Schools' Music Development Plan

For Cheshire East

School Name: Shavington Academy	**Status (Academy / LA /Free /Other)** Academy
MAT Name (as appropriate) Shavington Academy	**Name of Music Lead / Specialist:** John Clark

The school music development plan should set out how the school will deliver high quality music provision for all pupils in the three areas of curricular, co-curricular (extra-curricular) and enrichment against the key features of high-quality provision outlined in the National Plan for Music Education.

Your vision for music in your school	*The overall vision for music provision in your school*	**VISION:** (as stated on vision and self-assessment document) Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. Here at Shavington Academy our aim is to provide a quality music education for our pupils, to provide opportunities for every pupil to develop a life-long love of music and musical performance. We believe bringing communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to their fellow pupils performing develops pupils' knowledge and appreciation of various music styles and genres. Having the opportunity to study and explore music is not a privilege; it is a vital part of a broad and ambitious curriculum. The sheer joy of music making can feed the soul of a school community, enriching each pupil while strengthening the shared bonds of support and trust. Our ultimate goal is to increase the numbers of pupils at KS3 & KS4 taking up learning a musical instrument/singing lessons as well as increase the profile of Music in the school.						
Area	**Category** Categories below listed as shown in 'Vision and Self-assessment' document	**Where we are now?** 1,2, 3 or working towards 1 (WT) plus narrative as required	**Where we want to be?** Enter either a numeric target (from vision doc.) or text	**How** **Actions**	**Timeline and deadline**	**KPI's**	**Action supported (or to be) by the music education hub? If yes how?**	**RAG**
Curriculum	*Curriculum design*	2 (WT 3)	3	Work closely with other secondary schools re Curriculum sharing/planning. Time in role to allow for	July 2027	Make contact / meet with other local schools where music is 'strong' delivered at a high level. Share curriculum ideas/plans	N/A	

				curriculum to fit the school.				
	Assessment - attach documentation and assessment materials	2	3	Implement & review new assessments.	July 27	Pupil / Data capture information- Progression.	NO	
	Timetabling - include a timetable of music across the school	3 (1 hour per week timetabled lesson)	3	Music timetabled includes KS3 & KS4 classes.	October 26	Pupils taking music at KS4	Purchasing of instruments actioned Purchasing of Ukuleles & keyboards for each Music Classroom now in place.	
Tuition and Ensembles	*Instrumental and vocal tuition*	*2 1:1 tuition offered, singing lessons and weekly choir rehearsal; performanc e include in school and external termly events*	*3*	*N/A*	*ongoing*	Increase in pupil numbers taking instrumental lessons. Increase in opportunities for pupils to engage in music lessons.	HEB – part-time member of music staff- leads extra-curricular Choir for KS3 & KS4 pupils in place. Choir practice Tuesday afterschool 3:20-4;20pm.	
	Whole Class Instrumental Teaching - Include details of the school's offer for each year group (wider opportunities, whole class curriculum teaching delivered by specialist). How will students' progress? Who will teach this? How will	*2 -see Music website for KS3 learning journeys/to pics School's own*	*3*	Part of curriculum review to include whole school instrumental lessons as part of curriculum.	July 2027		Funding for Ukulele's through the LMT grant now actioned October 26. KS3 whole class instrumental learning opportunities for: Keyboards & Ukuleles.	

	instruments be funded? How will lessons be inclusive? Where to next?	*instruments provided. All children participate. Taught by experienced class teacher*						
	Instrumental Ensemble Provisions	*2 Concert band Guitar group*	*3*	*Extend and encourage groups to form*	*ongoing*	*Involve peripatetic staff to encourage. Events to perform at*	*No*	
Singing	*Singing assemblies*	*1*	*1*	*N/A*	*N/A*	*N/A*	*No*	
	Choirs / Vocal Ensembles	*2*	*3*	*Regular performances at large events in and out of school*	*Easter 27*	*Invited to sing at events other than at school*	*No*	
Leadership - role of music in school life and other opportunities	*Leadership and advocacy*	*2*	*3*	*Temporary CL of music reviewing current music offer/opportunities for pupils at KS3 & KS4.*	*Easter 27*	*Music has a high profile within school*	*No*	
	Value of Music	*2*	*3*	*Increase the profile of music in the local community and beyond. CL to deliver workshops to primary as part of transition*	*ongoing*	*Music has a high profile within school and in the wider community. KS4 offer for Music.*	*No*	

				events. schools and collaboration at Christmas- Community Concerts.				
	Pupil Voice	*2*	*3*	*Music Dept review 2026 – pupil voice- prefer Music booklets as opposed to books-*	*July 27*	*Booklets in place for Sept 26 as per pupil voice. JOC to review topics at KS3 to further Increase engagement from pupils in lessons and pupils contributing readily.*	*No*	
	Inclusion - What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?	*3*	*3*	*All pupils have access to curriculum. Instrumental lessons are offered to PP, opportunities for all pupils and take up of instrumental lessons paid for. LAC have the opportunity to take up free lessons*	*Ongoing*	*Pupils performing at concerts Pupils engagement in instrumental lessons.* *Increase numbers in parity with non PP.*	*Yes -SLA agreement*	
	Resources and equipment	*3*	*3*	*Music department space,*			*No*	

				Instruments widely available Practice rooms				
	Budget - Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used.	*2*	*3*	*As temporary CL review spending and maximise income opportunities to increase budget to ensure schools needs are met.*	*ongoing*		*no*	
	CPD - What are the development needs of staff? Plans for CPD	*2*	*3*	*Two members of department. HOD and a Music specialist.*	*Individual Coaching plans in place as part of Shavington Academies CPDL programme. JOC / HEB focusing on specific / individual areas for development.*		*No*	
	Partnerships - In what ways will you engage with the hub? What funding / support is on offer from the hub? What support do you require from hub?	*3*	*3*	*Participation in LMT events - Singfest, Cheshire Show, Use of staff to boost specialist provision for pupils to experience high quality level of*	*ongoing*	*Good relationship maintained between school and the LMT. Strong ties and communications between school and feeder primaries.*	*Yes -continuation of events to perform at Provision of specialist peripatetic music staff*	

				teaching. Engagement with feeder primaries to help focus on transition and retention.				
Additional to vision document								
Communication:	*Write a communication plan, including information about how you'll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used.*	*2*	*3*	*CL to write up comms – as part of whole school monthly newsletter. Also communication with parents/carers as event issues come up. This includes concert programmes, parental consent letters and wider schools comms.*	*ongoing*	*Strong relationships built between the school and families. Local community aware of events and attendance to said events is good.*		
Music progression strategy:	*How will you support children to access high quality opportunities?*	*2*	*3*			*Continue to provide high quality lessons for all pupils. Provision of staff from LMT to continue to be used within school.*		

						Lesson Observations and QA from LMT *Pupils offered to take music qualifications through recognised routes -ABRSM,Trinity* *Continue to provide live music opportunities for all pupils*		
	How will you support and track progression?	*2*	*3*			*Data captures half termly and termly. Utilising pupil assessments to inform teaching and next steps.* *Assessments support the curriculum.* *Uptake in pupils at KS4*		

Document created on (date) September 2027

Document / school music progress review date (suggested 6 months after creation date) March 2027

Document reviewed October 2026