



School Music Development Plan Template

PRIMARY

INTRODUCTION

In June 2022 the Department for Education published its new [National Plan for Music Education](#). This builds on the original 2011 plan *‘responding to the change of the past 11 years and recognising that more needs to be done to support teachers, leaders, schools, trusts and Hubs to deliver the best for children and young people’*. There is an updated vision: *‘To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests, including professionally’*.

One of the key new features is that all schools should write **‘a Music Development Plan that captures the curricular and co-curricular offer and set outs how it will be funded’** by September 2023.

This template provides Wiltshire Schools with a starting point for creating their own School Music Development Plan. While some schools may wish to use the template in its current format, others may want to lift sections into their own planning documents / templates. In many ways, the format is not important – it’s the content and prompt questions within the template that are key. We hope that this template can be used as a flexible and adaptable planning tool.

It’s important to note that a school music development plan:

- cannot be completed by one individual alone – it needs input and buy-in from a range of people including SLT, the School Business Manager, the SENDCO and teaching staff.
- is *not* a music curriculum plan (although your curriculum plan might be part of your school music development plan.) A curriculum plan will look at the intent, implementation and impact of the music curriculum, what key knowledge and skills children will acquire, when they will acquire them, and why. A school music development plan will be broader than this – it will look at the musical culture of the whole school both within and beyond the curriculum.
- is a long-term planning document. Schools do not have to have achieved everything within the plan by September 2023. Instead, by September 2023 they should aim to have a plan in place that sets out the timeline for things they want to achieve in the future.

Multi-Academy Trusts will be expected to develop trust-wide music development plans in addition to the individual school music development plans. The trust-wide plans will play an additional strategic role coordinating provision across all schools, drawing links and efficiencies and access to collective resources and expertise.

This template is in two parts:

Part A – Self Evaluation

Part B – Development Plan (created from actions identified within the self-evaluation)

Name of School:	Ludgershall Castle Primary	Music Cluster:	Tidworth	Trust:	N/A
DfE Number:		No. on roll:	280 approx	Date completed:	21 st April 2023
Completed by:	Katie Morris and Matthew Wright				

PART A – SELF-EVALUATION

Notes on completing this self-evaluation:

- The statements in **bold** relate to things that schools MUST do. Those not in bold, relate to things that schools SHOULD do.
- Use the left-hand column to explain how your school approaches each of the statements. You may want to include links to other documents.
- Use the middle column to score or RAG rate your schools' performance against each statement.
- Use the right-hand column to add actions for improvement if needed (you do not need to write actions for every statement.)

SECTION 1 – CURRICULUM	RAG Rating	Actions
<p>1.1 There is a scheme of work / curriculum plan in place for music. Provide details and comments below: Charanga Music Scheme/Out of the Ark</p>		<p>We have introduced the 7 elements of Music across all classrooms. This is displayed in each class and is the sticky knowledge we want Music lessons to centre around. The Charanga scheme is a resource, which staff can use to help support their lessons, but is not rigid. This is to encourage creative freedom in Music lessons to promote a love for the subject for both staff and pupils.</p>
<p>1.2 The scheme of work / curriculum plan is clear about what should be taught in each Year Group and thought has been given to sequencing of skills / progression map. Provide details and comments below: Music Model Scheme of Charanga. Started Term 4, academic year 2022/23</p>		<p>This is under review. We are letting staff be creative with their Music lessons (so long as they refer to the 7 elements in each lesson) to build their subject knowledge. Charanga is heavily featured in Music lessons and more CPD is being arranged for staff. 2/3/24: ML discussed Charanga at cluster meeting. There was a common theme between schools to switch from</p>

		Charanga to the Sparkyard Scheme. EYFS are trialling this for the ML now and will review as the year progresses. 1
1.3 Use of the curriculum plan above is monitored. Provide details and comments below: Learning Walks, electronic evidence, music ambassadors, pupil and staff voice		Ongoing review of new music model curriculum Charanga scheme. Subject lead to collect pupil/staff voice and conduct learning walks throughout the year.
1.4 Music is taught by a subject specialist OR by classroom teachers who feel confident in teaching music. Provide details and comments below: Taught by classroom teachers/TAs		MW learnt at a Music staff meeting that Music is taught by teachers OR by their teaching assistants during PPA. Confidence levels vary throughout the staff and Music lead (ML) to hold CPD staff meetings to improve this. ML actively looking for Music CPD. 7/3/24 ML attended a WMC CPD session <i>Singing for Non-Music Specialists</i> . 23/3/24 WMC singing specialist attended choir club with DC and ML to provide CPD.
1.5 Music is taught for an hour per week for both KS1 and 2. Provide details and comments below: Timetable issues.		This was restricted by timetabling issues and children were not having access to 1 hour of Music per week. 7/9/23 RAG changed to green : ML discussed at the staff meeting that children need 1 hour. Staff have agreed to 30 minute singing assembly during PPA, as well as a 30 minute classroom lesson. Music also features at cross-curricula opportunities, celebration assemblies, hymns at the local church and is therefore saturated throughout school life. ML to review as year progresses to ensure Music is embedded.
1.6 There is a system in place, and being used effectively, to assess and track pupil progress in curriculum music. Provide details and comments below: Formative foundation assessment, photos, assessment, Kahoot! quiz		Review re: curriculum/sticky knowledge Second year target.
1.7 Our school is addressing the following key aims of the national curriculum for music:		
<ul style="list-style-type: none"> All pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Provide details and comments below: Follow Charanga Music Model Scheme, composer of the term (Term 5/6)		Ongoing review of new music model curriculum Charanga scheme. Subject lead to continue to collect pupil/staff voice and conduct learning walks throughout the year. 7/3/24 EYFS trialling Sparkyard for September uptake.
<ul style="list-style-type: none"> All pupils learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, 		

<p>use technology appropriately and have the opportunity to progress to the next level of musical excellence</p> <p>Provide details and comments below: Follow Charanga Music Model Scheme, first access instruments</p>		
<ul style="list-style-type: none"> All pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p>Provide details and comments below: Follow Charanga Music Model Scheme, EYFS secure in new progression plan</p>		

SECTION 2 – STRATEGY & LEADERSHIP	RAG Rating	Actions
<p>2.1 Music is linked /embedded appropriately to the School Development / Improvement Plan.</p> <p>Provide details and comments below: Follow Charanga Music Model Scheme, first access instruments, Cluster meetings</p>		<p>Music plan September 2023/2024 Update music policy before September 2023 7/9/23 RAG remained yellow: ML has updated the Music policy and is waiting for the school governors to approve. 7 elements is a new change to be monitored. ML has arranged for piano and guitar lessons, which will be monitored as the year progresses.</p>
<p>2.2 There is an allocated budget available for music and a plan for spending it.</p> <p>Provide details and comments below: Any instruments, resources ask admin to order</p>		<p>ML to meet with finance officer to discuss budget for the new academic year. 14/3/24 ML and Head want to bring back Theatre Club trips to see live performances in the West End. How can we make this inclusive for PP families especially during a cost of living crisis.</p>
<p>2.3 External funds for music are sourced when possible, including through Wiltshire Music Connect.</p> <p>Provide details and comments below: First access subsidy</p>		<p>14/3/24 Through WMC, ML was granted £500. This was used to help pay towards a pantomime trip last December. The benefit of this was children (including PP and SEND) had access to a live performance, boosting their cultural capital.</p>
<p>2.4 There is a Music Subject Lead in place who clearly understands their leadership responsibilities and is given sufficient time for subject leadership.</p> <p>Provide details and comments below: Transfer to Matthew Wight Term 6 for next academic year 2023/24</p>		
<p>2.5 The Music Subject Lead has a clear written role description.</p> <p>Provide details and comments below:</p>		

Yes. Provided by Wiltshire Music Connect		
2.6 Staff teaching music are appropriately skilled and knowledgeable. Provide details and comments below: CPD available on Charnaga for staff to access. Ongoing due to skill and confidence knowledge base. ECTs/apprentice teachers, etc.		Collect staff voice about their subject knowledge and ML to encourage participation in CPD on Charanga as well as book CPD staff meetings throughout the year. 7/09/23 RAG changed to yellow: MW has collected pupil and staff voice and has a clear understanding of staff's subject knowledge. Currently looking for CPD opportunities.
2.7 Staff who deliver music in school are regularly observed and provided with feedback (including peripatetic teachers). Provide details and comments below: Learning Walks, electronic evidence, music ambassadors, pupil and staff voice		ML to conduct learning walks, collect evidence and pupil/staff voice. 29/9/23 TA meeting led by ML on using Charanga and the seven elements of Music.
2.8 CPD is provided for staff delivering music in school. Provide details and comments below: CPD available on Charanaga for staff to access.		Collect staff voice about their subject knowledge and ML to encourage participation in CPD on Charanga as well as book CPD staff meetings throughout the year.
2.9 The school has adequate and appropriate music resources, including musical instruments, to meet the ambitions of the curriculum. Provide details below including digital resources e.g. Charanga: Charanga, instruments.		
2.10 The school has adequate and appropriate spaces for teaching music, including the storage of musical instruments. Provide details and comments below: Music room		
2.11 There is an assigned Governor with responsibility for music AND / OR the Governing Body monitors music effectively. Provide details and comments below: Debbie R Governor – new to school		ML to meet and introduce himself. Provide with the school's new 2023 Music Policy and outline changes to be implemented. 7/9/23 remained at yellow: ML has emailed DR to arrange meeting Update: no longer DR. ML has messaged the new governor. 7/3/24 ML has again messaged the new governor. ML is now the staff governor and will reach out in person at the next meeting.
2.12 Music contributes to or supports other areas of the curriculum (e.g. phonics, literacy, numeracy, languages etc.). Provide details and comments below: Music used in other lessons as well as topics		

<p>2.13 Pupils are given opportunities to voice their views on music in school and their feedback is acted upon. Provide details and comments below: Music ambassadors and pupil voice ongoing</p>		<p>ML to meet with subject ambassadors and collect pupil voice.</p>
<p>2.14 There are arrangements in place to share information relating to Music with other schools at the point of transition, and in particular, instrumental tuition. Provide details and comments below: Handover KS2 to KS3, reports</p>		<p>ML to contact the local secondary school and build a relationship with the Music coordinator. 7/3/24 ML had emailed the local secondary school and is waiting on a reply.</p>

SECTION 3 – FIRST ACCESS (Whole Class Instrumental Tuition)	RAG Rating	Actions
<p>3.1 First Access tuition is offered to pupils for a minimum of one term during their time at the school. Provide details below including year group, teacher details and instruments taught: 2 terms EYFS to UKS2</p>		<p>1 instrument EYFS 2 instruments KS1/LKS2/UKS2</p>
<p>3.2 Thought has been given to why children have First Access at this particular point in time, how it fits with the curriculum plan, and why particular instruments have been chosen. Provide details and comments below:</p>		<p>EYFS – Ocarina Term 5 and 6 KS1 – Recorders/Glockenspiels LKS2 – Keyboards/ Ukuleles UKS2 – Djembe/Keyboards (Review with class teachers) 7/9/23 RAG remained at yellow: Same comment as above. Creative freedom this year to encourage a love for Music. No instrument timetable this year and teachers can collect instruments to suit their lessons as needed.</p>
<p>3.3 The school has access to appropriate musical instruments in order to deliver First Access effectively. Provide details and comments below: Every child has access to an instrument!</p>		
<p>3.4 The First Access provision is fully inclusive and barriers have been removed for Disadvantaged Learners, PP and SEND children. Provide details and comments below: All children take part in lessons.</p>		
<p>3.5 There is a system in place for encouraging and monitoring progression from First Access to further instrumental learning. Provide details and comments below:</p>		

Instruments are delivered as a source of progression – revised September 2023		
3.6 The school accesses appropriate support from Wiltshire Music Connect for First Access. Provide details below e.g. First Access Champion support, Financial Subsidies, CPD, instrument hire. Subsidies, CPD, cluster meetings, Wiltshire Music Connect		

SECTION 4 – SINGING	RAG Rating	Actions
4.1 All children regularly have opportunities to sing above and beyond curriculum music (e.g. assemblies, collective worship, playground singing, lining-up or tidying-up songs etc.) Provide details below including frequency of different singing activities: Assemblies, tidy up times, choir, singing assembly?		ML reviewing the idea of singing assemblies returning as well as songs in celebration assembly. To discuss with staff prior to September 2023. 7/9/23 RAG changed to green: Children have opportunities to sing in celebration and singing assembly as well as their usual Music lessons. Pupils sing at the local church and have opportunities to practise their oracy in other subjects such as English.
4.2 There is a member of staff who can confidently lead singing activities with thought given to technique and progression of vocal skills. Provide details and comments below:		ML to collect Musical knowledge from staff to enquire if anyone is willing to lead singing assemblies/a school choir. ML to contact Wiltshire Music Connect for a first access champion to deliver CPD. 7/9/23 RAG changed to yellow: ML has contacted WMC for a champion to lead singing activities such as after school clubs and/or lead CPD on singing. No reply. 14/3/24 ML and DC are leading Choir Club every Thursday after school. ML is in talks with the cluster about attending Young Voices.
4.3 A wide range of repertoire and singing resources are in use to reflect the needs and interests of the pupils. Provide details and comments below: Out of the ark, Charanga, Songs for each subject, Carols		

SECTION 5 – INSTRUMENTAL & VOCAL TUITION	RAG Rating	Actions needed to improve
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<p>5.1 Children can access instrumental/vocal tuition in a <i>range</i> of instruments in school. Provide details and comments below:</p>		<p>Class only. Some children do outside of school lessons but none in school. Value for money and budget/parental constraints. ML to discuss with headteacher and finance officer to reattempt tuition at school. 7/9/23 RAG changed to green: Through WMC ML has established piano lessons to take place throughout the school year. This is through a WMC colleague. ML has also invited a WMC approve guitar instructor to lead an assembly for KS2 children in the hopes of creating an interest in guitar lessons.</p>
<p>5.2 Instrumental / vocal tuition is delivered by Wiltshire Music Connect Associates (quality assured). Provide details and comments below:</p>		<p>See above 7/9/23 RAG changed to green:</p>
<p>5.3 Instrumental / vocal tuition is planned effectively into the school day so that children don't always miss the same lessons. Provide details and comments below:</p>		<p>See above 7/9/23 RAG changed to yellow: ML to review as the year progresses. 14/3/24 RAG changed to green, no issues.</p>
<p>5.4 Monitoring of the percentage of NOR accessing tuition takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND. Provide details and comments below:</p>		<p>See above 7/9/23 RAG changed to yellow: All pupils have been given the opportunity to apply for piano lessons this year. ML has applied for a WMC subsidy for PP/FSM/SEN children to make sure piano lessons are inclusive for all families. 14/3/24 RAG changed to green: we now have a waiting list. Chris from guitar company in talks to start more piano lessons for us.</p>
<p>5.5 There are appropriate spaces available for instrumental / tuition. Provide details and comments below:</p>		
<p>5.6 Pupils have access to instruments for their instrumental lessons either through school or Wiltshire Music Connect's Instrument Hire Scheme. Provide details and comments below:</p>		
<p>5.7 Pupils who need it access financial support with the cost of instrumental / vocal tuition (either from the school itself, or through Wiltshire Music Connect, or both). Provide details and comments below:</p>		<p>See above</p>

		PP subsidy available. 7/9/23 RAG changed to green: PP subsidy used and applied for.
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SECTION 6 – CLUBS, GROUPS & ENSEMBLES	RAG Rating	Actions
6.1 Children can access at least one choir / singing club / singing group at school. Provide details and comments below:		ML reviewing the idea of singing assemblies returning as well as songs in celebration assembly. To discuss with staff prior to September 2023. 7/9/23 RAG changed to yellow: ML has established singing assemblies to begin as well as the usual celebration assembly. ML to review as the year progresses to meet 1 hour access.
6.2 Children can access at least one instrumental club / group / ensemble at school. Provide details and comments below: Class first access		
6.3 The repertoire used in the clubs, groups and ensembles above reflects the needs and interests of pupils and is diverse. Provide details and comments below: See Charanga Music Model Scheme		
6.4 Monitoring of the percentage of NOR accessing clubs, groups and ensembles takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND. Provide details and comments below: Open to all.		
6.5 Consideration is given to the timetabling of the clubs, groups and ensembles above to avoid clashes and support good engagement. Provide details and comments below: After school club? To be reviewed September 2023		ML not to implement any ideas without coordinating with staff and their timetables first. 7/9/23 RAG changed to green: At each change, ML has discussed with staff first, discussing timetables and changes to ensure it does not impact negatively on workload for staff.

SECTION 7 – INCLUSION / EDI	RAG Rating	Actions
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<p>7.1 Our school has systems in place to ensure that Disadvantaged Learners, PP and SEND children access the music provision appropriately and equitably. Provide details and comments below:</p>		
<p>7.2 Our school has systems in place to ensure that children from diverse backgrounds access the music provision appropriately and equitably. Provide details and comments below:</p>		
<p>7.3 The music curriculum, and repertoire within it, is regularly reviewed to ensure that it is diverse, relevant, and inclusive. Provide details and comments below: See Charanga Music Model Scheme</p>		
<p>7.4 Thought is given to the content of Music displays to ensure that they are inclusive and diverse. Provide details and comments below:</p>		<p>ML reviewing with staff if they would like to teach Music in the Music room. If so, Music displays to be updated and furniture/new projector ordered. 7/9/23 RAG changed to green: ML has cleaned and updated the Music room. The Music room is equipped with instruments brought from the previous Music budget. IT specialist is fixing the screen in there. Staff have agreed to use this room for Music lessons. Piano lessons will be in there every Wednesday morning. 7 elements of Music are displayed in there also.</p>
<p>7.5 Music is used to support the SEMH needs of pupils. Provide details and comments below:</p>		
<p>7.6 Gifted and talented pupils are appropriately supported and signposted to progression opportunities. Provide details and comments below:</p>		

SECTION 8 – TECHNOLOGY / DIGITAL	RAG Rating	Actions
<p>8.1 There are appropriate music technology resources in place to support both the music curriculum and music enrichment. Provide details and comments below:</p>		

Charanga Music Model Curriculum		
8.2 Staff are appropriately skilled and confident in using technology to support the music curriculum and music enrichment. Provide details and comments below: Charanga Music Model Curriculum - New		See previous comment linking to staff subject knowledge. 14/3/24 ML to use and trial Sparkyard scheme. EYFS already trialling this.
8.3 The school is able to access outside expertise to support with Music technology when needed. Provide details and comments below: Wiltshire Music Connect		

SECTION 9 – OPPORTUNITIES TO PERFORM & SEE LIVE PERFORMANCE	RAG Rating	Actions
9.1 There is a termly opportunity for children to take part in a music performance in / through school e.g. assemblies, concerts. Provide details and comments below: Each Key stage every big term.		
9.2 Performance opportunities are available for all children (e.g. whole classes), not just those involved in clubs, groups and ensembles. Provide details and comments below: All involved		All children by the end of their school journey will have had access to at least one pantomime live performance.
9.3 Monitoring of the percentage of NOR accessing performance opportunities takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND. Provide details and comments below: All involved		
9.4 Children have an opportunity to see a live music performance (either in person or online) at least once per year. Provide details and comments below: Bournemouth Symphony orchestra, Tidworth Garrison		Review with finance officer with regards to budget constraints. 21/09/23 RAG changed to green. ML has applied for the WMC School Music Development Fund (£500) to help fund the trip.
9.5 When selecting music enrichment opportunities (including trips, visits, performances) consideration is given to the quality. Provide details and comments below:		
9.6 Thought is given to the diversity and variety of performance opportunities available to children. Provide details and comments below:		

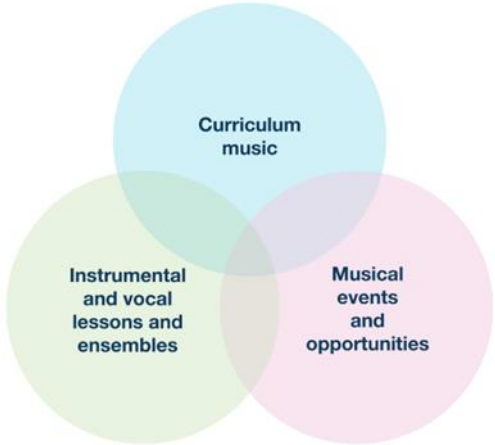
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SECTION 10 – COMMUNICATIONS	RAG Rating	Actions
<p>10.1 The school website contains information about the music curriculum and the wider music opportunities available to pupils. Provide details below:</p>		<p>Policy to be reviewed prior to September 2023. 7/9/23 RAG remained at yellow: New policy provided to Governors for approval before uploading to website. 14/3/24 RAG changed to green approved and on website. ML has had guitar and piano lessons written into the newsletter and it is also advertised on a slideshow in the school office. Photos of music are in the newsletters and office slideshow.</p>
<p>10.2 Parents are provided with information about the wider music opportunities available to their children. Provide details below: Newsletters</p>		
<p>10.3 Regular updates on music in the school are provided through ongoing communication channels (e.g. newsletters, social media.) Provide details below: Newsletters</p>		Newsletters

SECTION 11 - LINKS WITH WIDER COMMUNITY	RAG Rating	Actions
<p>11.1 The school participates in the local music cluster. Provide details and comments below:</p>		
<p>11.2 The school takes part in the local music cluster collaborative project each year, or an alternative project / activity that enables collaboration across schools. Provide details and comments below:</p>		

<p>11.3 Children are provided with opportunities to work with external music facilitators / performers. Provide details and comments below:</p>		<p>ML to source and book. 14/3/24 ML has booked a local army band to come and visit the school. Year 6 have a video game music experience later in the year.</p>
<p>11.4 The school contributes music performances / music activity to community events. Provide details and comments below: Dementia café, church services</p>		
<p>11.5 The school receives news and updates from Wiltshire Music Connect (either through the fortnightly email bulletin, or through Right Choice.) Provide details and comments below:</p>		

PART B – DEVELOPMENT PLAN

<p>Use this space to outline your school’s over-arching Vision for Music.</p> <p>Prompts:</p> <ul style="list-style-type: none"> - What do pupils, their adults and staff want for music in the school? - What do we think is the entitlement for every child? - What do we want our pupils to be able to do, understand and feel about music by the time they leave us? - What are our guiding principles? - What does quality / success look like for us? <p>Learn, Have Fun, Succeed</p> <p>All have equity and equality access – PP/SEN/EAL inclusion Equal opportunities Play instruments – EVERYONE Read, play, perform Widen their culture Sequenced lessons to show progression</p>	 <p>Model of music education originally created by Hampshire County Council's Music Service, 2013. All rights reserved.</p>
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Staff should feel confident and well informed

Notes on completing this development plan:

- You should copy and paste the actions from Part A into the table below, under the correct heading.
- You can add rows if you have more actions for a particular section than the template allows.
- Once complete, you may wish to reorder the actions to reflect the timeline.

	ACTIONS (lifted from Part A above)	Staff involved	Timescale	Resources and action	Support available from Wiltshire Music Connect	Review / Comment / Complete Date
1. CURRICULUM	Music is taught for an hour per week for both KS1 and 2.	Teachers Teaching Assistants (TAs) ML	Throughout the year Reflect termly	Access and CPD opportunities for the new Charanga scheme ML to present solutions on July 12 th staff meeting	Charanga Website CPD	7/9/23 Rag updated to green: Music is now taught for the minim of 1 hour per week. This is achieved through singing and celebration assemblies, 30 minute Music lessons, visits to the local church and cross curricula opportunities. This target will be changed next review.
2. STRATEGY & LEADERSHIP	Staff teaching music are appropriately skilled and knowledgeable.	Teachers Teaching Assistants (TAs) ML	Throughout the year Reflect termly	ML to conduct learning walks	Subject experts can be booked to hold subject knowledge staff meetings/workshops	7/9/23 RAG updated to yellow: ML has led a staff meeting on the 7 elements of Music and these are displayed in each class and the Music room. ML still looking for suitable CPD.
3. FIRST ACCESS	Thought has been given to why children have First Access at this particular point in time, how it fits with the curriculum plan,	Teachers Teaching Assistants (TAs) ML	Implement and reflect end of academic year	ML to coordinate with teachers which instruments would be suitable and when to ensure progression of knowledge	Subject experts can be booked to hold subject knowledge staff meetings/workshops Charanga Website CPD First Access Champion	19/9/23 ML finding hard to locate CPD. 29/9/23 ML is leading a Charanga staff meeting for TAs. 7/3/24 EYFS experimenting with Sparkyard and ML trialling it later this year.

	and why particular instruments have been chosen.					
4. SINGING	There is a member of staff who can confidently lead singing activities with thought given to technique and progression of vocal skills.	Teachers Teaching Assistants (TAs) ML	Implement and reflect end of academic year	ML to meet with staff and understand if anyone is interested/skilled enough to lead this. CPD to be booked if not.	Subject experts can be booked to hold subject knowledge staff meetings/workshops First Access Champion	14/3/24 RAG changed to yellow: ML and DC have started a Choir Club. A WMC associate is attending next week to provide CPD. ML will feed this back to staff at a later date.
5. INSTRUMENTAL & VOCAL TUITION	Children can access instrumental/vocal tuition in a <i>range</i> of instruments in school.	Headteacher Finance Officer ML School Governors	Prior to September 2023	ML and staff involved to meet and discuss budget constraints regarding external tuition.	First Access Champion	7/9/23 RAG changed to yellow: Piano lessons are due to start next week. This is with a WMC champion. ML has a guitar WMC champion leading an assembly this term with the hope of starting guitar lessons.
	Instrumental / vocal tuition is delivered by Wiltshire Music Connect Associates (quality assured).	See above	See above	See above	See above	7/9/23 RAG changed to yellow: See above 14/3/24 piano and guitar lessons are underway with WMC associates.
	Instrumental / vocal tuition is planned effectively into the school day so that children don't	See above	See above	See above	See above	7/9/23 RAG changed to green: ML has approved the piano timetable and assemblies timetable with staff to ensure the changes do not increase workload. This

	always miss the same lessons.					target will be changed in the next review.
	Monitoring of the percentage of NOR accessing tuition takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.	See above	See above	See above	See above	7/9/23 RAG changed to green. ML has applied for subsidies and all pupils have had a chance to apply for piano lessons. This is to ensure inclusive practice. This target will be changed in the next review.
6. CLUBS, GROUPS & ENSEMBLES	Children can access at least one choir / singing club / singing group at school.	Teachers Teaching Assistants (TAs) ML	Before September 2023 Implement in September 2023	ML to meet with staff to discuss ideas and timetabling issues of starting singing assemblies/club	X	21/09/23 RAG changed to yellow. We now have singing and celebration assembly where children have the opportunity to use their voices and experience Music. 14/3/24 RAG changed to green. Choir Club underway.
7. INCLUSION / EDI	Thought is given to the content of Music displays to ensure that they are inclusive and diverse.	Teachers Teaching Assistants (TAs) ML	Before September 2023 Implement in September 2023	ML reviewing with staff if they would like to teach Music in the Music room. If so, Music displays to be updated and furniture/new projector ordered.	X	
8. TECHNOLOGY	Staff are appropriately skilled and confident in using technology to support the music curriculum and music enrichment.	Teachers Teaching Assistants (TAs) ML	Before September 2023 Implement in September 2023	ML to collect staff voice and provide CPD opportunities for staff who request it. ML to designate one person from each key stage to learn how to use the Music during assemblies.	X	7/3/24 ongoing. MW has observed lessons where both Charanga and Sparkyard schemes have been used and modelled using visualisers and computers.

9. OPPORTUNITIES TO PERFORM & SEE PERFORMANCE	Children have an opportunity to see a live music performance (either in person or online) at least once per year.	ML Finance Officer Headteacher	Throughout next academic year	ML to review with finance officer with regards to budget constraints.	Any additional funding from WMC.	7/3/24 ML obtained £500 from WMC. This was used to help fund the LKS2 and KS1 trip to the local theatre to watch a pantomime. The Head and ML are trying to bring back Theatre Club (to take children to the West End) but are having difficulty with PP funding to make it accessible for all.
10. COMMUNICATIONS	The school website contains information about the music curriculum and the wider music opportunities available to pupils.	ML Headteacher School Governors	Before September 2023	ML to review and (where suitable) update the school's Music Policy. Headteacher and Governors to approve.	X	7/9/23 RAG remained at yellow: ML has provided the school policy to SLT and the school governors and is waiting for approval to upload it to the website. 7/4/23 RAG changed to green. Policies are approved on website.
11. LINKS WITH THE WIDER COMMUNITY	Children are provided with opportunities to work with external music facilitators / performers.	ML Finance Officer	Throughout the academic year	ML to source and book external teams to visit the children.	WMC recommendations First Access Champions	7/3/24 RAG changed to green. Children have had access to a videogame workshop (from WMC), and a local military band.