

# Music development plan summary:

## Lindal and Marton Primary School



### Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	Jan 2026
Date this summary will be reviewed	September 26
Name of the school music lead	Leona Case
Name of local music hub	Westmorland & Furness

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.

Music is taught as part of the school's weekly curriculum using the Kapow Music scheme, which provides a structured and progressive approach to musical learning. In Key Stage 1, music is taught in 30-minute weekly lessons, a conscious and consistent timetable decision aligned with the design of the Kapow programme. Musical learning is further reinforced through regular singing opportunities in assemblies and whole-school performances, ensuring that pupils continue to develop vocal skills and musical confidence beyond discrete lesson time.

In Key Stage 2, music is delivered through a mixed model, combining class teacher delivery with specialist input. All pupils in Years 3 and 4 receive weekly 60-minute whole-class tuition on the Doods instrument, delivered by a specialist teacher over 32 weeks of the academic year. This provides sustained instrumental learning and supports the development of notation reading, ensemble skills and musical discipline.

Across the school, pupils engage in listening, performing, composing and improvising as integral elements of the Kapow curriculum.

### **Assessment and progression**

Progress in music is currently assessed through teacher judgement, informed by lesson outcomes and pupil engagement. While this approach supports formative assessment, the school recognises the need to sharpen clarity around progression and impact, particularly in composition and performance.

### **Inclusion and access**

Music lessons are inclusive by design, with pupils typically accessing the same learning objectives supported by additional scaffolding where required. SEND pupils are supported through adult guidance and task adaptation, enabling them to participate meaningfully alongside their peers.

### **Development priorities for 2025–26**

Strengthen curriculum depth by increasing emphasis on musical context, including style, genre and purpose, particularly within listening and performance activities.

Improve staff confidence through continued use of Kapow resources and music-specific CPD, building on recent Kapow training accessed by the music lead.

Develop more inclusive approaches by:

- introducing adapted instruments where appropriate
- allowing alternative outcomes such as soundscapes and graphic scores
- increasing the use of technology to support access and engagement

## **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.

### **Current provision**

The school currently offers a KS2 choir as its core extra-curricular music opportunity, with approximately 30% of KS2 pupils participating. Whole-school and class performances remain a strong feature of school life, supporting confidence and enjoyment.

Participation in the Young Voices event has moved to a bi-annual model, reflecting rising costs while maintaining access to large-scale performance opportunities over time.

All pupils in Years 3 and 4 benefit from instrumental tuition as part of the curriculum, ensuring equitable access to instrumental learning regardless of background.

### **Progression beyond the curriculum**

Pupils who demonstrate particular musical aptitude are currently supported through:

- signposting to parents regarding external opportunities
- occasional solo or small-group performance opportunities
- invitations to perform in assemblies and class contexts

The school recognises that progression routes for high-attaining musicians are not yet fully developed or systematic.

### **Development priorities for 2025–26**

Increase planned soloist opportunities within concerts and performances to provide challenge and recognition for pupils who excel.

Introduce opportunities for pupils to participate in trust-wide showcase events or projects, supporting motivation, aspiration and progression.

Begin developing clearer pathways for musical progression, without placing additional financial or staffing pressure on the school.

## **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.

### **Current provision**

Pupils continue to access a broad range of musical experiences, including:

- Harvest, Christmas and Summer performances
- weekly whole-school singing assemblies
- annual pantomime visits
- theatre trips and live performance experiences

These opportunities support pupils' confidence, enjoyment and understanding of music as a shared cultural experience.

### **Development priorities for 2025–26**

Improve the quality and depth of musical experiences by ensuring pupils are given greater context for performances, including discussion of composers, musical styles and purposes.

Maintain a balance between performance opportunities and learning about music as an art form, rather than performance alone.

### **Leadership, CPD and Sustainability**

Music leadership is provided by Leona Case, who leads music alongside other curriculum subjects and teaches full time. Dedicated leadership time is allocated, with one afternoon per week supporting subject leadership across three areas.

The music lead has accessed Kapow Music CPD, strengthening curriculum confidence and supporting consistent delivery across the school. Ongoing leadership development will focus on monitoring provision, supporting staff confidence and embedding inclusive practice.

### **Trust Alignment and Strategic Direction**

During 2025–26, the school will work towards closer trust-wide alignment by:

contributing to shared curriculum expectations and principles for music, while retaining flexibility appropriate to the school's context

participating in occasional joint events or projects, including performance opportunities for pupils who demonstrate musical aptitude

This approach supports consistency and progression while remaining realistic and sustainable.

## **In the future**

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

Lindal and Marton Primary School is committed to continuously improving and expanding its music provision.

### **Summary of Key Priorities for 2025–26**

- Improve quality and depth of musical learning through richer context and curriculum delivery
- Strengthen inclusion and access, particularly for SEND pupils
- Develop progression opportunities for high-attaining musicians
- Maintain equitable access to instrumental learning through whole-class provision
- Align music provision with trust-wide expectations and opportunities