

Stoughton Infant and Northmead Junior School



Music development plan



**Northmead
Junior School**

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	Oct 2026
Date this summary will be reviewed	Oct 2027
Name of the school music lead	Julia Veira
Name of school leadership team member with responsibility for music	Julia Veira and Laura Abdessalam
Name of local music hub	Surrey Arts
Name of other music education organisation(s) (if partnership in place)	N/A

Our School Vision

At our schools, we believe that Music is a universal language that should engage and inspire every child. Our vision is to provide a great music education that nurtures talent, builds confidence and develops love of music. From the first rhymes in Nursery to learning the Ukulele in Year 6, we provide a continuous journey of musical discovery. Using the Charanga Musical School scheme, we ensure children are exposed to a rich variety of genres and traditions.

Extra-Curricular:

- September to January - Young Voices Club (Thursday after school)
- January to March - G Live Choir (Thursday after school)
- April to July Recorder Club (Thursday after school)
- September to March Orchestra for G Live (Monday after school)
- April to July Orchestra for Summer Spectacular (Monday after school)
- Production (Year 6) Wednesday and Fridays Autumn 2
- September to July – Year 2 Choir (Thursday after school)

Peripatetic music lessons with Surrey Arts and independent musical teachers happen weekly.

iRock and The Music Works provide group lessons each week.

Theatre trips and live performances happen in both schools for all year groups.

Cross-Curricular Links

All teachers regularly incorporate music as part of their learning opportunities. This ranges from times table and counting songs in Maths, and grammar songs in English to topic-related songs in History, Geography and Science. All staff are aware that a range of musical experiences is important and often use music as a way of calming children, inspiring and motivating children and consolidating topics.

Music supports the whole child. It is integral to our values in both schools bringing us together.

Music allows us to embody the following: positivity, courage, perseverance, love, nurture, trying more, learning more and achieving more.



MUSIC PROVISION AUDIT

Area	Category	Description - red has been removed where we have already met this, orange is kept where work is ongoing and green is the only descriptor shown where this is the relevant descriptor.
Curriculum Music	Timetabling	There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision.
		There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)
	Curriculum Design	There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events
	Assessment	We have limited capacity and/or expertise for assessing musical progress.
		Class teachers record progress using video/audio recordings or written notes.
		Progress is clearly recorded using video/audio or written notes. There are opportunities for pupils to self and peer assess their work planned into lessons
	Quality of teaching	Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas.
		Music teaching is consistently good quality throughout school and is monitored and supported well over the year.
	EYFS	Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress.

Whole class instrumental provision	Whole class	Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and the quality of delivery is consistently good.
	Duration	Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration. We teach one term often as a introduction and foundation.
		To progressively build skills on a range of instruments year upon year to create an ensemble.
Singing	School / KS / Year group singing	Regular singing assemblies are led by a member of staff. Singing is an important and integral part of curriculum lessons.
	Choirs	There are one or more school choirs, led by teachers, who have opportunities to perform regularly and/or take part in wider community events.
Instrumental and vocal lessons	Tuition	There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision. Pupil premium children have the opportunity to learn an instrument at no extra cost to themselves.
	Whole class follow on	There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this.
	Ensembles	A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centers are signposted as appropriate.
Inclusion	Inclusion	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.
Wider involvement	Hub participation	The school has strong partnerships with the music and/or other organisations with regular participation in local events, workshops.

CPD	Music lead is able to access a higher level of music CPD via the MAT by a highly experience music specialist (Director of Music at Guildford County) and other staff in school are also accessing CPD support from the Music Lead or elsewhere.
Links with other schools	Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition. Children are encouraged to attend secondary school performances. Infants visit junior performances and juniors go to infants to share live performance.
Live Music	There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians.
	All children have an opportunity to experience live music over the course of the school year.
Budget	The budget is planned to support the delivery of the music curriculum and supports resourcing the school.
	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.
Resources	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).
	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.
Leadership and advocacy	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.
	All staff including SLT and stakeholders promoting music as an integral part of daily school life and beyond.

Key features from the National Music Plan for Music Education

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3 – 1 hour including all singing assemblies and cross curricular listening/ rehearsal etc. This could be made a stricter and higher valued time.
- access to lessons across a range of instruments, and voice - across both schools several percussion-tuned and untuned, voice, woodwind and strings are planned for.
- a school choir or vocal ensemble - both schools have a range of these options.
- a school ensemble, band or group – this is available at KS2 for all.
- space for rehearsals and individual practice – individual peri lesson rehearsal but not a separate room for independent rehearsal as supervision is needed at this age.
- a termly school performance – within sharing assemblies, class assemblies, productions, concerts etc more than termly.
- opportunity to enjoy live performance at least once a year as above providing live performances and demonstrations.

MUSIC DEVELOPMENT PLAN – PLAN OF ACTION

Music					
Objective	Actions	Impact Measures	Resource Required	Time	School Lead
Ensure staff are confident in the teaching of Music using the Charanga scheme, especially new members of staff who may be new to using it.	Support staff who might find the scheme tricky to use/need advice/need resources.	Staff are confident to use the scheme and understand its importance. Children are gaining knowledge of musical vocabulary and understanding.	Teacher survey/questionnaire	By end of Autumn term	J V
Ensure the subject of Music is properly resourced to teach effectively.	Do an audit of the instruments that both schools have. Ensure instruments are accessible to everyone in order for them to be used properly.	Instruments are used to support the teaching of Music across all year groups.	N/A	All year	
Children to be involved in musical experiences and performances.	Research outside groups/organisations to provide performances to children to engage them musically and encourage more musical instruments to be learnt.	Children gain knowledge and understanding of instruments/ensembles/bands. Children gain an interest in learning a musical instrument for themselves.		All year	