

Music development plan summary: St Thomas' C of E Primary Academy

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	October 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Maggie Salt
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	The Music Partnership – Entrust Music Service, Staffordshire
Name of other music education organisation(s) (if partnership in place)	Catherine Gibson - Entrust Music Service, Staffordshire Shaun Farrington - Entrust Music Service, Staffordshire Caroline Walton - Entrust Music Service, Staffordshire Michelle Tierney - Entrust Music Service, Staffordshire

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At St Thomas' CofE Primary Academy, our Music Learning Journey is underpinned by our Christian values and is designed to help every child feel that they are musical and to develop a life-long love of music through high-quality teaching. We aim for children to leave St Thomas' with a secure knowledge of both the academic understanding and practical skills needed for the next stage of their education.

We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers and listeners, with a strong understanding of musical history and an appreciation of music from a range of cultures and traditions. Our curriculum introduces pupils to a wide variety of musical genres from around the world and across generations, helping them to understand the history and cultural context of the music they experience.

Our Music Learning Journey follows a spiral curriculum model, ensuring that children revisit and build on prior knowledge and skills each year. It meets the requirements of the National Curriculum and is informed by the Model Music Curriculum (DfE, 2021). Lessons are taught by class teachers using a carefully structured scheme of work through the adoption of the Kapow scheme, ensuring continuity and progression from EYFS to Year 6.

It focuses on the following key principles:

- **Cyclical:** Pupils return to the same skills and knowledge repeatedly during their time in primary school.
- **Increasing depth:** Each time a skill or area of knowledge is revisited, it is covered in greater depth.
- **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations rather than starting again.

We take a holistic approach to music, weaving together the following strands to create an engaging and enriching learning experience:

- Performing
- Listening
- Composing
- The history of music
- Knowledge of music

Over the course of their musical journey, children are taught to sing fluently and expressively, and to play tuned and untuned instruments accurately and with control. They learn to recognise and use key musical elements such as pitch, duration, tempo, timbre, structure, texture and dynamics, applying these through their own improvisations and compositions.

Music is taught for 45 minutes each week. Each lesson is carefully structured to include opportunities to explore, practise, perform and reflect. Learning builds progressively through a clear sequence of knowledge and skills, introduced and reinforced through knowledge organisers and knowledge catchers.

Lesson Delivery: Within each music session, the following elements are included:

1. **Explore** – Key vocabulary is shared, with a range of listening and appraisal opportunities.
2. **Teach** – Explanation and modelling. Lessons begin with a recap or introduction that addresses prior learning. Children are then exposed to new learning and shown how it fits within the current theme of work.
3. **Practise and Questioning** – Discussions during listening and composing activities, including individual and group work. Children are prompted with assessment questions to encourage deeper thinking about the skills they have learned.

4. **Apply** – Active learning opportunities to apply high-quality teaching, completing tasks with scaffolding and challenge.
5. **Review** – Opportunities for self- and peer-assessment.

Continuous assessment for learning (AfL) takes place throughout this cycle. Children's work and performances are recorded and shared within the school community through our Music TEAMS channel, supporting reflection, assessment and celebration of progress. Floor books are also used to evidence children's work, including questioning and pupil voice.

For pupils in the Early Years, music is embedded across the curriculum and delivered through the Expressive Arts and Design area of learning. In Key Stages 1 and 2, discrete music lessons are complemented by a weekly singing lesson. Pupils in the Early Years also have access to Sound Pots.

Following the Model Music Curriculum guidance, children in Year 4 also receive whole-class string instrumental teaching, delivered by a specialist music teacher from our partnership service, Entrust. This enables children to develop their instrumental and ensemble skills through the use of tuned percussion.

Alongside our curriculum provision, St Thomas' raises the profile of music across the school by offering a wide range of extra-curricular opportunities, including choir and peripatetic lessons.

Extra Curricular Music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

At St Thomas', we are proud of the wide range of extra-curricular music opportunities available to our children. These experiences enable pupils to apply their musical learning in a variety of contexts, develop performance confidence, and share their talents with the wider school and community.

Individual and Group Tuition

All instrumental tuition is delivered by specialist music teachers from the Entrust Music Service, working in partnership with The Music Partnership. Tuition is available for pupils in Key Stage 1 (From year 2) and Key Stage 2, with lessons offered on a range of instruments including woodwind (flute, clarinet, saxophone), string (violin, guitar, ukulele), piano, keyboard and brass (trumpet, cornet and trombone).

Lessons take place during the school day, following the peripatetic teachers' timetables, and are either individual or in small groups depending on ability. Sessions are held in a designated music space to allow for focused learning.

Pupils are encouraged to work through the graded syllabus of nationally accredited music examinations when they are ready. They are also supported to attend local music centres on

weekends, where they can participate in ensemble work and public performances. Instrumental tuition is paid for by parents at a reduced rate, with the school supplementing costs where possible. There is no charge for the hire of instruments.

Choir

For pupils who enjoy singing, St Thomas' runs a school choir open to children in Years 3–6. The choir meets weekly after school to rehearse and perform a wide variety of songs. Our choir regularly performs at local and regional events, such as Stoke's Gotta Sing, the Festival of Music at the Victoria Hall, and Young Voices in Birmingham, as well as within our own school and parish community. We support the local Christmas light switch on and sing at the Local Hospital on the run up to Christmas.

Community and performance

St Thomas' maintains strong links with our local churches, hospital and residential homes, providing pupils with the opportunity to share their musical achievements with the wider community throughout the year. These performances not only celebrate musical success but also reflect our Christian values of celebration, community and thankfulness

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Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Each week, children take part in singing practice sessions, this is through whole school worships, designated singing worship and class worship.

Traditionally, EYFS and KS1 perform in nativities at Christmas. KS2 take part in a Christmas service at our local Church.

In the summer term, KS2 pupils take part in a theatrical production performed to parents and their peers. This production includes the learning and performance of songs. These are performed a few times, and we welcome our parents, governors and members of the community to enjoy these performances.

All pupils also experience live performance through an annual pantomime visit or by watching an in-house pantomime performance, ensuring that every child has the chance to experience the excitement and engagement of live theatre.

Children develop good performance skills through the recording of video and some audio as part of their class music assessments. Formal and informal classroom music is shared with parents/ carers via Class Dojo.

Pupils who learn an instrument can speak to their teacher about performing a song to their class during lesson time. Children should make sure that they have their music and instruments when they wish to perform.

Children develop strong performance skills through the recording of video and audio as part of their music assessments. Both formal and informal performances are shared with parents and carers via Class Dojo, allowing families to enjoy and celebrate their children's progress.

Pupils who are learning an instrument are also encouraged to perform for their class during lesson time. They are supported by staff and instrumental tutors to prepare their music and perform confidently in front of their peers.

In the future

This is about what the school is planning for subsequent years.

In the Future – St Thomas' CofE Primary Academy

Our vision for music development at St Thomas' CofE Primary Academy is to continue to build a curriculum that enables all teachers to deliver high-quality, inspiring music lessons where every child can flourish as a confident, creative and expressive musician.

By September 2026, we aim to strengthen and extend the high standards already in place, ensuring that every pupil has access to meaningful musical learning and opportunities for performance both within and beyond the classroom.

Our Key Priorities:

- **Develop Instrumental Opportunities:**
Increase the range and variety of instruments available for class use, ensuring pupils across all key stages can explore tuned, untuned and digital instruments, broadening their musical experience and developing their technical skills.
- **Strengthen Partnerships:**
Build stronger links with external music organisations and explore opportunities for pupils to watch and listen to live performances, both in school and in the wider community, to inspire and motivate future musicians.
- **Performance Opportunities:**
Broaden the range of opportunities for pupils to perform, both within school and in the wider community, to showcase their musical learning. This may include class-based performances, assemblies, and community events linked to the church or local groups.
- **Curriculum and Assessment Development:**
Continue to ensure that assessment accurately reflects pupils' progress and that evidence of learning is clear and purposeful. Provide further opportunities for staff to share good practice in the teaching and assessment of music.
- Build in opportunities for children to experience live theater inside and outside of school.

Further information (optional)

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Entrust Music Services Staffordshire, <https://entrustmusic.co.uk/>

CPD - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided in the form of teacher videos for each music unit throughout the Kapow scheme.

Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class.