

Music development plan summary – Hollington Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	Spring 2026
Date this summary will be reviewed	Spring 2027
Name of the school music lead	Max Vigor
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Sussex Music Hub – Create Music

Curriculum Intent

At Hollington Primary School, our intent is to provide all pupils with access to a **progressive and inclusive music curriculum** that supports creativity, confidence and enjoyment. Through singing, listening, composing and performing, pupils are encouraged to develop musical skills alongside wider personal and social development.

Music is valued as part of pupils' **personal development**, supporting wellbeing, self-expression and a sense of belonging.

Curriculum Implementation

Music is delivered through the **Charanga Music Scheme of Work**, which has been **introduced during the 2025–26 academic year**. Charanga is used as the **primary curriculum driver** to support delivery of the National Curriculum for Music.

- Music is taught **weekly by class teachers**, with a minimum of **45 minutes per class**
- Lessons include:
 - Singing
 - Playing instruments
 - Composing and improvising
 - Listening and appraising a range of music
- Pupils experience:
 - Tuned and untuned percussion
 - Recorders
 - **Whole-class Samba drumming in Years 3 and 4**, delivered through **Create Music**

Singing is embedded across the school through:

- Weekly KS1 and KS2 singing assemblies
- A KS2 choir
- Class and whole-school performances

Musical development in **EYFS** is supported through **Expressive Arts and Design**, providing a foundation for KS1 music learning.

Curriculum Evaluation (Early Implementation Phase)

The Charanga Music Scheme of Work was introduced during the **2025–26 academic year** and is currently in the **early stages of implementation**. As such, **formal monitoring has not yet taken place**.

Planned monitoring for the remainder of the academic year will include:

- **Lesson visits**
- **Pupil voice**
- **Review of Charanga outcomes**
- **Adding class teachers assessments on to insight**

This will enable leaders to **evaluate consistency, progression and impact over time**, and to identify any further support required.

Intended Impact

As the curriculum becomes embedded, pupils will:

- **Develop increasing confidence in singing, listening and music-making**
- **Use appropriate musical vocabulary** to discuss and evaluate music
- **Engage positively in collaborative music activities**

Progress towards these outcomes will be reviewed through **ongoing monitoring and performance opportunities** as the curriculum develops.

Singing (Whole-School Priority)

Singing is a key focus within music provision and is embedded across the school.

- Weekly 15-minute singing assemblies for KS1 and KS2
- A culturally diverse repertoire linked to PSHE themes
- Regular opportunities for pupils to sing in lessons and performances
- A KS2 choir

Next step:

To explore the introduction of a **KS1 choir** to increase participation and progression.

SEND Music Provision

Music provision is designed to be **inclusive and accessible** for pupils with SEND.

- Clear routines, repetition and visual support are used
- Musical parts are adapted and scaffolded where appropriate
- Outcomes are flexible, allowing pupils to demonstrate progress in different ways

Music provision is monitored in collaboration with the **SENCo** to ensure appropriate support.

Part B: Co-Curricular and Instrumental Music

Instrumental and co-curricular music provision is designed to **complement curriculum music** and support pupils' **musical development over time**.

Currently, instrumental provision beyond weekly class music lessons includes **whole-class drumming for Years 3 and 4**, delivered in partnership with **Create Music**. This provision forms part of the **curriculum entitlement** and ensures all pupils have access to **high-quality instrumental learning at no cost to families**.

At present:

- There are **no additional small-group instrumental or band-based clubs** running.
- **Individual instrumental tuition is not currently in place**.

Leaders recognise the importance of **clear progression routes beyond whole-class provision**, in line with the **National Curriculum for Music**. In response, they are working with **Create Music** to explore the introduction of a **band-based model** as a future development. This includes consideration of **funded places for pupils eligible for Pupil Premium**, subject to staffing, funding and long-term sustainability.

Part C: Musical Experiences

Pupils benefit from a range of musical experiences that complement curriculum music and support their wider personal development. These experiences are designed to build confidence, enjoyment and an understanding of music as a shared and lived experience.

Current musical experiences include:

- **Celebration concerts and performances**, allowing pupils to share their musical learning with families and the wider school community

- **Performances linked to whole-class Samba drumming**, delivered through **Create Music**, including opportunities to work with **professional musicians**
- **Create Music tuition and coaching sessions for Years 3 and 4**, with a focus on rhythm, ensemble skills and performance
- **End-of-term concerts and showcases**
- **Occasional performances in the wider community**, where opportunities allow

These experiences support pupils in developing confidence as performers and help to raise aspirations through regular contact with professional musicians.

As part of the wider curriculum offer, the school follows the **Pioneer Passport**, which sets out key experiences pupils are entitled to access during their time at school. Within this, pupils are given opportunities to **“learn how to play and perform a musical instrument”** through curriculum music lessons, whole-class instrumental teaching and performance opportunities.

Leaders are also exploring the expansion of whole-class instrumental learning rock groups in Summer 1, building on the existing drumming provision. This would further support pupils’ instrumental skills and provide an additional progression pathway, subject to staffing and sustainability.

Areas for Development - 2025–26

The following priorities reflect the **early stage of implementation** of the current music curriculum and focus on embedding provision, improving consistency and widening opportunity over time.

1. Embed the Charanga music curriculum

- Ensure consistent delivery across all classes
- Monitor curriculum coverage and progression

2. Develop assessment and monitoring in music

- Use Charanga assessment tools more consistently
- Subject leader monitoring through lesson visits, pupil voice and review of outcomes
- Tracking pupil progress by recording teacher assessment judgements in Insight, mapped against Charanga objectives

3. Live Music and Performance Opportunities

- **Increase pupils' exposure to live music** by providing opportunities to attend concerts and performances, enabling them to experience music in an authentic, professional context.
- **Develop partnerships with visiting musicians and music organisations** to bring live musical performances into school, enriching the curriculum and broadening pupils' understanding of music as a shared and lived experience.

4. Continue to develop EYFS music provision

- Strengthen musical experiences within Expressive Arts and Design
- Ensure a smooth transition into the KS1 music curriculum

5. Staff Confidence and Expertise in Music

- **Further develop staff confidence and subject knowledge in music** through targeted CPD for non-specialist teachers, led by the Trust Music Lead.
- **Strengthen the effective use of Charanga** by providing focused training on curriculum progression, lesson delivery and assessment.
- **Embed a programme of lesson observation, modelling and coaching**, enabling staff to refine practice through supported, reflective development.
- **Share effective practice across the Pioneer Trust**, supporting consistency and high-quality music provision across schools.

6. Expand instrumental and ensemble opportunities

- Explore the introduction of Create Music's band scheme as a progression route for band scheme
- Prioritise **funded places for pupils eligible for Pupil Premium**, where available

Review and Accountability

Progress against this Music Development Plan will be **reviewed termly by the music subject leader** and shared with senior leadership.

The plan will be **formally reviewed in Spring 2027** to evaluate progress, impact and next steps.