



St Mary's
CE Middle School Puddletown

Music Development Plan 2025/26

Date:	October 2025
Review Date:	October 2026

Wessex MAT Schools Music Audit and Music Development Plan

Name of School: St Mary's Middle School

	Wessex MAT Aspiration (based on NPME2 guidance).	Where are we now?	Where do we want to be in 1 year?	Where do we want to be in 3 years?	SMART Targets for 2025-26 Specific, Measurable, achievable (it's possible), realistic (it's practical), time - bound
In the classroom	<i>Curriculum Music is timetabled for at least one hour each week of the school year for Key Stages 1 to 3. Progression routes are available at KS4 and KS5 (at appropriate schools).</i>	Music is timetabled 1 hour per week for all years.	Maintain current level. Suggest upper school does the same so pupils retain knowledge and skills into KS4	KS4 at THS to move from music being timetabled on a carousel to once a week.	Timetable issues, staffing etc.
	The music curriculum is at least as ambitious as the MMC and is clearly sequenced with clear progression of incremental learning of the technical, constructive, and expressive aspects of music. It is taught using appropriate teaching methodology with a strong focus on making music.	Music curriculum is in place and the sequence of work has been thought through. Teaching is by Music lead. Progressive singing and keyboard curriculum has been written and aligned with the other middle schools in the MAT	Development of a more unified music curriculum for KS2 and KS3 is a long-term project across all middle schools. A unified keyboard progression course through all middle schools started Sept 25. This is to be maintained along with singing strategy. Alignment in other areas to be discussed at MAT music meetings.	All middle schools have embedded keyboard course throughout all years and curriculum aligned with communally agreed non-negotiable such as end of year 6 and year 8 targets. Revise current curriculum based on the new curriculum set to be released spring 27	Subject leads will work collaboratively at KS2 & KS3 meetings on this process.
	There is adequate space and resources for teaching, including class sets of tuned and untuned instruments and access to technology.	Good space and good resources (keyboards, djembes, ukuleles, samba). No tech in music room but pupils have access in IT lessons for a music-	Look at resourcing the department with I pads/chrome books to embed music technology.	Middle schools/THS to seek same IT programmes for progression. It would also be good to think about how better access to technology	Funding is key to this success.

		related project. KS3 have access to IT enrichment activities each year at the end of the summer term. Can multitrack on keyboards but is tricky to save.		could facilitate composition development in the future.	
	<i>Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)</i>	Pupils attend interventions and miss much curriculum time particularly year 6. Pupils have charts and adaptive sheets to assist.	No adaptive instruments available or needed at this time.	Use of technology to aid pupils with SEND	Funding is key to this success.
	<i>First/Primary Schools: Whole-class tuition is delivered on an instrument for some of the curriculum</i>	TOP's programme with instruments provided by the Hub for pupils who wish to take part. PP funding may be used to access lessons. KS2 pupils are taught specific keyboard technique as a whole class.	Higher numbers of pupils continuing with their chosen orchestral instrument from the TOPs programme.	Greater number of pupils learning orchestral instruments across all year groups. Increase in numbers taking part in brass, strings ensembles and school orchestra.	Continued funding from the music HUB and access to musical instruments. Time and space given for ensembles to take place
Beyond the classroom	<i>First/Middle/Primary Schools: Singing and vocal work is embedded into the life of the school (daily singing and assemblies), drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</i>	Singing is included in every music curriculum unit for all years. Hymns are sung at the end of each whole-school assembly. Some staff support singing in assemblies.	Make singing in years 5-6 more obviously progressive with regards to development of singing skills. Think of ideas for maintaining good singing in years 7 & 8. More staff to set an example and sing in collective worship.	Aim to have all years singing confidently in class with clear progression in years 5-6 and repertoire suitable for changing voices used in years 7-8 (which still maintains the level of skill reached in year 6). All staff to show enjoyment in whole school singing.	Focus on progression in singing in years 5-6 (e.g keep part singing going and develop it). KS3 subject meetings will help to collaboratively develop this. All staff to share in the church ethos of the school.

	<i>Music is performed in assemblies and events (such as sports day and open evenings) and there is collaboration between music and other subjects (notably in performing arts). Pupils also perform to the wider community in local/regional events (for example, Hub events and local festivals). In-school musical events take place at least once a term.</i>	Christmas service, Easter service and Pentecost service include whole-school singing. Instrumentalists and the school choir. Community events for last year include: Open evening, Wessex Christmas concert, OAP village hall Christmas dinner. Puddletown Plod, Dorset Music and Food festival, Gospel singing workshops, D'Day concert, Gabrieli Roar links, Poole Society for Young Musicians Wessex MAT arts festival and the Dorset Choral Society concert. We are privileged to be invited to enrichment days such as Bryanston School orchestra day/singing day/jazz workshop etc. In school events include. Christmas Carol competition, Spring term informal concert for soloist and ensemble performances.	Continue with our school events from last year and plan further collaborative events amongst the Wessex MAT	Music to be fully supported and time given to plan, rehearse and perform for such events.	SLT support to be given. Pupils to have access to music at break times and lunch times to rehearse and take part in extra-curricular activities. Achievable if time given to support.
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		The summer Music and Art concert and the year 5 production. No Christmas concert this year due to staff workload – full time tutor group and extra subjects added to timetable.			
	<i>There is an opportunity for all pupils to see live music performance at least once per year.</i>	All pupils come together to see their peers perform their Christmas carols in a formal setting with external judges. Pupils perform in achievement assemblies Trip to see a musical each year – last year Jesus Christ superstar this year Matilda. All year 5 & 6 visit the pantomime at Christmas. KS 3 see musical at THS in the summer term. Where possible we try to take part in the BSO concerts in May.	Would like to offer KS2 opportunity to see live performance from older students – THS. Attend BSO concert in May annually.	Provide trips to see live performances – take advantage of BSO concert, THS productions and musical theatre groups at The Mayflower Theatre Southampton. One yearly opportunity to see live music for every year group.	HT to liaise about potential THS tour in summer term for all of KS2 & 3 to watch. Rising cost of coaches impedes opportunities to see live performances outside of the school setting.
	<i>The school facilitates 1:1 and small group tuition (including providing space). Pupils and families facing the largest</i>	The music department has 3 practice rooms, 1 rehearsal room as well as the main teaching room	Aim to increase % of pp students accessing lessons and extra-curricular events	Assuming TOPs scheme continues, aim to have more new starters each year.	HT to liaise with DMH about future of TOPs and possible second wave of starters in Jan 25.

	<i>barriers are given support to engage in music learning as part of, and beyond, the curriculum.</i>	to facilitate 1:1 and small group tuition. Currently 147 music lessons take place each week (31% of school population). 12% of Pupil Premium students access these lessons. 12 VMTs work at the school.	Head of music to continue to promote the TOPS's programme to all year 5 & 6 pupils.		
	<i>Musical skills and interests are extended through diverse enrichment activities (first schools = at least one choir, middle/upper schools = at least one choir and one instrumental group). Opportunities are accessible to all and all pupils are given the opportunity to participate. Local opportunities are signposted.</i>	Clubs are offered at lunch times to guarantee accessibility for all. Clubs offered: Whole school singing run by NR Dance club run by NR Whole school orchestra run by NR – not always possible to rehearse regularly due to increased work commitments this year. Rock group run by VMT (funded by students)	This year has seen a decrease in ensembles and events offered due to changes in timetabling and staff capacity (e.g no ukulele group, limited orchestra time, no Christmas concert). The impact of this is yet to be understood. The music room needs to be available for these clubs to run and not used as a tutor base.	Regular rehearsal opportunities for all instrumentalists that are free to attend for all students. Head of music needs to be available to deliver, support and supervise music clubs It is imperative the head of music is based in the department to liaise with VMT in support of 1:1 tuition, group music lessons and ensembles.	NR will monitor involvement in extra-curricular groups/participation in events, in order to plan for how provision might be increased again in the future.
	<i>The school tracks and monitors engagement in enrichment, ensuring there is a large proportion of Pupils able to engage in music in and out of school.</i>	NR has tracked enrichment in the past, with regards to pp/SEND participation – not sure if there is capacity to do so this year.		All enrichment activities are tracked and info is fed back to Wessex MAT.	NR to investigate if there is a less time-heavy way to track enrichment.

	<i>Middle/Upper/Secondary Schools: Pupils are leaders and advocates for music in their school.</i>	Pupils demonstrate clear leadership skills and are advocates for music. There are pupil lead clubs.	Promote further pupil lead clubs.	Maintaining leaders and quality.	Time, space and staffing.
Leadership and Management	<i>There is a designated Music Lead (+ a lead at academy trust level)</i>	There is a head of department in school and at academy trust level			
	<i>All staff delivering music receive annual training, addressing their CPD needs and this has impact ensuring all staff are confident at delivering the curriculum.</i>	Annual CPD planned through Wessex which can be shaped by the teachers.	Book CPD day for next academic year through Wessex.	Continue with annual CPD day to share good practice and resources.	One day cover required.
	<i>The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education and a named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account.</i>	NR feels that the continued pressures and commitment of taking on a greater tutor role had a negative impact on her ability to lead the department in the way that she envisages. Enrichment and support for VMTs is currently not the level that NR would aspire to and the quality and consistency of music clubs has been affected.	Timetabling and role to revert back to pre 23-24 to allow the music department to be open break and lunch times for pupils to access the department for practice, ABRSM preparations as well as clubs, rehearsals and concerts. Music room needs to be used exclusively for music education to protect specialized equipment, and ensure consistent, high-quality music instruction.	SLT to understand that the 31 % of the school learning a musical instrument are a tutor group in its own right and extra pastoral commitments put a strain on workload.	Achievable if timetabled.
The Community and Partnerships	<i>First/Primary Schools: The school works with early year providers to build a culture where music is valued.</i>	CPD is provided for non-specialist music leads. Curriculum is provided for them to follow.	Maintain level of confidence amongst music leads.	Repeat CPD for new/changing staff.	Staffing, time, funding

	<i>The school works in partnership with the local music hub and their providers and signposts students to progression opportunities</i>	All schools work closely with Wessex Schools Music. Less involvement with the Dorset Music Hub.	Progression to be continued through the trust with support from the music hub.	TOPS programme to continue to be supported by the hub.	Funding from the hub to provide instruments for the TOPS programme.
	<i>The school actively promotes and shares the value of music with parents and the wider school community</i>	Community performance events are offered e.g Christmas cracker, Dorchester Choral Society, variety of music festivals.	Continue to support community with our ensembles and bands.	Consider mechanisms for sharing musical achievements e.g social media, newsletter etc.	IT to record and share.
	<i>Parents and carers actively support music making/are involved in music making, through support at events and through home learning.</i>	Parents attend concerts, events within the local and wider community. Parents have opportunities to take part in the Wessex Arts Festival.	Continue to communicate with parents and ensure events are fully supported.	Maintain current levels. Promote the Wessex arts festival further.	
	<i>Middle/Upper/Secondary Schools: The school has links to the wider music eco-system. Students benefit from interactions with those working in the profession through events and trips so that they can gain insight on careers</i>	Pupils work closely with professional musicians at termly concert, collaborative events such as Musical theatre concert (with professionals from the West End) Gospel workshops (Sanctuary choir, London) Gabrieli Roar. Career options are embedded into the curriculum at KS3.	Further career talks to be embedded into the curriculum at KS3. Continued collaborative events that give pupils to opportunity to work with professionals and engage in question and answer sessions.	Seek opportunities for all pupils to have access to the extended careers talks – not just those involved in the music clubs.	Time, funding and logistics.

Priority action points for Subject Lead to implement 2025-26:

- Focus on progression in singing in years 5-6 (e.g keep part singing going and develop it). KS3 subject meetings will help to collaboratively develop this.
- NR will discuss timetabling issues to protect extra-curricular clubs and enrichment opportunities.
- NR to investigate if there is a less time-heavy way to track enrichment.