

St Andrew's CE Primary School

Music Development Plan 2026–27



Overview

Academic year that this summary covers	2026–27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	B Higham
Name of leadership team member with responsibility for music	H Dixon (DHT)
Local music hub	Liverpool City Region and Warrington Music Hub
Other music education organisations	Professional specialist music teachers/tutors, including the Year 5 drumming tutor

Our approach to music

At St Andrew's, we want all children to experience, enjoy and value music. Our music provision develops children as performers, listeners and creators, while giving them opportunities to experience live and specialist music. Music is also an important part of our Christian and community life through worship, church services and opportunities for children to perform for others.

We continue to develop a broad and progressive curriculum, building singing, listening, performing, composing and instrumental skills from EYFS to Year 6. Specialist teaching is used strategically to enhance the curriculum and provide experiences that class teachers may not be able to provide alone.

Part A: Curriculum music

We continue to use the Kappow music scheme, based on the Model Music Curriculum, to support progression and coverage. Curriculum music is planned across the school, with KS2 receiving weekly music teaching. EYFS and KS1 receive specialist Music and Movement in blocks during the year, alongside music experiences within their class curriculum.

Children develop their instrumental skills progressively, beginning with untuned percussion and developing their ability to play rhythmic patterns before progressing to tuned percussion such as glockenspiels and chime bars. The introduction of professional drumming tuition in Year 5 will further develop pupils' rhythmic, ensemble and performance skills.

We are committed to ensuring that all pupils, including pupils with SEND, can participate fully in music. Teachers and specialist music staff use appropriate adaptations, scaffolding, modelling and repetition to

support pupils to access singing, movement, listening, composing and performing. Where appropriate, instruments, groupings and expectations are adapted to enable pupils to participate successfully and develop confidence. Music provides opportunities for pupils to express themselves, work collaboratively and experience success.

Part B: Co-curricular music

Our established school choir continues to rehearse and perform. Children have opportunities to sing in school worship, church services and other school/community events. We will continue to consider opportunities for children to access further instrumental tuition or musical groups through the Music Hub and other partners.

Part C: Musical experiences

Children experience music through daily/regular singing, worship, performances, specialist teaching, church services and opportunities to hear live music. We will continue to provide opportunities for pupils to perform to different audiences and to experience professional musicians.

2026–27 Priorities and Actions

Key feature / priority	What we are doing well	Development for 2026–27	Actions	Resources / support	Impact / review
Curriculum music and progression	The school follows the Kappow scheme and has a planned music curriculum. Singing is developed progressively across the school.	Ensure curriculum music remains consistently timetabled and that staff understand the intended progression of knowledge and skills.	Audit music timetables and curriculum coverage in autumn term. Review progression and identify any gaps. Monitor through learning walks/planning review.	Kappow scheme; staff time; music lead/SLT.	
Specialist provision in EYFS and KS1	EYFS and KS1 access specialist Music and Movement teaching in blocks. This provides high-quality musical experiences and supports early musical development.	Evaluate the impact of each block and ensure learning is connected to class provision before and after specialist sessions.	Agree block timetable. Share intended learning with class teachers. Capture examples of children's musical learning and review provision at the end of each block.	Specialist teacher; timetable; instruments/resources.	
Year 5 drumming	The school already provides opportunities for children to develop instrumental skills, including drumming within the wider music offer.	Introduce a dedicated professional drumming programme for Year 5 during the spring term.	Commission professional tutor. Agree a spring-term sequence of lessons. Ensure all Year 5 pupils participate. Build towards an informal performance/sharing opportunity.	Professional drumming tutor; drums/percussion; budget; timetable.	

Singing and choir	School choir is established and performs regularly. Singing is a regular part of worship and school life.	Maintain participation and increase opportunities for children to perform to different audiences.	Continue weekly choir rehearsal. Identify performance opportunities across the year, including school/church events and wider community opportunities.	Choir leader; rehearsal space; music/resources.	
Access to instruments and musical pathways	Children experience a range of instruments through curriculum teaching and specialist provision.	Ensure children who show interest or aptitude know how they can progress beyond school curriculum experiences.	Liaise with the Music Hub about instrumental tuition and progression routes. Share opportunities with families where appropriate.	Music Hub; specialist teachers; information for families.	
Performance and musical experiences	Children perform through worship, church services and school events. The school has established links with wider musical experiences.	Maintain a varied programme of performance and listening experiences, ensuring opportunities are spread across the school.	Create an annual music/performance calendar. Include choir, Year 5 drumming, worship/church performances and at least one opportunity to hear professional/live music where feasible.	Staff time; transport/ticket costs where applicable; church/community links.	
Staff confidence and leadership	The previous music provision included specialist support and a structured scheme.	Following the departure of the music lead, establish clear leadership and monitoring arrangements and support staff confidence.	Nominate a member of staff/SLT to oversee music. Complete an annual provision audit. Identify any staff CPD needed, particularly around progression, singing and instrumental teaching.	Staff meeting/CPD time; Music Hub support.	

Annual review questions

- Are all pupils receiving a broad, progressive music curriculum?
- Is curriculum music consistently timetabled and delivered?
- What difference has specialist Music and Movement teaching made in EYFS and KS1?
- What did pupils learn through the Year 5 drumming programme?
- How many pupils participate in choir and what performance opportunities have they accessed?
- Have pupils had opportunities to hear and/or perform live music?
- Are there clear pathways for pupils who wish to develop instrumental skills further?
- What support or CPD do staff need for the next academic year?

Links to our Christian vision

Music contributes to our vision of Achieve, Believe, Care, Together by giving children opportunities to develop confidence and skill, appreciate and respond to music, work collaboratively, and contribute to the life of our school and wider community. Through singing, performance and shared musical experiences, children are encouraged to value their own contribution and the contributions of others.

Review note: This plan has been refreshed for 2026–27 following the departure of the previous music lead. The key new development is the introduction of professional Year 5 drumming in the spring term, alongside the continuation of choir and specialist Music and Movement provision in EYFS and KS1.