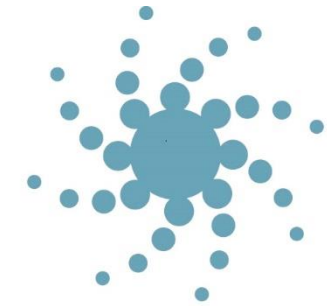




The
Portsmouth Academy

Music Development Plan

The Portsmouth Academy | 2025/26

Date of adoption: September 2025

Review: October 2026

Lead for this plan: Samuel Calcott/Sarah Blackmore

Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

[MMC](#) – the Model Music Curriculum

[Music: Subject Curriculum Insights](#) – OFSTED webinar

[Portsmouth Music Hub](#) - Hub Local Plan for Music Education

School Improvement Plan

Music at The Portsmouth Academy

Curriculum Music

area	what happens now	what we would like to see	link to actions
Overview	KS3: We have created our own schemes of learning and these cover a variety of topics that focus on building students abilities in the key areas of Music across the Key Stage; Performing, Composing, Listening, Singing and Music Technology. We have used the Music Model Curriculum (MMC) to identify the key areas above with the addition of Music Technology as this is used at KS4 for Unit 2 Composition. We have also incorporated the Key Principles of Music from the OFSTED aide memoires; Technical, Constructive and Expressive. These 3 Key Principles are built into each scheme of learning and run through the lessons. Currently KS3 is given the following curriculum time: Y7,Y8,Y9 – 2 hours a fortnight KS3 is taught by 3 x Music specialist qualified teachers and supported by a Music specialist HLTA. At KS3 summative assessment happens termly at the end of each topic, the summative assessment focuses on the key areas of music (performing, composing, listening) so that progress can be tracked over time. Formative assessment happens throughout the topics through verbal feedback, low stake forms quizzes and homework tasks. As a Microsoft Showcase school every student in KS3 has access to a laptop, so we are able to use Teams and OneNote to deliver our lessons. Lessons are shared digitally through these applications and we are able to track knowledge through low stake quizzes and homework tasks using Forms.	Assessment is a whole school focus next academic year so we are looking to change our assessment process to be in line with the school policy. We want to assess students using the 3 x KS4 AOs and weight them similarly so that we are getting a more accurate picture of students' progress. KS3: We would like to improve the use of digital technology in lessons by using the collaboration space in OneNote to allow students to peer assess each other's performances. We record (audio / video) of each student's performances using stream and the school video camera and this is posted into their teams. This will allow students to watch / listen to the performances back and complete a better evaluation. The skill of writing an evaluation is also one of the AO's	2 1

area	what happens now	what we would like to see	link to actions
	KS4: At KS4 we offer Eduqas Level 1/2 Vocational Award Performing Arts (MUSIC) course and have created a curriculum map that follows the suggested outline from the exam board. We have dedicated time throughout the two years when students are building the skills they need to complete the 3 units; Unit 1 – Performing, Unit 2 – Composing and Unit 3 – Performing Arts in Practice. There is then dedicated controlled assessment time for students to complete each unit. These units have to be completed in a certain order which has been specified by the exam board and matches up with our curriculum map. Currently KS4 is given the following curriculum time: Y10 – 5 hours a fortnight Y11 – 5 hours a fortnight KS4 is taught by 2 x Music specialist qualified teachers and supported by a Music specialist HLTA. At KS4 summative assessment happens in line with the exam board assessment criteria and guidelines. Formative assessment happens throughout the units through verbal feedback, low stake forms quizzes, homework tasks and written feedback. Link to Music Curriculum Planning Document (live and subject to change) Link to Music Learning Journey 7-11.pptx	at KS4 so will better prepare students for the KS4 course. KS4: Year 10 students will have access to a laptop in 25/26, so we want to adapt the KS4 curriculum to incorporate the digital teaching techniques that we currently use at KS3 to improve teaching and learning.	1

area	what happens now	what we would like to see	link to actions
Singing	Singing is a target for the Music department. Currently students in Year 7 sing at the end of most lessons. We call it 'Find your Voice' and it is an opportunity for students to sing songs together. We are building this approach year group by year group so that all students across KS3 are singing in most lessons and have formed positive habits of doing so. KS4 – students focus on their performance discipline, so some students will focus on singing at KS4.	Year 8 lessons will incorporate 'Find your Voice' next academic year. 25/26 Year 9 lessons will incorporate 'Find your Voice' the following academic year. 26/27	4
Instrumental music	In almost all music lessons there is some sort of practical activity that requires students to play an instrument / compose / use a computer software programme. We don't offer whole class tuition as we don't have the number of instruments required to do that, but we do embed instrumental skills throughout the KS3 curriculum. For example: students learn how to play Keyboard, Ukulele, Bass Guitar, Guitar, drums and vocals in 'Band Skills' topics across Y7, Y8, and Y9. Students develop their skills on these instruments across the topics and the skills get progressively more advanced. As a school we have chosen to focus on these contemporary instruments as it suits our student demographic and their financial ability to afford instruments to take the learning further at home.	In the future we would like to offer whole class tuition, perhaps on Keyboard or Guitar.	4
Technology	Music Technology is used in our lessons as a learning resource in class. We have 15 computers in each classroom, which all have a music software programme called Mixcraft installed. Each computer also has a keyboard that is linked through midi to allow students to play into the software. We have also got 4 x audio interfaces that allow students to play other instruments into the software including guitar, bass, drums and vocals. The software is used in a number of schemes of learning across KS3 including: • Orchestra Composition Y7 • Tom & Jerry Composition Y8	Our practice rooms are set up so that audio can be recorded from each practice room /classroom and one of the practice rooms has the capacity to be turned into a recording studio. This is a project we would like to complete in the future to allow KS4 students to study the Music Technology route as well as the performance route we currently offer. This would require some funding.	1

area	what happens now	what we would like to see	link to actions
	• EDM Composition Y8 • Film Music Composition Y9 • Video Game Music Composition Y9 • Song Sequencing Composition Y9 These schemes of learning allow students to use the software as an aid to build their composition skills by composing music to various briefs including video clips. It also builds students understanding and skills of using the software, Mixcraft which students need to use at KS4 to complete Unit 2 – Composition.		
Opportunities to experience live music performance	Students perform to each other at the end of each topic (half termly). Students have the opportunity to perform to the whole school body during performances such as the Christmas end of term performance and summer performance. Students have the chance to perform to students and parents at events such as Last musician standing, school musicals and showcases. Students are given opportunities to perform to the local community for example at 'Rock the rooms' and 'Soundsational'. Music staff perform to students in lesson times when we are demonstrating / modelling but we also hold an annual 'Staff Stars in their Eyes' event for charity which allows students to see members of staff from across the school perform.	A lot of the opportunities to experience live music are inside school. We would like to give students more opportunities outside of school and take students to see more professional performances. Links with the Music Hub and local schools (PGS) will help to facilitate this. We are taking part in the PCEP cultural partnership project which sees us working outside organisations to broaden our student experiences in the arts.	4

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Overview	There are many extra-curricular opportunities on offer at TPA, all of which are run by the Music staff team / Peripatetic tutors. All opportunities are free to the students. The clubs are linked to the curriculum as they focus on the key areas of music; Performing, composing, Music Technology and also focus on the rock band instruments that students study throughout KS3 and most students continue with into KS4. The current clubs on offer: • Y7&8 Band Club • Y9 Band Club • KS4 Band Club • KS4 Coursework Catchup • Music Technology Club • Choir • School Production 2026 (club) A whole school musical (Matilda) is being planned with the Drama and Dance departments to be performed midway through the 25/26 academic year.	We would like to build the take up of extracurricular clubs.	4
Singing	We run a student choir club, which is run during lunchtime by one of the Music teachers and is accompanied by a mixture of piano and backing tracks. Students are a part of picking the songs we perform and are given opportunities to perform inside and outside of school including Christmas and end of term showcases and performances such as 'Soundsational' at the Guildhall. We advertise the extracurricular clubs during lessons and encourage students to join.	We would like to have more students attending the choir as the numbers are currently quite low. We are hoping to build on this as our 'Find your Voice' initiative in lessons builds.	4
Ensembles	We have a number of ensembles available: • Y7&8 Band Club	We are always wanting to change our ensembles to match our staff expertise and what the students want to have on offer.	4

area	what happens now	what we would like to see	link to actions
	- Y9 Band Club - KS4 Band Club All of these clubs are run by Music teachers / Music HLTA and either run during lunchtimes or afterschool. We advertise the extracurricular clubs during lessons and encourage students to join. Students are given opportunities to perform inside and outside of school including Christmas and end of term showcases, Last Musician Standing competition and performances such as 'Soundsational' at the Guildhall and 'Rock the Rooms' at the Wedgewood Rooms.		
Tuition	We offer lessons on the following instruments: - Vocals - Piano / Keyboard - Electric / Acoustic Guitar - Bass Guitar - Ukulele The lessons are taught by professional peripatetic tutors on a rota system throughout the school day and after school. We offer subsidised lessons to PP students and half price lessons to all students taking Music at KS4. Peripatetic lessons ran throughout academic year 24/25. This provision was consistent, with approximately 41 students starting lessons in September 2024, and the same number having lessons in June 2025. The majority of students who took peripatetic lessons were in Key Stage 4, accounting for approximately 55-60 of all peripatetic lessons.	We would also like to improve the up take of lessons and consistency in attendance at lessons as, depending on the tutor, this was not consistent. We would also like all of the KS4 music students to opt into the half price lessons. We would like enough interest to be able to employ a drum teacher as keeping a drum teacher in employment has been a challenge with little time on offer to them.	3

area	what happens now	what we would like to see	link to actions
	For our 24/25 year 11 cohort, 5 of the 11 students attended peripatetic instrument lessons throughout the academic year. This had a positive impact on our P8 score and outcomes. See the Headlines of the data below: <i>The headlines:</i> <u>Positives:</u> • <i>P8 Score overall +0.38</i> • <i>6 students above target (46%)</i> • <i>9 students on or above target (69%)</i> • <i>More students received a level 2 grade (8 out of 13) with 4 more given an FFT level 1 target.</i> <u>Minus:</u> • <i>3 students below target</i> • <i>1 student received an ungraded grade</i> <u>Interesting:</u> • <i>The likelihood of students underachieving increased if they opted to not have the free instrumental lessons</i> • <i>All students who achieved above target received free instrumental lessons</i> We also have an instrument loan scheme that runs alongside our peripatetic lessons. Students are able to loan instruments for £5 a term so that they can practice their instrument at home. We brought this scheme in as our demographic of parents can't afford to buy instruments.		

Leadership

area	what happens now	what we would like to see	link to actions
Governing body	We do not have a specific person on the Governing body for Music, but we do have a person that represents the curriculum subjects in the school.	We could try to add a music specific person on the Governing body.	
Senior Leadership Team	As a school we have achieved Gold Artsmark award and are in the process of achieving Platinum Artsmark award. As a Trust we have a week dedicated to the performing Arts called 'TSarts' which is when the arts are celebrated with competitions and focused lessons across all subjects. We have an SLT member of staff, Sarah Blackmore that is linked with Music and PA and is in charge of running cultural capital and other whole school events. The place of music in the school is an area of importance in our curriculum offer. This will continue to be an area of importance as the Creative Curriculum initiatives are implemented and LM for the music places importance on understanding the stands in music, the demands of the KS4 course and the limitations in terms of budget and access to musical instruments beyond the classroom. Whole school foci on assessment objectives and assessment procedures have considered the weighting of the KS4 course and how music can be assessed for the best outcomes for the learners. Music extra-curricular, trips and cultural capital opportunities are encouraged and promoted across the school.		
Subject leadership	Vicky Francis is the Curriculum Lead for Music, with Samuel Calcott covering for her on maternity leave and the curriculum is set by him, alongside the work of the Curriculum lead in place and further developed by the music department. The curriculum is communicated through the Music Curriculum Planning Document, where lesson plans can be found. The PPTs and all resources for every lesson are kept on the Music Share Point page and are accessible by all Music staff. Delivery of the curriculum is monitored through QofE Drop ins and any training needs are		

area	what happens now	what we would like to see	link to actions
	identified and addressed through the drop ins. Music staff expertise is used to plan different areas of the curriculum.		

Budget

area	what happens now	what we would like to see	link to actions
Budget for Music	Current budget for music is £2245 The budget is spent on purchasing new equipment, maintaining equipment and offering extracurricular opportunities and events.	We would like to see a bigger budget as our current budget covers equipment but it would be nice to spend money on extracurricular opportunities, getting outside companies in to do performances and workshops etc. Opportunities are being sought to encourage extra funding from external sources, allowing trips, visiting musicians or other opportunities to build cultural capital within the school.	4
Music income	The school charges parents for Peripatetic lessons, but we also subsidise PP students and students taking Music at KS4. <u>Prices:</u> Individual lesson: £75 per term Group lesson: £65 per term PP price: £16 per term KS4 Music students: 50% discount The prices for Peripatetic lessons cover the costs of the Peripatetic tutors and so the school doesn't make any money from that. The school also charges for students to hire instruments. This is charged at £5 per term and the cost covers the maintenance of the instruments. We currently don't charge parents for entry into concerts or shows as our demographic wouldn't be able to afford to pay and this would result in very poor turn outs for audiences. The exception to	We would like to look into the potential of getting Charitable or other funding to improve our provisions.	4

area	what happens now	what we would like to see	link to actions
	this is the staff stars in their eyes show and all proceeds go to Children in Need. We run an annual Music competition which is sponsored by local companies who donate prizes and professional judges including local recording studios, GAK and Rock Steady.		

Partnerships

area	what happens now	what we would like to see	link to actions
Partnerships with schools	We work closely with Music departments in other Portsmouth secondary schools including Priory and St Edmunds. They are offering the same KS4 Music course as us so we often meet to discuss schemes of learning and moderate coursework. We attend meetings with Heads of Music from schools across Portsmouth which are arranged through the Music Hub. We also meet with the Heads of Music and other Performing Arts departments across the Thinking Schools Trust. We are given 1 hour a fortnight dedicated to these meetings to allow sharing of good practice and discussions. We also have opportunities throughout the academic year to meet with the Performing Arts departments, which is called MAT Meets. This is dedicated time off timetable usually from 12.30pm-5pm where we are able to share good practice and meet with the rest of the trust. We have also been working with a Primary school in the trust (New Horizons) to help build their Music provision and curriculum. We have supported in writing the curriculum.		
Partnership or relationship with local music service or Music Education Hub	We have a good relationship with the Portsmouth Music Hub and communicate with them regularly via email. The hub also help to organise virtual meetings with other heads of Music in the Portsmouth area to discuss curriculum, extracurricular, etc. We take part in the Portsmouth Music Hub events including concerts and performances, as well and with other local schools.	We would like to get more services from the Music Hub including extracurricular clubs and provisions but we would need to find funding for these.	4

area	what happens now	what we would like to see	link to actions
Cultural partners for music	PGS (Portsmouth Grammar School) We work with PGS as they often have professional musicians visit to perform and we take students along to watch as well. We also join their choir for big performances. Southsea Sound Studios We work closely with SSS as they are one of our sponsors for Last Musician Standing. They donate a full day of recording with the winning act of the competition. Rock Steady We work closely with Rock Steady as they are one of our sponsors for Last Musician Standing. They donate free lessons and also send a professional musician to judge the event.		

Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	The music department is based in its own area of the school alongside Drama. We have dedicated Music spaces with 4 x practice rooms and 2 x classrooms. We also have a Main Hall with lighting, sound and a stage that we use for performances. Ensembles and extracurricular clubs take place either in the Music Department or in the Main Hall. Instrumental lessons happen in the practice rooms.		
Resources available for Music	We have a wide range of instruments available for students to use in lessons including: • 4 x practice rooms (all kitted out with rock band instruments including amps) • 2 x music classrooms with 15 computers, keyboards and computer software. Both rooms also have a performance space with rock band set up. • contemporary rock bands instruments (drums, guitar, bass, Ukulele, keyboard, piano, vocals) • Mixcraft (computer software programme) • Class set of Djembe drums and some other African instruments • Class set of Xylophones and Glockenspiels • Variety of percussion instruments • Main Hall - with a stage with lighting and lighting board, PA system, curtains, projector. • Portable PA system • Various Drums, Keyboards, Guitars, Bass Guitars for hire to students who are learning an instrument / taking Music to enable them to practice at home (see tuition section) • We also work with the local church who have a professional stage and lighting set up that we are able to borrow.	We would like to have more instruments available for hire.	3

area	what happens now	what we would like to see	link to actions
	Resources are maintained by the Music HLTA and replenished through the Music department budget.		

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	The curriculum is made accessible for all learners through whole school SEND strategies and adapting schemes of learning for individual students' needs. Every lesson is scaffolded with various difficulties of tasks so that students are able to progress. Use of SEWs and Music HLTA in lessons helps support students. We study a wide range of music and incorporate lots of different cultures for example: Gamelan Music, African Music, Blues, Reggae, Samba Music, History of Pop. We also run competitions at various points in the year which include whole school listening calendars for: Black History month and LGBTQ+ month.		
Special Educational Needs and Disabilities	The SEND department assess students' needs and all staff have access to student passports, EHCPs etc. and staff use these to inform lesson planning and teaching. Those students with specific needs relating to Music are addressed and eliminated as much as possible for example some students need headphones or need to step out of the room when listening to loud music. These students are given space in the practice rooms to complete practical tasks so that they are not overwhelmed by the noise. We also make use of the digital tools to enable students to access Music including; Dictate and Immersive Reader.	We would like to get Music Therapy back up and running. The Music HLTA would run these sessions, we would identify the students with the SEND department and some of the most vulnerable students would then have sessions every week to learn an instrument.	3
Religion	We are considerate of all religious beliefs and try to accommodate this where possible. During Ramadan those students who do not wish to participate in Music are given alternative provision.		

area	what happens now	what we would like to see	link to actions
Financial hardship	Pupil Premium students are offered a considerable discount on instrumental lessons. (£15 per term - £1.50 per lesson) The instrument loan scheme is offered for those students who cannot afford to buy their own instrument to enable them to practice at home.		

Objectives 2024/25

1. Improve KS3 digital provision in lessons and implement a Digital Hybrid approach to KS4 lessons, in line with the whole school approach.
2. Improve assessment and curriculum planning in KS3 and map into the curriculum KS4 AOs, in line with the whole school approach.
3. Ensure that the Peripatetic lessons, instrument loan scheme and Music Therapy sessions are back up and running.
4. Improve the Extra Curricular / Co Curricular offering and up take.

Action Plan

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
1	Make use of the collaboration space on OneNote to enable students to peer assess each other's performances / compositions.	1	FRN	OneNote	NA	NA	End of first HT in time for assessments.
2	Speak to TTech to get a Stream channel added to each class Teams.	1	FRN / BEL	Teams / Stream	NA	NA	This has happened, waiting for a reply
3	Test out the Stream channel to record audio / video.	1	FRN	Teams / Stream	NA	NA	End of first HT in time for assessments.
4	Start using the Stream channel to record KS3 assessments so that students can have access and staff have a record of work.	1	Music Staff	Teams / Stream	NA	NA	HT1
5	Order 2 x class sets of laptop headphones for students	1	FRN	£16 per Headphone	Digital Budget has paid for 1 class set. MUS budget to pay for 2 nd	NA	HT1

action		link to objective	who	resources or cost	source	music hub support sought	complete by
6	Students to use the laptop headphones to watch / listen to their assessment performances and write an evaluation. This will improve student’s evaluation writing skills and be inline with the KS4 AOs.	1 2	Music Staff	Headphones Teams Stream	NA	NA	Ongoing
7	Adapt Y10 SoL to incorporate digital tasks into all of the lessons. This could include Do NOW Tasks, listening tasks etc.	1	Music Staff	Teams OneNote	NA	NA	Ongoing
8	Create lessons on OneNote to include the digital tasks and the work in booklets / folders.	1	Music Staff	Teams OneNote	NA	NA	Ongoing
9	Adapt Y10 PPTs to match the new hybrid of digital and booklets and use the new SEN template	1	Music Staff	PPT	NA	NA	Ongoing
10	Re evaluate the KS3 assessment process so it is in line with the whole school policy. Ensure that students are being assessed on the KS4 AOs.	2	FRN	NA	NA	NA	HT1
11	Rewrite the Formative assessment descriptors for each topic so that it is in line with the whole school ‘LEARN’ approach.	2	Music Staff	NA	NA	NA	Ongoing
12	Add the new formative assessment descriptors to PPTs and OneNote pages.	2	Music Staff	PPT OneNote	NA	NA	Ongoing
13	Add the new formative assessment descriptors to the topic excel assessment grids and update.	2	FRN	Excel	NA	NA	Ongoing

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
14	Add the new formative assessment descriptors to self-assessments.	2	FRN	NA	NA	NA	Ongoing
15	Create a new Music EMB to incorporate the new assessment process (Knowledge through HW, Skills through performance / composition and Evaluation) Ensure that the EMB works out the weighted %.	2	FRN	Excel	NA	NA	HT1
16	Recruit peripatetic staff	3	FRN / HR	Advert	NA	Y	HT1
17	Relaunch the peripatetic lessons – advertise through social media, emails, lessons and parent bulletin. Set up forms quizzes and reply letters to enable students to apply for lessons.	3	FRN / MAN	Forms	NA	NA	HT1
18	Set up excel spreadsheet to monitor Peripatetic sign ups and payments.	3	FRN	Excel	NA	NA	HT1
19	Update letters and mail merge to support admin of Peripatetic lessons.	3	FRN	Word	NA	NA	HT1
20	Organise schedules of peripatetic staff and organise student timetables.	3	MAN	NA	NA	NA	Ongoing
21	Distribute timetables and invoices to students and parents.	3	MAN	NA	NA	NA	Ongoing
22	Monitor and chase payments.	3	MAN	ParentPay	NA	NA	Ongoing
23	Get the instrument loan scheme back up and running.	3	FRN / MAN	NA	NA	NA	Ongoing
24	Get the Music Therapy sessions back up and running. Liaise with the SEN department for suitable students.	3	FRN / MAN	NA	NA	NA	Ongoing

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
25	Give the students more opportunities to perform outside of school.	4	FRN	TBC	TBC	Work with Hub to see if they have any more performance opportunities.	Ongoing
26	Build Extra-curricular; • Advertise clubs better • Change options to suit students and staff strengths • Work with Hub to potential buy some workshops / ensemble groups • More performance opportunities for the clubs • Look at lunchtimes as split lunches doesn't help clubs	4	FRN	TBC	Music Budget	Yes	Ongoing

Timeline (live and subject to change)

Date	Title or Type	Channel	Subject	Owner / Contributor
02/09/24	Website update	Website	Upload new instrumental tuition charges and application details	FRN / MA
09/09/24	Peripatetic relaunch	Newsletter Staff bulletin Assembly E-mail Social Media	Peripatetic advertising and collection of payments / applications	FRN / MAN
16/09/24				
23/09/24				
30/09/24	Peripatetic Lessons Start date		First week of Peripatetic lessons	
07/10/24	Black History Month	Staff bulletin Assembly E-mail Social Media	Listening calendar shared with whole school through P1 tutor times.	FRN
14/10/24				
21/10/24				
28/10/24	**half-term			
04/11/24				
11/11/24	Staff Stars in their Eyes	Newsletter Staff Bulletin Assembly Social Media	Staff perform for students to raise money for Children in Need.	
18/11/24				
25/11/24				
02/12/24				
09/12/24				
16/12/24	Christmas performances	Social Media	Celebration of end-of-term performances and Christmas events	PA Dept
23/12/24	**Christmas			
30/12/24	**New Year			

Date	Title or Type	Channel	Subject	Owner / Contributor
06/01/25				
13/01/25				
20/01/25				
27/01/25				
03/02/25	LGBTQ+ Month	Staff bulletin Assembly E-mail Social Media	Listening calendar shared with whole school through P1 tutor times and Music competition.	FRN
10/02/25	Auditions for Last Musician Standing	Assembly	Students sign up and audition to be part of LMS	FRN
17/02/25	**half-term			
24/02/25				
03/03/25				
10/03/25	'Soundsational' Concert	Social Media	Opportunity for students to perform at the Guildhall	FRN / Music Hub
17/03/25				
24/03/25	**Holy week			
31/03/25	**Easter week			
07/04/25				
14/04/25				
21/04/25				
28/04/25				
05/05/25	**May Day BH			
12/05/25				
19/05/25	Last Musician Standing Competition	Newsletter Staff bulletin Intranet Assembly E-mail Social Media	Final acts to perform to professional guest judges and live audience.	FRN
26/05/25	**half-term			
02/06/25				

Date	Title or Type	Channel	Subject	Owner / Contributor
09/06/25				
16/06/25				
23/06/25	TSarts Week	Newsletter Staff bulletin Intranet Assembly E-mail Social Media	Week to celebrate Performing Arts across the school. Music to produce a listening quiz and competition.	FRN
30/06/25				
07/07/25				
14/07/25	Summer performances	Social Media	Celebration of end-of-term performances and events	PA Dept
21/07/25	**summer holiday			

Evaluation and progress tracking

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Make use of the collaboration space on OneNote to enable students to peer assess each other's performances / compositions.	Completed	Ongoing- objective will continue into 25/26 despite removal of one2one provision				
Speak to TTech to get a Stream channel added to each class Teams.	Completed	Ongoing- objective will continue into 25/26 despite removal of one2one provision				
Test out the Stream channel to record audio / video.	Completed	Ongoing, but department reliant on one video camera to upload to stream- this will be continued into 25/26				
Start using the Stream channel to record KS3 assessments so that students can have access and staff have a record of work.	Completed	Ongoing, videos from camera uploaded to stream- this will be continued into 25/26				
Order 2 x class sets of laptop headphones for students	Completed					
Students to use the laptop headphones to watch / listen to their assessment performances and write an evaluation. This will improve student's evaluation writing skills and be inline with the KS4 AOs.	Completed	Ongoing- objective will continue into 25/26 despite removal of one2one provision				
Adapt Y10 SoL to incorporate digital tasks into all of the lessons. This could include Do NOW Tasks, listening tasks etc.	Attempted - hybrid model utilised	Attempted - hybrid model utilised	Attempted - hybrid model utilised for planning composition and will continue this way to allow effective coursework completion (digital) whilst using paper resources for planning and theory.			
Create lessons on OneNote to include the digital tasks and the work in booklets / folders.	Completed	Ongoing- objective will continue into 25/26 despite removal of one2one provision but for assessment purposes only.				
Adapt Y10 PPTs to match the new hybrid of digital and booklets and use the new SEN template	Started	Ongoing	Ongoing	Ongoing	Ongoing	Completed
Re evaluate the KS3 assessment process so it is inline with the whole school policy. Ensure that students are being assessed on the KS4 AOs.	Completed					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rewrite the Formative assessment descriptors for each topic so that it is in line with the whole school 'LEARN' approach.	Completed					
Add the new formative assessment descriptors to PPTs and OneNote pages.	Completed					
Add the new formative assessment descriptors to the topic excel assessment grids and update.	Completed					
Add the new formative assessment descriptors to self-assessments.	Completed					
Create a new Music EMB to incorporate the new assessment process (Knowledge through HW, Skills through performance / composition and Evaluation) Ensure that the EMB works out the weighted %.	Completed					
Recruit peripatetic staff		Completed		Re-hire of drum teacher required.		
Relaunch the peripatetic lessons – advertise through social media, emails, lessons and parent bulletin. Set up forms quizzes and reply letters to enable students to apply for lessons.	Completed					
Set up excel spreadsheet to monitor Peripatetic sign ups and payments.	Completed					
Update letters and mail merge to support admin of Peripatetic lessons.	Completed					
Organise schedules of peripatetic staff and organise student timetables.	Completed	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Distribute timetables and invoices to students and parents.	Completed	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Monitor and chase payments.	Completed	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Get the instrument loan scheme back up and running.	Completed	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Get the Music Therapy sessions back up and running. Liaise with the SEN department for suitable students.						
Give the students more opportunities to perform outside of school.		Winter showcase		Soundsational event		Summer showcase
Build Extra-curricular; • Advertise clubs better • Change options to suit students and staff strengths • Work with Hub to potential buy some workshops / ensemble groups • More performance opportunities for the clubs Look at lunchtimes as split lunches doesn't help clubs	Clubs advertised and promoted	Clubs run-winter showcase supported	Clubs run	Clubs run-soundsational event supported	Clubs run	Clubs run-summer showcase supported

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Student Outcomes

Results for Key Stages were strong, reflecting the careful planning, subject knowledge, and dedication of teaching staff. The continued refinement of curriculum planning and assessment has supported student progress and attainment.

Extra-Curricular Provision

Extra-curricular music activities were well attended and positively received by students. There is scope for streamlining existing ensembles and expanding the offer to include new opportunities, particularly those that reflect student interests and promote wider participation.

Cross-Departmental Collaboration

Looking ahead, there are exciting opportunities to collaborate with the Drama and Dance departments on a whole-school musical production. Additionally, plans are being explored to engage with local organisations to offer workshops and community-based musical experiences.

Music Therapy Provision

Unfortunately, the target to reintroduce music therapy sessions was not met this year. This was primarily due to staffing changes resulting from maternity leave. The department will prioritise re-establishing this provision in the coming academic year, in collaboration with pastoral and SEND teams.

Objectives 2025/26

1. Implement a Hybrid Digital Approach Across KS3 and KS4
2. Enhance Curriculum Planning to Prioritise Musical Engagement and Skill Development
3. Streamline peripatetic system and Expand Instrumental Learning
4. Improve the Extra/Co-Curricular Music Activities

Action Plan

	Action	Linked Objective	who	resources or cost	Target Completion
1	Audit current KS3/KS4 digital and paper-based resources	1	SCL	PPT/Onenote/Publishing software	Before HT1
2	Finalise hybrid schemes of work for KS3	1	SCL	PPT/Publishing software	Before HT1
3	Train staff to continue digital assessment in ks3	1	SCL/KDN/JOS/MAN	Onenote/Teams/Forms Excel	HT1
4	Promote instrumental learning and ensemble participation	3	SCL/KDN/JOS/MAN	Posters/teams/Arbor	HT1, reviewed termly
5	Develop hybrid lesson templates for KS3	1	SCL	PPT/Publishing software	HT1, reviewed termly
6	Develop new assessment tasks reflecting musical skills	2	SCL/KDN/JOS/MAN	NA	HT1, reviewed termly
7	Implement revised curriculum and monitor engagement	2	SCL/KDN/JOS/MAN	NA	Ongoing
8	Staff CPD on musical engagement strategies	2	SCL/KDN/JOS	NA	Ongoing
9	Evaluate curriculum impact and plan refinements	2	SCL/KDN/JOS	NA	Ongoing
10	Confirm peripatetic staff and instrument loan logistics	3	SCL/MAN	NA	HT1
11	Explore setting payments for lessons on Arbor platform	3	SCL/MAN	Arbor	HT1
12	Launch new extra-curricular groups	4	SCL/KDN/JOS/MAN	NA	HT1
13	Audition for musical production	4	SCL/KDN/JOS	NA	HT1

14	Trial hybrid KS3 lessons and gather feedback	1	SCL/KDN/JOS/MAN	PPT/Publishing software	HT1, reviewed termly
15	Review KS4 digital integration and update resources	1	SCL	PPT/Publishing software	HT1, reviewed termly
16	Discuss and plan opportunities for extra-curricular workshops from outside sources	4	SCL/KDN/JOS/BLA/FRN	External funding	Ongoing
17	Monitor attendance and engagement in activities	4	SCL/KDN/JOS	Arbor/Excel	Ongoing
18	Explore streamlining opportunities for peripatetic payments to be collected	3	SCL/MAN	Microsoft forms/teams/outlook	HT2
19	Begin rehearsals for musical production	4	SCL/KDN/JOS	Performance specific recordings	HT2
20	Perform musical production	4	SCL/KDN/JOS	Performance specific recordings	HT3
21	Review KS3 curriculum for musical engagement	2	SCL/KDN/JOS/MAN	NA	HT6
22	Host winter showcase	4	SCL/KDN/JOS/MAN	NA	HT6
23	Host end-of-year showcase	4	SCL/KDN/JOS/MAN	NA	HT6

Evaluation and progress tracking

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Audit current KS3/KS4 digital and paper-based resources						
Finalise hybrid schemes of work for KS3						
Train staff to continue digital assessment in ks3						
Promote instrumental learning and ensemble participation						

Develop hybrid lesson templates for KS3						
Develop new assessment tasks reflecting musical skills						
Implement revised curriculum and monitor engagement						
Staff CPD on musical engagement strategies						
Evaluate curriculum impact and plan refinements						
Confirm peripatetic staff and instrument loan logistics						
Explore setting payments for lessons on Arbor platform						
Launch new extra-curricular groups						
Audition for musical production						
Trial hybrid KS3 lessons and gather feedback						
Review KS4 digital integration and update resources						
Discuss and plan opportunities for extra-curricular workshops from outside sources						
Monitor attendance and engagement in activities						
Explore streamlining opportunities for peripatetic payments to be collected						
Begin rehearsals for musical production						
Perform musical production						
Review KS3 curriculum for musical engagement						
Host winter showcase						
Host end-of-year showcase						

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