



# PRIMARY

## School Music Development Plan

### 2025-26

School	St. Joseph's Catholic Primary, Exmouth	Date	12 <sup>th</sup> January 2026
Music Development Lead/Associate:	Anthony Chamberlain		
School Representative(s):	Hattie English and Laura Baker		
School SMDP self-evaluation judgement:	PLATINUM / GOLD / SILVER / BRONZE		
Music Lead/Associate SMDP judgement	PLATINUM / GOLD / SILVER / BRONZE		

LEADERSHIP and MANAGEMENT	BRONZE	SILVER	GOLD	PLATINUM
<b>Current practice and provision.</b>				
Who is the assigned Music Lead?	Hattie English is the Assigned Music Lead.			
Who teaches Curriculum music lessons?	Class teachers deliver the Music Curriculum lessons.			
Do teachers attend regular training to support delivery of the curriculum?	Regular online Charanga training is available			
Is there a named governor or SLT member championing Music?	Hattie English (SLT member).			
Is there a School/MAT wide Music Development Plan in place?	Yes			
How has last year's Music Education Grant been spent to your knowledge?	The school purchased a replacement and updated musical instruments, with particular resources for FSU			

LEADERSHIP and MANAGEMENT - AREAS FOR DEVELOPMENT	
AREA FOR DEVELOPMENT	SCHOOL ACTION POINT
All staff delivering music engage in appropriate subject-specific professional learning to maintain their confidence and build expertise.	
A named member of the governing body takes a special interest in music, supporting strategic development and holding leaders to account.	

IN THE CLASSROOM		BRONZE	SILVER	GOLD	PLATINUM
<b>Current practice and provision.</b>					
Does your school offer a minimum of 1-hour timetabled Music per week as recommended by the DfE?		Yes, Music is timetabled for one hour per week in line with the requirements of the DfE.			
Is there a structured school/MAT Music curriculum in place? (Charanga/Sing Up etc..)		The school uses the Charanga package for delivery of the Curriculum. This has been adapted to make this a Bespoke Scheme of Learning for the school.			
How is musical progression evidenced? What is the impact of the learning and how do you know?		Final performances are recorded.			
What does musical provision look like in EYFS? How does KS 1 build on this?		Music in the EYFS is delivered through Continuous Provision along with some dedicated teaching time. Singing is built into routines and there is the use of instruments. The team also follow the Charanga Reception scheme which leads into Year 1. The HTLA working with EYFS also delivers the Music lessons to Year 1.			
How do you use pupil voice to inform your music making and encourage engagement?		Choir leaders (pupils at the school) suggest songs and styles of music that they would like to perform. They have also written their own songs for performance. Pupil Voice across the Year Groups also allow teachers to modify Charanga to suit the class's needs.			
How is Music used in cross-curricular work to support the curriculum across the school?		The HTLA ties in planning to the wider curriculum, linking listening activities and other performance opportunities. The RE curriculum is "Singing rich".			
How is technology used to enhance musical learning across the school?		I.T. – The pupils use coding to create and develop musical compositions.			

IN THE CLASSROOM - AREAS FOR DEVELOPMENT	
AREA FOR DEVELOPMENT	SCHOOL ACTION
Appropriate schemes of work and assessment are in place.	
Staff can clearly articulate musical learning to others.	
Every child is involved in sustained and meaningful musical activities, including First Access/Whole Class Ensemble Tuition (WCET).	

<b>BEYOND THE CLASSROOM</b>		BRONZE	SILVER	With elements of GOLD	PLATINUM
<b>Current practice and provision.</b>					
Is there a school choir/vocal group? Do you have a dedicated Singing Assembly? What other singing opportunities exist? Are SEND pupils catered for?		Yes, there is a school Choir with 60 members!! There is also a 30-minute Singing Assembly each week in which dedicated Music teaching takes place.			
Is there a School Ensemble/Band/Group? How are these opportunities offered to pupils? Are SEND pupils catered for?		There is not currently a school ensemble.			
Does your school offer a range of instrumental and vocal lessons (please give details)? Are pupils allowed to leave other subjects to access music tuition?		Pupil from Year 2 – 6 participate in instrumental tuition on Violin and Piano. They follow the ABRSM Graded syllabus. There are generally 4-5 pupils per class taking instrumental lessons. There is a guitar group within Year 6, who have been learning with Mr Willcox.			
How many visiting Music Teachers do you currently have?		1			
Do you offer termly musical performance opportunities for pupils? Please provide details.		The Choir performs once a term at various events. Class Assemblies allow pupils the opportunity to showcase their curriculum learning. Pupils receiving instrumental tuition perform at school events (e.g. summer fair).			

<b>BEYOND THE CLASSROOM - AREAS FOR DEVELOPMENT</b>	
<b>AREA FOR DEVELOPMENT</b>	<b>SCHOOL ACTION</b>
Visiting Music Teachers offer individual and/or small group instrumental/vocal lessons during the school day and parent/s carers know how to sign up for lessons.	
The school actively pursues external funding sources to support further musicmaking opportunities.	
Opportunities to continue learning an instrument beyond First Access/Whole Class Ensemble Tuition (WCET) are clearly signposted.	

COMMUNITY AND PARTNERSHIPS	BRONZE	SILVER	With elements of GOLD	PLATINUM
<b>Current practice and provision.</b>				
Do children have opportunities to access live performances through National Organisations (Online or in-person)?	Pupils have enjoyed performances by Exeter School musicians and have attended the B.S.O. concert at Exeter University.			
Do children have opportunities to access live performances through Local Organisations (Online or in-person)? These can include groups visiting the school or supporting pupils outside of school. Engaging with Hub partner organisations etc..	There has been visits from the Taiko drumming group, along with performances from a local Theatre Company. We have had a DJ workshop, taken groups of children to the theatre and local music festival events.			
Does your school engage with non-musical organisations outside of school? These can include local churches, Care Homes, Local council events, local business events.	There are visits to the local church and care home by the choir. The school has also performed at the Exmouth Festival.			
How does the school link with Devon Music Education Hub? Are you signed up for the Hubdates?	Face to face Music Development Lead meeting. Attendance at the East Devon Teachers Network meeting. Engagement with Hub practitioner partners. Yes, Hattie is signed up for the Hubdates.			
What do you feel the Hub does well, and what would you like to see from the Hub moving forward?	<ul style="list-style-type: none"> <li>● Good support from the MDL.</li> <li>● Network meetings</li> <li>● Hub events and opportunities.</li> </ul> → Continued support from the MDL → Continued performance opportunities for the school.			

COMMUNITY and PARTNERSHIPS - AREAS FOR DEVELOPMENT	
AREA FOR DEVELOPMENT	SCHOOL ACTION
External providers regularly lead projects in the school that enhance music provision.	
Projects led by external providers are linked to the school improvement plan and music development plan.	
The views of children and parents/carers are considered when developing music provision.	

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CPD Requests for Music Lead or Staff
1. Assessment in Music / How to evidence Progress Over Time effectively.
2. Charanga training timetabled within CPD schedule
3
4

Comments or Points for Discussion
The school are very grateful for the support from the Music Development Lead.

Music Lead/Associate: *Anthony Chamberlain*

Date: 12<sup>th</sup> January

2026

School Representative: Hattie English

Date: 12<sup>th</sup> January

2026



Devon  
Music  
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