

St Hilary School Music Development Plan

School Name: St Hilary School

Date plan initiated: September 2025

Completed by: Linda Rowe – Music Lead

Identify and celebrate the strengths and achievements of music in your school / setting

Curriculum music in the classroom	• Kapow has been introduced to support non-specialist staff deliver music lessons from EYFS – Year 6. • Charanga is used to support singing and instrumental lessons. • Staff have been using the school instruments to provide creative lessons for pupils. • First access lessons are embedded for year groups – culminating in a performance to parents, opportunity to learn an instrument that they might not have previously.
Music in the wider school offer	• A range of lessons are offered within the school: brass, flute, toot, recorder, clarinet, saxophone, cello, violin, viola, keyboard, guitar, drums. • Children have the opportunity to join the school choirs, which provides opportunities to perform and engage in the wider community. • Two school music groups to make it accessible for all ages – Key Stage 1 music maker group and Key Stage 2 choir. • Harvest and Christmas performances for the whole school, taking part both in school and at St Hilary church – singing and performing opportunities. • Christmas carol concert – for KS1 music maker group, KS2 choir and school musicians to perform. • Spring Concert performing alongside Harry Glasson and Will Keating in St Hilary Church – singing, musicians and the KS1 violin ensemble performing. • School Drama Performance – enabling many pupils to take part, singing and dancing. • Opportunities to visit and perform at the Minack Theatre – each year a class learns songs to perform at the famous outdoor theatre. • Year 2 Minack workshop – allowing the younger children in the school to experience music in a wider context. • Trips to watch Musical Theatre (Year 5 London trip to West End)
Partnerships and events	• Collaborations with Mounts Bay Academy (MBA) and Humphry Davy School. • Songfest – working with ASONE, learning songs and performing as an ensemble with children from other schools in the local area • Special assembly for the Humphry Davy Music Scholars performance. • Performances from IMS Prussia Cove, Clio Duo and Mounts Bay students. • St Piran's concert performing with other local schools. St Hilary School hosting the rehearsal for the event. • Annual performance at the Minack Theatre, including singing lessons with Christine Judge (Cornwall Music), working with Cornwall Music, Minack Theatre and other schools in the local area.

Resources /space / staffing and professional development	• A wider range of percussion instruments available to support learning. Annual audit of resources and purchasing of new resources (July 2025). • Music room and use of Funzone room as dedicated spaces for music lessons to take place. • Use of musical experts to support after school clubs – professional singers running the KS2 choir, professional violin player and music therapist supporting KS1 music makers club to set up a strings ensemble.
Anything else you want to highlight / celebrate?	• The number of pupils taking up Music lessons has increased throughout the year (including PP children). • The variety of music lessons available has increased.

Short term areas for development							
Objective: <i>What are you specifically aiming to develop?</i>	Action Points: <i>Identify <u>how</u> this will happen - what steps need to be taken? (It might be multiple steps)</i>	People: <i>Who will work on this?</i>	Timescale: <i>How long will it take for each step?</i>	Resources: <i>What is needed to work on this development area?</i>	Success Criteria: <i>What will 'success' and the impact look like for the pupils/school/community?</i>	Monitoring: <i>Who will monitor it?</i>	Review: Enter a date when the target is reviewed and indicate progress/next steps
Improve staff confidence delivering music lessons with tuned instruments.	Explore further use of Charanga resources to increase staff confidence.	Music lead and specialist music teachers	30 mins -1 hour staff training	Budget to hire sets of instruments.	Staff confidence in teaching music improves – staff survey	Music lead	Spring 2026/Summer 2026 (ensure one full term of teaching music)
KS2 class instrumental lessons are planned into the curriculum	• Music lead to correspond with providers from Cornwall Music • Correspond with teachers to ensure instrumental lessons	Music lead	Steps completed		Class Instrumental Music lessons booked and in the	Music lead	January 2026

and funding accessed.	features within the plan for the new academic year • Apply for funding on ASONE hub		for Spring term 2026		calendar for the next academic year		
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Medium term targets							
Objective: <i>What are you specifically aiming to develop?</i>	Action Points: <i>Identify <u>how</u> this will happen - what steps need to be taken? (It might be multiple steps)</i>	People: <i>Who will work on this?</i>	Timescale: <i>How long will it take for each step?</i>	Resources: <i>What is needed to work on this development area?</i>	Success Criteria: <i>What will 'success' and the impact look like for the pupils/school/community?</i>	Monitoring: <i>Who will monitor it?</i>	Review: Enter a date when the target is reviewed and indicate progress/next steps
Introduce music/singing assemblies – considering focus on a particular theme to complement school (i.e Neurodiversity week, harvest etc.)	• Music and singing to become a regular part of assemblies. • Regular correspondence with PSHE lead re. focus weeks coming up.	Music lead	Singing to become a regular part of assemblies.	School hall, laptop and projector	Pupils will be experiencing music in assemblies regularly, being exposed to a range of different styles of music and having more opportunities to sing.	Music lead	Review termly to reflect on assemblies that have taken place.
Increase use of iPads to support music curriculum	• All pupils set up on YUMU and have access to log in details at school and at home • Music lead to explore different Apps (discussing with other music leads in the trust) that will support the delivery of the music curriculum	Music lead (LR) and Computing lead (EM)	All pupils set up by December 2025 Email to schools/musi	iPads	Evidence of self-directed learning on YUMU platform (use at home) Use of iPads evident in floor books/seesaw as part of	Music lead	Review end of Spring term

	Installation of new app (if appropriate/within budget)		c research circle to discuss music technology and successful app. Computing lead to advise on budget if appropriate		learning journey for each year group		
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Longer term targets – one to five years

Objective:	Action Points:	People:	Timescale:	Resources:	Success Criteria:	Monitoring:	Review:
<i>What are you specifically aiming to develop?</i>	<i>Identify <u>how</u> this will happen -what steps need to be taken? (It might be multiple steps)</i>	<i>Who will work on this?</i>	<i>How long will it take for each step?</i>	<i>What is needed to work on this development area?</i>	<i>What will 'success' and the impact look like for the pupils/school/community?</i>	<i>Who will monitor it?</i>	Enter a date when the target is reviewed and indicate progress/next steps
Consistent use of chosen planning guidance to support progression documents	Teachers will have an increased confidence in teaching music using the chosen scheme (following staff meeting and additional CPD if required)	Music lead, together with class teachers.	Throughout 2025/2026 year – each term review		By the end of each academic year, each year group's progression document should be highlighted in full to show	Music lead	Review at the end of the academic year 2026 to assess what parts of progression

	- Teachers will be familiar with the Music progression document for their year group - MTP will be used to note what part of the music scheme will be used to support progression documents - Progression documents will be highlighted in full by the end of each academic year, showing full coverage.		of MTP by Music lead End of the academic year		that pupils are experiencing the whole music curriculum.		documents are more difficult to cover
Annual projects with TPAT schools when joining TPAT in January 2026	Music lead to correspond with TPAT schools to discuss possibilities for collaboration and potential events.	Music lead with TPAT staff	Review at the academic year to assess continual opportunities to collaborate	Dependant on collaboration	Pupils will be gaining additional experiences, supported by TPAT. Pupils will be exposed to different areas of music production.	Music lead	Review at the end of the academic year (2025/26) and annually thereafter
Increased performance opportunities for pupils – singing or musical instruments, potentially a school band	- Music lead to review impact of assemblies - Music lead to complete overview of the musical performances each year - Correspond with music teachers to offer chances for performance (including choir) - Consider range of instruments and whether ensembles could be formed	Music lead with other music teachers	Review at the end of each academic year to consider potential for the year ahead		Pupils will be able to develop performance skills and gain confidence in this regard Pupils will be able to see and experience live music more regularly	Music lead	Review at the end of the academic year (2025/26) and annually thereafter

