Wessex MAT Schools Music Audit and Music Development Plan 2026-27

Name of School: Manor Park First School

	Wessex MAT Aspiration (based on NPME2 guidance).	**Where are we now?**	**Where do we want to be? (1 year)**	**Where do we want to be? (3 years)**	**SMART Targets**	**Review Date**
In the classroom	*Curriculum Music is timetabled for at least one hour each week of the school year for Key Stages 1 to 3.* *Progression routes are available at KS4 and KS5 (at appropriate schools).*	Music is timetabled weekly for each Years 1-4 (c.30 mins curriculum lesson plus, weekly assemblies and singing assemblies)	All staff adhere to the timetabled curriculum slots to ensure regular curriculum input.		● Music lessons occur weekly ● Monitor if music lessons are occurring weekly. ● Visit lessons ½ termly to gather video evidence	Autumn 1
	The music curriculum is at least as ambitious as the MMC and is clearly sequenced with clear progression of incremental learning of the technical, constructive, and expressive aspects of music. It is taught using appropriate teaching methodology with a strong focus on making music.	The school continues to implement and review a clearly sequenced curriculum for EYFS to Year 4, using MAT-provided schemes of work and MAT Singing Strategy.	All staff are able to deliver the curriculum to a good standard. They know and understand the provided resources and have received training on how to deliver it effectively. Training videos available on the active link.	Observe specialist teachers to support teachers in what good progression looks like	● Curriculum is shared and staff training videos highlighted to help with curriculum delivery is provided at the start of each term by SLL. ● Staff and feedback/observations of lessons are gathered by SLL throughout the year to monitor effectiveness of implementation.	Termly
	There is adequate space and resources for teaching, including class sets of tuned	There are appropriate tuned and untuned instruments available for use. No music technology	All staff make use of the resources and know the protocols for using the		● Resources in resource room are labelled.	Autumn 1 Termly

	and untuned instruments and access to technology.	is currently used in the curriculum.	resources and are familiar with how to use them effectively. To start to use music technology on laptop/tablets in at least one KS2 scheme of work.		• Music lessons utilise a variety of resources as appropriate. • Staff training on the music technology - video training • Scheme of work for KS2 utilising music technology is implemented.	
	Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)		All pupils with SEND take an active part in all curriculum music lessons with support from TAs as appropriate. Staff are aware of how to adapt the curriculum to suit the specific needs of pupils where appropriate.			Termly
	First/Primary Schools: Whole-class tuition is delivered on an instrument for some of the curriculum	Whole-class recorder tuition is delivered in Year 3 by the class teacher. Whole class delivery of samba is delivered to year 4 children. The school will hire a samba kit, and SLL will provide videos and training support for teachers to deliver this to classes.	Whole-class tuition is more thoughtfully included into a progressive curriculum. Opportunities for further practisse (e.g recorders out once per day) and for further progression (e.g recorder club) are established.	Consider how samba could be used as a transition activity for Year 4 children to middle school.	• Training and supports from SLL videos.	Spring 2

Beyond the classroom	*First/Middle/Primary Schools: Singing and vocal work is embedded into the life of the school (daily singing and assemblies), drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.*	Singing takes place frequently (in whole singing Assembly) - varied repertoire.	Frequency of singing is increased (daily). The range of songs used for worship is expanded and a song bank is created, which can be shared with other schools. Teachers are facilitated to become more confident with singing delivery and are confident with using online resources.		• Whole school assembly singing implemented • A wider range of repertoire is used in assemblies making use of song bank.	Termly
	Music is performed in assemblies and events and there is collaboration between music and other subjects (notably in performing arts). *Pupils also perform to the wider community in local/regional events (for example local festivals). In-school musical events take place at least once a term.*	There are some opportunities for pupils to perform in lessons and assemblies.	There are more opportunities for children who learn instruments in/out of school and those who take part in extra-curricular music groups to perform in assemblies and school concerts.		• Children perform regularly in assemblies – SLL to liaise with visiting music teachers and parents to organise. • The school holds one music concert per year (including groups and soloists). • Year 3 perform recorders in Parent into class sessions	Termly
	There is an opportunity for all pupils to see live music performance at least once per year.	Children have the opportunity to watch the musical road show in years YR-4.	Aim to increase adult performances in assembly e.g. parents. Explore options for St Osmund's		• Encourage visiting music teachers/other local adults/ older children to perform in assembly regularly.	Termly

		Year 3 go to the BSO in the spring term.	musicians to perform.		● Book one year group to visit BSO schools concert this year.	
	The school facilitates 1:1 and small group tuition (including providing space). Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	Facilitation of 1:1 and small group teaching is limited (currently violin, piano, guitar).	Lessons in other instruments such as trumpet, flute and clarinet are facilitated. Opportunities are clearly communicated with parents. The school ensures that those pupils who face the largest barriers are not disadvantaged with regards to equality of opportunity with music through a clear policy on PP funding with regards to music lessons and parents are actively encouraged to participate in this.		● Encourage visiting music teachers/other local adults/ older children to perform in assembly to promote the learning of instruments to other children. ● Creation of Music Leaflet/poster and more prominence given to music in newsletter/website ● Create a clear policy with regards to use of PP funding in order to contribute towards music lessons and to actively advertise this to parents.	Termly
	Musical skills and interests are extended through diverse enrichment activities *Opportunities are accessible to all and all pupils are given*	As of Sept 2026, school runs a lunchtime choir club. The school sign-posts students to Wessex schools Music ensembles.	Choir clubs grow in size this year and the school ensures staff are supported with time and resources to run them.		● Staff are given time to plan performances as necessary. ● Staff are given support from MAT if required. ● Creation of Music Leaflet/poster and more	Termly

	the opportunity to participate. *Local opportunities are signposted.*		The school ensures these opportunities are high quality and are clearly communicated with parents through the school newsletter.		prominence given to music in newsletter/website	
	The school tracks and monitors engagement in enrichment, ensuring there is a large proportion of pupils able to engage in music in and out of school.	Tracking of pupils in choir club and pupils who learn instruments in school.	The school monitors engagement of pp/SEND/EAL pupils in music lessons and extra-curricular clubs this year, in order to inform future planning.		● Create a register of children who learn instruments in and outside of school. ● Create a register of children who participate in extra-curricular musical activities and use this to track participation.	Termly
	Middle/Upper/Secondary Schools: Pupils are leaders and advocates for music in their school.					
Leadership and Management	*There is a designated Music Lead (+ a lead at academy trust level)*	As of Sept 2024, a named Subject Lead is in place and they are working in collaboration with the MAT SLL	Subject Lead role develops and acts as main point of contact and to drive standards to improve.		● The MAT SLL continues to work closely with the Subject Lead.	Autumn 1
	All staff delivering music receive annual training, addressing their CPD needs and this has impact ensuring all staff are confident at delivering the curriculum.	As of Sept 2026, staff have received some CPD input from Wessex MAT SLL regarding the implementation of the new curriculum.	All staff feel confident to deliver the music curriculum successfully. CPD needs are continuously monitored.		● Curriculum is shared and staff training through videos to help with curriculum delivery is provided at the start of each term by SLL. ● Staff and feedback/observations of	Termly

					lessons are gathered by SLL throughout the year to monitor effectiveness of implementation.	
	The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education and a named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account.	SLT are very supportive in Music, and the music subject leader has weekly release			● The MAT SLL continues to work closely with the Subject Lead.	Termly
The Community and Partnerships	*First/Primary Schools: The school works with early year providers to build a culture where music is valued.*	As of Sept 2024, EYFS at the school are provided with resources and training to deliver music experiences that will feed into the new curriculum next year.	EYFS children take part in regular musical experiences including appropriate singing, access to percussion instruments and access to live musical performances.	SLL to develop training for EYFS		Termly
	The school works in partnership with Wessex Music and their providers and signposts students to progression opportunities	The school works closely with Wessex Schools Music and signposts students to WESSEX Music clubs. The school is actively involved in WESSEX Music events as and when they occur.	Continue to be involved with WESSEX Music.	Festivals		Termly

	The school actively promotes and shares the value of music with parents and the wider school community	There are updates provided on social media and the school newsletter.	The school shares information and promotes music regularly with the wider school community through the newsletter and through performances opportunities.		• Creation of Music Leaflet/poster and more prominence given to music in newsletter/website • Seek performance opportunities in the community for the choir	Termly
	Parents and carers actively support music making/are involved in music making, through support at events and through home learning.	Parents/carers support school performances well.	Increased support from parents/carers with regards to support for music, where the school makes use of the various skills/experiences of the wider school community to provide opportunities for pupils.		• Creation of Music Leaflet/poster and more prominence given to music in newsletter/website to keep parent/carers more informed. • Set up a termly performance in assembly by a member of the local school community (adult).	Termly
	Middle/Upper/Secondary Schools: The school has links to the wider music eco-system. Students benefit from interactions with those working in the profession through events and trips so that they can gain insight on careers					