

Supported using public funding by

ARTS COUNCIL  
ENGLAND

## Music Development plan - SECONDARY

Developing Music in your school – a working document to support reflection on your current practice and to enable the opportunity to plan and develop the music vision for your school.

<b>School:</b>	Stanchester Academy	<b>Music lead:</b>	Nuri Fontanals (music teacher) Daniel Morgan (Head of Performing Arts)
<b>Date written:</b>	March 2025	<b>Review date:</b>	September 2026

The goals of the NPME are:

1. All children and young people receive a high-quality music education in the early years and in schools
2. All music educators work in partnership, with children and young people's needs and interests at their heart
3. All children and young people with musical interests and talents have the opportunity to progress, including professionally

(National Plan for Music Education, 2022 – DfE)

Supported using public funding by

ARTS COUNCIL  
ENGLAND

## Intent

In this creative subject we hope to inspire not only a love of music but a greater understanding of its impact in all aspects of life. We seek to foster essential life skills from co-operation, social interaction and memory function to time management, communication skills and confidence and music at Stanchester provides opportunities for self-expression, developing confidence, co-ordination and analysis skills. At Key Stage 3, we look at a wide variety of topics from traditional Folk music, the Western Classical tradition and World music through to the more modern aspects of Film soundscapes, Rap, Britpop and Gaming music, allowing pupils to build an understanding of the development of both Western and Global music. Within this we explore different cultures, religions and historical events, and guide our students to develop skills which can be applied across all subjects. We explore our creativity and expression through performing, composing and improvising; we refine our motor skills through learning keyboards, guitars and ukeleles; and we work on encouraging each child to develop their musical persona in their own unique way. We also go beyond the curriculum with a Musical production in collaboration with the Drama department, individual instrument lessons, individual instrument lessons, band, guitar club and choir in which there is a real sense of community and joy and where children can express themselves, build long lasting friendships, and develop a plethora of transferable skills. All of these skills then feed into our Key Stage 4 BTEC course which is divided into 3 sections; students critically explore a variety of musical genres, composers, styles, and key musical features, and use their theoretical learning to work on developing their own skills as musicians through performance and composition assignments

## The Self-Evaluation Tool - SECONDARY

The tool is split into the following sub-headings and should be seen as a formative, ongoing process:

**In the classroom:** This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.

**Beyond the classroom:** The focus of this section is the provision beyond curriculum music, including co-curricular activities, individual and small group teaching, and performance opportunities.

**Leadership and management:** The staffing and training of staff is included in this section, including subject leadership and strategic thinking. The School Music Development Plan is a key part of this section.

Supported using public funding by



ARTS COUNCIL  
ENGLAND



**The community and partnerships:** This section considers the role that music plays in the wider community, including how a music department can work in partnership with their Music hub and other stakeholders, including the wider music education sector.

The self-evaluation tool includes the following four levels that outline how schools could build their provision over time:

**Focusing:** The school is beginning to focus on this area. Action is taken to achieve this by the school, but it is either minimal, not successful, or in its early stages.

**Developing:** The school is actively trying to develop this area. Several different actions are being taken over a sustained period of time, which are beginning to show progress, even if in their early stages. The actions taken are more developed than in focusing.

**Establishing:** Over time, the school has established provision that shows successful implementation of this area within the school's music education offer.

**Enhancing:** Over time, the school has created nationally significant provision that is able to have impact at scale. Schools that identify themselves in this category could be considered for the 'Lead School' role with their Music Hub. The evaluation process places the improvement and enhancement of the school's music education provision at the heart of the school life. New and innovative ways to meet this sub-heading area are in place, or are being developed in the school.

	Focusing	Developing	Secure	Enhancing
In the classroom	<p>Music is delivered via a carousel system.</p> <p>The curriculum is planned for all year groups across key stages as guided by the NC.</p> <p>The department has access to a limited number of computers/Macs/iPad this is through a different department.</p>	<p>Music is timetabled for at least one hour per week and follows the NC/MMC. Not all staff teaching music hold a Music Degree/PGCE.</p> <p>Skills are mapped progressively across Key Stages as guided by the NC.</p> <p>There is a range of instruments within the school. The department has computers/Macs/iPad solely for their use.</p>	<p>Music is timetabled for at least one hour per week and follows the NC/MMC and key outcomes are being achieved by the end of KS3. The curriculum is planned with consideration for transition from KS2 and further development to KS4.</p> <p>All lessons take place in specialist music rooms and taught by specialist staff.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>There is a range of instruments within the school including access to a whole class set of instruments (owned or hired). <i>(Almost a whole class set of ukuleles. A set of Samba</i></p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)</p> <p><i>(We cover a wide range of units at KS3 covering performing, composing, appraising, improvising, singing, reading notation skills.</i> <i>E.g. Year 7=Baroque/Rap, Folk, Samba, Minimalism</i> <i>Year 8= Classical, Dance music, Reggae, Rock n Roll</i> <i>Year 9=Romantic/computer dance music, Beatles/Britpop, Rock, Film)</i></p> <p>The school has a wide range of instruments including access to a whole class set of instruments (owned or hired) which are used</p>

Supported using public funding by



ARTS COUNCIL ENGLAND



		<p>There is a designated space for instrumental teaching within the school.</p>	<p><i>instruments. Keyboards between 2.</i></p> <p>Music technology is supported within the school and the department has their own computers etc.</p> <p>There are designated spaces for instrumental teaching. There are resources to support the everyday running of the department.</p>	<p>regularly. A class set of Guitars, ukuleles, keyboards, samba drums and percussion.</p> <p>The department has a technology suite/studio and the expertise for running this space. There are designated spaces for instrumental teaching within the school.</p>
<b>Beyond the classroom</b>	<p><b>Focusing</b></p> <p>Singing takes place infrequently. <i>(There are singing aspects in every unit, singing along to YouTube songs, no real in-depth look at this e.g. vocal warm ups, technique. We have a choir)</i></p> <p>Facilitation of one to one and small group tuition is limited and inconsistent.</p>	<p><b>Developing</b></p> <p>Singing is facilitated throughout KS3 and KS4.</p> <p>The school facilitates one to one and group tuition. Students and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p><b>Secure</b></p> <p>Singing is a thread through the KS3 curriculum, including focus on healthy singing.</p> <p>The school facilitates a wide variety of instrumental lessons which can be accessed by all students and take place throughout the school day with no barriers. Performance opportunities are available for</p>	<p><b>Enhancing</b></p> <p>The school is considered a 'singing school' and it is embedded into school life.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p>

Supported using public funding by

ARTS COUNCIL  
ENGLAND

	<p>There is no music progression strategy in place.</p>	<p>A music progression strategy is in place.</p>	<p>the students having lessons. Practice spaces are available for students. Students are signposted to musical groups e.g. Somerset Music county groups. <i>(2025 approx. 40 students taking instrumental tuition through SSE</i></p> <p><i>2 practise spaces for this plus sports dance hall. There is a Spring and Summer concert for students to perform at, BSO concert, Gamelan workshop, G+T workshops, singing competition online, singing at Wells Cathedral Christmas, Singing Festival at Westlands in the Summer term)</i></p> <p>The music progression strategy is fully inclusive and accessible for all students. <i>(yes, differentiation throughout KS3 lessons. I am nearly in enhancing box-we have</i></p>	<p>The Creativity and Culture department are working towards Arts Mark and are in their 2<sup>nd</sup> year of their first application Due December 2025</p> <p>The music progression strategy includes links to the further music community/<b>music profession</b> and the pyramid of music progression for students.</p>
--	---	--	---	---

Supported using public funding by



ARTS COUNCIL ENGLAND



	<p>There is no regular choir.</p>	<p>There is a school choir, led by a music specialist, who rehearse weekly and is accessible to all (no timetabling/financial barriers).</p>	<p><i>opportunities for careers talks from Professionals), joint schools Christmas and Summer Term project.</i></p> <p>There is a school choir, led by a vocal specialist who rehearse weekly and practice healthy singing performing a variety of genres and styles. The choir is accessible to all students and performs regularly in/out of school.</p> <p><i>(Currently only Year 7's attend, but it was aimed at Year 7's and 8's)</i></p>	<p>There are multiple singing groups led by a vocal expert, non-departmental staff are involved with the groups. These are accessible to all students and perform regularly and in an area/national setting.</p> <p>There are multiple ensembles led by instrumental experts, providing different levels of ensemble for pupils to move through. These are accessible to all students and perform regularly and in an area/national setting.</p> <p><i>(We have Choir, band, guitar club, BTEC club, Musical Production club 2X after school, Autumn Term Joint Schools choral concert, Spring Term, G+T musicals workshop, Rock band project (Yr 9's/8's Summer Term, Summer Term joint schools choir Festival)</i></p>
	<p>There is no regular instrumental ensemble.</p>	<p>There is an instrumental ensemble, led by a music specialist, who rehearse weekly and is accessible to all (no timetabling/financial barriers).</p>	<p>There is an ensemble, led by a music specialist who rehearse weekly and are aware of instrument specific issues. The ensemble is accessible to all students and performs regularly in/out of school.</p>	

Supported using public funding by



ARTS COUNCIL ENGLAND



	<p>Performance opportunities are ad hoc and not regular.</p> <p>There is no regular access to live music performances.</p>	<p>Access to co-curricular activities gives regular opportunities for performances for all pupils. Opportunities for curriculum work to be drawn into larger performances.</p> <p>Some live performances are catered for at school/school visits. These are available to all students.</p> <p><i>(Autumn term: Christmas Joint schools carol service, Blood Brothers trip Spring: Spring concert + Musicals Workshop, Summer Term: Summer Concert, Joint Schools Choral Festival, Grease Trip. Not every student has the opportunity to perform regularly. I would like to introduce</i></p>	<p>Musical performance is a prominent part of school life. Every student has the opportunity to perform regularly in school and in the wider community/SFS. In-school musical events take place at least twice a term, collaboration between departments occurs regularly.</p> <p>Workshops such as Gamelan 2024 were available for the whole of KS3 + BTEC KS4 External musicians visit school to perform. Students are given opportunities to see live performances outside school. All students are able to access these opportunities.</p> <p><i>(Autumn term: Christmas Joint schools carol service, Blood Brothers trip Spring: Spring concert + Musicals Workshop, External pop band SEMH concert. Summer Term: Summer</i></p>	<p>Students are able to take leadership roles in musical opportunities. Students from more advanced ensembles/activity are recognised as section leaders/peer mentors.</p> <p>The school is actively involved in national, largescale events</p>
--	--	--	---	--



Supported using public funding by



ARTS COUNCIL ENGLAND



		<i>lunchtime concert programme and possibly a Talent Contest)</i>	<i>Concert, Joint Schools Choral Festival, Grease Trip. Not every student has the opportunity to perform regularly.</i>	
	<b>Focusing</b>	<b>Developing</b>	<b>Secure</b>	<b>Enhancing</b>
<b>Leadership and management</b>	A named music lead/Head of Music is in post.	A named, trained music lead/Head of Music is in post, who holds qualifications at music degree level, is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the NPME.  The music budget is planned to support the delivery of the music curriculum and resourcing the school.	Music is explicitly referred to in the school improvement plan (Although this is part of the next stage of the Artsmark application) and the department development plan drives continuous improvement. A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account.	There is a five-year strategic vision for music that is in line with the NPME.

Supported using public funding by



ARTS COUNCIL ENGLAND



<p>There is a limited budget for music. £1000 per year.</p> <p>Training for staff has limited impact.</p>	<p>The music lead/Head of Music shares CPD upskilling other members of staff.</p>	<p>There is a significant music budget that is planned to support the delivery of music curriculum and to broaden the students' musical experiences.</p> <p>All staff delivering music receive annual training, addressing CPD needs and has impact.</p> <p><i>(In Autumn term 2022, I went to an SSE led Music Teacher CPD which was VERY beneficial. I would like to attend 2023 Friday 13<sup>th</sup> October. I have also been to a music teachers' networking event Spring Term 2023. Through which I have made contact with another BTEC teacher at Whitstone school)</i></p>	<p>There is a significant music budget that links to the five year strategic plan for expanding the music department.</p> <p>Staff source bespoke CPD opportunities and deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks).</p>
---	---	--	---

Supported using public funding by

ARTS COUNCIL  
ENGLAND

Community partnerships	Focusing	Developing	Secure	Enhancing
	<p>Engagement with SFS (the Music Hub) is inconsistent.</p> <p>Small-scale performance takes place in the community, building on existing school links. <i>(not currently-apart from the production, where we invite Primary schools to the dress rehearsal)</i></p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from SFS (the Music Hub) and signposts opportunities for students.</p> <p>Community links with music are established, and regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning. <i>(We do have a good turn of parents for our Spring, Summer concerts and the musical Production)</i></p>	<p>The school makes the most of a wide range of opportunities from the SFS (the Music Hub) and external organisations.</p> <p>Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits.</p> <p>The views of pupils and parents have been considered when developing music provision.</p>	<p>The school is a leading school in the local community and with SFS (the Music Hub) and actively engages with external organisations working in partnership with them on a regular basis. BSO concerts for KS4 attended. Singing Festivals for choirs attended. Developing creative partnership with the Octagon Westlands. Joint schools singing at Wells Cathedral, G + T workshops through Music Hub</p> <p>There is a co-ordinated programme of community events, planned in partnership.</p> <p>Parents/carers and the wider community are actively involved in school music making.</p>

Supported using public funding by

ARTS COUNCIL  
ENGLAND

	<p>Limited signposting to music opportunities within the wider community/SFS takes place.</p>	<p>Students are signposted to music opportunities within the wider community/SFS. <i>(We discuss jobs in Industry within the BTEC course as part of the course, with visits from Professionals within the Industry and within the Spring Term Year 9 SOW. As part of Performing arts department there was a trip to Strode). We have a G+T workshop in Spring whereby students can have Q+A with Professional Performers)</i></p>	<p>The school actively signposts all students to music opportunities within the wider community/SFS and funds opportunities for them.</p>	<p>The school actively signposts all students to music opportunities within the wider community/SFS and facilities opportunities for students from other schools within their own school setting.</p>
--	---	---	---	---

Supported using public funding by

ARTS COUNCIL  
ENGLAND

## Music Development plan – Action plan

From the self-evaluation tool you should now have areas for development to highlight in the action plan below.

Action	Who	How	Resources/cost	Somerset Music/SFS support	Complete by
The school has a wide range of instruments including access to a whole class set of instruments (owned or hired) which are used regularly.	NF	<ul style="list-style-type: none"> <li>• Purchase more ukuleles to have a full set £200</li> <li>• <a href="#">Ukulele by Gear4music Natural, Pack of 5 at Gear4music</a> £89.99</li> <li>• I need to regularly repair guitars/amps/keyboards £500 approx.</li> <li>• Headphones £300</li> </ul>	Approx. £1300	SSE: Request discount on bulk buy of instruments	July 2025
There are designated spaces for instrumental teaching within the school.	DM/GM	<ul style="list-style-type: none"> <li>• Need to be aware that as we grow the instrumental tuition side of the department. We also need to house them. We use 1 very small room and 1 slightly larger room. BTEC students use rooms for recording which sometimes clashes with peris</li> </ul>	NF make better use of room booking system when I have BTEC lessons.	Stanchester	July 2025

Supported using public funding by

ARTS COUNCIL  
ENGLAND

		<ul style="list-style-type: none"> <li>• Drum lessons are currently in a different space due to issues with noise</li> </ul>			
The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.	NF/DM/JY	<ul style="list-style-type: none"> <li>• This is happening with registers with GG. DM is working towards Artsmark.</li> <li>• Need to work on promoting/sustaining students within current groups.</li> </ul>		Stanchester	
The music progression strategy includes links to the further music community/music profession and the pyramid of music progression for students.  There is a co-ordinated programme of community events, planned in partnership.	DM	<ul style="list-style-type: none"> <li>• As part of Artsmark The Lead for Creativity and Culture is going to be looking into this in the 3<sup>rd</sup> year involving more music outreach with partner organisations.</li> </ul>	time	Stanchester/NF networking	July 2025
Students are able to take leadership roles in musical opportunities. Students from more advanced ensembles/activity are	NF/JL	<ul style="list-style-type: none"> <li>• Year 11's are great technicians for concerts.</li> <li>• Blue ties should be utilised to help with Performing Arts regularly</li> </ul>	£0	Stanchester	July 2025

Supported using public funding by

ARTS COUNCIL  
ENGLAND

recognised as section leaders/peer mentors.					
There is a five-year strategic vision for music that is in line with the NPME.	NF	<ul style="list-style-type: none"> <li>This document to be put on website and revised annually</li> </ul>	£0	Stanchester	July 2025
There is a significant music budget that links to the five-year strategic plan for expanding the music department.	GM	<ul style="list-style-type: none"> <li>2025 - £1000</li> </ul>	£1000	Stanchester	July 2025
Parents and carers actively support music making, through support at events and through home learning.	DM/NF	<ul style="list-style-type: none"> <li>Aim to get more involvement in events from both parents and staff- further thought with this needed other than asking for parent volunteers. Perhaps creating/involving a PTA would be useful</li> </ul>	£0	Stanchester	July 2025
Students are signposted to music opportunities within the wider community/SFS.	NF	<ul style="list-style-type: none"> <li>Information is included about jobs in the industry with BTECS but could do more to discuss career paths with KS3</li> </ul>	£0	Stanchester.	July 2025

Supported using public funding by



**ARTS COUNCIL  
ENGLAND**



		<ul style="list-style-type: none"><li>• We get invited to the Space, Yeovil, Strode, Bridgwater College</li></ul>			
--	--	---	--	--	--