

SCHOOL MUSIC DEVELOPMENT PLAN

SCHOOL NAME: Colton Hills Community School

COMPLETED BY: Miss R Jones, CL of Performing Arts

DATE: 14/10/25

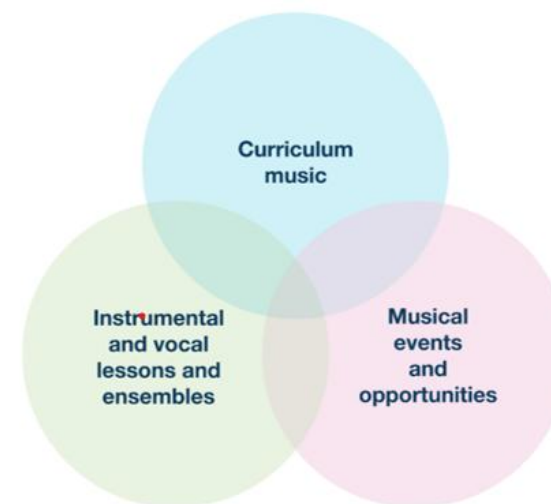
This template supports the DfE vision set out in the refreshed [National Plan for Music Education](#) 2022 for all schools to have a published School Music Development Plan by September 2023.

It is intended to support School Leaders and Music Curriculum Leads to build upon their music offer and track improvements for music in their school.

The template is optional. If you have a plan, you do not need to do another one.

It will enable schools to evaluate their current music provision in the 3 focus areas identified within the National Plan for Music Education and to consider where these areas can be improved or developed.

The resulting Action Plan should be a “live” document to be reviewed and adapted termly.



Using this template

Who should complete it? To set out the best vision for your development, we recommend that it is completed by the Music Lead along with a member of SLT. This will enable understanding to set realistic development actions for the subject. An appendix of useful questions for discussion is provided at the end.

- 1) Each section starts with Evaluation:** You should make a “best fit” evaluation of the school’s current musical outcomes and practices. There is space for you to detail further how you determine this best fit. You can choose from the following options:

Not yet in place	Emerging	Established	Embedded
Needs priority support and development	Not yet fully in place, further development required, not yet sure of impact on outcomes, needing some support.	Effective in driving good outcomes for pupils, a strength of music in our school; some development may be required to maintain momentum or make further improvement	Highly effective in driving good or better outcomes for pupils, a real strength which our school would be willing to share with others.

- 2) Setting Actions:** The process is only useful if you set out some deliverable actions. You can detail actions in the boxes below each category. Five spaces have been provided but 1 or 2 would suffice to build your action plan.

Area	Set your school some actions here		Review date	Status
Curriculum	1			Yes
	2			In progress
	3			No

- 3) Review:** You should review the actions you have set out, with your SLT, at least once in-year. Following the review, you can choose from the drop-down menu which will RAG rate your progress (as above).

The Appendences in this document highlight some useful resources and Appendix 2 may be used in your school’s induction processes. It can also be used to audit the musical skills of staff within your school. This does not form part of your School’s Development Plan but may highlight actions which could help to realise your school’s musical vision.

Focus area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded
Curriculum	Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum. Progress over time is not measured or celebrated. There are limited resources for teaching.	Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups. Students engage with schemes of work and build areas of musical interest and growing skill. Pupils with additional needs are able to participate and engage with music-making. There is adequate teaching space and resources available.	The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear. Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology.	Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).
	Our Curriculum best fit is: Established			
Further Evaluation Detail	- The music curriculum is delivered to everyone in KS3 for 1 hour every week in year 7 and 8 and bi-weekly in year 9. In KS4 students received 6 hours over the two-week timetable in line with commitments made to all other option subjects. The curriculum in the time we have is ambitious and covers a wide range of genres and styles with time to explore in depth and refine the associated skills through practise and rehearsal. Ensemble work is encouraged throughout schemes of work where students collaborate, improvise and plan to perform. There is a sequential build from Y7-Y9 where students develop skills in sophistication as well as returning to instruments previously looked at and composition work with use of GarageBand. - The focus of the curriculum, although broad and balanced is tailored around becoming an expertise in instruments, not an expert in styles. This was a key take- away from a conference attended in 2022 with HMI inspector Christopher Stevens who is the Ofsted subject lead for Music. Our curriculum is therefore focused on becoming an expert in the keyboard, singing and music technology with some exposure to world instruments and wider percussion. This then leads students into a broader advantage when it comes to their KS4 curriculum and the GCSE specification. - Progress in KS3 is consistent, with more students in KS3 being on track and a greater focus on closing the gaps that may have arisen from primary school due to the variation of musical exposure students may receive. The department has undergone several changes in music specialists and is only now in a stable position with a music teacher being in post for 4 years in the academic year of 2025-2026 and a second music teacher having now joined the department with 8 years of music teaching experience in previous schools. Through the academic year I believe the quality of teaching and knowledge retention will continue to significantly improve as will the numbers of students wishing to take the subject in key stage 4 as understanding careers routes are being interweaved in the KS3 curriculum to widen students' knowledge of music career choices. We have a solid number of 11 students beginning their GCSE Music course with a handful of them taking peripatetic lessons to support their musical development/extracurricular participation. - As a school with extensive social-economic disadvantage the curriculum aims to address gaps through music poverty proofing. By these means we cover Western Art Music, Cultural Music, Popular Genres and foundational styles such as Blues, that make connections to understanding their evolution and impact on political, moral and social contexts. We also offer financial support to students wishing to participate in peripatetic lessons and offer these at part payment for PP students to any key stage 4 music students they have this funded as part of their GCSE music course. Additionally, the school subsidises out of school opportunities where possible and invites in musical specialists for workshops that we can support students and widen their opportunities for learning outside the classroom with.			

Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	Address the gap between SEND and non-SEND students for equal progress to be made and continue to improve the rates of progress for all students.	End of Autumn 2025	In progress
	2	Build students abilities to become experts in KS3 through independent practise and building of autonomy and self- regulation in practise. This will give students better chances of success in KS4.	End of Autumn 2025	In progress
	3	Continue to investigate ways to integrate careers opportunities into KS3, so students make informed KS4 decisions.	End of Spring 2025	In progress

Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
Instrumental and Vocal Lessons and Ensembles	Singing takes place infrequently in school. There are opportunities to perform for a small number of pupils. There may be barriers to participation. Facilitation of one to one and small group tuition is limited or inconsistent.	Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly. The school facilitates one to one and group tuition through Wolverhampton Music Service. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing. Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.	A full, long-term singing strategy is in place that ensures progression for all students. The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact. Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully Students are able to take leadership roles in musical opportunities. The school is actively involved in national, largescale events.
	Our Instrumental and Vocal Lessons and Ensembles best fit is: Established			
Further Evaluation Detail	- Peripatetic have been taking place for three consecutive years with a growth of +20 students in the academic year of 2025-2026 compared to last academic year taking peri lesson. Colton Hills Community Schools sits central in the Wolverhampton census data for number of students taking lessons with the top schools having cohorts of 10% of the school population taking lessons. To support families with pupil premium status the lessons are part subsidised by the school and student who opt for music in KS4 have their lessons paid for by the school as an additional incentive. - Vocal work is becoming established as part of all SOW as students move through the new curriculum and understand it to be an expectation that singing will occur across the KS3 curriculum, featuring in lessons through vocal warm up's understanding harmony and melody, spoken word, rap, musicals and traditional singing. Vocal work has previously been embedded in several aspects of school life, and we have new students that have joined us since 2024 that are becoming more confident in singing and performing this as a soloist of duet in our whole school show, winter showcase or Y7 Singing showcase. - The extra-curricular and enrichment take up fluctuated throughout the year; the school will be working on the consistency of attendance for students to these extra-curricular clubs and the balance of these along side the whole school show and other showcases throughout the year.			

Action Plan: Instrumental and Vocal Lessons and Ensembles

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	The school will seek opportunities of a local and national platform to be actively involved in large scale events. A termly event for student to perform their work both curricular and extra-curricular including peripatetic students' needs to be established and become part of the culture of the school.	End of Spring 2025	In progress
	2	Promotion of extra- curricular clubs and opportunities to be strategically planned to increase involvement with additional opportunities in including bands and arts award for music and strategic planning of peripatetically performance opportunities.	End of Autumn 2025	In progress
	3	Instrumental, Vocal and Extra curricular opportunities will be monitored and students to encourage will be targeted more regularly through identification and staff encouragement.	End of Autumn 2025	In progress

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	Engagement with the Wolverhampton Music hub is limited. Small-scale performance takes place in the community, building on existing school links. Some parents and carers support music-making in the school by attending events.	The school takes up opportunities from the Wolverhampton Music Hub (such as the Big Sing event) and signposts opportunities for students. Community links are established with the music team; regular events take place throughout the school year. Parents and carers actively support music making, through support at events and through home learning.	The school makes the most of a wide range of opportunities from the hub, working with and supporting the Wolverhampton Music Hub. Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education). The views of pupils, parents and carers have been considered when developing music provision. The school has links to the wider music eco-system and actively encourages students to join the Wolverhampton Music Service Ensembles. Students benefit from interactions with those working in the profession.	The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting. There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering. Parents/carers and the wider community are actively involved in school music making. The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully
	Our Musical Events and Opportunities best fit is: Established			
Further Evaluation Detail	- Opportunities are more frequent and links made in the community in Dhol lessons as students have performed externally at Diwali celebrations in the community and represented the school in front of visits from the Mayor, Celebration events and community charity and religious festivals. Dhol is an established instrument with the greatest number of students participating in regular performance opportunities. This needs to now be expanded to other peripatetic instruments and is still developing, however more students who take peri lessons now are working with the music service ensemble and at the end of the academic year 2024-25 2 students performed in the end of year concert. - Visits to external venues such as Symphony Hall are offered and we have an increasing number of students who are attending these opportunities yearly. However, to reduce costing and staff a small number can be taken. Discussions have been had, so that moving forward half or whole year groups will be offered opportunities as this would decrease the impact on school and costing of			

cover and increase the number of students exposed to opportunities and expose to new musical enrichment. The interest of the current KS3 cohort is vastly higher than in previous years so this would cover costing/fees also.

- Links are made with the Music Service with meetings regularly attended, teach meets and sharing of opportunities with students to join WMS ensembles. Regular updates from the music service and DfE are acted upon accordingly and in a timely manner as well as OFSTED updates and CPD training sent through from music mark.

Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	A calendar of music opportunities and events will be regularly communicated to students via pastoral messages in tutor time, staff in the performing arts department and parents through the school Instagram account to maximise communication of possibilities to performance and appreciate.	End of Autumn 2025	In progress
	2	More emphasis on music in the next departmental deep dive to establish students' points of view and areas for improvement.	End of Summer 2025	In progress
	3	Visit thriving music departments across Wolverhampton to see how they offer events and opportunities, findings to actioned.	End of Summer 2025	In progress

Action Plan: Budgeting and Resources

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	Time, Money and Specialism links. - Time after school to deliver the extra-curricular and engage students. - Money as the Performing Arts budget is approximately £2,000 a year which must be spread utilised across dance, drama and music as well as funding professional workshops and budget for the whole school show. - Specialism links to support the music specialist in driving up standards and subject knowledge. There is a currently a link in place, but this is infrequently communicated.
What CPD might be required to achieve your action plan?	- Attendance to CPD sessions sourced by CL & music teachers planned for the academic year to share good practise. - Visit to a thriving local school to scrutinise the curriculum and how they capitalise on time and support students to become experts. - A established link with a music specialist to support in standardisation as an additional layer to the CL support. - Strategic planning between the CL and Music teachers for the uptake and keep of instruments & environments for classes, numbers and numbers for extra- curricular.
What Partnerships will you put in place to achieve your action plan?	- Continued partnership and strengthening of the links through the Music Mark, music service and links to outreach – grand theatre/music service/guest artists. - CHCS is re-applying for Arts Mark and re-establishing Arts Award through the whole school show, partnerships with the Midlands Arts Centre as a centralised hub. - An established and thriving music department in a nearby local school.

Supporting Documents: This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.	- In addition to this document we also have a department improvement plan which has actions for music in line with school priorities. - We will soon have a statement of Commitment as part of the Arts Mark application in Dec 2025.
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