



Holy Trinity Church of England Primary School Growing Together as Children of God



Music Development Plan

Music Subject leader & Specialist Music teacher: Maria Neil-Smith

Local Music Hub: Merton Music Foundation (MMF): <https://mmf.org.uk/>

Date plan published: June 2025

Date plan to be reviewed: June 2026

This report summarises the provision and evaluation of action plan for the academic year 24-25 and planned provision and targets for academic year 25-26.

INTENTION - Subject Overview:

Music is not just a subject that should be taught as part of a broad balanced curriculum, at Holy Trinity it is an integral part of our school community which is highly valued by our pupils, parents, staff and Holy Trinity church. Historically, the school has always had a strong music provision and the specialist music teacher is highly passionate about continuing this tradition, advocating a high standard of music education for all our pupils. Our ambitious, inclusive approach to music education, means that as well as fulfilling the requirements of the National Curriculum for Music we strive to exceed these expectations.

Music at Holy Trinity aims to:

- Inspire and promote a lifelong love of music
- Create a culture where pupils see themselves as musicians and are supported in developing musicianship skills to allow them to progress
- Enable pupils to learn different instruments such as recorder and keyboard
- Provide opportunities for the children to perform with others as an ensemble and on their own for example at the annual music festival
- Expose pupils to a variety of live music and role models including professional musicians during their time with us
- Encourage pupils to appreciate, express opinions and understand the purpose and context of music from a wide range of different musical genres, cultures and time periods from great composers such as Vivaldi to Samba drumming from South America.
- Foster children's confidence and curiosity to experiment and create their own music and view themselves as the composers of the future

- Make music relevant to their lives, our local community, our school ethos and today's society including teaching them music technology skills and performing songs at whole school events such as the Harvest festival at the Church.
- Make music accessible and inclusive to all learners in our school community by removing barriers to enable individuals to reach their full potential including those with SEND
- Prepare them for secondary music and beyond
- Provide extra-curricular opportunities for pupils to pursue music beyond the classroom that is relevant to the needs of our pupils
- Maintain a highly effective partnership with Merton Music Foundation to sustain a strong instrumental tuition provision and make the most of the opportunities they offer Merton schools
- Develop life skills such as the ability to listen, work collaboratively and think creatively.
- Ensure Holy Trinity's music provision meets the key elements set out in the National Plan for Music Education :

Timetabled curriculum music of at least one hour each week of the school year for key stages 1 & 2	Met
Access to lessons across a range of instruments, and voice	Met
A school choir or vocal ensemble	Met
A school ensemble, band or group	Met
A space for rehearsals and individual practice	Partially Met
A termly school performance	Met
Opportunity to enjoy live performance at least once a year	Met

IMPLEMENTATION – Planning:

Summary of curriculum Music provision:

- 14 curriculum Music lessons happen every week from reception- year 6 delivered by a specialist Music teacher Maria Neil-Smith. Lessons take place on Tuesdays, Wednesday and Fridays. Including the weekly singing assembly each year group has at least 1 hour of music a week.
- 30 minute weekly Praise worship assembly on Wednesdays (Singing assembly) each week led by specialist Music teacher and pupils perform songs as part of every assembly. This assembly not only links to the Christian ethos of the school it is also part of music curriculum provision because elements of the music curriculum such as singing in parts are taught in these assemblies.

- Over 20 opportunities scheduled for pupils to perform in academic year 24-25 and the same for 25-26
- All pupils get the chance to hear live music from music specialist and from children performing to one another in the school regularly.
- Year 5 Jazz trip- Pupils got to experience high quality live music from a jazz band performing a bespoke concert at St John's Church arranged by MMF.
- Year 4 Concert trip in Autumn 2023 to Wimbledon theatre to participate in interactive performance by 'blues and roots ensemble'

Annual Opportunities for the children to perform as part of the Music curriculum:

- Reception nativity performance to parents
- Year 1 Christmas concert to parents
- Year 2 Christmas concert to parents
- KS2 pupils perform in Carol services to parents (one evening for years 3 & 5 and one for years 4 & 6)
- Year 5 performance assembly to the school (in preparation for RAH)
- Year 5 Bamboo Tamboo workshop- videoed performance
- Year 3 Samba carnival parade on the playground and videoed classroom performance
- Music festival auditions- pupils perform to their class. 138 auditions took place for KS2 pupils for the 2024 Music festival.
- Music Festival finals to school and to parents
- Year 6 production to school and parents
- Year 6 leaver's service at Holy Trinity Church

*RAH only happens once every 2 years so in the academic year 24-25 Year 5 had a concert visit and bamboo tamboo workshop arranged by MMF as an alternative.

Music Curriculum Planning:

An ambitious bespoke sequenced music curriculum has been designed by the specialist music teacher with end points that exceed that of the national curriculum for KS2 and prepare them for secondary music. The curriculum design has been inspired by the following:

- National Curriculum for Music up to KS3: https://assets.publishing.service.gov.uk/media/5a7b7f8c40f0b645ba3c4b8a/PRIMARY_national_curriculum_-_Music.pdf
- Elements of the model music curriculum- https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf
- Orff society UK training events & resources: <https://www.orff.org.uk/>
- Online music education platforms such as Charanga <https://charanga.com/site/>
- BBC ten pieces: <https://www.bbc.co.uk/teach/ten-pieces>
- Music Mark- https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf
- ISM- <https://www.ism.org/>
- Training, resources and network events provided by music hubs (specifically Hampshire Music, Ealing Music Service and MMF).

- Educational theory on how pupils learn including Solo taxonomy to inform my learning journeys
- Holy Trinity Curriculum and Christian ethos e.g. Egyptians topic in History has inspired an Egyptian musical theatre unit, Christian festivals have determined the performance opportunities and therefore content is planned to be appropriate for those events.

To ensure pupils receive a relevant music education that prepares them for our diverse society, children are introduced to world music from a range of cultures from African & samba drumming to the instruments of the western orchestra. Pupils are taught about the music of famous composers and artists through different time periods from Vivaldi to Queen. The Music specialist is an advocate of the Orff approach to music teaching, as a result there are plenty of opportunities for pupils to be creative through improvisation, music technology and group composition. Performance skills are developed through singing and musical theatre. Technical skills of learning an instrument, reading music and playing as an ensemble are developed through 'class bands with classroom percussion instruments, keyboard, recorder and glockenspiel/xylophone. At Holy Trinity, music skills are taught, learned, embedded and built upon in each unit the children study and these skills are revisited and developed as they progress through the school. As part of the curriculum design, there are learning journeys for each challenge which show the progression of skills/knowledge in that unit- this is also used as an assessment tool. Knowledge organisers accompany each unit of work summarising knowledge and skills taught. An end point document outlines what pupils should have achieved by the end of each key stage.

The school subscribes to the online Music education platform Charanga although we don't follow it's scheme of work we utilise some of the resources in music lessons to enable us to deliver certain aspects of our curriculum. The built in music technology software Yustudio is used with year 4 Hiphop & year 6 song writing challenges and the recorder and glockenspiel resources are used with lower key stage 2 and Key stage 1. Pupils have logins to the website and many have composed music at home on the site showing it has engaged pupils beyond the classroom.

IMPLEMENTATION AND IMPACT – Assessment, Monitoring and Evidence:

Assessment:

- Children from years 1-6 are assessed at the end of each term and then an overall assessment will be made for the end of the year. They are assessed on the key skills demonstrated in the end point of the unit (usually a performance or composition).
- Informal assessment happens every lesson- music teacher will refer to each unit's learning journey and not move on to the next stage until confident that the pupils are secure in that step before moving on. If assessments during the lesson indicate that pupils need more practice at a particular skill opportunities for consolidation will be built in to the next lesson.
- At the end of the academic year pupils progress in music will be reported to parents as part of their annual report
- In the early years the reception team upload photos and videos of the children in music lessons to tapestry to contribute evidence for the expressive arts learning goal.

Evidence:

- Children participate in live performances to parents, the school community and in public
- Some recordings of pupils throughout the school performing in lessons.
- Annual report to the governors and music development plan which includes summary of provision and pupil participation

Monitoring:

As Music is delivered by a specialist Music teacher, monitoring and evaluation of the subject is primarily led by the teacher's own observations during lessons and pupil voice. It is also informed by the following:

- Focus groups of children from each year group across the school to build a picture what they have learnt in music lessons and identify gaps so opportunities for revisiting can be planned in for future units. Pupil premium and SEND pupils are also represented in these focus groups.
- PP Pupil voice survey- establishes what musical opportunities this group of pupils are currently accessing and informs action plan for what to do next in this area.
- SLT observations and feedback from episodes of teaching.
- Supportive SENDCO visits to support with specific children
- Regular discussions regarding music curriculum design and provision with SLT and other subject leaders within the school.
- Termly Appraisal meetings for specialist Music Teacher with member of SLT- discussing results of pupil voice activities & progress on appraisal focus
- Reviewing action plan at least once a term.
- Writing the Music Development plan annually -sharing progress on targets and setting new ones.

IMPLEMENTATION AND IMPACT – Extra-curricular Music

The music curriculum is enriched through...

Extra-curricular clubs:

- School Choir every Wednesday lunchtime: 64 members on summer term register
- School Orchestra runs after school on Tuesdays for Yrs 2-6: Average over 20 members a term. 33 members in Spring term, 22 members in summer. (Summer is always lower due to clashes with sports)
- Year 5 band 'The Cobras' rehearsal runs on Friday lunchtimes- 7 members
- Year 6 band rehearsal runs on Tuesday lunchtime- 3 members

None of the above activities are by audition. Choir, band practise and rehearsal slots are free but orchestra is a paid club booked by parents through the club manager. Orchestra is free for PP pupils.

Instrumental tuition:

- Well established instrumental tuition program- 7 Instrumental tutors visit each week (at least one tutor is in school every day). Through MMF: 6 tutors visit the school each week and one independent tutor delivering 1:1 lessons on piano, guitar, violin and brass. Parents apply directly to MMF to book and pay for peripatetic instrumental lessons. School funds piano lessons for a PP pupil.
- Approx 20 hours of instrumental tuition a week.

- 54 pupils from years 1-6 have lessons through MMF each week meaning in combination with the independent tutor over 60 pupils have lessons in school each week
- 39 pupils are currently on the MMF waiting list. Looking at ways to reduce this however biggest constraint is space and sign up numbers for certain instruments for instance currently pupils wanting to learn flute is not enough for MMF to arrange a teacher.

Approx 22 hours of extra-curricular music (clubs and instrumental tuition) takes place each week in addition to our music curriculum in school. Although not through the school, several pupils learn instruments and attend ensembles and choirs at MMF's Saturday music school. We work in partnership with MMF so frequently advertise opportunities such as this on the school bulletin to parents.

Extra curricular performance opportunities:

- Choir perform in assembly ahead of schools Sunday
- Choir perform at Holy Trinity church for School Sunday with pupils from the Priory
- Choir and orchestra performance assemblies (perform to the school)
- Choir & Orchestra Performing at the school carol services
- Auditions for carol service solos held in December
- Choir performed at Merton Citizens community event held at Holy Trinity Church in March 2025.
- Pupils in every year group years 1-6 perform at Services at the church for Harvest, Easter etc.
- Pupils perform songs in Eucharists held in school each term e.g. for remembrance, Holy week,
- Annual Music festival final- Choir and orchestra will also perform at this.
- Summer Fair choir performance
- Year 6 leavers service at Southwark Cathedral

PP & SEND Music

PP Music

- Music Teacher is passionate about ensuring PP pupils can access music. Findings of PP pupil voice survey have informed next steps. Therefore from September 2024 the Music scholarship program has been running. This has been set up to cover instrumental lessons and instrument hire for PP pupils to give them access to music tuition that they wouldn't otherwise have. This has involved negotiating with music hub to set this up. School currently funds 9 PP pupils lessons at the moment out of orchestra fund (profits accumulated from the club).
- Ensuring there are opportunities to hear live music during their time at school by making most of what local music hub can provide. E.g. year 4 theatre concert and Year 5 Jazz concert at St John's- for some PP pupils this was their first live concert and first visit to a theatre/concert venue.
- Extra curricular clubs in school- Choir, orchestra free to PP pupils. Several PP pupils have attended choir and orchestra this year as a result of the PP survey where those who enjoyed singing were identified and encouraged to come. Pupils in these clubs will get the chance to perform in the music festival.
- Class music lessons provides range of opportunities to play instruments- keyboards, glockenspiels, recorders, percussion
- School funds a recorder for each year 3 PP pupil so they can practice at home.

- Access to music website 'Charanga' in school for music technology- a wonderful opportunity to create music individually on laptops in lessons which they may not get at home. Pupils also have free access to music technology software at home to create their own music if they are able to get access to a device. Removes barriers as often music tech software is unaffordable and inaccessible for many families.
- Year 5 pupils participated in a Bamboo Tamboo workshop instead of RAH which was funded by HOTS. Broadening PP pupils experiences at no extra costs to parents.
- Promote performance and leadership opportunities for this group of pupils- e.g. choir monitors, solos at the carol service.

SEND Music

- Every effort is made to ensure music is inclusive and that SEND pupils join their class music lesson- those SEND pupils with 1:1 adults accompany them to their weekly lesson to support them in accessing the Music curriculum. Various resources such as cushions, sensory box, noise cancelling headphones etc, are often used to support particular pupils. Music teacher has high expectations of SEND pupils. Many SEND pupils are working at and a few above the expected standard in music.
- This year more Makaton has been used in music lessons and the school has been taught to sing 'What a Wonderful World' with the Makaton signs.
- There are SEND pupils attending both choir and orchestra so music teacher ensures these pupils are supported in accessing the club. Orchestra has become more inclusive and no longer by invitation only to ensure more pupils can get the chance to play in a band this makes it accessible to SEND pupils and PP pupils. This has led to large increase. In academic year 23-24 before I started there were 7 members. In the Spring term 2025 it was at its largest with 33 members.
- Music Teacher teaches music on Mondays at Perseid school for pupils with complex needs so brings some of the training and experience from that to designing inclusive lessons and supporting SEND pupils in Music.
- Multisensory approach adopted in music- visuals are used, movement including body percussion, moving with parachutes and opportunities for repetition are built in to the curriculum. Music is taught primarily practically so removes barriers for those who may find reading and writing tricky. Many pupils with dyslexia are thriving in music for instance doing solos in lessons and choir.
- Charanga music technology programme- SEND pupils produce their own work and have a login so can do more outside the classroom. Pupils with autism actually often excel at this because the formulaic nature of working with music technology software makes it more accessible to them. Also for those who find communication and social interactions challenging, music technology element of our curriculum enables them to work individually and therefore removes a barrier. Many SEND pupils have thrived from working on their own, showing their true musical capability.
- SEND pupils efforts and achievements are praised and recognized. House points are awarded in lessons and several SEND pupils have received 'Music star of the term award' in recognition of their progress.
- As part of Music teacher's appraisal, she is undertaking significant amounts of autism training at Perseid which she is implementing in to her provision for pupils with autism.

EVALUATING IMPACT- Reviewing targets for academic year 23-24

For the next 3 years the main two focus areas for improving Music at Holy Trinity are:

- Design and implementation of new streamlined music curriculum

- Improve music provision for most vulnerable pupils including PP pupils & SEND

Within these 2 main areas are measurable targets for each academic year to ensure that progress is made in these areas.

INTENT (Focus)	IMPLEMENTATION (Targets)	IMPACT	Review
Design and implementation of new streamlined music curriculum	<ul style="list-style-type: none"> • In partnership with MMF, plan an alternative performance opportunity to RAH for Year 5 in 2025 and ensure same vocal skills are met. • Introduce ukulele into the Music Curriculum to support pupils understanding of chords as an accompaniment for songs. This will enable them to perform songs with an accompaniment in an ensemble helping with future performance and song writing skills. • Due to success of Jazz concert in May 2024, organise at least one live performance annually for pupils so that children continue to hear high quality live music from a range of sources. • ‘A space for rehearsals and individual practice’ – explore creative ways we could meet this element of the National plan for music education more effectively within the constraints we have. 	Pupils knowing and remembering more about what they have learnt in music and developing skills over time which will prepare them for the content in future year groups and ultimately secondary school.	<p>Met</p> <ul style="list-style-type: none"> • Year 5 Pupils got to attend a live Jazz Concert at St John’s about Louis Armstrong organized by MMF. They also got an hour Bamboo Tamboo workshop provided by MMF. Vocal skills are being met through rehearsing songs in 2 parts to perform at the music festival. <p>Met</p> <ul style="list-style-type: none"> • Ukulele has been successfully introduced into the music curriculum. Thanks to parental fundraising the school now owns a set of 30 ukuleles. Year 5 & 6 have made great progress and have learnt to play a repertoire of well known songs such as ‘Eleanor Rigby’ by the Beatles and ‘Thunder’ by Imagine Dragons to name a few. This will be continued next year. <p>Met</p> <ul style="list-style-type: none"> • Years 4 & 5 & 6 have attended live performances at local venues including Wimbledon theatre, St John’s church and a music theatre production at the library at Christmas. <p>Mostly Met</p> <ul style="list-style-type: none"> • Now we have 2 dedicated band rehearsal slots a week (Tuesday and Friday lunchtimes) to enable established bands the space, equipment, time and guidance to rehearse. Individual practice slots have been harder to logistically facilitate during the school day. However more pupils have joined the school orchestra so many who learn instruments are getting rehearsal opportunities through that.
Improve music provision for most vulnerable pupils including	<ul style="list-style-type: none"> • Increase number of pupil premium children learning instruments in school. As part of this find sustainable means to fund these pupil’s lessons 	Music will be more accessible and inclusive for all.	<p>Met</p> <ul style="list-style-type: none"> • Pupil premium scholarship programme set up. 9 PP pupils instrumental lessons funded by school. As orchestra membership has increased

PP pupils, SEND .	<p>through partnership with parents, MMF, clubs manager and PTFA.</p> <ul style="list-style-type: none"> • Conduct a SEND pupil voice survey. Identify pupils who have an aptitude or interest for music and start to design opportunities to develop access to music among this group. • Complete SEND audit as a tool for evaluating effectiveness of SEND provision in music. Use this to inform next steps. 		<p>the scholarship programme is more sustainable financially.</p> <p>Met</p> <p>Spoken to SEND pupils individually about music and encouraged a few to try choir and orchestra. Also made a lot of observations during lessons and made adaptations for SEND pupils based on these observations. For example used melodica's instead of recorders for pupils with CP. Use of Makaton and visual cues for pupils with autism.</p>
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Targets for Music improvement Academic year 24-25

These targets will be reviewed when this report is reviewed.

INTENT (Focus)	IMPLEMENTATION (Targets)	IMPACT
Design and implementation of new streamlined music curriculum	<ul style="list-style-type: none"> • Improve music room environment to make it more accessible. • Due to success of French carol service – implement more languages in to music activities. both curricular and extra-curricular and make more cross curricular links between Music and other subjects. • Ensure there are strong music links with Christian ethos of the school in preparation for SIAMs inspection. 	
Improve music provision for most vulnerable pupils including PP pupils, SEND .	<ul style="list-style-type: none"> • Implement more visuals and Makaton in to music. • Implement training from Perseid to support 	

... “Commit to the Lord whatever you do, and he will establish your plans.” Proverbs 16:3