

Music development plan summary: St. Andrew's C of E Primary School, Halstead

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2026 – 2027
Date this summary was published	August 2026
Date this summary will be reviewed	August 2027
Name of the school music lead	Imogen Middleton (Trust Lead)
Name of school leadership team member with responsibility for music (if different)	n/a
Name of local music hub	Essex Music Education Hub
Name of other music education organisation(s) (if partnership in place)	iRock School of Music Essex Music Service – ECC

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At All Saints Academy Trust, pupils access a broad, balanced and progressive music curriculum from the Early Years to Year 6. Our curriculum is underpinned by a clear progression of musical knowledge, skills and vocabulary, enabling pupils to build on prior learning through singing, listening and responding, performing, composing and improvising. Pupils develop their understanding of rhythm, pulse, pitch, notation and the inter-related dimensions of music, alongside opportunities to listen and respond to music from a range of traditions, genres, cultures and generations. This summary should be read alongside the ASAT Music Progression and Music Intent, Implementation and Impact documents, which provide further detail about curriculum content, sequencing and progression.

Charanga supports the delivery of high-quality, inclusive curriculum music and provides structured resources to support Quality First Teaching, particularly for non-specialist teachers. This is complemented by staff meeting time led by the Music Lead, focused on developing teachers' musical subject knowledge, practical skills and confidence and supporting consistency in curriculum delivery across the school.

Practical music-making is embedded within the curriculum. The school has whole-class sets of recorders and glockenspiels, enabling all pupils to develop instrumental skills and apply their understanding of rhythm, pitch and notation.

We work in partnership with Essex Music Service to provide specialist whole-class instrumental teaching. This currently includes a funded term of Toots tuition in Year 2 and has previously included whole-class cornet tuition in Year 5. The school also benefits from the support of the PTA in funding music provision and resources, helping to enhance the opportunities available to pupils. Together, these partnerships help ensure that all pupils can access high-quality musical experiences, regardless of prior musical experience or access to private tuition.

Together, progressive classroom teaching, practical music-making, staff development and specialist provision support all pupils to develop the knowledge, skills and confidence required for their next stage of musical learning.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Pupils have access to a range of opportunities to develop their musical interests and skills beyond curriculum lessons. Through our partnership with Essex Music Service, pupils can access individual instrumental tuition, providing opportunities to develop their musicianship through specialist teaching.

iRock provides weekly band-based music tuition for pupils across the school, developing instrumental, vocal and ensemble skills. Each half term culminates in a concert for parents and carers, giving pupils regular opportunities to perform to an audience. Two classes also attend each concert on a rotational basis, enabling pupils across the school to experience and celebrate live music performed by their peers. Funded places are available for pupils eligible for Pupil Premium, helping to remove financial barriers and widen access to co-curricular music-making.

Our KS2 choir provides further opportunities for pupils to develop their singing and experience performing as part of a larger ensemble. The choir has participated in Young Voices at the O2 and has performed at PTA events and whole-school church services. Pupils have opportunities to sing both with backing tracks and alongside a live church band. Ahead of church services, the church band conductor visits school to rehearse with the choir, giving pupils valuable experience of working with an external musician, responding to musical direction and preparing collaboratively for a live performance. These experiences have led to further invitations to perform within the wider community, including at the licensing service for a new vicar, Sunday church services and the Creationtide service at Chelmsford Cathedral.

Through tuition, bands and choir, pupils are able to pursue their musical interests beyond the classroom, perform regularly and participate in musical experiences within the school and wider community.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Music is an important part of the shared life of the school, with pupils experiencing singing, performance and listening regularly throughout the year.

Whole-school singing takes place daily through Collective Worship, with a dedicated singing Collective Worship each week. This provides opportunities to explicitly develop singing skills including posture, breathing and breath control, diction, pitch, rhythm, dynamics, phrasing and expression, as well as singing confidently and cohesively as an

ensemble. Pupils also explore the meaning of the songs they sing and how these connect with Christian beliefs, values and the themes of Collective Worship.

Whole-school singing is an important part of significant occasions in the life of the school and its church community. Pupils sing together during services including the Carol Service, St Andrew's Day Service and Easter Service, providing opportunities to perform within a church setting and to experience music as part of worship and community life.

Pupils participate in three school productions each year: an EYFS/KS1 Nativity, a LKS2 Easter production and a UKS2 summer production. Singing forms an important part of each production, with sustained rehearsal developing pupils' confidence, vocal and performance skills. Productions provide opportunities for whole-cast, small-group and solo singing, enabling pupils to experience different roles and levels of responsibility within a performance.

Listening to music is embedded within daily Collective Worship, with music used as pupils enter and leave to create an atmosphere of calm and reflection, supporting spirituality and preparing pupils for worship. Classes take turns to choose the music for the following week, considering how their selections connect with the upcoming Collective Worship theme. Teachers support pupils by introducing and discussing possible choices, drawing on a library of music compiled by the Music Lead. This maintains pupil ownership of the selection while broadening children's musical experiences and exposing them to music, composers, styles and traditions with which they may be unfamiliar.

Together, these experiences ensure that singing, listening and performing are visible and valued aspects of school life and provide pupils with regular opportunities to experience music beyond their taught curriculum lessons.

In the future

This is about what the school is planning for subsequent years.

- **Make purposeful use of staff expertise to further strengthen specialist music teaching.** Explore opportunities for staff with musical expertise to deliver or support tuned instrumental teaching across the school, reflecting our wider pedagogical approach of drawing on specialist knowledge and expertise to secure high-quality teaching. This will support pupils to develop instrumental technique, musicianship and confidence through high-quality practical teaching.
- **Develop clearer pathways for sustained musical participation.** Strengthen the links between whole-class instrumental experiences, individual tuition and co-curricular opportunities so that pupils who develop an interest or aptitude in music are supported to continue and progress with instrumental learning. Consider how these pathways can be made visible to pupils and families and how financial barriers can continue to be reduced, particularly for disadvantaged pupils.