

# Music Development Plan 2025-2026

<b>Name of School:</b>	<b>Wharncliffe Side Primary</b>
<b>Date:</b>	<b>September 2025</b>
<b>Next Annual Review Date:</b>	<b>September 2026</b>
<b>School Context:</b>	<b>Primary and Nursery school with Integrated Resource for SEND children</b>

<b>Priority Area</b>	<b>Music Development Aims</b> (copy/paste statements from self-evaluation here)	<b>Action</b> (what you need to 'do' to achieve aims)	<b>Review</b>
<b>In the Classroom</b>	Ensure good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding	Monitor Music curriculum coverage. Look at Charanga and see if there are alternatives that ensure better progression. Consider the class make up of the school in order to make a progressive curriculum regardless of how the classes are structured.	
<b>Beyond the Classroom</b>	Ensure 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.	Investigate after school clubs that could be provided by external providers. Look for more opportunities to perform outside of school. This might need to be within school time, so look at developing links between Chapel/local community.	
<b>Leadership and Management</b>	Ensure music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement.	Add Music priorities to school development plan. investigate how we could get all staff to receive annual training to maintain their confidence and build expertise (as stated in guidance from Music Hub).	
<b>Community and Partnerships</b>	Ensure meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits	Forge links with the community. See if events can be staffed in order for the school to participate (See beyond the classroom element).	