

Music development plan summary: The Leys Primary

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features 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 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	Sept 2025 - July 2026
Date this summary was published	August 2025
Date this summary will be reviewed	Summer 2026
Name of the school music lead	Alison Barr
Name of school leadership team member with responsibility for music (if different)	Alison Barr
Name of local music hub	Herts Music Service (HMS)
Name of other music education organisation(s) (if partnership in place)	iRock and Create Music

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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this [here](#).

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

Class teachers deliver 40 minutes of music each week using Charanga, an online platform and scheme of work based on the Model Music Curriculum, to support non-specialist teachers to deliver music in school.

A detailed long term plan for 2025-26 can be found on our website music page - https://www.leys.herts.sch.uk/documents/250725_art-overview-2025-2026.pdf

In addition to weekly class music lessons the children are taught singing for 20 minutes weekly in phases by a Herts Peripatetic Singing Teacher. Year 5 are also taught Ukulele by a Herts Music Teacher for 1 hour weekly. During assembly the Music Lead also has a Musician of the Month and the children learn about and listen to a range of music from a range of different genres. Last year this included music from Mozart to Elvis and Ella Fitzgerald to Kate Bush.

The school is fortunate to have a specialist music room, which has a range of tuned and untuned instruments including class sets of ukuleles, ocarinas, recorders and glockenspiels, for use during music lessons. Staff use video and their class digi books to evidence the progress made in music.

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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

In addition to the weekly music lessons, the school offers opportunities to learn piano with a peripatetic teacher from the Herts Music Service, ukulele/guitar lessons with Create Music and ensemble experiences through iRock. iRock <https://www.irockschool.com/parents-info> provide a 30 minute weekly peripatetic music lesson in groups where children form their own rock band and can learn to play the drums, keyboard, guitar or vocals as a group. Each term the children perform to their parents and children within school. We are also fortunate to have the Stevenage Music Centre based at Nobel School, which provides a number of other opportunities for lessons and ensembles outside of school hours. This year we are also offering an after school choir, led by our singing teacher from the Herts Music Service. <https://www.hertsmusicservice.org.uk/music-centres-in-hertfordshire/north-herts-and-stevenage/stevenage-music-centre/stevenage-music-centre.aspx>

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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

All the children perform for their parents across the school year, these shows vary from EYFS who perform in class, to Lower School who perform a Christmas play with a singing/instrumental component and Upper School who perform assemblies within year groups. The Year 6 cohort also perform an end of year leavers production which includes a large singing component.

Class Assemblies/ Performances:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 1 Year 2 Reception Stay and share	Year 4	Year 5	Year 3	Year 6 play

Children learning instruments (iRock, ukulele) also perform to parents and other children at the end of their taught block of lessons. Historically the choir has also performed at the Christmas Lights service, at local care homes in the community and at school events. Last year the Year 4 children were videoed performing on recorder (see the school website). The school also looks to provide opportunities for children to enjoy live music and workshops. In September 2024 both iRock and Create Music performed in assembly, November 2024 the Lower School watched a live Pantomime with singing and July 2025 Rec - Y3 children were also videoed as part of the Sing Up DigiChoir.

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

In the future the school is still looking to enhance links with local secondary schools and thus develop the musical experiences available to our students. There will also be more opportunities for children learning instruments to perform to their peers during assembly time and we are looking to explore potential opportunities for a school Radio Station.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.