Music development plan summary: Kingsway Primary School

Overview

Detail	Information
Academic year that this summary covers	2025/26
Date this summary was published	January 2026
Date this summary will be reviewed	July 2026
Name of the school music lead	Katherine Parr
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	GSW hub
Name of other music education organisation(s) (if partnership in place)	RockSteady

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.

Part A: 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 Kingsway, we teach music for one hour per week (or the equivalent if taught as a block). We use our own bespoke music curriculum which is informed by the model music curriculum and the non-statutory guidance from Key Stages 1 and 2. The children are given a wide and growing range of varied opportunities to play instruments throughout the school. Percussion instruments are used in a variety of ways in all year groups and play a vital part in our curriculum. We also offer whole class recorder lessons in year 3 and ukulele in years 4 and 5. We hope to also introduce recorder into Year 2 as well.

Part B: Co-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.

As a school, we offer rich experiences and are continuing to build on our music offer. A recent addition has been our work with RockSteady to provide music lessons to children across the school. Through this, children can work towards a Trinity Music qualification and we use Pupil Premium funding to fund a place for a child to participate. They participate in weekly lessons as well as termly concerts to the parents and the rest of the school. As well as this, we offer a choir/Young Voices to KS2 as an after school club and later in the year, offer recorder as an after school club. Children regularly learn to play and sing in ensemble as this is built into our bespoke curriculum and in Years 4 and 5, through the whole class ensemble teaching, the children play instruments within an ensemble setting. We also offer weekly singing assemblies to Year 2 up to year 6 and, as and when the teachers feel they are ready, Year 1 and reception.

Part C: 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.

Within our school we offer a wide range of musical experiences. We offer regular singing performances over the course of the academic year, these include in our local church, in assemblies, the Y6 end of year production, the KS1 nativity and at our Christmas fete. This year, we have funded whole class ensemble teaching, who perform to parents at the end of the term. Rocksteady also do a performance at the end of each term to the parents and the school community. In January each year, our KS2 choir attend Young Voices and recently, the Year 4 children attended a Gamelan workshop in collaboration with the Gloucestershire Academy of Music. Additionally, to close the cultural gap, we offered a subsidised visit to the Cheltenham Jazz festival for some of our pupils.

In the future

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

Target	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
To develop a plan for the recording/evidencing of Music by July 26	-Map out the year's teaching and highlight recording opportunities -Work with computing lead to identify technology to help record -Share example of recording expectations with staff in staff meeting	-KP -SF	July 26	-Technology map -Curriculum map	-Teachers are informed of when to record and evidence -Teachers are informed of how to record and evidence -Teachers are confident of the expectations around recording and evidencing	-KP to report progress to SLT (Headteacher)	
To continue to develop singing in parts across the school by July 26	-Work in singing assembly to introduce songs with multiple parts -Adjust curriculum and highlight opportunities for singing in parts -Deliver CPD in staff meeting	-KP	-July 26	-Curriculum map -Sing up? KP to investigate best resources	-Evidence in audio/video format -Pupil voice – children can explain what and how	-KP to report progress to SLT (Headteacher)	

To develop a meaningful CPD programme to build the confidence of the staff.	-Subject leader to send out survey regarding staff confidence -Speak to music hub regarding CPD opportunities -Survey responses to be collated and particular focus to be decided	KP	July 26	-Confidence survey -Music hub CPD -Collaboration with other schools	-CPD planned and delivered -Staff survey is carried out again to show impact	-KP to talk to teachers -KP to report to LP	