

## Music Development Plan

**Academy:** LAPE

**Local music hub:** Kent Music

**Music lead:** Trudy Gordon

**Music specialist (if applicable):** n/a

**Principal:** Lorna Rimmer

**Date written:** 01.09.2025

**Review date:** 01.09.2026

[Self eval scale](#)

	Music Development Plan
<b>1 – Overall objective</b>	<p><i>The overall objective for music provision in your academy.</i></p> <p>At Leigh Academy Peninsula East Academy, everyone is a musician. We intend for pupils to be able to 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; they will learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument.</p> <p>Pupils will follow a differentiated, spiral approach to learning. Within each module, students revisit existing knowledge and skills and then build upon and extend them. Learning is consolidated, allowing for increasing musical confidence, while constantly being challenged to go further.</p> <p><i>The above remains accurate.</i></p> <p><u>Current Self-Evaluation</u></p> <p>* In the classroom -a music specialist has now been appointed and is delivering timetabled music lessons across Years 1 to 6. This marks a positive step forward in re-establishing consistent music provision following the previous loss of a specialist teacher and uncertainty around the future of MMA/Dynamics.</p> <p><b>Review:</b></p> <p><i>We have moved to ‘developing’</i></p> <p><i>Music is a timetabled subject, with schemes of work and assessment in place.</i></p> <p><i>All students are able to access this curriculum from EYFS to Year 6.</i></p> <p><i>We have rented ukuleles from Dynamics to support the teaching of instruments across KS2.</i></p> <p><i>Students engage with schemes of work and build areas of musical interest and growing skill.</i></p> <p><i>Pupils with SEND are able to participate and engage with music-making</i></p> <p><i>There is adequate space and resources for teaching, including class sets of tuned and untuned instruments</i></p> <p><i>Action: Explore use of additional instrument teachers from MMA for 2025-26 for KS2 pupils whole class lessons. We have now hired ukuleles from MMA to support whole-class music tuition in Years 5 and 6, enabling pupils to develop instrumental skills and ensemble awareness. Pupils in Years 3 and 4 are currently learning the recorder, while those in Years 1 and 2 are exploring</i></p>



*rhythm and sound through a range of percussion instruments. This tiered approach ensures that all children experience hands-on music-making appropriate to their developmental stage.*

*\* Beyond the classroom - developing: Harvest, Christmas and Easter concerts and Yew service at the church. One pupil tuition outside of lessons/assemblies. No take-ups in Music clubs (choir) even though this was offered - this will be re-advertised in upcoming terms. Local opportunities from Dynamics shared in newsletters and on Google Classrooms.*

*Review: Beyond the classroom remains at developing.*

*Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.*

*The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.*

*Musical skills and interests are encouraged through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.*

*Ana Ross is no longer working and our 1;1 and instrument music lessons are now being delivered by Andy Bunker.*

*Action: To move into secure...*

*All staff in the school are able to support singing - CPD for staff.*

*In-school musical events take place at least twice a term - need to timetable for 2025-26 and increase to meet this.*

*The overall provision is diverse, valuing all musical styles, genres and traditions equally; local stakeholders through specialist tuition - further support needed from outside school on this.*

*\* Leadership and management - focusing: Subject leadership - Assistant principal.*

*Action: timetable a music CPD for all staff.*

*Review: we have moved into 'developing'*

*A named, trained subject lead is in post. The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education*

*All staff delivering music receive annual training, addressing their CPD needs and impact.*

*Action:*

*To move into secure, Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement.*

*\* The community and partnerships - developing: have engaged with local music hub and signposted students (see above). Regular events take place and parents and carers engage with this e.g practising songs for class assemblies.*



	<p><b>Action: Further develop links at the Church and MMA</b>  <b>Review: we remain at 'developing'</b>  <i>The school takes up opportunities from the Music Hub and signposts opportunities for students</i>  <i>Community links with music are established, and regular events take place throughout the school year.</i>  <i>Parents and carers actively support music making, through support at events and through home learning.</i></p> <p><b>Action: to move to 'secure'</b>  <i>The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner - continuing working with MMA.</i>  <i>Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits - seek partnerships with local musicians.</i>  <i>The views of pupils and parents have been considered when developing music provision - workshops/surveys/feedback?</i></p>
<p><b>2 – Key components</b></p>	<p>List the key components that will make up the music provision in your academy. The list below is an example and should be adapted for your Academy.</p> <ul style="list-style-type: none"> <li>● Scheme to support Model Music Curriculum - Charanga?</li> <li>● <a href="#">Curriculum</a> and <a href="#">map coverage across inquiries</a>.</li> <li>● Timetable performances for 2025-26 (Cathedral Concert, Christmas performances, Easter, Yew Tree Lodge care home, Summer Service)</li> <li>● Explore tuition opportunities &amp; funding.</li> <li>● Formalise KS1 &amp; KS2 Choirs - TRG</li> <li>● Timetabled music lessons each week - 25-26 TT.</li> <li>● Dedicated subject lead with leadership time (action plan and leadership time tracker) - PD 25-26 TT.</li> <li>● PD for staff in teaching an instrument -</li> <li>● School band - Rock Steady- communications have been made with Rock steady to introduce to parents for take ups.</li> </ul> <p><b>Curriculum</b>  We are using SingUp for our Music Curriculum this year.</p> <p><b>Action Plan</b>  <a href="#">LAPE Subject Action Plan 2025-26 - Music, TRG</a></p> <p><b>Packages used to support the teaching of music:</b>  SingUp - assemblies, class lessons and singing lessons.  Medway Music Association - instrument teacher and performance events.</p> <p><b>Instrument Teaching</b>  Whole class instrument teaching:  EYFS instrument teaching - Children have access to tuned and untuned percussion instruments during continuous provision.  Percussion - Year 1,2 and 3  Ukulele - Y4 groups  percussion Y5 &amp; 6</p>



Lessons were taught by the class teachers. TAs may cover in the absence of teachers.

#### **Visits**

Church - AGE UK concerts

Yew Care Home

KS2 Cathedral Visit

KS1 Choral Festival

#### **External support**

The music lead works with MMA and Dynamics to commission support. Teachers from KS1 and KS2 have attended Dynamics sessions to support teaching and learning of singing.

#### **PP Engagement**

This is an area for us to develop alongside finding a way to offer 1:1 and small group instrument lessons for 2025-26

A small group of children have been working regularly with our music teacher since September 2025, with sessions timetabled across the year. on rota for each year group. Years 5 and 6 for term 1-2, years 3-4 for terms 3-4 and years 1-2 scheduled for terms 5 and 6. Class teachers are encouraged to liaise closely to ensure that participation reflects the needs and priorities of pupils, particularly those eligible for PPG or with identified SEND, so that the provision remains inclusive and impactful.

#### **Choir**

We are in the process of setting up KS2 and KS1 choir clubs as the previous teachers have left. Next academic year, we will run KS1 and KS2 choir at lunchtime to raise the profile and encourage more members to work cohesively as a group.

#### **Whole School Singing:**

Weekly 20 minute music assemblies take place on Wednesdays for the whole school. We are learning a variety of songs from different time periods, cultures and genres. Where appropriate, these are linked to events and festivals and performed in school celebrations, such as Harvest and Easter events.

#### **CPD**

CPD has been virtual and the music teacher will attend the Dynamics work. The music lead needs to commission CPD from external providers to support staff with use of SingUp.

#### **Performances**

Class Assemblies - classes to sing or play their instruments to the rest of the school

Church services (Age UK) - Harvest, Christmas, Easter

Leavers Service (to be continued in 2026)

School performances - nativities and Y6 leavers production.


KS2 Cathedral Visit

KS1 Choral Festival



	<p>Classes perform individually and the whole school sings together.</p> <p><b>Musical engagement with feeder secondary Academies</b> Links need to be made with Hundred of Hoo.</p> <p><b>Additional funding from hub/charities/fundraising</b> We receive a funded opportunity through Dynamics. We have chosen to use this to pay for teaching from a music specialist.</p>
<b>3 – Classroom instrumental teaching</b>	<p><i>Include details of the academy's offer for each year group. How will students progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i></p> <p>Currently our peripatetic tutor can deliver instrument lessons in percussion and ukulele to years 1-4 and small groups in years 5 and 6. This is <a href="#">timetabled</a> and will rotate on a two termly basis.</p> <p>Review: For this year, we have funded percussion teaching for Year 1 &amp; 2. Some Year 4s and some Year 5s &amp; 6s have Currently liaising with MMA on instrument teachers/instruments for KS2 for 2025-2026</p>
<b>4 – Implementation of key components</b>	<p><i>Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).</i></p> <p>Timetable of music across the academy <a href="#">attach documentation (III)</a> assessment materials include detail of music assemblies programme of performances insert information about the academy's song bank.</p> <p>Review: <a href="#">Curriculum Statement</a> <a href="#">Progression Document</a> <b>Assessment Materials</b> - Assessment will be through the academy assessment tracker and supported by tracked <a href="#">evidence</a>. <b>Music Assemblies</b> - <a href="#">assembly timetable</a> (Tues &amp; Weds) <b>Programme of Performances</b> - <a href="#">hereEvidence</a> <b>Timetable of music</b> - singing assembly (20 mins pwk) music lessons (45 mins pwk) <b>Song Bank</b> - see SingUp!</p>



<b>5 – Communication activities</b>	<p><i>Write a communication plan, including information about how you'll keep parents updated via the academy website; how a leaflet might be produced to inform parents about the whole academy music offering; how social media might be used. <a href="#">Click for an example from Lakeside Primary.</a></i></p> <p><b>Programme of Performances - TBA</b></p>
<b>6 – Evaluation process for the success of the Music Development Plan</b>	<p><i>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</i></p> <p>Look at what's in place already, discuss and share with ks leads (?).</p> <p>Music lead has been appointed- Sept 25 - to work on the Music Development Plan</p> <p><b>Review:</b> a new music lead has been appointed and has been reviewing the music provision in place. This will be a working progress.</p>
<b>7 – Transition work with local secondary academies</b>	<p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary academies.</i></p> <p>Part of transition days? Link up with HoH.</p> <p><b>Review:</b> <b>Not begun. This needs to feed into the SMART targets.</b></p>
<b>8 – Budget materials and staffing</b>	<p><i>Include details of the budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD.</i></p> <p>Updated cost from MMA for 2025-26 and discussed.</p> <p>Charanga - £234 Sing Up! -</p> <p><b>Review:</b> <b>Yearly subscription to SingUp and funding from MMA used to provide specialist teacher.</b></p>
<b>9 – Pupil Premium and SEND provision</b>	<p><i>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i></p> <p>Clubs data (choirs) TBA Instrumental teaching.</p>
<b>10 – Summary Action Plan</b>	<p><i>Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).</i></p> <p> <b>EVALUATED PEPA Subject Action Plan 2025-26- Music,</b></p>