GLEDHOW PRIMARY SCHOOL

MUSIC DEVELOPMENT PLAN 2026/27

Headteacher: Sarah Parkinson

Music Lead Teacher: Sarah McWilliam

Music Intention

At Gledhow our values of being ambitious, resilient and responsible are reflected in our approach to teaching music. We aim for all children to feel they are musical and will develop a lifelong love of music. The children have regular music lessons throughout the school from Early Years to Year 6 ensuring progression of musical skills. The children are introduced to music from all around the world and given the opportunities to listen, explore, compose and perform musically. We follow the Kapow primary music scheme to develop skills, knowledge and understanding that children need to become confident performers, composers and listeners.

We are ambitious in our teaching and learning and offer the children at Gledhow opportunities to learn an instrument throughout their time in school. In addition to the national curriculum music lessons, the children are taught by a specialist music teacher and have the opportunity to progress into to small group specific instrument tuition. In Early Years the children can explore a range of untuned musical percussion instruments. In KS1, children can learn a toot or dood instrument in small groups and from KS2 the children progress to brass, woodwind and guitar lessons. Every child in Year 4 learns to play the ukulele. All children who learn an instrument also play in a band or ensemble. In addition to our lessons within school, our enrichment clubs offer singing groups, including an Opera North choir group for KS2.

The children are offered many opportunities to perform. We learn songs to enrich the school day routines in class, in assemblies, for key stage performances in the school calendar and we sing as a whole school during our Diversity Day celebrations. At Gledhow, we believe singing allows the children to be supported in new learning in lessons, improving their mental and emotional wellbeing. Singing supports their social skills and helps to develop the feeling of a whole school community. They regularly perform to their peers in lessons as well as having a wider audience in the form of celebration events throughout the school year. The children can also participate in musical opportunities and we have professional performers come into school to deliver quality performances to widen the musical experience.

Each child's resilience is developed as they learn new musical skills, practise and progress throughout their time at Gledhow. The children learn transferrable skills such as team working, leadership, creative thinking, problem solving, decision making, presentation and performance skills. Children learn to be responsible as they learn to respect and appreciate the music and instruments of a variety of traditions and communities. They will develop an understanding of the history and cultural context of the variety of music that they listen to and learn how music can be written down. These skills are vital to children's development as learners, from EYFS to Year 6, and have a wider application in their general lives outside and beyond school. We have links with local high schools, Art Forms, Music for schools Foundation, Opera North, the North Leeds Music Hub and Leeds Conservatoire to support musical development and progress beyond the classroom.

Self Assessment

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.*

Area	Category	Description	Comments
Curriculum Music	Timetabling	1 - Not all classes receive a regular music lesson each week	4- All year groups have weekly timetabled lessons and each phase has a singing assembly.
		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.	4 Progress and skills are mapped out across each key stage Regular choir and peripatetic concerts
		2 – There is a whole school curriculum in place for music but progression over the years is not clear or well understood	

		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	Year 4 all learn how to play the ukulele Summer musical extravaganza Year 6 musical performance at Allerton Grange
		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	2/3- Good quality Verbal feedback is given in all lessons. Assessment videos are uploaded onto Teams, this shows the progress and development of pupils musical achievements. This is yet to be consistent in all year groups and is a target this year.
		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	The teachers delivering music are mostly lacking confidence and expertise in the subject	3 and some 4 Music is taught by both class teachers and specialist music teacher, Sarah Black, in Year 4. Kapow scheme has online lessons for staff CPD if needed
		Music teaching is of a mixed standard, there is still a need for further CPD and support.	
		Music teaching is mostly or all good quality throughout school.	
		Music teaching is consistently good quality and is regularly monitored and supported. Staff who deliver music have access to good quality CPD.	

	EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	4- Music happens throughout the routines of the day and through continuous provision and in most lessons. Songs are chosen to match learning themes and interests of the children. Untuned percussion modelled during lesson time and available in continuous provision.
		Music is regularly planned in to EYFS though some CPD and support would still be beneficial	
		Music teaching and singing leading is of good quality in EYFS. Regular lessons include appropriate songs and activities and the children clearly make progress	
		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	No whole class instrumental provision is currently in place	Year 4 learn ukulele Opportunities for children to learn an instrument from KS1, Toots and Doods. From Year 2 children have the opportunity to learn guitar, woodwind and brass instruments through Music for Schools tuition
		Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	
		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	
		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	Children rarely or never sing together as part of a larger group	4 Singing assemblies, choir, singing club, Opera North choir and Yr6 Choir. Singing assembly in KS3 led by specialist music teacher, Sarah Black
		Children sing together occasionally at some points during the year (e.g. Christmas, Harvest)	
		Children sing together all or most weeks as part of a singing assembly or similar	
		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	There are currently no school choirs taking place regularly	4- Year 4 Christmas performance in local church End of year performances Harvest
		A school choir forms for special occasions only (e.g. Christmas, Young Voices)	
		There is at least one school choir which meets regularly led by a skilled teacher	
		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	Children rarely or never get the opportunity to perform music	3- assemblies for parents and performances of shows throughout the year Children perform regularly in classes during lessons A small group of children perform to the local care home at Christmas
		Children in school perform to others on an occasional basis, at least once per year	
		All children take part in musical performances within school on a regular basis to a variety of audiences	
		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	There are currently no opportunities for children to learn to play an instrument in school	4 Music for Schools Foundation lessons- brass and woodwind. We are a flagship school with over 100 pupils taking part in music tuition. Guitar lessons from a specialist music tutor
		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	
		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	
		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	There is currently no whole class instrumental teaching taking place in school	Music for Schools Foundation lessons- brass and woodwind. Whole class Ukulele lessons Routes of progression are clear and children are signposted to music centres
		There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished.	
		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	There are currently no instrumental ensembles in school	4 - band each week
		Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups	
		There is a school ensemble which allows some children to play together regularly in a group	
		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	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	3 Additional financial support for disadvantaged children- reduced lessons and sponsored instruments Lessons are inclusive and adapted for all children to participate in
		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	
		School applies for LMEP 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	
		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	The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music	4 Links to the local Music Hub, Opera North, Art Forms. Information shared and participation in local events are attended.
		The school engages with the Music Hub, ArtForms or other partner with occasional participation in local events	
		There is a good level of engagement with the Music Hub / ArtForms and Music Connect with annual participation in local events	
		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	
	Leadership and CPD	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	ML attends termly CPD sessions, the musical network meetings. Information is then sent to all staff to support them in their teaching of music and any updates or initiatives that have been shared
		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.	ML has some capacity to manage the subject School leadership and governors do understand the importance and place of music in the curriculum
		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	
		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	
	Links with other schools	There are currently no musical links with other schools	3 Allerton Grange High School and links with other local schools Strong links for the end of year joint partnership the Arts Collaboration Project involving the choirs from years 4/5 and 6
		Occasional links are made with other local schools for musical events or activities	
		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	
		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	There are currently no opportunities for children to experience and enjoy live music	3 Thanks to the generosity of the PSA, all children in school experience live professional musicians, who will perform interactive musical workshops for the children to be inspired by and to be a joyful and memorable experience.
		There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
		All children have opportunity to experience live music over the course of the school year.	
		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	

Development Plan

MUSIC DEVELOPMENT PLAN	
Overall objectives	At Gledhow we want all our children to enjoy being musical and that they will develop a lifelong love of music. The children will develop their skills, knowledge and understanding to become confident performers, composers and listeners. We celebrate the diversity of our community by sharing songs and music from all kinds of genres, throughout their time in school. In addition we offer the children a wide range of musical experiences and signpost them to continue their own personal musical journey throughout their lives both in and out of school.
Key components	Music curriculum- Kapow Primary Music scheme, including use of music technology– EYFS, KS1, KS2, SEND Classroom instrumental teaching- Sing Up for a range of songs and music Progression from classroom instrumental teaching- individual and group music lessons Visiting music teachers- Art forms and Music for Schools Foundation Pupil Premium student engagement-funding available to help children who wish to continue with lessons Music CPD- new music lead attending CPD and to feed back to staff team Choirs/ensembles- weekly practise Whole school singing assemblies- weekly for KS1 and KS2 Performance opportunities- regularly throughout music lessons as well as to parents and visitors in school Musical engagement with feeder secondary schools- musical performance at local high schools. Additional funding from hub/charities/fundraising- plans to fund future performances for children in school using the Art forms
Communications	Parents are communicated with on Class Dojo, the school website and through newsletters
Budget, materials and staffing	Sing Up subscription paid for by school Peripatetic lessons from Music for Schools Foundation are funded by parents and PP money available for children wishing to learn an instrument CPD available for staff through the Kapow and music lead booked onto CPD

Key Areas development plan				
Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Musical Performances for the children to experience a wide range of live music	Invite performers into school in the Spring and Summer Terms Jambalaya https://www.jambalayamusic.co.uk/ The Vinyl Steppers https://thevinylsteppers.com/media/	Booked by the end of Autumn 2	
2.	CPD for music lead	Book training through Leeds for Learning	19/10/26 – School Music Lead Training Training to be booked as the course dates are made available	

3.	Assembly music and songs planned for the whole school and music and singing at the beginning of every assembly	Plan made Blue tooth speakers and microphones funded agreed by the PSA- PSA meeting 14.10.26 Emailed 19/10/26	June 2026	