City Learning Trust

Inspiring Outstanding Achievement

Music Development Plan

2026-2027

Lead Music teacher: Mr H Gore

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In partnership with: City Music, Stoke-on-Trent and The Character and Arts Foundation, Stoke-on-Trent

Department Improvement Plan 2026/2027

Author: H Gore

Priority: Whole Academy Music	
What will we do?	**What will success look like?**
Raise the profile of musical performance throughout the academy	
Whole school assemblies will continue to include community singing and music participation	• Year 7 will continue to sing in assembly using songs learnt in music lessons whenever they have a year group assembly. • These assemblies will include live musical accompaniment with staff and/or students proving the accompaniment. • Assemblies will also include music on arrival from a number of musical traditions
Staff engagement	• Identify staff to join musical ensembles • Identify staff to lead/support with extra clubs for music • Continue to ensure all staff support students to participate in peripatetic lessons as participation grows. • Continue to ensure all staff support students to participate in performances as participation grows.
Character and Arts Foundation	• Continue to identify opportunities for students to engage with Halle orchestra. This includes meeting musicians, watching concerts, visiting their Manchester venue and participating in singing and creative music workshops.

Extra-curricular provision and performance	• Termly concerts will continue • School plays/musicals will continue to include live music played by staff and students. • Time before school running into tutor time will continue to be used to encourage more students who may not be able to access extra-curricular at other times to discover and appreciate music • Time before school and during tutor time will continue be used to improve music skills in small groups • Peer support will be introduced with older students supporting younger students • After school senior choir and music clubs will continue
City Music Service/Peripatetic instrumental lessons	• The provision of peripatetic instrumental lessons will continue to grow year on year and now includes a sizeable string offering, as well as offering brass, woodwind, vocal, drums, guitar and bass lessons. • Continue to follow new protocol for signing students up for lessons which has proved successful in increasing uptake. • Improve transition from primary – There should no more than a few weeks at the start of the Autumn term before students can continue their instrumental lessons – ideally there will be no gap at all.

Priority: Curriculum Music overview	
What will we do?	**What will success look like?**
Learning Journeys are embedded in all subject areas so that students understand what they are learning and how they are assessed.	

Learning journeys are developed and embedded at KS3 and KS4 Music?	• Learning journeys are created for all areas of the music curriculum • Students can articulate their learning using learning journeys
Formative and summative assessment is carefully mapped out within each curriculum area and assessments are used to close the gaps.	
Develop assessment in KS3 music and KS4 music	• Practical assessment at KS3 checks student progress towards the intentions set out in the MTP • BTEC students will produce practice coursework and know how to improve it when writing the real version • GCSE Students will also produce practice coursework as well as take mock exams in line with the Eduqas GCSE music requirements. • Music students will be able to articulate what they know and what they need to improve • GCSE Music curriculum and resources will be clear and accessible for all students
The curriculum intentions for each subject area are clear so that students know what they are learning and why they are learning it.	
The KS3 provision will follow on from the KS2 provision because the subject lead will have a clear understanding of KS2 Music in the main feeder primary schools. All curricula will have a clear intention for the end of the year.	• Year 7 students will continue their music education seamlessly from KS2 • Year 7 and 8 will continue to have whole-class music lessons once a week. • Students in all year groups will be able to articulate how their learning links with previous learning • Year 7 students will be able to articulate what they are learning and why music is important • Year 8 students will be able to articulate what they are learning and why music is important • BTEC and GCSE students will understand the structure of their course and how to achieve the best outcomes • Music lead will visit at least one feeder primary school to discuss music provision and lead music lessons.

The curriculum provision will be well-resourced	
Improve the number of instruments available to students Improve the technology available to students Improve access to studying resources	• Find sources of funding to improve provision • Continue to improve links with City Music to establish other avenues of support • Ensure the iMac suite is used throughout KS3 to improve access to the curriculum for students who do not play an instrument in the traditional sense. • All GCSE students will be provided with a revision and practice guidebook which will support in lessons and for homework.

Priority: Learning)	
What will we do?	**What will success look like?**
Oracy skills are scaffolded and explicitly taught within and beyond lessons. There will be frequent opportunities to develop verbal communication skills.	
Students will be given the opportunity to speak to groups and to the whole class in music lessons	• Students will speak constructively about music performance • Students will speak about the aspects of different music genres • Students will critically assess the aspects of a music genre
The progress gaps for disadvantaged students is narrowed.	

Disadvantaged students will be supported in peripatetic lessons Disadvantaged students will be supported to source instruments Disadvantaged students will be encouraged too join extracurricular clubs, particularly during form time Disadvantaged students will be encouraged to join extracurricular clubs, particularly during form time. Technology will be used to create music	• The proportion of disadvantaged students taking peripatetic lessons will be the same as the cohort percentage or greater • The proportion of disadvantaged students joining extracurricular activities in music will be the same as the cohort percentage or greater
The Trentham Learning Principles are embedded	
The TLPs for Music will be developed and used throughout the curriculum delivery	• Learning walks will show consistent expectation and delivery of the music curriculum

Priority: Talent	
What will we do?	**What will success look like?**
Departmental CPD is driven by the Trentham Learning Framework and the impact is regularly evaluated	
Learning walks will link to professional development	• CPD time will be used productively to develop staff improving their skills to deliver a love of music for all students
Support for individual staff development meets their needs	

Development will continue for music team through CLT staff development programme Music teacher removed from tutor time to focus on Music	• Take opportunities for cross-academy development work with Haywood • This additional time will be invested in music development across the academy which will increase engagement and progress across a range of students