ALWOODLEY PRIMARY SCHOOL

MUSIC DEVELOPMENT PLAN 2026/27

Headteacher: Mr G German

Music Lead Teacher: Mr A Parkes

SELF ASSESSMENT

At Alwoodley, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journey as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing our pupils to diverse musical experiences and igniting a passion for music. We follow the National Curriculum for music and in doing so our music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of musical ensembles. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In EYFS, children begin by playing untuned percussion instruments and this moves onto glockenspiels and xylophones in KS1. Children in Year 3 have weekly drumming lessons, where they play bamboo tamboo, djembe drums and then samba. Whole class weekly tuned percussion lessons are introduced to all Year 4 pupils and in Year 5, children experience playing samba drums in a concert with other Leeds schools. By Year 6, pupils choose which instruments to use in their composition work, having been exposed to such a wide variety throughout their musical journey. Over 100 of our pupils have peripatetic lessons in school (violin, woodwind, keyboard and guitar) and we have a large choir and a school orchestra. Children regularly have the opportunity to perform in concerts, nativities, productions and most recently at Leeds Arena. We are extremely proud of the musical opportunities that are on offer and the progress our children make. We have been awarded Artsmark Gold on various occasions and we are also recognised as a Leeds Champion Music School.

School Name Music Development Plan

1 – Not yet in place	2 - Emerging	3 - Established	4 - Embedded
Prioritise for support and development	*Further development and support required. Not yet sure of impact on outcomes*	*Effective in producing good outcomes. Some ongoing support may be required to maintain or further improve provision*	*Highly effective in producing excellent outcomes*

Category	Description	Tick	Comments
Curriculum Music			
Timetabling	1 - Not all classes receive a regular music lesson each week.	☐	All year groups have weekly timetabled lessons and each phase has a singing assembly. EYFS have a singing session and weekly music lessons. KS2 children are taught by peripatetic staff from Artforms. Year 3 – untuned percussion Year 4- tuned percussion Years 5 and 6 composition and singing with specialist Artforms music teacher.
	2 - Music lessons are scheduled but not always delivered regularly.	☐	
	3 - There are weekly timetabled curriculum music lessons in all years.	☐	
	4 - There are weekly timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc).	✓	
Curriculum design	1 - Musical activity takes place in some or all classes but not tied to a formal school-wide curriculum.	☐	Progress and skills are mapped out across each key stage. Whole class instrument teaching takes place in Years 3,4,5 with regular concerts.

	2 - There is a whole school curriculum in place for music but progression over the years is not clear or well understood.	☐	Christmas concerts in Years N,R,1 and 2 Regular choir and peripatetic concerts Rock School concert in Years 6.
	3 - There is a whole school curriculum in place for music which covers all parts of the National Curriculum. It is clear how each year builds on the previous years and lays a foundation for what the children will learn next.	☐	
	4 - There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Teaching staff are aware of how their year fits into the bigger picture. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events.	✓	
Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress.	☐	Assessment happens in all lessons including self assessment. Target to look at different assessment opportunities and work with class teachers to support quality feedback. Each term teachers assess and put data onto Arbor- this is evaluated by the music lead. Sing Up uses progression snapshots which we have included in lessons. Every class has a canva book sharing the progress of children- this includes videos and comments from children. This is a focus in 2025/6
	2 - Some assessment and recording of progress is taking place in some classes. Quality of verbal feedback in lessons varies widely and further support is needed.	☐	
	3 - Assessment and progress is documented in all year groups and verbal feedback in lessons is of good quality.	✓	
	4 - Progress is clearly recorded using a variety of methods and ML works closely with class teachers to monitor and support quality of feedback in lessons. There are opportunities for pupils to self and peer assess their work planned into lessons.	☐	
Quality of teaching	1 - The teachers delivering music are mostly lacking confidence and expertise in the subject.	☐	Music is taught by both class teachers and peripatetic staff from Artforms. Regular lesson observations show that the

	2 - Music teaching is of a mixed standard, there is still a need for further CPD and support.	☐	quality of teaching is at least good. Class teachers observe and team teach with Artforms staff as regular CPD.
	3 - Music teaching is mostly or all good quality throughout school.	☐	
	4 - Music teaching is consistently good quality and is regularly monitored and supported. Staff who deliver music have access to good quality CPD.	✓	
EYFS music	1 - It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality.	☐	Music plays a key part in the EYFS curriculum. Songs and activities are carefully planned each week. Children have a regular singing session which included action songs and movement weekly with Artforms staff. Music is planned for in provision areas of the classroom- both inside and outside,
	2 - Music is regularly planned in to EYFS though some CPD and support would still be beneficial.	☐	
	3 - Music teaching and singing leading is of good quality in EYFS. Regular lessons include appropriate songs and activities and the children clearly make progress.	☐	
	4 - Music is an integral and essential daily part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress.	✓	
Whole class instrumental provision			
Whole class	1 - No whole class instrumental provision is currently in place.	☐	

	2 - Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration.	☐	Whole class instrument lessons in Years 3 (drumming) Year 4 (tuned percussion) and Year 5 (samba) and regular performances to others. A large proportion of children carry onto have peripatetic lessons
	3 - Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others.	☐	
	4 - Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good. Some children choose to carry on with that instrument (or a related instrument) at the end of the year in whole class follow on or small group lessons.	✓	
Singing			
School / KS / Year group singing	1 - Children rarely or never sing together as part of a larger group.	☐	Regular singing assemblies and our music scheme is 'Sing Up' which focuses on singing. Assemblies led by a specialist from Artforms and the music leader. Year 6 have a rock school week in July which focuses on singing as well as playing. We have employed a singing teacher to deliver lessons to small groups- she will support with choir this academic year.
	2 - Children sing together occasionally at some points during the year (e.g. Christmas, Harvest).	☐	
	3 - Children sing together all or most weeks as part of a singing assembly or similar.	☐	
	4 - Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	✓	
Choirs	1 - There are currently no school choirs taking place regularly.	☐	We have a KS2 large choir who rehearse regularly and perform to an audience.

	2 - A school choir forms for special occasions only (e.g. Christmas, Young Voices).	☐	Members of the choir take part in wider community events eg Carol singing, winter concerts, cluster events, Leeds Arena. We are planning to introduce a KS1 choir this year.
	3 - There is at least one school choir which meets regularly led by a skilled teacher.	☐	
	4 - There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events.	✓	
Performing	1 - Children rarely or never get the opportunity to perform music.	☐	Regular and planned concerts throughout the year for all children learning an instrument whether whole class or small group. Parents and carers invited as well as informal performances in school eg assemblies
	2 - Children in school perform to others on an occasional basis, at least once per year.	☐	
	3 - All children take part in musical performances within school on a regular basis to a variety of audiences.	☐	
	4 - All children in school take part in musical performances at least once per term to a variety of audiences both within school and in the wider community / other schools.	✓	
Instrumental and vocal lessons			
Tuition	1 - There are currently no opportunities for children to learn to play an instrument in school.	☐	Opportunities for all children to learn an instrument from Years 2-6. (New for Year 3 2025-26)

	2 - Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments.	☐	Good communication with all instrumental tutors.
	3 - Children have the opportunity to learn to play an instrument in two or more musical families (e.g. woodwind and guitar) There is a healthy uptake each year of students wanting to learn to play.	☐	
	4 - There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision.	✓	
Whole class follow on	1 - There is currently no whole class instrumental teaching taking place in school.	☐	Opportunities for follow on whole class instrument tuition. Many children continue with small group lessons after whole class tuition.
	2 - There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching.	☐	
	3 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished.	☐	
	4 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this, progressing on to small group lessons.	✓	
Ensembles	1 - There are currently no instrumental ensembles in school.	☐	

	2 - Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups.	☐	There is a school ensemble for children who have reached a minimum standard. Routes of progression are clear and children are signposted to music centres.
	3 - There is a school ensemble which allows some children to play together regularly in a group.	☐	
	4 - Any child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate.	✓	
Inclusion			
Inclusion	1 - There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability and there are limited opportunities to experience the music of different cultures.	☐	LMEP bursaries applied for. Lessons cater for all needs and abilities. Acorn group get an additional music session for SEND children weekly. Opportunities for nurture/therapy music as resources widely available.
	2 - There is some provision in curriculum music lessons for children with additional needs or disabilities. Occasional opportunities to experience music from different cultures and traditions.	☐	
	3 - School applies for WYMH bursaries or finds other ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with varying needs and abilities. Pupils have opportunities to listen to and engage with music from different cultures and traditions.	☐	
	4 - All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs. Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras.	✓	
Wider involvement			

Hub participation	1 - The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music.	☐	Very strong partnership with Artforms/Music Hub with regular participation in local events and concerts.
	2 - The school engages with the Music Hub, ArtForms or other partner with occasional participation in local events.	☐	
	3 - There is a good level of engagement with the Music Hub / ArtForms and Music Connect with annual participation in local events.	☐	
	4 - The school has strong partnerships with the local Music Hub, ArtForms, Music Connect and/or other organisations with regular participation in multiple local events and concerts.	✓	

School Name Music Development Plan

Leadership and CPD	1 - School has a named Music Lead but ML has little capacity to manage their subject area. There is little understanding of or support for music from school Leadership or governing body. There is little capacity within school for the music lead or other staff to engage with music CPD.	☐	Strong Music Leader in school.
	2 - ML has some capacity to manage the subject area but doesn't have the flexibility to be able to monitor the delivery of the curriculum across school. School leadership and Governors have some understanding of the place of Music in the curriculum. Music lead has occasional opportunities to access CPD but this doesn't get passed on to the wider staff team.	☐	
	3 - ML has a good knowledge of the subject area and is given sufficient time to oversee the delivery of music across the school. School leaders and Governors recognise the value of music and all that it contributes to the cultural life of the school. Music Lead regularly accesses specialist CPD and has opportunities to pass this on to other staff in school.	☐	
	4 - ML has a thorough knowledge of the subject and supports the delivery of music in school through CPD, observations and other means of staff support. School leadership and Governors ensure that music is at the heart of the school's day to day life. Music Lead and other staff in school access CPD in music. Music Lead has a good understanding of where gaps lie in staff knowledge and works to address those over time.	✓	

School Name Music Development Plan

Links with other schools	1 - There are currently no musical links with other schools.	☐	Strong links with cluster school. Some links with high schools but will develop this further.
	2 - Occasional links are made with other local schools for musical events or activities.	☐	
	3 - Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared. There are some transition arrangements in music with the local secondary schools.	✓	
	4 - Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	☐	
Live music	1 - There are currently no opportunities for children to experience and enjoy live music.	☐	Live music opportunities varied and reflect the school's diversity This was a target 2024-5 and children had so many more opportunities to experience live music from different cultures.
	2 - There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians.	☐	
	3 - All children have opportunity to experience live music over the course of the school year.	☐	
	4 - All children have the opportunity to experience live music from a range of musicians which reflects the diversity of music in our world. Live music is integrated into the school's curriculum with wider opportunities to explore the genres.	✓	

KEY AREAS FOR DEVELOPMENT: TARGET SETTING

Key areas for development				
Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Assessment	To ensure that progress is clearly recorded using a variety of methods and Music leader works closely with class teachers to monitor and support quality of feedback in lessons. There are opportunities for pupils to self and peer assess their work planned into lessons January 2025 Assessment, in a variety of methods, is in place for all year groups.	May 2026	Assessment, in a variety of methods, is in place for all year groups.

2.	Links with other schools	To ensure that strong links are made to local secondary schools	June 2026	Links are made and a transition project/ opportunity set up.
3.	Choirs	To set up a choir for KS1 pupils	March 2026	A choir specifically for KS1 pupils.