

Music Development Plan – Wilton CE Primary School



School: Wilton CE Primary School

Local music hub: Wiltshire

Music lead: Amanda Gough

Date written: September 2026

Music specialist (if applicable):

Review date: May 2027

Headteacher: Richard Boase

1 – Overall objective/ vision	<p>To provide a rich, diverse, and progressive music curriculum for all children. This will be delivered through outstanding music teaching and leadership.</p> <p>Opportunities to learn musical instruments, and participate in ensembles in school, along with regular performances, both in and out of school will showcase our children and make our school a leader in music education within the local community and beyond. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.</p>
2 – Key components	<ul style="list-style-type: none">• Music curriculum – minimum of 1hr per week per class: this is made up from a combination of music lessons delivered through Charanga, first access lesson tuition and daily music focus. Our curriculum can be found here.• Classroom instrumental teaching; Progression from classroom instrumental teaching; Small group and 1-1 teaching; Visiting music teachers• Links with external music organisations:• Pupil Premium student engagement• Succession planning and CPL• Choirs• Whole school singing assemblies/collective worship• Performance opportunities including whole school performances and trust wide performances

3 – Classroom instrumental teaching	<ul style="list-style-type: none"> • Whole class Violins are taught in Year 3 delivered by instrumental specialists (for a whole year). • Small group & 1-1 lessons are offered to all pupils in school following Y3 (paid for by parents/ part funded by school for PP pupils). Instruments are provided by the Wiltshire Music Service and ensemble opportunities are advertised to parents. • All children have access to Rock Steady who teach children a variety of instruments, including vocals. • 1:1 music tuition is offered via Goffen music school, accredited from Music service, offering drums, piano and guitar.
4 – Implementation of key components	<ul style="list-style-type: none"> • Music curriculum – EYFS, KS1, KS2, SEND. • Classroom instrumental teaching. • We have a Choir, which performs periodically in a local community events (Engage, Sarum academy) and wider country events e.g. Young Voices • Whole school singing assemblies – provide a weekly whole school singing assembly/collective worship, repertoire of sacred songs, I sing pop repertoire. • Performance opportunities – provide a range of performance opportunities for children in school and beyond for parents to attend: Carols, Choral Festival, choir and music ensemble, class music assemblies for parents showcasing music curriculum, Nativities and class/key stage productions, • Year 5 and 6 perform to parents at the end of each academic year. • Young Voices performance – February 27 • Daily music appreciation – all classes listen to music at the start of the day. (covering the genres required in MMC) • EYFS, Y1 and Y2 perform a nativity to parents in December. • Whole class music opportunity – Inspire music performance in collaboration with Salisbury cathedral and Salisbury cathedral school • Whole school Christmas singing competition: local radio song
5 – Communication activities	<ul style="list-style-type: none"> • Music information will be on the website and shared with parents. • Local member of the community will be invited in to see some performances e.g. Nativity etc • Trust events will be showcased on the website.

6 – Evaluation process for the success of the Music Development Plan	<ul style="list-style-type: none"> • Opportunity to monitor and share thinking across Hub/trust • Monitored by Music Subject Lead, as part of whole school monitoring and evaluation process • Data used to monitor access, including most disadvantaged pupils
7 – Transition work with local secondary schools	<ul style="list-style-type: none"> • Contact local secondary schools for a conversation about transition arrangements for this academic year; • have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting. • Liaise with Secondary school HOD re; Y7 expected level of musical knowledge and understanding
8 – Budget materials and staffing	<ul style="list-style-type: none"> • £500 for music curriculum resources e.g. Charanga. • £500 for visiting music specialist • £4000 PP money to support disadvantaged to learn a musical instrument (Rock Steady) • £250 for physical resources

9 – Pupil Premium and SEND provision	<p>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music? E.g., using PPG to fund instrumental/ vocal tuition</p> <p>Update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.</p> <p>SEND – with school's SENCo, review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs.</p>
10 – Summary Action Plan	<ul style="list-style-type: none"> • <i>Contact local music hub for support - ask about instrumental teachers</i> • <i>Discuss budgets in the next month.</i> • <i>Research CPL and book for next term.</i> • <i>Organise/record singing assembly/collective worship</i>

Useful links

[The power of music to change lives: a national plan for music education](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)