Kingsgate Primary School Music Development Plan 2026-27

Updated 14.7.25

Kingsgate Primary School **2025-26 school priorities**
Raising the profile of singing throughout the school and the development of singing assemblies.
Performance opportunities incorporated into singing assemblies/parent assemblies.
Member of governing body to monitor and represent music (and the arts).

Context:

Music at Kingsgate is taught by a specialist teacher from Nursery to Year 6.

Kingsgate Primary School responded to the creation of the Model Music Curriculum (2021) by developing a bespoke curriculum that would raise the standard of musicianship across the whole school. The curriculum is written as a progression document and clearly states how children will develop and progress as musicians. Children are given guidance through continual context specific feedback and in the moment assessment. Videos are taken for summative purposes to check that the curriculum is working, and that the children are making progress.

The school recognises that the children in Upper KS2 did not have sufficient coverage in music prior to 2021 and are adapting the curriculum accordingly so that the children are able to access the lessons with increasing success and musicality. They also recognise the impact that COVID has had on singing throughout the school.

After reading the National Plan for Music (2022), senior leaders and the music teacher completed a self-assessment tool (included here) to be able to recognise the areas for development.

Kingsgate has a strong vision for how children should experience music both in and outside of the school setting. The school is committed to raising the profile of singing, developing stronger relationships with external providers, and creating opportunities for children from all backgrounds to develop and succeed in their own musical passions.

Area	Category	Band	Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum.	Yes
		2	Additional aspects (ie: whole class music, 1-1 tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes.	Yes
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local secondary schools.	Yes
	Assessment	1	We have limited opportunities to assess pupil progress and have limited resources to monitor progress.	Yes
		2	We use teacher assessment at planned points throughout the year using one method only (video, audio, written).	Yes
		3	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons.	Yes
	Timetabling	1	There is a dedicated curriculum music lesson on the school timetable each week for all year groups for a minimum of: KS1 30+ minutes, KS2 45+ minutes.	Yes
		2	Whole class instrumental lessons are timetabled to support curriculum music lessons in at least one year group (recorder).	Yes
		3	Continuation of whole class instrumental lessons via small group or 1-1 tuition is scheduled for within the school day.	No

Area	Category	Band	Descriptor	Achieved
Tuition and Ensembles	Instrumental and vocal tuition	1	Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 5% of the school population engage in instrumental tuition.	Yes
		2	Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. School engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional musical learning.	Yes
		3	Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 10% of the school population engage in instrumental tuition. Opportunities for your pupils to perform in both formal and informal settings regularly (by regular we mean at least once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	No
	Whole class activity	1	Whole class instrumental tuition (WCIT) is delivered for 30 weeks on one instrument to one KS2 year group. The school ensures there is an appropriate adult always supervising the WCIT class.	No
		2	The school has selected an instrument for WCIT that promotes musical progression for their pupils. The school communicates effectively with the WCIT teacher (if external). The school/teacher ensures there is an opportunity for performance to parents and peers at the end of the WCIT year.	No
		3	WCIT is planned to successfully integrate into the school's music curriculum. The school/teacher ensures there are opportunities throughout the year to showcase the WCIT class to their peers.	No

			15% of students choose to continue learning an instrument after the WCIT year.	
	Instrumental Ensemble Provision	1	The school provides an opportunity for ensemble playing. The ensemble is regularly attended by a minimum of 5 pupils. The ensemble is led by a competent musician.	Yes
		2	The school has more than one instrumental ensemble. The ensemble is regularly attended by a minimum of 10 pupils. It is planned that the ensemble rehearses and performs a range of styles and genres. There is an opportunity for the ensemble to perform to parents or peers.	No
		3	School provides ensemble opportunities that cater for all instruments taught. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers.	Yes

Area	Category	Band	Descriptor	Achieved
Singing	Singing Assemblies	1	There are termly opportunities for massed singing, these could be linked with calendar events or performance opportunities.	Yes
		2	There are weekly singing assemblies for all pupils.	Yes
		3	There is 1 or more weekly singing assembly for all pupils lead by a specialist. Singing is used frequently in music lessons to support curriculum learning. All staff are upskilled and confident at leading singing in their classrooms.	Yes
	Choirs	1	There is a school choir that rehearses weekly.	Yes
		2	The school choir is led by either a specialist teacher or a competent member of staff who has expertise of leading a choir and practices healthy singing.	Yes
		3	The school has multiple choirs.	Yes
	Staff Singing	1	There is a person responsible for singing in the school.	Yes
		2	There are singing opportunities for staff such as a choir	No
		3	All staff are upskilled and confident to lead healthy singing in their classes.	Yes

Area	Category	Band	Descriptor	Achieved
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff, not a senior leader who has responsibility for music and advocates for the subject across the school	Yes
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life.	Yes
		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	Yes
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	Yes
		2	Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.	Yes
		3	Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.	Yes
		1	Music only plays a small role or no role at all in school life	Yes

	Value of Music	2	Music occasionally plays a role in school life	Yes
		3	Music is an important part of everyday life	In progress
	Inclusion	1	All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages.	Yes
		2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support though resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	In progress
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.	Yes
	Resources and equipment (physical)	1	There are limited instrumental resources within the school, possibly only untuned percussion or a part set of class instruments.	Yes
		2	There are a range of instruments within the school, including whole class sets of instruments (owned or hired). The school has access to and uses teaching resources to support music teaching and learning (this could include online resources).	Yes
		3	There is a dedicated space for music within the school. This is equipped with a range of tuned and un-tuned instruments and technology is available for use. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.	Yes
	Budget	1	There is limited budget for music provision.	Yes
		2	The budget is planned to support the delivery of the music curriculum and supports resourcing the school.	Yes
		3	There is a significant budget that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.	Yes
	CPD	1	The lead member of staff for music undertakes music specific CPD every year.	Yes
		2	The lead member of staff is given opportunities by the school to share and upskill other staff members as a result of their CPD attendance.	Yes
		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	Yes
	Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	In progress
		2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (regular attendance at network meetings and borough wide events).	Yes
		3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.	Yes

Priority 1 **Raise the profile of singing and the development of Phase Singing Assemblies**	
Actions	**Evaluation**
Autumn Term 2026 Singing assemblies one per half term in each phase Weekly class singing assemblies and introduction of new songs Choir to perform at Sheriff Centre **Spring Term 2027** Singing assemblies one per half term in each phase Parent assembly - Year group performances of favourite songs sung in class over the year. Choir & band to perform at school spring performance Choir to perform at Camden music festival Circle time singing in EYFS weekly **Summer Term 2027** Singing assemblies one per half term in each phase Weekly singing in phase assembly. Parent assembly - Year group performances of favourite songs sung in class over the year. Sing up day Plan for next academic year. KS1 choir to perform at KS1 music festival	
Priority 2 **Performance opportunities incorporated into singing and parent assemblies.**	
Actions	**Evaluation**
Autumn Term 2026 AV to identify children for school band AV to begin music instrument clubs Y3 & Y4 recorder during music lessons to begin Y5 Ukulele during music lessons to begin **Spring Term 2027** Continuation of recorder program for Year 3&4 AV to work with band to perform assembly song	

AV to identify children from clubs to perform assembly songs PP to liase with music tutors to identify children to perform assembly songs **Summer Term 2027** Continuation of recorder program for Year 3&4 Identified children to perform in class/phase/parent assemblies Preparation work put in place for year 2 so that recorder program can start for them when they move to year 3 Preparation work put in place for year 4 to start Whole Class instrumental work in year 5	
Priority 3 **Member of governing body to monitor and represent music (and the arts)**	
Actions	**Evaluation**
Autumn Term 2026 Governor to meet with Music team to discuss how music is taught at Kingsgate **Spring Term 2027** Learning walk by governor to see Music at both sites **Summer Term 2027** Governor to attend final phase singing assembly of the term and to give feedback and award music medals (or equivalent) to each class	