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Draycott & Rodney Stoke
C of E First School

Together, We Flourish and Grow

Music Development plan - PRIMARY

Developing Music in your school – a working document to support reflection on your current practice and to enable the opportunity to plan and develop the music vision for your school.

School:	Draycott & Rodney Stoke First School	Music lead:	Matt Edwards
Date written:	September 2026	Review date:	September 2027

The goals of the NPME are:

1. All children and young people receive a high-quality music education in the early years and in schools
2. All music educators work in partnership, with children and young people's needs and interests at their heart
3. All children and young people with musical interests and talents have the opportunity to progress, including professionally

(National Plan for Music Education, 2022 – DfE)



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This step by step document will help you:

Create a vision

Assess your current provision

Create an action plan

Review your plan



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What is a vision?

‘The act of power of imagination.’ When you apply vision to the future, you can create a mental picture that can be used to direct your actions. Vision serves as a guide and can be used to provide a sense of purpose.

Why is a vision important?

Having a vision proves to be extremely important, in a busy school environment, when you have a clear vision of what you want to happen, you can make better decisions and plan accordingly.

A Vision provides you with something to look forward to and always work towards. It links to your guiding principles and the ethos of the school.

Points to consider when writing your vision:

What do you think the purpose of studying music is?

How do you want your pupils to be changed by music?

What do pupils/staff/adults want for your school?

What do you want your pupils to be able to do/experience?

How does music contribute to your school ethos?

What is your ultimate goal?

What are your guiding principles?

How do you envision all elements of musical provision working together?



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The Self-Evaluation Tool - PRIMARY

The tool is split into the following sub-headings and should be seen as a formative, ongoing process:

In the classroom: This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.

Beyond the classroom: The focus of this section is the provision beyond curriculum music, including co-curricular activities, individual and small group teaching, and performance opportunities.

Leadership and management: The staffing and training of staff is included in this section, including subject leadership and strategic thinking. The School Music Development Plan is a key part of this section.

The community and partnerships: This section considers the role that music plays in the wider community, including how a music department can work in partnership with their Music hub and other stakeholders, including the wider music education sector.

The self-evaluation tool includes the following four levels that outline how schools could build their provision over time:

Focusing: The school is beginning to focus on this area. Action is taken to achieve this by the school, but it is either minimal, not successful, or in its early stages.

Developing: The school is actively trying to develop this area. Several different actions are being taken over a sustained period of time, which are beginning to show progress, even if in their early stages. The actions taken are more developed than in focusing.

Establishing: Over time, the school has established provision that shows successful implementation of this area within the school's music education offer.



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Enhancing: Over time, the school has created nationally significant provision that is able to have impact at scale. Schools that identify themselves in this category could be considered for the 'Lead School' role with their Music Hub. The evaluation process places the improvement and enhancement of the school's music education provision at the heart of the school life. New and innovative ways to meet this sub-heading area are in place, or are being developed in the school.

	Focusing	Developing	Secure	Enhancing
I n t h e c l a s s r o o m	Music is delivered ad hoc and not in every year group, it is not accessible to all.	     		Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)
	Discussions are in place to deliver WCET	A one/two term WCET project is delivered, by Somerset Music or in house, with a performance.	WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to develop skills through instrumental lessons.	WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to continue to learn the instrument. Additional WCET is delivered to other year groups/classes.
	Progress is not measured/limited.	Students engage with schemes of work and skills are developed. Teachers' assessment is evident.	Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.	Progress is measured and assessment informative. Planning takes into account KS3 expectations.
	Limited resources are available.	There is adequate space and resources for teaching, including class sets of tuned and untuned instruments.	Students with SEND are able to participate and progress well (supported by technology, tools and adapted instruments) Space and resources allow breadth of curriculum for all students, including music technology.	There is a designated music space within the school. Further opportunities to broaden resources through the community/Sound Foundation Somerset (SFS)/external organisations.



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B e y o n d t h e c l a s s r o o m	Focusing	Developing	Secure	Enhancing



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	Singing takes place infrequently. Facilitation of one to one and small group tuition is limited and inconsistent. There is no music progression strategy in place.	Singing and vocal work is frequent, varied and all students are engaged. The school facilitates one to one and group tuition. Students and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum. A music progression strategy is in place.	Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing. The school facilitates a wide variety of instrumental lessons which can be accessed by all students and take place throughout the school day with no barriers. Performance opportunities are available for the students having lessons. Practice spaces are available for students. Students are signposted to musical groups e.g. Somerset Music county groups.	A full, long-term singing strategy is in place that ensures progression for all students. The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.
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	There is no regular choir. There is no regular ensemble. Performance opportunities are ad hoc and not regular.	There is a school choir who rehearse weekly and is accessible to all (no timetabling/financial barriers). There is an ensemble who rehearse weekly and is accessible to all (no timetabling/financial barriers). Access to co-curricular activities gives regular opportunities for performances for all pupils.	The music progression strategy is fully inclusive and accessible for all students. There is a school choir, led by a music specialist who rehearse weekly and practice healthy singing. The choir is accessible to all students and performs regularly in/out of school. There is an ensemble, led by a music specialist who rehearse weekly and are aware of instrument specific issues. The ensemble is accessible to all students and performs regularly in/out of school. (Singing Leaders)	The music progression strategy includes links to the further music community/music profession and the pyramid of music progression for students. There are multiple singing groups led by a vocal expert. These are accessible to all students and perform regularly and in an area/national setting. There are ensembles led by instrumental experts. These are accessible to all students and perform regularly and in an area/national setting. Students are able to take leadership roles in musical opportunities.
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	There is no regular access to live music performances.	Some live performances are catered for at school/school visits. These are available to all students.	Musical performance is a prominent part of school life. Every student has the opportunity to perform regularly in school and in the wider community/SFS. In-school musical events take place at least twice a term. External musicians visit school to perform. Students are given opportunities to see live performances outside school. All students are able to access these opportunities.	The school is actively involved in national, large scale events
	Focusing	Developing	Secure	Enhancing



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Further points for consideration:

Composing and creating music

Creating music is another core tenet of the NC and should be explored from the start of a child's school music education. Teachers may find it useful to consider the details provided by the Model Music Curriculum.

Listening

Listening to music is fundamental to musical understanding, and so is at the heart of the music curriculum. By learning to listen critically, students not only expand their musical horizons but also gain a deeper understanding of the context of when a piece of music was written, how it is constructed and the impact it can have on the listener.

Teachers should be proactively inclusive in their approach to choosing repertoire for listening and may find it useful to consider the repertoire suggested in the MMC.

Pupil Voice

The inclusion of pupil voice is important to inform planning, repertoire selection and school events.



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Music Development plan – Action plan

From the self-evaluation tool you should now have areas for development to highlight in the action plan below.

Action	Who	How	Resources/cost	Somerset Music/SFS support	Complete by
Attend CPD to further develop leadership role knowledge and skills. Provide CPD to all staff at DRS and SFS.	ME & the wider team.	Contact Somerset Music to arrange CPD opportunities for all staff. ME to send a survey to staff to engage confidence in delivering music.	N/A	Somerset Music	Ongoing
To continue to provide extra-curricula music tuition at DRS and SFS through Create Music (guitar/ukulele). Contact Create Music to enquire cost to deliver ukulele lessons to Oak Class in term 6.	ME	ME to continue to work alongside Create Music to provide all children with opportunities to learn a musical instrument. ME to contact Create Music to re-start private tuition lessons at DRS (expand to SFS?). ME to contact Create Music on the cost to deliver ukulele lessons at both schools.	TBC – potentially from music budget?	Create Music	October half term
To continue developing DRS ensemble 'Singing Leaders' by	ME	Work closely with the SFS to ensure that both schools are	N/A		October half-term



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holding a practise session during Monday lunchtimes and to continue Recorder Club (Tuesday lunchtime) at DRS. Ensure that SFS are using 'Singing Leaders', too, so Singing Worship is mirrored across both schools.		delivering the same content during Singing Workshop. ME to ensure that beyond the used scheme there are opportunities for a wide range of musical tuition at both schools.			
Ensure that disadvantaged and pupils with SEND are well-planned for in music lessons so that they can make progress and that they have opportunities to engage in extra-curricular activities.	ME, SENDCO	ME to work alongside SENDCO to ensure any barriers to learning can be removed. ME to speak to Somerset Music about providing CPD training? Speak to SN about whether children on PP register can have access to extra curricula music opportunities (Create Music)?	Resource cost? PP budget?		Ongoing Term 3

It may help to review your actions termly

	Autumn Term	Spring Term	Summer Term
Action 1			
Action 2			



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