

SHAKESPEARE PRIMARY SCHOOL AND NURSERY

MUSIC DEVELOPMENT PLAN 2026/2027

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OUR VISION FOR MUSIC



Music at Shakespeare Primary School is a vital and valued part of daily life in our school, rooted in our commitment to providing a curriculum of excellence from the heart of Leeds. We believe that all children are entitled to a rich, ambitious music education that enables them to understand, enjoy and achieve, regardless of their starting points or experiences beyond school.

For many of our pupils, school is their primary access point to high-quality musical experiences. Our curriculum is therefore carefully designed to provide breadth, equity and opportunity, ensuring that every child engages in meaningful, first-hand musical learning. Through listening, composing and performing, pupils develop their musical knowledge, skills and vocabulary over time, building both confidence and cultural capital.

Our intent is to inspire and engage pupils through a sequenced and progressive curriculum, where practical music-making is at the heart of learning. Children experience a wide range of musical styles, traditions and instruments, with regular opportunities to rehearse, refine and perform. By the end of their journey at Shakespeare Primary School, all pupils will have learned to play a range of tuned and untuned



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instruments, including percussion, glockenspiel and ukulele, enabling them to participate confidently in ensemble performance.

Implementation is characterised by consistent, high-quality teaching, where staff are supported to deliver engaging and purposeful lessons. Music is brought to life through singing, instrumental work, listening and appraisal, with technology and immersive approaches such as Now Press Play used to enhance understanding. Opportunities for retrieval and practice ensure that learning is embedded over time.

Performance is central to our music provision. Through assemblies, class performances and wider opportunities, pupils develop a sense of pride, belonging and shared identity through collective singing and music-making. Our school choir and Ukulele clubs provide an additional pathway for pupils to deepen their engagement, performing within school and in the wider community.

The impact of our music curriculum is seen in pupils who are confident, expressive and enthusiastic musicians. They leave Shakespeare Primary School with a secure foundation of musical knowledge and skills, an appreciation of music's role in the wider world, and the confidence to continue their musical journey beyond primary school.

A child's musical journey at Shakespeare Primary School is one of increasing participation, skill and independence: from early exploration of sound and rhythm in the Early Years, to structured instrumental learning and ensemble performance in Key Stage 2. Throughout this journey, pupils revisit and build upon prior learning, ensuring depth, progression and sustained engagement.

Our staff play a crucial role in this journey. Through ongoing development and shared commitment, teachers value and prioritise music, ensuring it is embedded as a meaningful and enriching part of school life.

SELF ASSESSMENT

1 – Not yet in place	2 - Emerging	3 - Established	4 - Embedded
<i>Prioritise for support and development</i>	<i>Further development and support required. Not yet sure of impact on outcomes</i>	<i>Effective in producing good outcomes. Some ongoing support may be required to maintain or further improve provision</i>	<i>Highly effective in producing excellent outcomes</i>

Category	Description	Tick	Comments
Curriculum Music			
Timetabling	1 - Not all classes receive a regular music lesson each week.	☐	Weekly lessons are taught across school in all year groups including singing sessions in Nursery. Not all lessons are 1 hour in length.
	2 - Music lessons are scheduled but not always delivered regularly.	☐	
	3 - There are weekly timetabled curriculum music lessons in all years.	☒	
	4 - There are weekly timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc).	☐	

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Curriculum design	1 - Musical activity takes place in some or all classes but not tied to a formal school-wide curriculum.	☐	There is a school progression document used by teachers to understand what children have learned in previous year groups. There are regular musical events throughout the year.
	2 - There is a whole school curriculum in place for music but progression over the years is not clear or well understood.	☐	
	3 - There is a whole school curriculum in place for music which covers all parts of the National Curriculum. It is clear how each year builds on the previous years and lays a foundation for what the children will learn next.	☐	
	4 - There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Teaching staff are aware of how their year fits into the bigger picture. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events.	☒	
Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress.	☐	Verbal feedback from teachers is strong and questioning informs next steps. There is currently no formal written assessment in music.
	2 - Some assessment and recording of progress is taking place in some classes. Quality of verbal feedback in lessons varies widely and further support is needed.	☒	
	3 - Assessment and progress is documented in all year groups and verbal feedback in lessons is of good quality.	☐	
	4 - Progress is clearly recorded using a variety of methods and ML works closely with class teachers to monitor and support quality of feedback in lessons. There are opportunities for pupils to self and peer assess their work planned into lessons.	☐	

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Quality of teaching	1 - The teachers delivering music are mostly lacking confidence and expertise in the subject.	☐	
	2 - Music teaching is of a mixed standard, there is still a need for further CPD and support.	☐	
	3 - Music teaching is mostly or all good quality throughout school.	☒	
	4 - Music teaching is consistently good quality and is regularly monitored and supported. Staff who deliver music have access to good quality CPD.	☐	
EYFS music	1 - It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality.	☐	This is further strengthened by the agreed song and rhyme curriculum ensuring all children learn certain songs throughout their time in Nursery and Reception
	2 - Music is regularly planned in to EYFS though some CPD and support would still be beneficial.	☐	
	3 - Music teaching and singing leading is of good quality in EYFS. Regular lessons include appropriate songs and activities and the children clearly make progress.	☐	
	4 - Music is an integral and essential daily part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress.	☒	

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Whole class instrumental provision			
Whole class	1 - No whole class instrumental provision is currently in place.	☐	Year Five children learn to play the Ukulele and they all have opportunity to attend Ukulele club for Y5 and Y6.
	2 - Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration.	☐	
	3 - Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others.	☒	
	4 - Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good. Some children choose to carry on with that instrument (or a related instrument) at the end of the year in whole class follow on or small group lessons.	☐	
Singing			
School / KS / Year group singing	1 - Children rarely or never sing together as part of a larger group.	☐	Children are taught songs in assembly and classes. Singing together is an integral part of our week in school.
	2 - Children sing together occasionally at some points during the year (e.g. Christmas, Harvest).	☐	
	3 - Children sing together all or most weeks as part of a singing assembly or similar.	☒	
	4 - Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	☐	

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Choirs	1 - There are currently no school choirs taking place regularly.	☐	There is one choir who are taught by a singing expert and regularly take part in wider community events.
	2 - A school choir forms for special occasions only (e.g. Christmas, Young Voices).	☐	
	3 - There is at least one school choir which meets regularly led by a skilled teacher.	☒	
	4 - There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events.	☒	
Performing	1 - Children rarely or never get the opportunity to perform music.	☐	There are a number of musical performances in school each term. The variety of audiences are limited to parents, community visitors and other children.
	2 - Children in school perform to others on an occasional basis, at least once per year.	☐	
	3 - All children take part in musical performances within school on a regular basis to a variety of audiences.	☒	
	4 - All children in school take part in musical performances at least once per term to a variety of audiences both within school and in the wider community / other schools.	☐	

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Instrumental and vocal lessons			
Tuition	1 - There are currently no opportunities for children to learn to play an instrument in school.	☐	Children learn the glockenspiel and the ukulele. There are currently no external instrument tutors.
	2 - Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments.	☒	
	3 - Children have the opportunity to learn to play an instrument in two or more musical families (e.g. woodwind and guitar) There is a healthy uptake each year of students wanting to learn to play.	☐	
	4 - There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision.	☐	
Whole class follow on	1 - There is currently no whole class instrumental teaching taking place in school.	☐	Year Five children learn to play the Ukulele and they all have opportunity to attend Ukulele club for Y5 and Y6
	2 - There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching.	☐	
	3 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished.	☐	
	4 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this, progressing on to small group lessons.	☒	

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Ensembles	1 - There are currently no instrumental ensembles in school.	☐	
	2 - Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups.	☐	
	3 - There is a school ensemble which allows some children to play together regularly in a group.	☒	
	4 - Any child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate.	☐	
Inclusion			
Inclusion	1 - There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability and there are limited opportunities to experience the music of different cultures.	☐	Music from a wide variety of cultures and backgrounds feature across the curriculum. There are no bursaries currently received.
	2 - There is some provision in curriculum music lessons for children with additional needs or disabilities. Occasional opportunities to experience music from different cultures and traditions.	☒	
	3 - School applies for WYMH bursaries or finds other ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with varying needs and abilities. Pupils have opportunities to listen to and engage with music from different cultures and traditions.	☐	
	4 - All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs. Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras.	☐	

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Wider involvement			
Hub participation	1 - The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music.	☐	We have a longstanding partnership with Artforms and participate in many events across the city.
	2 - The school engages with the Music Hub, ArtForms or other partner with occasional participation in local events.	☐	
	3 - There is a good level of engagement with the Music Hub / ArtForms and Music Connect with annual participation in local events.	☐	
	4 - The school has strong partnerships with the local Music Hub, ArtForms, Music Connect and/or other organisations with regular participation in multiple local events and concerts.	☒	

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Leadership and CPD	1 - School has a named Music Lead but ML has little capacity to manage their subject area. There is little understanding of or support for music from school Leadership or governing body. There is little capacity within school for the music lead or other staff to engage with music CPD.	☐	ML accesses artforms networks and professional development
	2 - ML has some capacity to manage the subject area but doesn't have the flexibility to be able to monitor the delivery of the curriculum across school. School leadership and Governors have some understanding of the place of Music in the curriculum. Music lead has occasional opportunities to access CPD but this doesn't get passed on to the wider staff team.	☐	
	3 - ML has a good knowledge of the subject area and is given sufficient time to oversee the delivery of music across the school. School leaders and Governors recognise the value of music and all that it contributes to the cultural life of the school. Music Lead regularly accesses specialist CPD and has opportunities to pass this on to other staff in school.	☒	
	4 - ML has a thorough knowledge of the subject and supports the delivery of music in school through CPD, observations and other means of staff support. School leadership and Governors ensure that music is at the heart of the school's day to day life. Music Lead and other staff in school access CPD in music. Music Lead has a good understanding of where gaps lie in staff knowledge and works to address those over time.	☐	

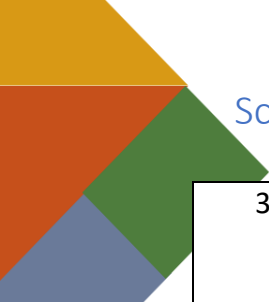
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Links with other schools	1 - There are currently no musical links with other schools.	☐	There are music links with a local high school and we partner with other schools for choir events and other performances including Leeds First Direct Arena and Y5 Samba
	2 - Occasional links are made with other local schools for musical events or activities.	☐	
	3 - Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared. There are some transition arrangements in music with the local secondary schools.	☒	
	4 - Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	☐	
Live music	1 - There are currently no opportunities for children to experience and enjoy live music.	☐	Choir performances and travelling theatre groups allow all children to experience live music across the academic year.
	2 - There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians.	☐	
	3 - All children have opportunity to experience live music over the course of the school year.	☒	
	4 - All children have the opportunity to experience live music from a range of musicians which reflects the diversity of music in our world. Live music is integrated into the school's curriculum with wider opportunities to explore the genres.	☐	



KEY AREAS FOR DEVELOPMENT: TARGET SETTING

Key areas for development				
Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Inclusion	ML to work with provision leads to support the curriculum for children with SEND.	Spring 1	
2.	Tuition	ML to explore bursaries and local offer regarding tuition.	Autumn 2	



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3.	Live Music	ML to create a calendar of live music opportunities to ensure all children experience live music once a term.	Autumn 2	
4.	Assessment	ML to use Artforms networks to inform the implementation of appropriate assessment including early identification of gifted and talented pupils.	Spring 2	