



Working Together,
Growing Together

North Westminster Federation

Working Together to Grow Our Future

Essendine Primary School

School Music Development Plan 2024 – 2026

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[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

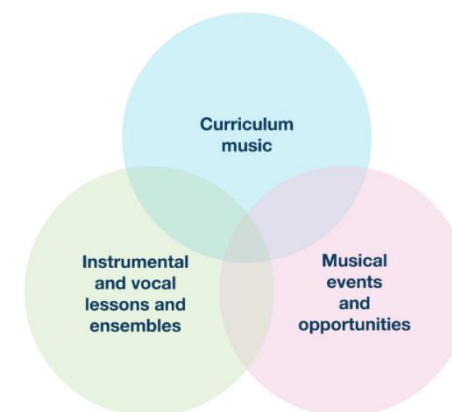
Ofsted Research review (2021)

MMC (2021)

Tri-Borough Music Hub Local Plan for Music Education

School Improvement Plan

Music Policy



Originally created by Hampshire County Council’s Music Service 2013

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Our Vision and Intent

‘A high-quality music education is the right of every pupil’ (NPME 2022, p42)

Our curriculum is designed to **inspire inquisitive, resourceful and knowledgeable global citizens**, and is representative of the modern society our children are growing up in. We aim to **develop cultural capital** and to **underpin academic success through real-life, relevant experiences and a broad and balanced provision**. We **encourage personal growth through independent enquiry, discussion and reflection**. We **promote inclusivity through a balanced global perspective**. The NPME goes on to say that *‘music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it **celebrates** and **challenges**, and it **connects** us and moves us.’* Here at Essendine, music plays an integral role in supporting our children’s understanding of the Essendine core values of **confidence, celebration, challenge, caring and cooperation**. Our aim is to develop a life-long relationship with music for all children, from the instrumental players to the listeners, the dancers to the programmers. By placing equal value on all aspects of music, we strive to support children to develop musically across the three pillars of progression referred to in Ofsted’s Music Research Review (2021); technical, constructive and expressive. We do this by making sure we challenge barriers to instrument learning through providing whole class instrument lessons on guitar, violin, ukulele, recorder and percussion over a number of years to allow children a degree of confidence and competency on an instrument, supported by co - curricular clubs that are low or no cost for all children to access, to support ongoing progress. We listen to our students, and connect them to outside agencies to further their musical ambitions wherever we can, through strong ties to the Tri-borough Music Hub, the Royal College of Music, Nucleo and more. We make sure there are a number of enriching musical experiences throughout the year to broaden children’s understanding of a variety of styles and genres of music from all around the world and across generations and to help familiarise them with different instruments, how they sound and are played, including the voice; we encourage our students to explore the social impact of music making to help them think about the ways in which music connects to our own identities and is important to others in numerous similar and different ways; and we support children to explore their creativity through building a solid understanding of the skills and knowledge that pave the way for improvisation and composition, developing the ability to refine and evaluate along the way. Our ambition is that every child moves on to secondary school feeling that they had an opportunity to express themselves through music and explore their creativity; understanding that hard work, dedication and perseverance have a positive impact on progress, and feeling that they were fully celebrated by friends, family and our school community at every stage.

CURRICULUM MUSIC – in the classroom

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Action
1/2 hour of curriculum music per week KS1 and KS2	Timetabled in as PPA cover years 1 – 6, half hour per week (since 2021)	To maintain this provision	Outline a commitment to maintaining this provision in the School Music Policy	Anastasia employed through tri-borough.
Early Years music is a key focus		Facilitate EY staff to re-visit key teaching and learning points from the session throughout the week	CPD for early years teachers and teaching assistants on using the Sing Up scheme of work to feel confident in using this resource outside of the weekly music lesson	Support/training for EYFS staff in Music teaching
High quality lessons are delivered by a designated music lead	The music lead is the designated music teacher for KS1 and KS2 High quality teaching is delivered by a music specialist through partnership with the TBMH	We would like to ensure that the role of music lead is future proofed	The School Music Policy clearly outlines the Music Lead role and responsibilities. This policy is approved annually by SLT and governors.	Deep dives in Music
Singing is a core element in the provision	Singing is the golden thread in early years and KS1. Children are encouraged to think of their voice as an instrument, like any other instrument, and one they carry with them for life.	Design a full, long-term singing strategy	Using the progression of skills document and other relevant research, create a context specific singing strategy to map singing progression, and pathways within school and outside school to access.	Ensure singing assemblies are timetabled for every week, including EYFS

	Singing assemblies for KS1 and KS2 are held each week (see co-curricular provision)			
Implement a high-quality music curriculum (in line with MMC 2021) Progression of skills; Early Years KS1 KS2	Delivery of different programme to each year group progressing from to a higher level of music notation, skills and musical terms	To connect progression from EYFS to KS1. Enhance listening and vocalising skills, movement and dancing, exploring and paly through music and the use of instruments	Implement weekly music lessons and singing assemblies to enhance rhythm and pitch awareness	Progression of skills is linked across the school
Whole class instrument learning	Timetabled weekly lessons of half hour delivered by a music specialist	To maintain this provision	Outline a commitment to maintaining this provision in the School Music Policy	Planning and resourcing from tri-borough
Music technology	Access to electronic instruments like keyboards, music audio in use during lessons and use of internet to search and explore music around the world	To use keyboards for composition and improvisation	Implement keyboards during lessons as a way to compose their own music and explore different sounds	Adding more keyboards-funding opportunities
Building pupils' cultural capital	Exploring different music genres and instruments used around the world	Depth in understanding of different cultures and the role of music in them around the world	Explore more diverse and multilingual songs, using bigger variety of instruments	Links with Nucleo/visits/attending events
How it is assessed	Photos, videos and live performances	Focus more on live performances to a wider audience	Implement termly performances to enhance confidence and performing skills	Plan events
Physical resources including instruments	A variety of instruments like Cellos, Violins, Guitars,	To maintain instruments in a good working order	Use funding to purchase new instruments or replace/fix the	Audit twice a year

	Djembes, Keyboards, Recorders, Percussion and more		ones that don't work, Hire instruments if needed from the TBMH	
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Co-Curricular and extra-curricular music – beyond the classroom

(Instrumental and vocal lessons and ensembles / music groups)

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Provide access to lessons across a range of instruments and voice	Currently, children can access small group cello, violin and keyboard lessons at a reduced cost	To maintain this provision and increase the number of students having access to these lessons	Children identified in music curriculum lessons as showing an interest but in financial need to have access to these lessons at no cost and apply for Scholarships whenever possible	Identify PP children and target scholarships through the tri-borough
Develop a school choir	No choir taking place at the moment	To have a school choir that meets weekly	Search for funding for a vocal specialist to teach weekly, possibly through the TBMH	
Develop school ensembles/bands/groups	No band or ensemble taking place at the	To have a school ensemble/band that meets weekly, possibly collaborating with Nucleo	Search for funding for a music specialist to teach	Keyboard club after school introduced

	moment, only Nucleo after school activities		weekly, possibly through the TBMH	
Provide space for rehearsals and individual practice	Music room fully equipped for rehearsals and available music stands	Maintain this provision	Maintenance of equipment and resources	
building pupils' cultural capital	Students work on a variety of musical genres and time periods	Enrich the variety of musical work we offer to students to a broader range of musical styles and cultures from around the world	Use resources that have a wider variety of songs for them to work on	
Singing assemblies	There are singing assemblies for KS1 at the moment and Christmas and end of year Music Productions for KS2	To offer all students a singing opportunity weekly, including EYFS	Combine KS1 and KS2 into one bigger singing assembly each week	

Musical Events and Opportunities – in and beyond the classroom

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Provide opportunities to enjoy live performances at least once a year	Trips to professional concerts for our instrumental students, like to London West End, to allow them to experience high-quality music and get inspired to	Trips to be arranged for more students termly and selected especially for their level and Key Stage	Implement new reward system where students who excel in music lessons (Stars of the Week) can enjoy a trip to a live concert	

	develop their own music skills further			
Develop a termly school performance	Performances are many and varied, with children performing in school assemblies to their Key Stage, parents coming to join in with singing assemblies, and termly music club assemblies. There are special Christmas performances and Year 6 take part in a school musical at the end of every summer term. Children take part in wider opportunities offered by partner, for example the TBMH's Christmas singing festival.	Combine with our federation schools for massed inter-school performances.	Organise inter-school performances between Hallfield and Essendine but also smaller informal performance opportunities	Links online

Inclusion

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Pupils with SEND are able to participate and progress well	High function students with SEND attend music with the rest of their	Have a specially designed calm room for less functioning SEND students to explore	Support staff members to take students out for a play time with the use of specially selected	Link the Inclusion Manager/train SENTAs

	class, singing/listening and using instruments	instruments, through movements and sounds	instruments and explore sounds with them	
Liaise with the school SENCo	Structured activities and goals for SEND students	The music lead works closely with the SENCo, and is provided with clear notes and background information for children on the SEN register	To meet termly with the SENCo to discuss individual progress and possible additional support	Discuss with the new SENCo and EYFS lead

Partnerships

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Work in partnership with local music hub	Currently we work closely with the TBMH, attending networking events and making sure opportunities sent through the newsletter are fully explored. We take part in musical events by the TBMH, and use the music services to provide brass tuition. We also use the numerous documents available on their website for support.	Use the self-assessment tool to help assess where we are at with our provision	Look through the document with nominated SLT and Governor	Termly meetings with Music Lead and Music teacher
Work in partnership with other providers	Connection with Nucleo, Josh as a freelance piano	Maintain and enhance the partnerships through	Liaise with Lucy from Nucleo and apply for	Link Lucy and Anastasia together

	specialist, Neville Abraham Foundation, London Music fund	closer contact and collaboration	more Funding through Charities and Trusts	
Children	Children have opportunities to perform in front of audience	Children to be able to perform to each other for peer learning and feedback	Organise Termly performance class where pupils have the chance to showcase to their peers their progress through performing	Share successes on website/newsletters
Parents	Parents attend concerts and Music Productions	To have a closer connection to the Music Lead	Arrange for Friday coffee mornings with parents of instrumental students and allow them to meet and answer any questions	Arrange Anastasia to meet parents at the gate on Fridays- at the end of the day
Local community	Currently working in partnership with the Local Authority for the Christmas Tree Light celebration at Paddington Rec	Have bigger involvement at communities and charities in the area	Reach out to Charities who would like a small group of students performing at their facilities/events	Link in with local wardcouncillors

Progression

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Identify potential and talent	Already 2 students have benefitted from successfully been awarded a 4-year Music Scholarship	Increased Number of Successful Applicants	Scholarship Applications for more Students	Children identified early on in December
Music progression strategy	Every year carries on from the previous years, building on previous knowledge	Considering opportunities for pupils to pursue music beyond the core curriculum, and how they can be supported to access those	Liaise with the TBMH for extra curricular activities like orchestras outside of school	Share progress on termly overviews

Budget

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Increase instruments	Received funding from charity- 800 pounds	Percussion instruments purchased, violins	Time to complete applications	
Increase lessons for children to learn an instrument	Received approx. 10,000	Hired a keyboard teacher, purchased cellos and providing clubs	Purchase cellos, timetable lessons, evaluate provision	

Objectives 2024/2025

1. Focus on delivering high quality Early Years music provision
2. Increase students' performance opportunities in and out of school
3. Increase the variety of instruments taught in school

	Action	Link to objective	Who	Resources or cost	source	TBMH support?
1.1	Focus on delivering high quality Early Years music provision	1	Anastasia/Josh/Julia/Lisa	Additional half day employment	SLT / GB school budget	n/a
1.2	Increase students' performance opportunities in and out of school	2	Anastasia/Josh/Lisa			
1.3	Increase the variety of instruments taught in school	3	Anastasia/Lisa			

Evaluation and progress tracking

Progress updates: 2024/2025

Action 1	Children demonstrated strong engagement and noticeable growth in confidence and musical awareness. Teachers also implemented consistent routines and improved lesson structure, creating a more purposeful and high-quality learning environment. Feedback from classroom staff and parents confirmed that Early Years music provision improved both in quality and consistency. Christmas productions and singing in class were a success.
Action 2	Students participated in a wider range of performance opportunities than in previous years. Within school, additional assemblies, instrumental performances, and informal class performances were organized to give more students a chance to perform. Beyond the school, students took part in events such as community performances, such the choir singing at the Christmas Lights. These opportunities supported students' confidence, musical development, and sense of achievement. Participation rates increased, and students expressed enthusiasm for future performances.
Action 3	The music programme successfully expanded the range of instruments available to students. New instruments were introduced (cello/violin) into both curriculum lessons and extracurricular activities, giving students greater choice and exposure to diverse musical experiences. Stronger links were made with Nucleo with several of our children participating in their program after school. Students responded positively, and uptake for newly introduced instruments was strong, showing clear interest and engagement

Objectives 2025/2026

1. Strengthen progression and continuity across the music curriculum from Early Years to Year 6
2. Develop a broader culture of musical participation by increasing ensembles and participation
3. Strengthen singing assemblies across the school and introduce Choir/Glee Club

Action		Link to objective	Who	Resources or cost	source	TBMH support?
1.1		1	Mikey/Lisa	Additional half day employment	SLT / GB school budget	n/a
1.2		2	Mikey/Josh/Robert/Joe/Lisa			
1.3		3	Mikery/Josh/Robert/Lisa			

Evaluation and progress tracking

Progress updates: 2025/2026

Action 1	
Action 2	
Action 3	

Report to governors- end of the year and mid-year and end to SLT