



# School Music Development Plan

## SECONDARY

### INTRODUCTION

In June 2022 the Department for Education published its new [National Plan for Music Education](#). This builds on the original 2011 plan *‘responding to the change of the past 11 years and recognising that more needs to be done to support teachers, leaders, schools, trusts and Hubs to deliver the best for children and young people’*. There is an updated vision: *‘To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests, including professionally’*.

One of the key new features is that all schools should write **‘a Music Development Plan that captures the curricular and co-curricular offer and set outs how it will be funded’** by September 2023.

This template provides Wiltshire Schools with a starting point for creating their own School Music Development Plan. While some schools may wish to use the template in its current format, others may want to lift sections into their own planning documents / templates. In many ways, the format is not important – it’s the content and prompt questions within the template that are key. We hope that this template can be used as a flexible and adaptable planning tool. Feel free to change it to suit your needs.

It’s important to note that a school music development plan:

- cannot be completed by one individual alone – it needs input and buy-in from a range of people including SLT, the School Business Manager, the SENDCO and teaching staff.
- is *not* a music curriculum plan (although your curriculum plan might be part of your school music development plan.) A curriculum plan will look at the intent, implementation and impact of the music curriculum, what key knowledge and skills children will acquire, when they will acquire them, and why. A school music development plan will be broader than this – it will look at the musical culture of the whole school both within and beyond the curriculum.
- is a long-term planning document. Schools do not have to have achieved everything within the plan by September 2023. Instead, by September 2023 they should aim to have a plan in place that sets out the timeline for things they want to achieve in the future.

Multi-Academy Trusts will be expected to develop trust-wide music development plans in addition to the individual school music development plans. The trust-wide plans will play an additional strategic role coordinating provision across all schools, drawing links and efficiencies and access to collective resources and expertise.

This template is in two parts:

Part A – Self Evaluation

Part B – Development Plan (created from actions identified within the self-evaluation)

|                        |                            |                       |           |                        |                              |
|------------------------|----------------------------|-----------------------|-----------|------------------------|------------------------------|
| <b>Name of School:</b> | South Wilts Grammar School | <b>Music Cluster:</b> | Salisbury | <b>Trust:</b>          | N/A                          |
| <b>DfE Number:</b>     | 865/5412                   | <b>No. on roll:</b>   | 1184      | <b>Date completed:</b> | 28 <sup>th</sup> August 2024 |
| <b>Completed by:</b>   | Julian Fagan-King          |                       |           |                        |                              |

## PART A – SELF-EVALUATION

Notes on completing this self-evaluation:

- The statements in **bold** relate to things that schools MUST do. Those not in bold, relate to things that schools SHOULD do.
- **Red font** indicates that a particular statement relates to one of the 7 features of a high-quality music education set out in the [National Plan for Music Education](#).
- Read through the statements under each heading and then RAG rate that section based on how many of the statements you feel are an accurate description of the provision at your school.
- Use the yellow shaded section to record actions needed to improve the RAG rating for each section.

| SECTION 1 – CURRICULUM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RAG rating | Green |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|
| <p><b>1.1 There is a scheme of work / curriculum plan in place for music.</b></p> <p><b>1.2 The scheme of work / curriculum plan is clear about what should be taught in each Year Group and thought has been given to sequencing of skills / progression map.</b></p> <p><b>1.3 Use of the curriculum plan above is monitored.</b></p> <p>1.4 Music is taught by subject specialists.</p> <p>1.5 Music is taught for an hour per week for KS3. <b>National Plan Key Feature.</b></p> <p><b>1.6 There is a system in place, and being used effectively, to assess and track pupil progress in curriculum music.</b></p> <p><b>1.7 Our school is addressing the following key aims of the national curriculum for music at KS3:</b></p> |            |       |

- All pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- All pupils learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- All pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

1.8 Our school offers the opportunity to gain a qualification in music at KS4 that is appropriate, ambitious and meets the needs of our pupils e.g. GCSE, BTEC.

1.9 Pupils are provided with clear information about the option to choose music at KS4 and are appropriately encouraged.

1.10 Our school offers the opportunity to gain a qualification in music at KS5 that is appropriate, ambitious and meets the needs of our pupils e.g. A-Level, BTEC.

1.11 Pupils are provided with clear information about the option to choose music at KS5 and are appropriately encouraged.

### **Actions Needed to Improve RAG Rating:**

The curriculum should continue to be reviewed to ensure it is best meeting the needs of the students currently at the school. Particular foci at the moment are the quality of homeworks set, literacy skills and developing listening skills.

| SECTION 2 – STRATEGY & LEADERSHIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RAG rating | Green |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|
| <p>2.1 Music is linked /embedded appropriately to the School Development / Improvement Plan.</p> <p>2.2 There is an allocated budget available for music and a plan for spending it.</p> <p>2.3 External funds for music are sourced when possible, including through Wiltshire Music Connect.</p> <p><b>2.4 There is a Music Subject Lead in place who clearly understands their leadership responsibilities and is given sufficient time for subject leadership.</b></p> <p>2.5 The Music Subject Lead has a clear written role description.</p> <p>2.6 Staff teaching music are appropriately skilled and knowledgeable.</p> <p>2.7 Staff who deliver music in school are regularly observed and provided with feedback (including peripatetic teachers).</p> <p>2.8 CPD is provided for staff delivering music in school.</p> |            |       |

- 2.9 The school has adequate and appropriate music resources, including musical instruments, to meet the ambitions of the curriculum.
- 2.10 The school has adequate and appropriate spaces for teaching music, including the storage of musical instruments.
- 2.11 There is an assigned Governor with responsibility for music AND / OR the Governing Body monitors music effectively.
- 2.12 Music contributes to or supports other areas of the curriculum (e.g. English, maths, languages etc.).
- 2.13 Pupils are given opportunities to voice their views on music in school and their feedback is acted upon
- 2.14 There are arrangements in place to share information relating to music with other schools at the point of transition, and in particular, instrumental tuition.
- 2.15 Thought is given to the timetabling of music at KS4 and 5 to ensure that clashes are minimised and any pupil who wants to study music is able to.

### **Actions Needed to Improve RAG Rating:**

To consider the possibility of observing peripatetic teachers and providing feedback. This is a tricky area as the peripatetics at SWGS are self-employed.

| <b>SECTION 3 – ONWARD PROGRESSION</b>                                                                                                                                                                                                                                                                                                                                     | <b>RAG rating</b> | <b>Amber</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|
| <p>3.1 Pupils are provided with appropriate information about the options available for studying music at university, college or at a conservatoire.</p> <p><b>3.2 Music is included in careers information available to pupils with appropriate signposting.</b></p> <p>3.3 Music is included in options for pupils’ work experience opportunities when appropriate.</p> |                   |              |
| <p><b>Actions Needed to Improve RAG Rating:</b></p> <p>To pro-actively provide appropriate information to A Level Music students about the options available for Higher Education.</p> <p>To review how Music is included in whole school careers information.</p>                                                                                                        |                   |              |

| <b>SECTION 4 – SINGING</b>                                                                                                              | <b>RAG rating</b> | <b>Green</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|
| <p>4.1 All pupils regularly have opportunities to sing above and beyond curriculum music (e.g. assemblies, collective worship etc.)</p> |                   |              |

4.2 There is a member of staff who can confidently lead singing activities with thought given to technique and progression of vocal skills.

4.3 A wide range of repertoire and singing resources are in use to reflect the needs and interests of the pupils.

### **Actions Needed to Improve RAG Rating:**

The department will continue to work to rebuild the singing ability of students following the negative affects of the pandemic on this area.

## **SECTION 5 – INSTRUMENTAL & VOCAL TUITION**

**RAG rating**

**Green**

5.1 Pupils can access instrumental/vocal tuition in a *range* of instruments in school. **National Plan Key Feature**

5.2 Instrumental / vocal tuition is delivered by Wiltshire Music Connect Associates (quality assured).

5.3 Instrumental / vocal tuition is planned effectively into the school day so that pupils don't always miss the same lessons.

5.4 Monitoring of the percentage of NOR accessing tuition takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.

5.5 There are appropriate spaces available for instrumental / tuition. **National Plan Key Feature**

5.6 Pupils have access to instruments for their instrumental lessons either through school or Wiltshire Music Connect's Instrument Hire Scheme.

5.7 Pupils who need it access financial support with the cost of instrumental / vocal tuition (either from the school itself, or through Wiltshire Music Connect, or both).

### **Actions Needed to Improve RAG Rating:**

To continue to have a targeted approach to Disadvantaged Learners / PP / SEND, providing information to them on the subsidies available.

## **SECTION 6 – CLUBS, GROUPS & ENSEMBLES**

**RAG rating**

**Green**

6.1 Pupils can access at least one choir / singing club / singing group at school. **National Plan Key Feature**

6.2 Pupils can access at least one instrumental club / group / ensemble at school. **National Plan Key Feature**

6.3 The repertoire used in the clubs, groups and ensembles above reflects the needs and interests of pupils and is diverse.

6.4 Monitoring of the percentage of NOR accessing clubs, groups and ensembles takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.

6.5 Consideration is given to the timetabling of the clubs, groups and ensembles above to avoid clashes and support good engagement.

### **Actions Needed to Improve RAG Rating:**

The department continually reviews the extra-curricular offering to ensure that it meets the needs of the current students, considering age, ability and styles. This includes offering new ensembles if identified as appropriate.

## **SECTION 7 – INCLUSION / EDI**

**RAG rating**

**Green**

7.1 Our school has systems in place to ensure that Disadvantaged Learners, PP and SEND children access the music provision appropriately and equitably.

7.2 Our school has systems in place to ensure that children from diverse backgrounds access the music provision appropriately and equitably.

7.3 The music curriculum, and repertoire within it, is regularly reviewed to ensure that it is diverse, relevant, and inclusive.

7.4 Thought is given to the content of music displays to ensure that they are inclusive and diverse.

7.5 Music is used to support the SEMH needs of pupils.

7.6 Gifted and talented pupils are appropriately supported and signposted to progression opportunities.

### **Actions Needed to Improve RAG Rating:**

Displays within the Music Block are being reviewed this year to ensure they are inclusive and diverse.

## **SECTION 8 – TECHNOLOGY / DIGITAL**

**RAG rating**

**Green**

8.1 There are appropriate music technology resources in place to support both the music curriculum and music enrichment.

8.2 Staff are appropriately skilled and confident in using technology to support the music curriculum and music enrichment.

8.3 The school is able to access outside expertise to support with music technology when needed.

**Actions Needed to Improve RAG Rating:**

**SECTION 9 – OPPORTUNITIES TO PERFORM & SEE LIVE PERFORMANCE**

**RAG rating**

**Amber**

9.1 There is a termly opportunity for pupils to take part in a music performance in / through school e.g. assemblies, concerts. **National Plan Key Feature**

9.2 Performance opportunities are available for all children (e.g. whole classes), not just those involved in clubs, groups and ensembles.

9.3 Monitoring of the percentage of NOR accessing performance opportunities takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.

9.4 Pupils have an opportunity to see a live music performance (either in person or online) at least once per year. **National Plan Key Feature**

9.5 When selecting music enrichment opportunities (including trips, visits, performances) consideration is given to the quality.

9.6 Thought is given to the diversity and variety of performance opportunities available to children.

**Actions Needed to Improve RAG Rating:**

To consider opportunities for KS3 students to see a live music performance at least once a year.

**SECTION 10 – COMMUNICATIONS**

**RAG rating**

**Green**

10.1 The school website contains information about the music curriculum and the wider music opportunities available to pupils.

10.2 Parents are provided with information about the wider music opportunities available to their children.

10.3 Regular updates on music in the school are provided through ongoing communication channels (e.g. newsletters, social media.)

**Actions Needed to Improve RAG Rating:**



| SECTION 11 - LINKS WITH WIDER COMMUNITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | RAG rating | Green |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------|-------|
| <p>11.1 The school participates in the local music cluster.</p> <p>11.2 The school takes part in the local music cluster collaborative project each year, or an alternative project / activity that enables collaboration across schools.</p> <p>11.3 Music teachers at the school engage in Wiltshire Music Connect’s Secondary School Music Network through their local Secondary School Music Champion.</p> <p>11.3 Pupils are provided with opportunities to work with external music facilitators / performers.</p> <p>11.4 The school contributes music performances / music activity to community events.</p> <p>11.5 The school receives news and updates from Wiltshire Music Connect (either through the fortnightly email bulletin, or through Right Choice.)</p> |  |            |       |
| <p><b>Actions Needed to Improve RAG Rating:</b></p> <p>Following recovery from the pandemic, the department will continue to build links to local primary schools this year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |            |       |



## PART B – DEVELOPMENT PLAN

### Use this space to outline your school's over-arching Vision for Music.

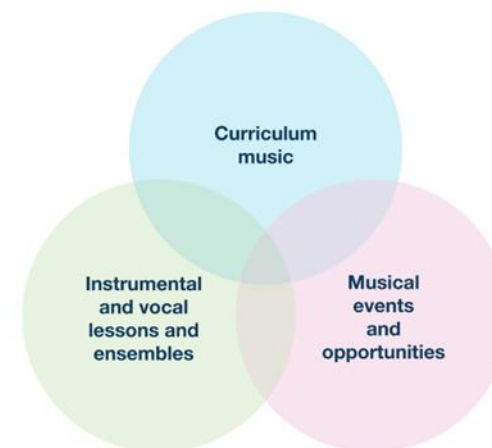
Prompts:

- What do pupils, their adults and staff want for music in the school?
- What do we think is the entitlement for every young person?
- What do we want our pupils to be able to do, understand and feel about music by the time they leave us?
- What are our guiding principles?
- What does quality / success look like for us?

The music department for SWGS aims to provide opportunities for students regardless of age, ability, or their preferred styles. Every single student in every year group in the school is able to participate in music should they wish, and the department aims to expose all students to a diverse range of backgrounds and styles. Music is not just an academic subject but also an area where students are able to build musical skill, in and out of the classroom. In addition, Music is a great vehicle for improving student well-being and their transferable skills such as teamwork, communication, organisation, and ability to perform in front of others.

The curriculum itself is set up so that students leave their studies in Music (whether that be at the end of Year 9, 11 or 13) as performers, composers and singers, with the ability to describe music they hear technically and expressively, an understanding of how to read a write score notation and skills in Music Technology.

Whilst some focus is on the success of students in their academic attainment in Music, a key success also is in the enjoyment of many students in their music making, no matter the form it takes.



Model of music education originally created by Hampshire County Council's Music Service, 2013.  
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Notes on completing this development plan:

- You should copy and paste the actions for improving your RAG ratings from the yellow sections in Part A into the table below, under the correct heading.
- You can add rows if you have more actions for a particular section than the template allows.
- You do not need to have actions under every heading – if your RAG rating is good for a particular heading then you may want to leave it blank.
- Once complete, you may wish to reorder the actions to reflect the timeline.
- If you feel you have too many actions, then we would advise that you prioritise those actions that will have the most impact (i.e. those actions that may create improvement in more than one area at a time) and those that contribute to wider school aims (e.g. Inclusion).

|                                     | <b>ACTIONS (lifted from Part A above)</b>                                                                                                                                                                                                      | <b>Staff involved</b> | <b>Timescale</b> | <b>Resources and support needed</b>                                                                  | <b>Support available from Wiltshire Music Connect</b>                                                                                                                                                            | <b>Review / Comment / Complete Date</b> |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>1. CURRICULUM</b>                | The curriculum should continue to be reviewed to ensure it is best meeting the needs of the students currently at the school. Particular foci at the moment are the quality of homeworks set, literacy skills and developing listening skills. | Music Teachers, SLT   | Ongoing          | Dependent on needs identified, but can be online, resource-based or knowledge from specialist staff. | Will be requested if needed. This includes consulting other practitioners in the area e.g. other Heads of Department.                                                                                            | Ongoing.                                |
|                                     |                                                                                                                                                                                                                                                |                       |                  |                                                                                                      |                                                                                                                                                                                                                  |                                         |
|                                     |                                                                                                                                                                                                                                                |                       |                  |                                                                                                      |                                                                                                                                                                                                                  |                                         |
| <b>2. STRATEGY &amp; LEADERSHIP</b> | To consider the possibility of observing peripatetic teachers and providing feedback.                                                                                                                                                          | Head of Music, SLT    | By July 2025     | None.                                                                                                | Consultation of other practitioners through the cluster.                                                                                                                                                         | September 2025                          |
|                                     |                                                                                                                                                                                                                                                |                       |                  |                                                                                                      |                                                                                                                                                                                                                  |                                         |
|                                     |                                                                                                                                                                                                                                                |                       |                  |                                                                                                      |                                                                                                                                                                                                                  |                                         |
| <b>3. ONWARD PROGRESSION</b>        | To pro-actively provide appropriate information to A Level Music students about the options available for Higher Education.                                                                                                                    | Head of Music         | Ongoing          | Details of university courses, prospecti, UCAS                                                       | <ul style="list-style-type: none"> <li>• Careers resources and links on the Wiltshire Music Connect website</li> <li>• Directory of Associate Providers</li> <li>• Downloadable Music Careers Leaflet</li> </ul> | October 2025                            |

|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------|----------------|
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               | • Downloadable Music Careers PowerPoint presentation |                |
|                                            | To review how Music is included in whole school careers information.                                                                                                                                                                | Head of Music, Careers Adviser                   | By July 2025                           | Possibly as above                                                             | Possibly as above                                    | September 2025 |
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |
| <b>4. SINGING</b>                          | The department will continue to work to rebuild the singing ability of students following the negative affects of the pandemic on this area.                                                                                        | Head of Music, Leaders of choirs                 | Ongoing                                | None                                                                          | None                                                 | Ongoing        |
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |
| <b>5. INSTRUMENTAL &amp; VOCAL TUITION</b> | To continue to have a targeted approach to Disadvantaged Learners / PP / SEND, providing information to them on the subsidies available.                                                                                            | Head of Music, Music Administrator, Finance Dept | By next year's application (June 2025) | None                                                                          | Tuition Subsidy Scheme                               | September 2024 |
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |
| <b>6. CLUBS, GROUPS &amp; ENSEMBLES</b>    | The department continually reviews the extra-curricular offering to ensure that it meets the needs of the current students, considering age, ability and styles. This includes offering new ensembles if identified as appropriate. | Head of Music                                    | Ongoing                                | As appropriate                                                                | None                                                 | Ongoing        |
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |
| <b>7. INCLUSION / EDI</b>                  | Displays within the Music Block are being updated this year to ensure they are inclusive and diverse.                                                                                                                               | Head of Music, Music Administrator               | As soon as possible                    | Online resources, including people in Music careers from diverse backgrounds. | Library of Resources                                 | October 2024   |
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |
|                                            |                                                                                                                                                                                                                                     |                                                  |                                        |                                                                               |                                                      |                |

|                                                          |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------|----------------|
| <b>8. TECHNOLOGY</b>                                     |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
|                                                          |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
|                                                          |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
| <b>9. OPPORTUNITIES TO PERFORM &amp; SEE PERFORMANCE</b> | To consider opportunities for KS3 students to see a live music performance at least once a year.                      | Head of Music | Aim for this year if possible, if not 25/26             | Online information         | Advice and support, possibly on funding to help.                                             | September 2025 |
|                                                          |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
|                                                          |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
| <b>10. COMMUNICATIONS</b>                                |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
|                                                          |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
|                                                          |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
| <b>11. LINKS WITH THE WIDER COMMUNITY</b>                | Following recovery from the pandemic, the department will continue to build links to local primary schools this year. | Head of Music | Ongoing, with a view to have at least 2 events per year | Contact with other schools | Possible support for transport, as the limitation is often getting students between schools. | Ongoing        |
|                                                          |                                                                                                                       |               |                                                         |                            |                                                                                              |                |
|                                                          |                                                                                                                       |               |                                                         |                            |                                                                                              |                |