



Music Development Plan

Westbury Park Primary School | 2025/26

Date of adoption: July 2025

Review: July 2026

Lead for this plan: Sam Picton

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

School Improvement Plan

Music Policy

Charging and Remissions policy

Music at Westbury Park Primary School

Curriculum Music

area	what happens now	what we would like to see	link to actions
Overview	<p>We have adapted the condensed ‘Kapow’ published scheme of work to reflect our context and setting. The scheme covers Early Years, KS1 and KS2 ensuring progression of skills and knowledge. The following strands run through each year group which combine to form an holistic scheme of learning: performing, listening, composing, the history of music and the inter related dimensions of music. For further information on our curriculum and please visit our website here.</p> <p>At Westbury Park Primary School the teachers deliver the curriculum supported by comprehensive notes and training videos and webinars available to all staff.</p> <p>All lessons plans contain guidance to adapt learning to ensure music is accessible to all learners.</p> <p>Lessons are delivered for approximately one hour over three terms.</p> <p>We assess the impact of the curriculum through continuous assessment which could include marking and feedback, concept mapping, exit tickets, low stakes quizzing, rubrics, flashback Friday, TAG feedback, peer review, direct questioning, group discussion, learning journals.</p>	<p>To ensure child and teacher voice is stronger in defining the progression of the curriculum through a stronger and even more coherent monitoring and assessment system.</p>	

area	what happens now	what we would like to see	link to actions
	<p>At the end of the unit there is a summative assessment where a group or individual will showcase their learning through a performance or written piece of work (where applicable).</p> <p>The expected impact is for children to be the following:</p> <ul style="list-style-type: none"> • Confident performers, composers and listeners and will be able to express themselves musically • Show an appreciation of a wide range of musical styles from around the world • Understand the ways music can be written down • Meet the end of key stage expectations 		
Whole Class Ensemble Tuition	<p>Lower Key Stage 2 is supported to develop their expertise in tuned instruments as recommend in the DfE strategy.</p> <p>Year 3 take part in ukulele lessons for a ten week block. This is delivered by a Bristol Beacon professional music service based locally. This is repeated in Year 4.</p> <p>In the block, each child is provided with a ukulele for the duration of the lesson (school owned). Performance, composition, listening and music appreciation skills are developed before a final performance to parents/carers at the end of the unit.</p>	<p>To review the cost effectiveness of the offer so we can provide children with greater choice and experience.</p>	<p>Target 4</p>

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	<p>This is funded partly by the school and partly by parents/carers voluntary contribution. All children will take part.</p> <p>Schools provide an opportunity to develop this interest by providing in house peripatetic guitar taught by a professional tutor. Currently XX children in Year 3-6 and learning the guitar in school.</p> <p>The school also promotes extra-curricular music by promoting and letting space to a local branch of the 'Rock Project'.</p>		
Singing	<p>Children will sing in most music lessons. Rhymes, songs and chants are also used across the whole curriculum to engage and embed new learning.</p> <p>Children are constantly assessed against clear learning objectives and misconceptions are addressed and gaps closed. Children also take part in regular quizzes that make vocabulary and facts stick to inform future learning.</p>	To further refine the assessment system so subject leaders can strategically pinpoint areas for development.	
Instrumental music	<p>Children are given the opportunity to play a range of instruments as part of the music curriculum – these include tuned and untuned percussion instruments, ukuleles, boom whackers, key boards and recorders.</p> <p>Children are constantly assessed against clear learning objectives and misconceptions are addressed and gaps closed. Children also take part</p>	<p>To audit the instruments available and consider replacements.</p> <p>To consider the range of instruments available to ensure the children are offered a culturally diverse range of opportunity.</p>	

area	what happens now	what we would like to see	link to actions
	in regular quizzes that make vocabulary and facts stick to inform future learning.		
Technology Music tech as a learning resource in class What curriculum/learning unit is used What it achieves How it is assessed What resources are available in school	Children have access to chrome books and various apps to create music, research elements of music and share performances.	To have tablets/ipads more widely available for wider curriculum subjects	
Opportunities to experience live music performance	There are many performance opportunities at Westbury Park and can vary from year to year. Typically, there is a Nativity Play in Reception, Christmas show in year 1, in year 2 a Christmas sing along is organised by Bristol Beacon as well as Spiegeltent and Summer production. In KS2, year 3 explore Samba drumming and a 10 week Fast for music programme. Year 4 have the opportunity to play as part of a steel band and perform in a concert at Colston Hall. In the Spring, Year 5 perform a Shakespeare Rocks concert. There are many opportunities to perform in Year 6 including a summer production involving songs with different parts. Finally, there are many more workshops and concerts organised throughout the year by Bristol Beacon.	To further develop links with local schools to do joint orchestra/choir events	

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Overview	<p>We work closely with Bristol Beacon to provide peripatetic music lessons. The school does not charge rent and music lessons can therefore be offered at a reduced rate.</p> <p>We also have a choir run by a professional musician for which we ask for a small voluntary contribution.</p>		
Singing	<p>Children have the opportunity to sing in three assemblies. One of those is a dedicated singing assembly with the KS2 assembly led by Mr Picton. We have a composer of the week and like to learn about lots of different genres of music. We sing in unison, in parts and in rounds. Sometimes we sing in harmony.</p> <p>Our choir at Westbury Park has been going from strength to strength over the past few years. This is an un-auditioned group of 30 singers from Year 3-6 who sing a wide variety of songs from different musical styles and genres. They are encouraged to sing solos in our performances and are developing the skills of learning to sing in rounds and part harmonies. They perform for members of the community, including Meadowcare Nursing home and have helped to raise money for the charity at Southmead Hospital. In addition, they sing at St George's and take part in city wide singing festivals.</p>	To consider the scope for a KS1 and Boys choir with options for performance.	

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	Children take part in a number of singing events including a whole school winter and summer event. There are also opportunities to sing with other schools, for example the Bristol Beacon Big Sing.		
Ensembles	Bristol Beacon offer in school and community workshops to enable children to participate in group ensembles. The group has performed in whole school events, at summer music concerts and with other schools. This has had to stop recently due to cost being prohibitive.	To establish an in school ensemble group run by staff during a lunchtime	
Tuition	All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic teachers. We currently have over 115 children learning an instrument. Children from Year 3 to Year 6 learn a range of instruments including violin, 'cello, guitar, recorder, flute, clarinet, cornet, piano, drum kit. Other instruments can be offered if requested e.g. horn, saxophone. This is managed entirely by Bristol Plays Music. Please contact them directly through their website for more information. They use the system 'speed admin' to manage bookings and payment.		

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	Pupil Premium children can be funded by school and children who struggle to pay. Teachers are encouraged to enter children for ABSRM or equivalent exams if appropriate.		

Leadership

area	what happens now	what we would like to see	link to actions
Governing body	Curriculum link governors work with subject leads to support and challenge curriculum development and standards. This is done through face to face meetings with the subject lead and learning walks around school where they visit lessons and speak to children and staff.	To ensure that music is reviewed on at least an annual basis with the curriculum lead to inform the music development plan.	
Senior Leadership Team	Music is taught as a discrete subject. Children are supported to try instruments and to take part in other extra curricular activity. Music plays a vital part on the school and opportunities are created to work across the city.	Ensure music and performing arts remains a priority in the 3 year plan.	
Subject leadership	Music has a subject lead who is responsible for curriculum intent, implementation and impact. Our music scheme is first and foremost to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Staff have access to online training, demonstration videos, outcome pieces and webinars. In addition,	Subject lead to create a skills audit to identify training needs and signpost staff to support.	

area	what happens now	what we would like to see	link to actions
	the music lead may arrange for specific training such as observing colleagues or taking part in team teaching exercises.		

Partnerships

area	what happens now	what we would like to see	link to actions
Partnerships with schools	<p>We are part of the NW24 teaching and learning partnership and we will often do joint events. The subject lead is also part of a number of online groups including the Kapow network.</p> <p>We have previously worked with local secondary schools (Cotham and RGS) where we can access their resources e.g. performance spaces and recording equipment.</p>		
Partnership or relationship with local music service or Music Education Hub	<p>We work in partnership with the local music hub – Bristol Beacon. We buy a number of services from them including individual, group and whole class musical tuition. Bristol Plays Music also provide staff training, teacher resources and some other city wide events that allow children opportunity to perform at larger venues such as the Bristol Beacon.</p>	<p>Considering expanding our partnerships to ensure we are offering value for money from the best and most competitive provider.</p>	
Cultural partners for music	<p>In the KAPOW curriculum children are given experience to music from around the world but this remains an area for development.</p>	<p>Plan a music enrichment week where we explore music around the world. Investigate inviting partners on from the community.</p>	

Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	<p>Music is generally delivered in the classroom. We do have access to the school hall, and neighbouring community halls when required for a performance space.</p> <p>Individual and group lessons take place in the Mendip building which enables tuition to continue uninterrupted without impacting on daily lessons.</p> <p>On our busiest tuition days up to 5 rooms are utilised for tuition.</p>	Try to free up the hall for choir practice after school so we can build on numbers.	
Resources available for Music	<p>There is a dedicated store room which holds a range of tuned and untuned percussion instruments, ukuleles, book whackers, keyboards etc</p> <p>Children can borrow cellos, guitars and violins from school and use the school drum kit and keyboards for music lessons/tuition.</p> <p>Bristol Play Music also operates a lease scheme and all children are provided access to music lessons/tuition.</p> <p>Children are responsible for their own instruments for individual tuition and class teachers manage whole class instruments in terms of cleaning and replacing.</p>	Complete an audit resource for music.	

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	<p>The curriculum is carefully designed so children are encouraged to experience and enjoy music from around the world.</p> <p>In assemblies, children will sing songs in different languages and encouraged to share their interests, beliefs and passions.</p>		
Special Educational Needs and Disabilities	<p>Music plans include differentiation to enable lessons to be adapted for all children to access. Adjustments in music may include various forms of scaffolding including adapted outcomes, adapting instruments, offering further support, group work, break out spaces etc.</p> <p>We work with Bristol Beacon who provide individual and group tuition for children with EHCPs at a reduced or no cost basis.</p> <p>At times we have engaged external services to support SEND e.g. music therapy.</p>	Carry out an in-depth learning review focussed on how SEND learners enjoy music – as a result plan adaptations e.g. access to resources. Language, pre teaching etc.	Target 2
Religion How families' religious beliefs and wishes are met in respect of Music	Senior leaders and class teachers communicate with parents and an open door policy. We will always work with families so their wishes and views are respected. For example some families did not want to take part in certain religious festivals.	Celebrate other religious events where appropriate through music.	
Financial hardship	Our remissions policy is clear. However, where children have identified specific barriers to learning we will make provision to ensure they are fully included in visits and events.		

area	what happens now	what we would like to see	link to actions
	Bristol Beacon also offer some reductions in cost for children with specific vulnerabilities – SEND/ Pupil Premium		

Progression

area	what happens now	what we would like to see	link to actions
Overview	<p>At Westbury Park, our music curriculum is designed to help children learn about and experience music so that they develop an appreciation for not only how music is created but also a life-long love of music in all its forms. In school, a broad balance of performance, listening and composition opportunities creates an enriching curriculum that celebrates music from different traditions and from great composers and musicians.</p> <p>Music lessons are skills based and interactive aiming to foster a passion for music in children of all abilities. Music is a strength of the school with high quality whole school singing and encouragement for children to take up an instrument in addition to their class lessons. It is our vision that class music lessons give the opportunity for children to see themselves as musicians and there is a focus on developing a secure understanding of the inter-related dimensions of music through practical music making.</p> <p>Children take part in a number of whole school events during the year. Close partnership with Bristol Beacon and other arts groups enrich our provision and help provide a stimulating musical experience in the classroom and rich extra-curricular provision. Where possible, professional musicians are invited to work with our children in</p>		

	partnership with significantly enriching our musical offering to all children.		
Progression opportunities	Children leave Westbury Park with the confidence to experiment with music. They have an awareness of pitch, dynamics and structure and can use the subject specific vocabulary. They understand how musical history and musicians of interest have played a part in history and in the world of music today. Beyond the classroom, children are celebrated for their musical efforts and children can express themselves with their voices and knowledge of music.		
Pupil tracking	<p>Westbury Park School's curriculum is planned so that pupils make connections between new learning and what has already been learned. Pupils acquire knowledge and skills through a carefully planned progressive curriculum.</p> <p>Continuous assessment takes place in every subject including music and can include learning slips, marking and feedback, concept mapping, exit tickets, low stakes quizzing, rubrics, flashback Friday, TAG feedback, peer review, direct questioning, group discussion, learning journals, recordings and videos.</p>	<p>To embed child voice more deeply into the assessment programme.</p> <p>To video performances to build an evidence portfolio to help standardise assessment with a baseline example.</p>	Target 3
Strategy development	Subject lead develops strategy through pupil progress meetings, child conference, lesson visits and work scrutiny. This informs actions to improve outcomes for learners	To ensure our action plan is even more evidence based through rigorous monitoring and evaluation.	

Action Plan 2024/25

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
1	To establish an in school ensemble group run by staff during a lunchtime	1	Music Co-ordinator	Release a member of staff at lunchtime	School budget	N/A	September 30 th 2024
2	To carry out an in depth learning review focussed on how SEND learners enjoy music – as a result plan adaptations e.g. access to resources. Language, pre teaching etc.	2	Music Co-ordinator	Release time – part of subject lead role	School budget	Ask about training, ideas and resources	July 2025
3	To video performances to build an evidence portfolio to help standardise assessment with a baseline example.	3	Music Co-ordinator	1 I pad per class - £11 000	School budget WPSA contribution	N/A	September 30 th 2024
4	Contact Music Service and other providers to review ensemble offer	4	Music Co-ordinator	10 sessions x 45mn at £45ph initially for one term. £337.50	Voluntary contribution to parents Christmas concert tickets	[Music Service] percussion tutor to lead	21Dec 24 for Spring Term start

Review of Action Plan 2024/25

	Action	link to objective	who		resources or cost	Impact
1	To establish an in school ensemble group run by staff during a lunchtime	1	Music ordinator	Co-	Release a member of staff at lunchtime	This has been running for one tear and has XX members. They have performed at various school events and have taken part in a workshop organised by Bristol beacon
2	To carry out an in depth learning review focussed on how SEND learners enjoy music – as a result plan adaptations e.g. access to resources. Language, pre teaching etc.	2	Music ordinator	Co-	Release time – part of subject lead role	Refined and embedded the scheme of work which has a string focus on inclusion and enabling all learners to make progress. The music lead has completed his subject monitoring and presented to SLT and Governors.
3	To video performances to build an evidence portfolio to help standardise assessment with a baseline example.	3	Music ordinator	Co-	1 I pad per class - £11 000	<p>This will remain a target. Teachers now have access to new I pads and other mobile devices to be able to do more recording which will allow us to build up a portfolio in the shared drive.</p> <p>There is now a clear assessment schedule in place that enables learners to build on knowledge. As part of the scheme there are teacher video resources that act as training and examples for teaching staff.</p>
4	Contact Music Service and other providers to review ensemble offer	4	Music ordinator	Co-	10 sessions x 45mn at £45ph initially for one term. £337.50	<p>The ensemble offer was a success this year with Years 3 and 4. This year they did ukulele.</p> <p>This will be booked again for next academic year.</p>

Action Plan 2025 -2026

	Target	Intended Outcome	Success Criteria	Impact
1	Provide High-Quality Staff Training and Support	Equip all teaching staff with the confidence and skills to deliver and support music teaching effectively.	<ul style="list-style-type: none"> • Audit where staff need most help and consider running staff training through INSET or staff meeting • Ensure planning resources are effective and signpost staff to additional resources • Provide opportunity for staff to observe specialist music teachers in mentoring or co-teaching models. 	
2	Ensure Continuity from Early Years to Key Stage 2	Create a seamless progression of musical learning from Early Years through the National Curriculum.	<ul style="list-style-type: none"> • Ensure Early Years musical experiences with Key Stage 1 outcomes • Ensure all year groups are using consistent terminology • Observe Key Stage 1 music lessons to ensure themes are appropriate 	
3	Support Cross-Curricular and Social Development	Use music to enhance other areas of learning (e.g., literacy, numeracy, history) and support teamwork, confidence, and emotional expression.	Audit where there are opportunities for interdisciplinary projects, musical storytelling, or rhythm and movement activities that connect music with literacy, numeracy, and wellbeing. Showcase or signpost these to staff.	

	Target	Intended Outcome	Success Criteria	Impact
4	Foster a Love for Music and Listening Appreciation	Cultivate positive attitudes toward music by exposing students to diverse genres, cultures, and historical periods.	<p>Ensure assemblies are planned to allow children to experience music from across the world</p> <p>Enable children to have the opportunity to sing together as a whole school outside of the Christmas carol concert</p> <p>Audit if staff are allowing time for listening appreciation outside of music lessons e.g. end of the day. If so, how is this structured and what value is added.</p>	