take up tuition/ the younger years to anticipate strings lessons with the hub.</p> <p>Larger uptake of area band across 4-6. Children leaving in 6 to join other hub ensembles.</p>	
<b>Strategy development</b>	<p>How this strategy is monitored and by whom</p> <p>How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?)</p>	<p>Discuss with hub</p>	

area	what happens now	what we would like to see	link to actions
	How you will look in future to align the school's strategy to the Hub's and/or MAT's Progression Strategy		

## Objectives 2023/24

1. Successfully have a group of y6's from NMS's 1:1 complete Grade 1 music.
2. Arrange non-western instrumental workshops.
3. Appoint music ambassadors.

## Action Plan

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
1	Continued implementation of 1:1 small group tuition in years 5/6 through the music hub and achievement of Grade 1 certificate in year 6.	1	Music Hub / Music lead	Weekly sessions (cost?)	n/a	Music hub tutor to lead.	End July 24
2	Contact the music hub to enquire as to whether they offer this. Engage with other L.E.A.D academy schools – do they have any suppliers of this service?	2	Music lead	?	NMS L.E.A.D Academy Trust	Possible music hub tutor lead? Music hub may know where to source this?	End July 24
3	Discuss with class teachers / hub staff which students display musical affinity. Advertise role to children and parents. Purchase badges for ambassadors.	3	Music lead	Small cost for badges		n/a	End Autumn term
4	More area band uptake. Purchase music stands for more comfortable playing.	n/a	Music lead	£4.99 pc	<a href="https://tinyurl.com/3f6a7jb9">https://tinyurl.com/3f6a7jb9</a>	Do the hub lend out music stands?	End July 24

## Communications Plan

### Audience analysis

audience	key messages	channels and tools	frequency or dates	owner	dependencies
<b>Head teacher and SLT</b>	Celebrate musical success by allowing children to showcase achievements to SLT and head teacher.		When appropriate	Music Lead Class teachers	Head Teacher SLT
<b>Governors</b>	Celebrate school's and pupils' success. Contribution of Music to culture, inclusion and behaviour at St Ann's	Periodic report to head teacher – passed to governing board.	Termly	Music Lead	Head Teacher
<b>Class teachers</b>					
<b>Learning Support Assistants</b>					
<b>Parents/carers</b>	Showcase music at St Ann's	Newsletter Class Dojo Twitter posts	Half termly	Class Teachers Music Lead	Class Teachers Office staff
<b>Pupils</b>	Celebrate musical success	assembly	When appropriate	Class Teachers Music Lead	
<b>Prospective parents</b>	Showcase music at St Ann's	Newsletter Twitter posts	Half termly	Class Teachers Music Lead	Class Teachers Office staff
<b>Wider community</b>	Showcase music at St Ann's	Newsletter Twitter posts	Half termly	Class Teachers Music Lead	Class Teachers Office staff

### CPD Plan (TBD)

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when



requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when

We will know that this plan is working if the following actions are met by the end of Summer 2.

#### Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1						
Action 2						
Action 3						
Action 4						

#### Year-end report to Governors