Calthorpe Park School Music Department Music Development Plan 2025/2026

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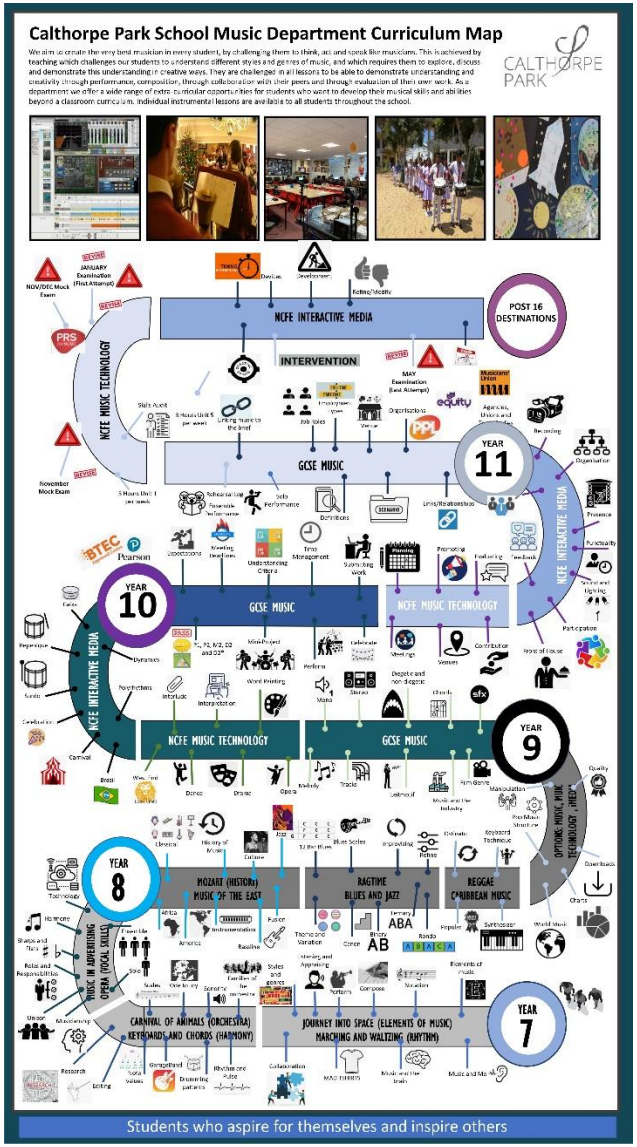
Lead for this plan: Ross Walker

Links:
[The Power of Music to Change Lives]
the National Plan for Music Education in England

[Calthorpe Park School Improvement Plan]
Calthorpe Park School Improvement Plan

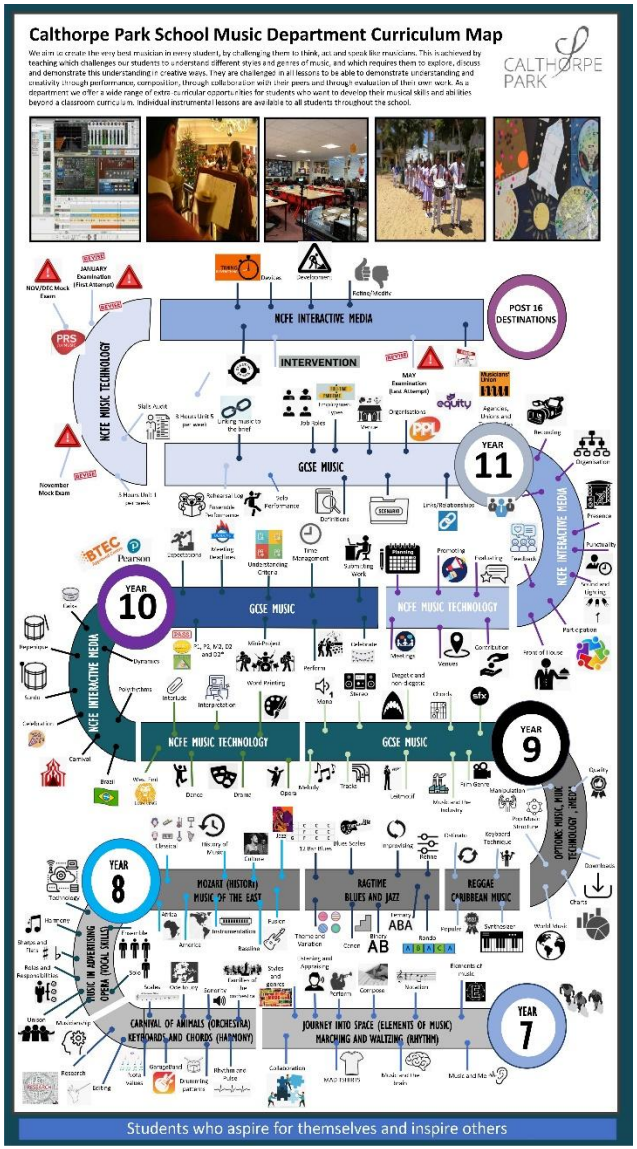


Calthorpe Park School Music Department
Music Development Plan 2025/2026

Curriculum Music

Area	What happens now	What we would like to see	Link to actions
Overview	A detailed scheme of work is in place for students in **Key Stage 3.** PowerPoint lessons, worksheets, audio resources, student booklets and assessments are all in place for Key Stage 3 and meet National Curriculum requirements.	We would like to see the new NCFE Music Technology curriculum completely planned.	See action point 2
Schemes of Work			
Key Stage 4 Courses	A detailed scheme of work is in place for students in **Edexcel GCSE Music**. PowerPoint lessons, worksheets, audio resources, student booklets and assessments are all in place for **Edexcel GCSE Music and** meet the requirements of this qualification. A detailed scheme of work is in place for students in **NCFE Music Technology**.		

Area	What happens now	What we would like to see	Link to actions
	PowerPoint lessons, worksheets, audio resources, student booklets and assessments are all in place for **NCFE Music Technology and** meet the requirements of this qualification. Note that **NCFE Creative Media is now** taught by the Computing Department.		
Curriculum Map	The **curriculum map** below shows **progression** through Key Stage 3 and on to optional routes for learning in Key Stage 4.		
Time Allocation	At Key Stage 3, one period of **50 minutes** is given over to Music. At Key Stage 4, students of GCSE Music, Music Technology have one double lesson of **1 hour 40 minutes** and one single of **50 minutes** per week.		
Curriculum Map			

Area	What happens now	What we would like to see	Link to actions
		The head of department and teachers in the department teach Music and Music Technology. All music lessons are taught by fully qualified and trained Music staff.		

Area	What happens now	What we would like to see	Link to actions
Additional Staffing **Digital Resources**	The music department is also supported by a qualified and fully trained music technology technician. The department has a good range of digital resources, which includes specific software for music composition, using music technology, MIDI keyboards, a small recording studio and a range of dynamic and condenser microphones. The department as a 32 track Behringer digital mixing desk which is used for concerts and school performances. A full set of MIDI keyboards is available for students to use, as is a wide range of event / concert equipment which allows students a hands-on experience of setting up and event. The department has a wide range of musical instruments which have been well maintained over the years. This included guitars, ukuleles, string instruments, tuned and untuned percussion, including drum kits, and orchestral marimba and an orchestral xylophone. There are upright and grand pianos, a good selection of electric pianos and stage pianos, as well as an extensive range of non-Western instrumental including a full samba kit, African drums, Indian and Chinese instruments. All our instruments are always accessible to students, and some are on display in the classrooms for students to see. The department regularly enters students into a range of local and national musical competition and has enjoyed considerable successes at these.		
Singing	Within our curriculum there are several opportunities for singing to occur in lessons and this is led by the teacher. Students have many opportunities to hear adults sing through concerts with guest performers and school trips to see shows and concerts. Singing is also modelled by teachers in lesson.		

Area	What happens now	What we would like to see	Link to actions
Instrumental music	Students play a variety of instruments in all their lessons at KS3 level. These include keyboards, percussion, guitars, ukulele and at times drums. There are regular assessments that occur every half term to see where students are musically on each instrument and success criteria accommodates the experience and time spent on each instrument throughout the topics primarily focus on technique and the overall performance. At GCSE level students specialise in their instrument or voice and regularly perform solo and ensembles as preparation of their GCSE coursework. Students across the school are able to experience live instrumental music through school trips.		
Technology	Music technology is used at various points in KS3 Music tech as a learning resource. We use online software, Education Bandlab, to help students understand how songs are made and make us of loops and midi in topics linked to genres of music such as Blues, Reggae and Jazz. We also make use of popular online resources, such as Audiotool and Online Sequencer. Music technology is also used in our advertising topic to successfully showcase how this might be done in		

Area	What happens now	What we would like to see	Link to actions
	real-life situations. This provides students with the experience needed to decide whether they would like to take music technology as GCSE. Students make use of software which allows them to work with audio over visual video clips, to simulate working in the media industry. Other software is available to students in Year such as MuseScore and Sibelius to enable students to experience composing work expected at GCSE level. Use is also made of Audacity and other video and auio capture software.The use of these technologies is holistically assessed as part of the topic they belong in. At GCSE level we also use Reason as our DAW.		
Opportunities to experience live music performance	We create a wide range of opportunities for students to hear live music being performed, whether that takes place in the music classroom, at a school concert or whole-school event and on school trips to the Royal Opera house or the West End. The music department has recently delivered music workshops to Tavistock Preschool, has performed at end of term assemblies to the whole school, has created five large samba bands in our partner schools in Sri Lanka and performs in the town centre for Fleet Festivities. Recently our students have been involved in a Sound Out Project working collaboratively with a composer and orchestra members from the London Sinfonietta. This culminated in a performance at the West End Centre in Aldershot.	Ensure that a wide range of experiences is being offered to students to experience live music in both classical and contemporary genres.	See action point 3

Area	What happens now	What we would like to see	Link to actions
	  Our school events include Christmas concerts, Spring review concerts, Church Organ projects, a production, Inter-house Music competitions, Slugg Sound, Christmas performances, the Last Post at our own Remembrance Services and also on the Battlefields of the Somme, and a Winchfield project brining performers from local primary school to our school for joint performances.		

Extra-curricular and Co-curricular Music

Area	What happens now	What we would like to see	Link to actions
Overview	Extra-curricular and Co-Curricular music are very important and flourishing aspects of Music at Calthorpe Park School. We pride ourselves in being a welcoming space for any student of any musical ability to join our extensive provision of music clubs. We also offer use of practise rooms before, during, and after school to help facilitate student-run groups and individualised practice. We commission private tutors as well as using tutors from the Hampshire Music Service. Members of the Music Department teaching staff are also involved in the delivery of instrumental lessons.	Work collaboratively with school to ensure that extracurricular provision can be provided within the workload constraints of teaching staff.	See action point 4

Area	What happens now	What we would like to see	Link to actions
	Extracurricular activities are free to attend and participate in. These are led by the music teachers in the school and is done during lunch and afterschool. We have a separate budget dedicated to resourcing extra-curricular music such as buying scores to perform in concerts. We work a lot in partnership with the Drama department to provide the increasingly successful yearly production of a musical with Cast and Crew being 100+ members.		
Singing	Singing is mostly provided through the school's choir which is ran by one of the music teachers weekly at lunchtime in a music classroom. This choir is accompanied by a mixture of backing tracks, piano and guitar according to the arrangements being sung. Children are encouraged to participate by teachers in lessons and communication home. As the year progresses musical arrangements get more complicated with the addition of part singing and harmonies. There are lots of opportunities for singing performances. In our concerts and many events that the school run or host such as MUN where the music is used to open the event. Our choir also sings at the yearly Christmas light switch on and in communities such as Care Homes.		
Ensembles	We offer at least one music club every day of the week, these are clubs are run by Mr Walker, Ms Jones, Miss Kearns and Miss Thirkettle, and further details are in the picture below:		

Area	What happens now	What we would like to see	Link to actions
	 We talk extensively about these clubs in our lessons and have posters in all classrooms that have tutor time in. Daily announces are made to remind promote the music clubs that is happening on that day. Further communication is sent home to students who we know are having music tuition or play/sing outside of school. In summer, we pause these clubs and form a Show band for the school production. This group rehearse 3 times a week after school. Students audition or register their interest in being involved in the band. There are lots of opportunities for these ensembles to perform. The main opportunities are from our concerts and many events that the school run or host such as MUN where the music is used to open the event.		

Area	What happens now	What we would like to see	Link to actions
	Various ensembles also before at our Christmas and Summer assemblies. These groups also are involved in aspects of our partnership with other schools through performances. Again, these ensembles serve a flagship of music and are used in our open evenings for prospective parents and students wanting to join our school.		
Tuition	We provide two main avenues of music tuition. Some are provided by Hampshire music service (Piano, Brass and Woodwind) whilst others are done through private tuition (Violin, Singing, Guitar, Drums and Percussion). In these more challenging times, take up for instrumental lessons has remained high, as has take up for GCSE Music, where numbers nationally are in decline. At the end of each academic year a letter is sent to parents regarding music tuition and whether they are interested in lessons. Throughout the year some students either express an interest or show an innate ability for a specific instrument and we encourage lessons for them. This is much easier to doing with our private tuition. We have around 80+ students currently doing lessons within school, although there are many others that prefer to have lessons in outside of school hours. There is a balance of boys and girls who opt for tuition. Peripatetic teachers are in regular contact with HoD and communicate and update with successes and concerns when needed. When time allows the HoD will speak directly with these teachers for an insight into their lessons.	Review outcomes of instrumental teaching with reference to progression, drop-out/retention Review 'soft' outcomes such as improved behaviour or academic success.	See action point 1 See action point 6

Leadership

Area	What happens now	What we would like to see	Link to actions
Governing body	At present, our school governors have responsibilities for whole-school themes. School governors show their interest and support of Music at school concerts and other music organised events such as the primary and secondary music making events which takes place each year.	We would like to see even greater governor interest in music.	See action point 5
Senior Leadership Team	The head teacher is also the line manager for the Music lead and as such is directly involved in overseeing the department, The head of music is accountable to the head teacher and, as such they meet regularly to discuss progress, monitor students, address issues and develop the vision of the department.		
Subject leadership	Mr R Walker leads the music department at Calthorpe Park School. He is also chair of the local panel of Secondary Music Teachers. The curriculum has been developed over a significant period and takes account of student interest, teacher skills and ability, current trends, progress through the Key Stage and onto the next key stage. The curriculum is highly visible to students and staff using the curriculum map and in desk placemats which detail the topics covered in the key stages. For Key Stage 4 these curricula are demonstrated by students at our options evening. Delivery of the curriculum is monitored by the head of department and by the line manager for Music who regularly use learning walks to inform how well it is being delivered and to identify any needs.	Teachers of Music would all benefit from some new CPD in Key Stage 4 Music delivery.	See action point 9

Area	What happens now	What we would like to see	Link to actions
	Training needs are identified and met using learning walks, through discussion at department meeting, thought discussions at line management meetings and bey looking a student progress data.		

Budget

Area	What happens now	What we would like to see	Link to actions
Budget for Music	The budget for Music and Music Technology is approximately £3500 pa.		
Music income	Parents are charged directly for instrumental lessons, and these costs collected from parents pay for these lessons, there is no profit generated from this. Income from the sale of concert tickets at Christmas and Easter comes into the Music budget, however, half of this is usually allocated to support our in-house charity, supporting work in our partner schools in Sri Lanka. Typical income from a concert would be in the region of £800, with £400 being retained by the music department. The Calthorpe Park School Association has helped the Music department for bigger purchases, such as the recent purchase of new keyboards for Music 1 and Music 2.	We would like to move to more independent teaching to make lessons more affordable for students, and to increase levels of participation.	See action point 6

Partnerships

Area	What happens now	What we would like to see	Link to actions
Partnerships with schools	Calthorpe Park School work in partnership with many schools both primary and secondary. We host the North Hampshire Secondary Music Panel meetings where secondary schools in the local area meet regularly to discuss and share ideas, issues and good practise within Music education. These meetings provide good opportunities to converse and discuss GCSE coursework too.		
Music Mark Membership			
International Schools Award	Our school has achieved Stage 1 of the International Schools Award for our music developmental work with our partner schools in Sri Lanka. Fundraising has purchased five complete samba sets which we have taken to our partner schools in Sri Lanka and set up five performing groups. These groups now perform at local events in the Eastern Province of Sri Lanka.		

Area	What happens now	What we would like to see	Link to actions
	BRITISH COUNCIL International School Award Certificate This is to certify that Calthorpe Park School has achieved **Foundation level** Introducing internationalism Scott McDonald Chief Executive, British Council 		

Area	What happens now	What we would like to see	Link to actions
Developmental work in Sri Lanka	 Below is the Samba Band of Vipulanantha Vidyalayam in Eastern Province Sri Lanka. This		

Area	What happens now	What we would like to see	Link to actions
	samba band was set up in 2014 with gifts of instruments from Calthorpe Park School / Ocean Stars Trust. Below is the Samba Band of Amirthakali Sri Sithy Vinayagar Vidyalayam in Eastern Province Sri Lanka. This samba band was set up in 2015 with gifts of instruments from Calthorpe Park School / Ocean Stars Trust. Below is the Samba Band of Navalady Namakal Vidyalayam in Eastern Province Sri Lanka. This		

Area	What happens now	What we would like to see	Link to actions
	samba band was set up in 2016 with gifts of instruments from Calthorpe Park School / Ocean Stars Trust. Below is the Samba Band of Urani Saraswati Vidyalayam in Eastern Province Sri Lanka. This samba band was set up in 2018 with gifts of instruments from Calthorpe Park School / Ocean Stars Trust. 		

Area	What happens now	What we would like to see	Link to actions
	Below is the Samba Band of Vipulanantha Vidyalayam in Eastern Province Sri Lanka. This samba band was set up in 2014 with gifts of instruments from Calthorpe Park School / Ocean Stars Trust. Funding from our school has also allowed for the complete renovation of the music rooms at Urani and Navalady schools. A desperate lack of funds in our partner schools had caused music making in these schools to become minimised, The injection of donated funds enabled both schools to transform these music areas and allow music to flourish. Urani music room before the renovation.		

Area	What happens now	What we would like to see	Link to actions
	 Urani music room after the renovation. Opening of New Music Room, Navalady School:		

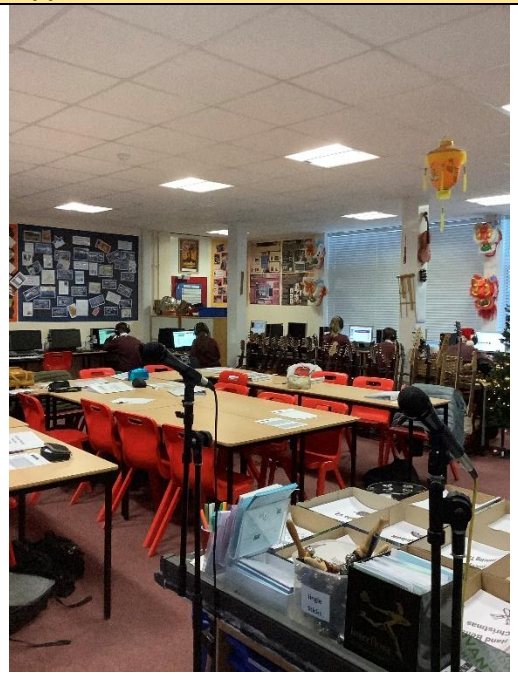
Area	What happens now	What we would like to see	Link to actions
	  More recently we have joined in the Primary school Music panel meetings where feeder schools discussed how their curriculum pairs up with secondary school music. This is becoming a regular addition to the meetings across the year. From these meetings we have also arranged a joint event bridging together the link between Primary and Secondary music even further. We regularly visit Tavistock Infant School to showcase musical instruments and start the link of musical experiences from an early age.		
Partnership or relationship with local	The local music hub for our school is Hampshire music service. With this service we subscribe to		

Area	What happens now	What we would like to see	Link to actions
music service or Music Education Hub	some of their instrumental teaching tuition offered (Piano, Woodwind, Brass). We work in partnership with the Hampshire Music Service team in hosting and providing events such as the Winchfield event where all primary school students who learn with Hampshire music came together as one big orchestra playing a variety of pieces in front of an audience. We regularly attend the Hampshire Music Conference every year and gain valuable subject specific CPD to enhance our musical provision in schools and are given opportunities to network with music businesses and other schools locally.		
Cultural partners for music	We work with community events throughout the year. We participate in Fleet Festivities each year which is a local event where our choir and ukulele/guitar group perform a variety of Christmas pieces in the town centre. We have an incredibly strong partnership with the Charity Ocean Stars. All our concerts throughout the year are to help raise funds to give to students in Sri Lanka as part of the Ocean Stars work, we do in school. Additionally, our music ensembles also perform in the Ocean Stars Variety Concerts which is again to raise money for this charity. Recently we have worked with Our Lady Queen of Heaven Church in Frimley, which was instrumental in raising significant funds to help us with our work with our partner schools in Sri Lanka. We also have collaborated with Sunrise Living, now known as Fleet Hall Care Home - Avery		

Area	What happens now	What we would like to see	Link to actions
	Collection, to provide musical performances to older people improving their well-being. With musicians we have employed several practising musicians to provide instrumental lessons where it was more suited to private tuition over hub provision. Some of these also assist within our musical extra-curricular programme		

Accommodation and resources

Area	What happens now	What we would like to see	Link to actions
Spaces for Music **Rooming** **Dedicated Spaces**	The Music Department is housed at the front of the school and in a classroom adjacent to the school hall. **Music 1** is a multi-purpose classroom which can accommodate Key Stage 3 music-making, GCSE Music and Music Technology. It has a small recording studio which Music Technology students are able to use. **Music 2** is most suitable for Key Stage 3 music-making, it can accommodate GCSE Music occasionally, and has accommodated Creative Media. **Music 3** is a smaller classroom adjacent to the hall, which is best suited for Music Technology and Creative Media. It cannot easily accommodate Key Stage 3 music-making.		

Area	What happens now	What we would like to see	Link to actions
Locations	 Music classrooms **are dedicated spaces**, and classes which are not Music classes do not make use of these rooms except in an emergency. Choirs, rehearsals and ensembles take place in Music 1, Music 2 and Music 3. **Rehearsals** of the show band for our school production take place in Music 1, Music 2, the drama studio, and nearer the date of the production, in the school hall. Concerts and productions take place in the school hall. Where instrumental/vocal tuition happens		
Resources available for Music	The school has an extensive range of instruments which has been well maintained over the years. The department has a plan to renew resources, this is especially the case for Music Technology, where a plan to develop and renew these resources is essential.		

Area	What happens now	What we would like to see	Link to actions
	The Music department has an extensive range of books, printed music, digitally sourced music and subscriptions to music score sharing sites. The department as a 32 track Behringer digital mixing desk which is used for concerts and school performances. The department also has a set of CD-DJ mixing desks. Although these are serviceable, they need to be updated to amore digital solution which possible. Resources are currently cleaned by the music department staff, sometimes with the support of other staff in the school. This is a significant area where staff time is needed, and one which is difficult to pass directly to support staff because of the technical knowledge required. For orchestral instruments, where more than basic repair is required the department makes use of local musical shops and repair services. Costs for new strings and replacement parts for instruments are met from department funding. Larger scale jobs such as piano tuning are met from a repairs and maintenance budget.		

Inclusion

Area	What happens now	What we would like to see	Link to actions
Overview	The curriculum is made accessible for all learners, including those with SEND by ensuring that content at Key Stage 3 is within the abilities of the students, by careful differentiation, and using varied resources. Our Key Stage 3 music Curriculum includes the celebration of music from China and Japan, of the music of India, and see the student creating music for advertisements, using music together with an additional medium. Music studied takes account of sensibilities of all sections of the school community, including music from India, celebrating both classical and filmic traditions, celebrating Chinese New Year through music and the dragon dance, by looking at Blues and Jazz and the traditions of African American musicians. The curriculum is sufficiently broad that included music for large scale public perform and well as looking at music which is more personal to the listener.		

Area	What happens now	What we would like to see	Link to actions
	Songs are sung in languages spoken by families in the school community, as evidenced at school concerts where students have enjoyed opportunities to sing in their native language or another foreign language or perform pieces of music which relate to their own cultural heritage. The department provides many opportunities for students to experience non-Western music in the form of samba, African drumming and Indian music. The department has collected range of non-Western musical instruments which are always available to students. In Music Technology, students are encouraged to look at different styles of non-Western music and to incorporate ideas and features form this music into their own. How learners are exposed to music from cultures other than their own and/or not represented in the school		
Special Educational Needs and Disabilities	Children with SEND are assessed with greater focus on practical skills to enable them to participate in music-making.		

Area	What happens now	What we would like to see	Link to actions
	Adjustments are made for children with SEND in the form of additional resources and encouragement to participate in extracurricular. We work closely with Hampshire Music Service and take every opportunity to become involved with events which will benefit our students' progress in Music.		
Religion	Religious beliefs are discussed within the context of music making. In Music, we take account of all religious backgrounds and reflect this in the music choices we make and in how the content is delivered. Our Christmas Concert reflects the background and heritage of different cultures and is evident in the choice of music and in the different themes chosen.		
Financial hardship	All students are encouraged to involved themselves in Music department trips and experiences, and school funds are made available to those who are unable to fund the full cost of trips. Pupil Premium has been used to support students to learn musical instruments. Children who are just outside the remissions policy are supported by having a range of trips and experiences, to ensure that many are affordable.	Seek to have more students who are Pupil Premium availing themselves of instrumental lessons.	See action point 7

Progression

area	what happens now	what we would like to see	link to actions
Overview	Students are encouraged to learn to play a musical instrument or developing their singing skills. Instrumental lessons are available to all. In more recent times the school has begun to move away from instrumental lessons provided by the music service which are very costly and towards instrumental and singing lessons which are provided by independent practitioners. School has aimed to respond to student interest in music offering a range of learning both in school and out of school. Trips outside of school have recently included visits to the Royal Opera House in London to see an opera, trips to the West End to see musicals, and to BBC Cardiff to see how music technology is use in different job roles. In schools there are many opportunities which allow for progression of music skills. This includes two different courses at Key Stage 4, GCSE Music and NCFE Music Technology. The GCSE Music course allows students to progress their musical, performing, composing and listening skills in a more traditional way, whereas the NCFE Music Technology course allows students to experience music using technology. Students who do not pursue a Music course at Key Stage 4 are still encouraged to stay involved in the department and are often included as part of our trips offer. Students who play musical instruments but who do not pursue a Key Stage 4 course also stay involved in music making in our bands and orchestras. Musically able students are identified early in their school career. They are encouraged to join in additional music making in our bands and ensembles		

area	what happens now	what we would like to see	link to actions
	and even encouraged to set up their own. In lessons, musical able students are extended with activities which encourage them to develop their skills further, they make de involved in modelling music to the other students or in contributing to the lesson in another musical way. In recent times, it has been noted that many students who require additional support for their mental well-being are involved in musical activities. Music's multifaceted approach and offer gives them support and a sense of wellbeing. A yearly audit of staff skills allows the department to keep account of staff skills and abilities and to address training needs. The music teacher conference provided by Hampshire Music Service allows teacher to address training needs and to seek specialist training in areas for developments which have been identified.		
Progression opportunities	A range of curricular and extracurricular music making activities supports the progression of our students. Many of our students access local bands and ensembles outside of school, several of which are run by the Hampshire Music Service. Y6/7 transition allows us to see in advance students who are playing instruments and to ensure that they are supported with transition to secondary school. We have regularly visited Tavistock Preschool to deliver music workshops and promoting music making at a lower age range. Calthorpe Park school always supports applications for scholarships and to the music and dance opportunities and partnerships and many of our students have taken advantage of this.		

area	what happens now	what we would like to see	link to actions
Pupil tracking	The music department tracks the progress of students in Music and regularly looks at how many attend and take part in musical activity outside of school, such as ensembles provided by Hampshire Music Service. This information is used to benefit students, directing them to appropriate ensembles or other opportunities which might inspire them. Student who perform at a high level are often involved in inspiring other students, perhaps by leading an ensemble or as acting as ambassadors at joint primary and secondary music making events which happen at our school.	Be more aware of groups and ensembles that students play in outside of school and be more aware of music making generally, that happens outside of school.	See action point 8
Strategy development	The music department's strategy for development is reviewed each year and a subject improvement plan which is closely related to the school development plan is produced and published.		

Objectives 2025/26

Below are the **key headlines** for things we want to do and achieve this year which will move Music further towards our vision.

1. Create more opportunities for guests in key areas of the music industry to visit the classroom and present to students.
2. Be more aware of outcomes of instrumental teaching with reference to progression, drop-out/retention. Be more aware of 'soft' outcomes such as improved behaviour or academic success.
3. We are now moving towards having NCFE Music Technology curriculum completely planned and need to revise and improve existing schemes of work.
4. Continue to ensure that a wide range of experiences is being offered to students to experience live music in both classical and contemporary genres.
5. Work collaboratively with school to ensure that extracurricular provision can be provided within the workload constraints of teaching staff.
6. We would like to see more governor interest in music.
7. We would like to move to more independent teaching to make lessons more affordable for students, and to increase levels of participation.
8. Seek to have more students who are Pupil Premium availing themselves of instrumental lessons.
9. Be more aware of groups and ensembles that students play in outside of school and be more aware of music making generally, that happens outside of school.
10. Teachers of Music would all benefit from some new CPD in Key Stage 4 Music delivery.

Action Plan

	Action	Link to MDP objective	Link to SIP objective	Who	Resources or cost	Music hub support sought	Complete by
1	Invite guests in key areas of the music industry into the classroom to speak with students.	1	3.1	RWR, SKS	No costs		June 2026
2	Review at outcomes of instrumental teaching with reference to progression, drop-out/retention Review 'soft' outcomes such as improved behaviour or academic success.	1	3.1	RWR, SKS	No costs	Discussion with retention of students who are under Hampshire music	June 2026
3	Finish complete planning of the NCFE Music Technology new course.	2	3.2, 4.1	RWR	NCFE material (Free) Additional cost for any additional resources	No action	July 206

	Action	Link to MDP objective	Link to SIP objective	Who	Resources or cost	Music hub support sought	Complete by
4	Create opportunities for students to experience live music in both classical and contemporary genres.	3	3.1	RWR, SKS	Cost of seeing events and transport to these	Discuss with Hampshire music in any live music events they offer to attend to as an audience that is local.	May 2026
5	Regular discussion with SLT regarding rehearsal time for extra-curricular provision	3 and 4	3.2	RWR	Cost of covering lessons if required	Seek advice from Music hub	May 2026
6	Converse with governor team and Headteacher regarding roles into who would oversee music as a governor	5	4.2	RWR	No cost	Help provide a list of responsibilities for a Music Governor	Dec 2025
7	Seek to recruit independent further peripatetic teachers	6	No direct link to SIP	RWR	Cost for teacher adverts when required.	No action	Ongoing
8	Discussion with Finance manager in how we can best support Pupil Premium students musically	7	3.1	RWR	Cost may be incurred if help subsidise PP students' lessons	Seek advice from Music Hub regarding PP funding	April 2026
9	Regular review of students' musical participation in and out of school through surveys across the year.	8	3.2	RWR, SKS	No cost, Use of Microsoft teams for survey	Assist in tracking of students in Music hub ensembles.	July 2026
10	Converse and research about GCSE Music CPD.	9	3.2, 4.3	RWR, SKS	Cost of CPD courses	Signpost Music GCSE CPD opportunities	May 2026

Communications Plan

Audience	Key messages	Channels and tools	Led by	Other information
Cluster schools	N/A	N/A	N/A	
Headteacher and SLT	Share successes in LMT meetings. Invite to lessons to demonstrate successes. @Pass names of students to congratulate.	Email to PA of headteacher. In person conversation with LMT meeting	RWR, SKS	Information to be shared with HHN, SBR and CPS screens.
Governors	Share successes through communications. Invite to concerts.	School email communications	RWR	Information to be shared with HHN, SBR and CPS screens.
Class Teachers	Any changes or developments in curriculum of lessons (to fellow music classroom teachers). Concert rehearsal and Events affecting lesson time. Trips,	School emails, Teams In-person conversations	RWR	Information to be shared with HHN, SBR and CPS screens.
Learning Support Assistants	Learning objectives for the lesson and assessments including help needed for students with access arrangements	Email, in person and teams	RWR, SKS, EJS, SCE	Information to be shared with HHN, SBR and CPS screens.
Parents/carers	Contact parents to share success. Use achievement points system.	Edulink	RWR, SKS	Information to be shared with HHN, SBR and CPS screens.
Students	Music clubs on offer Notice of rehearsals, trips and events. Homework and deadlines of work.	Edulink and Teams	RWR, SKS	Information to be shared with HHN, SBR and CPS screens.
Prospective parents	Perform at open evening. Take opportunities to perform at local events such as Fleet Festivities at Christmas. Work with the Fleet Teachers network to be part of local events. Make parents aware of music offered in school	Public appearances, Communication via Yr 7 Transition leader	RWR, KSL	Information to be shared with HHN, SBR and CPS screens.

Audience	Key messages	Channels and tools	Led by	Other information
Wider community	Continue to develop music in our partner schools in Sri Lanka.	Public appearance of the school	RWR, SKS	Information to be shared with HHN, SBR and CPS screens.

Timeline

Date	What needs to happen	Details	Involvement
Autumn 1	1. Start planning for Christmas Concert 2. Organise music for Open Evening 3. Planning of Key Stage 3 curriculum for Autumn 2 4. Planning of Key Stage 4 curriculum for Autumn 2 5. Production of resources for Key Stage 3 curriculum for Autumn 2 6. Production of resources for Key Stage 4 curricula for Autumn 2 7. Start planning Inter-house Music 8. Organisation of Music Panel meeting 9. Hold Music Panel Meeting 1 10. Organisation of Music for MUN event	Website Newsletter Staff bulletin Intranet Assembly E-mail Social Media	RWR, SKS, EJS, LJS, HHN
Autumn 2	1. Start advertising the Christmas Concert 2. Planning of Key Stage 3 curriculum for Spring 1 3. Planning of Key Stage 4 curriculum for Spring 1 4. Production of resources for Key Stage 3 curriculum for Spring 1 5. Production of resources for Key Stage 4 curricula for Spring 1 6. Start planning Fleet Festivities and participate in Fleet Festivities 7. Hold Inter-house Music Competition 8. Plan Music Panel Meeting 2 9. Organise Music for Christmas Assemblies	Website Newsletter Staff bulletin Intranet Assembly E-mail Social Media	RWR, SKS, EJS, KJN, HHN
Spring 1	1. Start planning for the Spring Review 2. Planning of Key Stage 3 curriculum for Spring 2 3. Planning of Key Stage 4 curriculum for Spring 2 4. Production of resources for Key Stage 3 curriculum for Spring 2 5. Production of resources for Key Stage 4 curricula for Spring 2 6. Hold Music Panel Meeting 2 7. Organise event with Tavistock Infant school 8. School Trip to West End	Website Newsletter Staff bulletin Intranet Assembly E-mail Social Media	RWR, SKS, EJS, KPE, HHN

Date	What needs to happen	Details	Involvement
Spring 2	1. Start advertising the Spring Review 2. Planning of Key Stage 3 curriculum for Summer 1 3. Planning of Key Stage 4 curriculum for Summer 1 4. Production of resources for Key Stage 3 curriculum for Summer 1 5. Production of resources for Key Stage 4 curricula for Summer 1 6. Plan Music Panel Meeting 3 7. Organise music and material for Options Evening 8. School trip to West End	Website Newsletter Staff bulletin Intranet Assembly E-mail Social Media	RWR, SKS, EJS, KPE, OBI, HHN
Summer 1	1. Start rehearsing for the production 2. Planning of Key Stage 3 curriculum for Summer 2 3. Planning of Key Stage 4 curriculum for Summer 2 4. Production of resources for Key Stage 3 curriculum for Summer 2 5. Production of resources for Key Stage 4 curricula for Summer 2 6. Hold Panel Meeting 3	Website Newsletter Staff bulletin Intranet Assembly E-mail Social Media	RWR, SKS, KSL, EFR
Summer 2	1. Planning of Key Stage 3 curriculum for Autumn 1 2. Planning of Key Stage 4 curriculum for Autumn 1 3. Production of resources for Key Stage 3 curriculum for Autumn 1 4. Production of resources for Key Stage 4 curricula for Autumn 1 5. Plan music for Sports Day 6. Plan Music Panel Meeting 1 for new school year	Website Newsletter Staff bulletin Intranet Assembly E-mail Social Media	RWR, SKS, KSL, EFR

CPD Plan

Requirement	Who	Link to objective or action plan	How provided	Provider (if relevant)	Cost
Brilliant GCSE Composing Teaching	RWR (HoD) and SKS	Objective 9	In-person training in London	Keynote educational	£269+ VAT
Hampshire Music Conference	SKS and EJS	Objective 9 Objective 8 Objective 2	Day in Southampton	Hampshire Music Service	£70 per person
Teaching GCSE Music Musically: The Essential Principles to Maximise the Musical Potential of All your students	SKS	Objective 9	In-person training in London	Keynote educational	£269+ VAT
GCSE Music Composition Approaches for Students using Sequencing Packages, Lead sheet or Aural Guide	RWR and SKS	Objective 2 Objective 9	In-person training in London	Keynote educational	£269+ VAT
Brilliant KS3 Music Teaching	EJS	Objective 3	In-person training in London	Keynote educational	N/A
V Cert Drop-in clinic: Plan and Prepare for Teaching the L1/2 Technical Award in Music Technology Q&A	RWR	Objective 2	Afterschool Online Webinar	NCFE	Free
Passing Notes Webinars	RWR and SKS	Objective 9	Afterschool Webinars	Passing Notes	TBC
EDEXCEL in house training	RWR and SKS	Objective 9	Webinars or In-person	Pearson	TBC

Evaluation and progress tracking

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Assess Journey into Space, theory and practical	Assess Marching and Waltzing, theory and practical	Assess Carnival of the Animals, theory and practical	Assess Keyboards and Song writing, theory and practical	Assess Music in Advertising, theory and practical	Assess Opera, theory and practical
Year 8	Assess Mozart, theory and practical	Assess Indian Music, theory and practical	Assess Chinese and Japanese Music, theory and practical	Assess Ragtime, theory and practical	Assess Blues and Jazz, theory and practical	Assess Reggae, theory and practical
Year 9	**Film Music** Assess solo performing	**Musicals**	**Orchestra** Assess ensemble performing	**Piano** Assess solo performing	**Vocal Music Classical**	**Vocal Music Pop** Assess ensemble performing **Samba African Drumming** Assess solo performing **British Folk Music** Assess ensemble performing
Year 10	**John Williams: Star Wars** Assess solo performing	**Steven Schwartz: Defying Gravity** from the musical Wicked	**Bach: Brandenburg Concerto No.3** Assess ensemble performing	**Beethoven: Pathétique Piano Sonata** Assess solo performing	**Purcell: Music for a While**	**Queen: Killer Queen** Assess ensemble performing **Afro Celt Sound System: Release** Assess solo performing **Esperanza Spalding: Samba Em Preludio** Assess ensemble performing
Year 11	Assess first Draft of Composition to a Brief Asses first draft of Final Solo Performing	Assess first Draft of Free Composition to a Brief Asses first draft of Final Ensemble Performing	Assess Final Composition to a Brief. Asses Final Solo Performing	Assess Final Free Composition to a Brief. Asses Final Ensemble Performing	External submission of performing and composing elements.	External Music Listening Exam