

Music development plan summary: Nunthorpe Primary Academy

Overview

Detail	Information
Academic year that this summary covers	2026 -2027
Date this summary was published	30/9/26
Date this summary will be reviewed	July 2027
Name of the school music lead	Miss Radmore
Name of school leadership team member with responsibility for music (if different)	Mr Salter
Name of local music hub	Tees Valley Music Service
Name of other music education organisation(s) (if partnership in place)	MusicMakesMe Rock Steady

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

By employing a specialist music teacher, we provide a high-quality music education which engages and inspires pupils to develop a love of music and their talent as musicians. Children have the opportunity to learn to play the violin, recorder, glockenspiel and keyboard, alongside a strong emphasis on singing and performing.

Weekly music provision is structured into a 40-minute curriculum session every Friday, alongside a singing assembly. Singing assemblies run on a half-termly rota alternating between whole-school and key-stage formats. Whole-school assemblies contribute to community spirit and wellbeing, while key-stage assemblies in the half-term prior to a performance, provide more targeted rehearsal opportunities in preparation for Christmas and Easter.

Seasonal performances are a core part of the music timetable. In the half-term leading up to these events, curriculum music sessions incorporate rehearsals through which pupils continue to develop relevant musical knowledge and skills in singing, performing, listening and musicianship. Christmas performances are likely to feature Years 3, 5 and 6, while Easter performances focus on Reception, Year 3 and Year 4. These opportunities build confidence, creativity and a sense of achievement for pupils while strengthening links with the local church and community.

Our music curriculum is carefully sequenced from FS1 to Year 6 so that pupils progressively develop their knowledge and skills in singing, listening, composing and performing. Instrumental teaching is planned to enable pupils to build progressively on prior learning.

Every child receives 4–5 hours of music each term, with additional time allocated during performance projects. Our inclusive approach ensures that children with SEND and other disabilities can access adaptive teaching opportunities, allowing all children to develop musical skills while enjoying the process.

Teachers and the specialist music teacher assess pupils formatively through observation of performance, singing, composition, listening and instrumental work, using this information to identify pupils' next steps.

We believe that every pupil should have the opportunity to learn a musical instrument. This progression, delivered consistently across year groups, ensures that all children gain broad instrumental experience in addition to developing their singing. Our collaboration with a local music specialist further enhances the delivery of provision and supports the wide range of performance opportunities we provide throughout the year.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Pupils can opt to take part in weekly Rock Steady music tuition. This culminates termly in a band performance in front of an audience of pupils and parents. Some disadvantaged pupils receive funded tuition.

Across the academic year, pupils take part in rehearsals and performances for Christmas nativities and end-of-year class assemblies. In addition, after-school clubs provide further opportunities to develop singing and dance skills.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Performances in the current academic year include:

- Choir performance with pupils from across Ironstone Academy Trust
- School Harvest festival in local church
- Christmas Carol Service in local church
- Children sing to residents of the local care home
- Christmas nativities
- Easter Show in Church
- Class assemblies- FS2-Y5

- Leavers Show – Year 6

In the future

This is about what the school is planning for subsequent years.

- Enhance the instrumental programme so children can build on skills learned in Year 4 (keyboard) and continue with a wider range of instruments.
- Evaluate progression in music education and implement measures for assessing progress, potentially incorporating various musical assessments.
- Improve our record-keeping systems by integrating music-related photos and videos, aligning them with the Model Music Curriculum.
- Maintain strong community links with the local church, organisations and the trust to support wider performance opportunities.
- Expand after-school clubs and enrichment, such as choir or instrumental groups, to give pupils more opportunities to perform.
- Develop staff CPD opportunities