Tarleton Holy Trinity Music Development Plan

Lancashire Education Authority
Local music hub: Lancashire Music Hub
Music lead: Mrs Simpson (Music Coordinator)
Music specialist: Currently no specialist
Headteacher: Mr S Smith
Date written: 01/07/25
MDP review period: 1
Review date: 01/7/26

	Music Development Plan
1 – Vision or overall objectives	*Tarleton Holy Trinity provides a high-quality music provision for all children, delivered through effective teaching and enthusiastic leadership in music. Children learn to sing, compose and appreciate music through structured and engaging activities in school and exciting musical experiences out of school. They have the choice to learn to play an instrument from a range of instruments offered by Lancashire Music Service and to participate and perform in our renowned choir. Children have the opportunity to perform to other classes during worship, in class worship performances and in church during Christmas, Easter and end of term services. Children leaving our school will have progressed to the required National Curriculum level of musical understanding, competence and confidence to enable them to take this further to KS3 and beyond.*

2 – NPME 'key features' of high-quality music provision	*The National Plan for Music Education 2022 (NPME) lists 'key features' of a high-quality music provision as follows:* **Music should be represented in the school leadership structure, with a designated Music Lead (or Head of Department)* *There is already a Music Lead staff member, Mrs Simpson, in place, current title Music Coordinator.* **Timetabled curriculum music of at least one hour each week of the school year for Key Stages 1 and 2* *All l classes receive a full I hour of music a week at KS1 and KS2. Most classes (Y1,2,3,4) are taught by experienced TAs.* **A school choir or vocal ensemble* *The Music Lead holds a school choir which is open to all KS2 pupils.)* **A school orchestra/ensemble/band/group* *Children have the opportunity to take part in Rock steady music school who visit each week. They aim to deliver inclusive band lessons designed to amplify children's self-belief, support wellbeing and help maximise their potential back in the classroom.* **Space for rehearsals and individual practice* *A space is dedicated to small group instrument lessons and lunchtime practice rooms will be provided for those children learning instruments.* **A termly school performance (in or out of school)* *In-school performance opportunities are given for each year group, with an aim for one performance per year group each year. These are musical assemblies with invited audiences, seasonal and festival celebratory performances and nativity plays. Rocksteady also will arrange band performsncers each half term.* **Opportunity to enjoy live performance at least once a year (in or out of school)* *Each year, all children are either taken out of school to inspiring musical performances or have the opportunity to watch in-school performances by visiting musicians e.g djembe performance and workshop. Every year the whole school watches a pantomime, either in school or at a local theatre.* **Access to lessons across a range of instruments, and voice [This key feature is dealt with separately in section 4 below.]*

3 – Other important features of high-quality music provision	*The National Plan for Music Education 2022 (NPME) lists other important features of a high-quality music provision as follows:* **A broad and ambitious music curriculum for EYFS, KS1, KS2 and SEND* *The school currently bases its music curriculum on the Kapow scheme. The Music Lead will work with staff, including YR and SENCo, to ensure the music scheme is implemented well in all year groups. Training required will be provided and any changes required to improve the curriculum will be made.* **Classroom percussion instruments and music resources* *The Music Lead has recently audited and reorganised current classroom percussion instruments and other music resources to make them more accessible to staff teaching music in their classrooms.* **Space for class music teaching* *Currently music is taught in classrooms by the class teacher. The Music Lead will talk to the Headteacher about the possibility of using the hall for music lessons.* **Music technology* *The Kapow music scheme includes a variety of opportunities for using music technology and the music lead has attended a music inset on this subject.* **Whole school singing & singing at the core of the curriculum* *The school enjoys regular assemblies which include whole school singing. There is also a regular weekly whole school singing practice. But the Music Lead will look to broaden repertoire by working with staff to bring more singing into everyday classroom activities and curriculum music.* **Links with external music organisations* *The school arranges for external musicians to come into school to deliver musical workshops. (In 2024, this was a djembe drumming workshop.) The Music Lead will contact Lancashire music Service for ideas about making links with community musicians in the BCP area. There may also be useful links to be made through musical contacts known to school staff.* **Musical activities for the benefit of the community* *The Music Lead has arranged for the school choir to perform regularly at local residential homes and other places where the community can enjoy the children's performances e.g.* *shopping precinct, local preschool, other schools, area concerts and music festivals.*

4 – Whole class instrumental lessons progressing to individual or small group instrumental lessons	There are no whole class instrument lessons taught at THT *The Music Lead wishes to expand the instrument lesson choices offered at school when funds allow. The intention is to teach whole class recorder in Year 2 and clarinet in year 4. Advice will be sought from Lancashire music service as to how this can be achieved.*
5 – Pupil Premium and SEND provision	*The Music Lead will meet with the SENCo to discuss Pupil Premium and how the money can be used to support children in both curriculum music and instrument lessons.* *The Music Lead will work with the SENCo to provide advice and support to class teachers and TAs, in order to provide the best musical experiences for children in their classes with specific needs.*
6 – Transition work with local secondary schools	*The Music Lead will arrange to meet with Heads of Music at local secondary schools to discuss joint musical projects. Also, to discuss the information in transfer records that would be helpful to them when children come move from Example School into Year 7 e.g. a summary document of all children having instrumental lessons, singing in choir or participating in ensembles etc.* *The Music Lead will also find out from Y6 teachers and the Headteacher what musical information goes forward to secondary schools currently.*

7 – Communications	*The Music Lead will ensure that parents are informed of termly of opportunities in music in school and locally, as well as general school musical news.* *The Music Lead will also use the school's social media channels to inform parents and the wider local community of musical achievements and opportunities.*

8 – Staffing & CPD	*The Music Lead will work to improve the profile of music with staff and senior management through providing regular music updates in staff meetings and with the Headteacher and SMT.* *The Music Lead will provide musical training/CPD opportunities for staff each year and will talk to Lancashire Music Service to find out what training is available or could be provided.* *The Music Lead will consult with teachers to gauge their thoughts about how successful their classroom curriculum lessons are. The Music Lead will arrange with SMT to observe music lessons from time to time, in order to give friendly peer feedback. Peer observations between year group colleagues may also be beneficial.* *The Music Lead will liaise with staff and find out if any would be interested to become more involved in or lead music clubs or other musical activities in school.* *The Music Lead will discuss with staff about regularly planning for music together in PPA time, also to exchange ideas and challenges.* *The Music Lead will put together a comprehensive file of key information to be passed on to a new Music Lead, should they leave the role. Including this MDP and supporting documents!*
9 – Budget	*The Music Lead will meet with the Headteacher mid autumn term each year to discuss and set the music budget and priority music purchases for next financial year.* *This year, I will be asking for:* *£200 to replace broken percussion instruments.* *The Music Lead will also approach the PTA to determine if there are any available funds for trips to concerts or for visiting musicians next academic year. She will also look into other possible funding sources.*

10 – The review process for the success of the Music Development Plan	*The Music Lead has set an initial Review Date for this MDP for* ***4th Jan 2026*** *(This may become the yearly review date for the MPDP.)* *The MDP will be reviewed at the end of every term and a new Review Date set ahead.* *The Music Lead will update the Headteacher with progress on the MDP, with a written summary of achievements since the last review.* *The Music Lead has set a 2 year target (to end of Summer Term 2026) to implement most of the recommendations of the National Plan for Music Education, set out in this MDP document.* *Further details of review dates, and deadlines for actions to be completed, are set out in section 11 – Action Plan, below.*
11 – Action Plan (The information and actions set here should be useful to feed meaningfully into your school's wider improvement or development plans)	***Next MDP Review Date 4th Jan 2026*** ***(Reviewing at the end of each term)*** ***Actions for Spring term Term / Summer term 2025 (to 30th August)*** ***ACTIONS & deadlines:*** *a) Speak with the visiting violin teacher to take forward his idea of a mixed orchestra running from September. How much will it cost? What support will he need? And is there any way we can encourage more children to take up the violin after their whole class lessons? (by 31st MAY)* *b) Contact Lancashire Music Service about increasing the instrumental offer at school to include brass or other from the spring or summer term next year. (by 30th JUNE)* *c) Purchase additional percussion instruments (by 6th April 2025)* *d) Create an instrument and music resource inventory and reorganise classroom percussion instruments (by 31st JULY)* *e) Investigate the possibility of extra funds for provision of whole class musical instrument teaching (by 31st July 2025)*

	Possible priorities for next Review Period (to end of Autumn Term): *a) Meet with SENDCo about musical inclusion & children who leave lessons regularly* *b) Meet with Headteacher about budget and finding dedicated room space for small group instrumental lessons and for children to practise at lunchtimes* *c) Ask staff and children to feed back their thoughts and add ideas to your draft vision for music in school.* *On the MDP Review Date, review the specific actions you set above and make a note of what was achieved or completed. You could write those notes here in section 11, alongside the actions.* *On the MDP Review Date, also look through the whole MDP generally and note other completed actions that may have been completed.* *Keep copies of documentation that have been created to support the MDP with this document, to evidence the changes you have made to music provision and progress you have made e.g. a timetable of music across the school; instrument lesson timetables; a copy of your current curriculum documents; details of music assemblies; a record of performances in school; information about the school's song bank and assembly music listening bank; copies of newsletters to staff and parents etc.* *Set the new Review Date and new actions for the next Review Period. You may wish to create a new updated version of your MDP at this stage but save and file a copy of the previous version to demonstrate progress.*