

Music development plan summary:



All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	16/10/25
Date this summary will be reviewed	17/07/25
Name of the school music lead	Helen Hogan
Name of school leadership team member with responsibility for music (if different)	Laura Williams
Name of local music hub	Services for Education
Name of other music education organisation(s) (if partnership in place)	Jessie's Fund Music of Life

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

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.

At Calthorpe Academy, we are committed to providing a high-quality, inclusive music curriculum designed to meet the diverse needs of all learners, including those with special educational needs and disabilities (SEND). Our music curriculum is informed by both the [Sounds of Intent framework](#) and the [National Curriculum](#), ensuring a personalised, developmental approach that aligns with national standards while being responsive to the individual needs of our learners.

Published Curriculum Information:

Our detailed music curriculum for each curriculum pathway can be accessed online, including how we increase access for pupils with disabilities and support our pupils with varying SEND. For more information on our curriculum, including our pathway implementation and varied SEND support strategies, our Music Curriculum Information can be accessed on our [website](#).

Time Allocation for Music

Each week music is allocated based on the learner needs within their curriculum pathway. Refer to Music Curriculum Documents for the way music is used in the three curriculum pathways:

- *Learning for Life (LFL) – typically learners with severe learning difficulties (SLD)*
- *Foundation for Life (FFL) – typically learners with autism, behaviour and sensory needs (ASD)*
- *Engagement for Life (EFL) – typically learners with profound and multiple learning difficulties (PMLD)*

Each pathway has EYFS, KS1, KS2, KS4 learners who access at least one designated music lesson per week. We prioritise sufficient time for learners to develop their proactive, reactive, and interactive music skills:

Curriculum Guidance

Our music curriculum draws from the [Model Music Curriculum \(March 2021\)](#), with a specific focus on adapting its principles to meet the needs of pupils with SEND. This ensures that our students access the same core musical outcomes as their mainstream peers but through a structured, developmental framework tailored to their individual levels of attainment and abilities.

For our Early Years learners, our approach to musical development is also informed by the principles in [Musical Development Matters \(Early Education, 2021\)](#). Staff observe and respond to learners' spontaneous musical behaviours -such as vocalising, moving, and exploring sounds -to extend their musical communication and creativity. Musical play is embedded in daily routines and continuous provision, supported by accessible instruments, sound-making opportunities, and adult modelling of rhythmic, vocal, and movement-based interactions. This approach nurtures curiosity, communication, and sensory engagement, laying the foundation for sustained musical development throughout the school.

Curriculum Pathways:

- **Learning for Life (LFL):** *Designed for learners with severe learning difficulties (SLD), our new Music and Movement Curriculum- informed by the Sounds of Intent Framework- provides a structured and sequential approach to musical development. The curriculum is organised across three engagement levels: Reactive, Proactive, and Interactive, supporting progression in listening, coordination, collaboration, and expressive performance. Over a three-year cycle, learners build rhythmic, melodic, and movement-based skills that promote communication, physical coordination, emotional regulation, and creative expression. The programme develops progressively through sensory exploration, instrumental work, ensemble performance, and exposure to diverse musical and cultural experiences.*
- **Foundation for Life (FFL):** *Tailored for learners with autism and sensory needs (ASD). These students engage with sound-making activities and musical interactions, often with the support of familiar adults. Their learning is exploratory and hands-on, promoting sensory engagement through music.*
- **Engagement for Life (EFL):** *Intended for learners with profound and multiple learning difficulties (PMLD). These students explore music through adaptive instruments and technology, and their engagement is primarily sensory. They are supported by familiar adults and are provided with opportunities to participate in music-making experiences.*

Classroom Instrumental Teaching

A variety of instruments are used across the pathways to ensure accessibility and engagement for all learners. The expectations for learners' ability to play instruments are dependent on their pathway, level of understanding, and physical ability.

- **LFL Pathway:** Where accessible learners are introduced to reading music notation and applying it to instruments like drums and keyboards. This fosters musical literacy and the ability to play basic melodies and rhythms. Music and Movement lessons embed communication and support self-regulation through rhythm and emotional expression.
- **FFL Pathway:** Learners explore sound-making through a wide range of instruments, including percussion, keyboards, and adaptive digital instruments. Their focus is on interaction and engagement with music, which helps in developing communication and social skills.
- **EFL Pathway:** Learners with physical capabilities are encouraged to explore instruments, often with adaptive equipment to support independent engagement. For others, the process of sound-making is supported by familiar adults, but they are always included in group music-making activities.

Opportunities to Sing and Play Instruments

Calthorpe Academy offers various opportunities for pupils to learn to sing and play instruments during lesson time:

- **Whole-Class Ensemble Teaching:** All students, across key stages, have opportunities to engage with percussion instruments and digital music tools.
- **Choir:** Through partnerships with organisations like Music of Life, students can participate in singing groups, enhancing their vocal skills.
- **Instrumental Instruction:** Where appropriate, students have access to one-on-one or small group instruction in musical instruments.

Partnerships Supporting Curriculum Music

We work closely with external organisations and music hubs to enrich our curriculum:

- [Music of Life](#) provides choir and performance opportunities.
- [Jessie's Fund](#) offers support for creative music-making and sensory engagement, particularly for our learners with profound and multiple learning difficulties (PMLD).
- [Open Theatre](#) and [Birmingham Royal Ballet: Junior FreeFall](#) partnerships integrate performing arts into our music provision.

Music Qualifications

While Calthorpe Academy is a specialist school focusing primarily on communication and life skills, students have opportunities to achieve awards that reflect their personal progress in music. These include internal certifications aligned with the [Sounds of Intent framework](#) and external awards from partner organisations.

This comprehensive approach ensures that every learner, regardless of their level of ability, has access to a rich and fulfilling music education.

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.

The music curriculum at Calthorpe Academy is designed to cater to the diverse needs of learners across three pathways, aligning with the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2) frameworks. Music education plays a crucial role in supporting learners' communication, social, and emotional development, particularly for those with special educational needs and disabilities (SEND). Music technology is also integrated to support creative expression and interaction, especially for learners with physical disabilities.

Progression from Classroom Instrumental Teaching:

For some learners demonstrating significant musical ability, one-to-one instrumental lessons are offered. This is reviewed annually and is based on the current cohort's needs and capabilities. This provision allows gifted and talented learners to further develop their skills and reach higher levels of musical proficiency.

Music Tuition Outside of Lesson Time

***One-to-One Tuition:** Select learners, particularly those showing exceptional talent or keen interest, receive personalised one-to-one lessons via tutor from [Services for Education](#). These lessons are tailored to individual learning needs, building on their in-class experience.*

***Small-Group and Large-Group Tuition:** Group music-making sessions include Music of Life Choir and from Spring term onwards a percussion ensemble with learners. These opportunities promote collaboration, social interaction, and emotional expression through music.*

Musical Ensembles and Groups

Choirs and Vocal Ensembles: Our Music of Life Choir offers primary LFL learners' weekly vocal training, led by two music directors and one accompanist. This structured group provides learners with the opportunity to enhance their vocal abilities while building confidence and self-expression.

Partnerships and External Support

Our co-curricular music provision is enriched through partnerships with national and local music organizations:

- **Birmingham Music Hub:** This partnership connects our learners with wider musical opportunities, such as performances and community-based music projects.
- **Jessie's Fund and Music of Life:** These partnerships bring additional expertise into the school, supporting learners' musical journeys, particularly in non-verbal and sensory music-making experiences.

Pupil Premium Student Engagement

A significant number of learners are Pupil Premium, and all have access to a wide range of musical activities, including:

- **Lessons:** Instrumental and vocal lessons.
- **Trips:** Excursions to external performances and venues like the CBSO.
- **Performances:** Opportunities to participate in school concerts and the Music of Life choir. These experiences are either subsidised or offered free to ensure inclusivity, with a focus on supporting pupils from disadvantaged backgrounds.

Performance Opportunities

Learner Performances: Learners across pathways have opportunities to perform or share their musical achievements, adapted to their individual learning and progress.

Notable events include:

- **Music of Life Choir Concert:** An end-of-year performance for parents.
- **Summer Singing Talent Show:** Learners from all pathways can showcase their vocal talents to peers and staff.
- **Engagement for Life Wheelchair Dancing:** through our Interpathway Inclusion learners from other pathways join EFL learners to engage with dance routines linked to music
- **Foundations for Life:** Learners class performances are recorded and shared to show case talent and share good practice across both FFL & LFL pathways

School Orchestra

The proposed African Drumming Band, mentioned earlier, will serve as the school's orchestra, providing learners with additional performance and development opportunities through small group lessons.

Additional Funding and Support

- **Music of Life:** *Contributes to the choir project and 1:1 instrumental teaching.*
- **Jessie's Fund:** *Provides most funding for their CPD programs.*
- **Live Music Now:** *Subsidises concerts at the school.*
- **MAC Makes Music:** *Heavily subsidises performances and workshops.*
- **CBSO:** *Offers free relaxed concerts for learners (including specialised Notelets Performances for EYFS)*

Creative Arts Resource Budget: *£2000 per year for instruments, music resources, and subscriptions.*

Pupil Premium Funding: *£6000 for developing cultural capital, covering instrumental lessons, trips, performances, and additional resources.*

Learning Outside the Classroom and Enrichment: *Funding trips, performances, and sharing days, supplemented by Pupil Premium funds.*

These initiatives ensure a vibrant and inclusive musical environment at Calthorpe Academy, providing learners with the opportunity to grow musically while supporting their social and emotional development.

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.

Choir/Ensemble and Whole School Singing Assemblies

Music of Life Choir: *Runs weekly with primary LFL learners and culminates in an inclusion concert with mainstream schools at the end of the academic year.*

Singing Assemblies:

- **LFL Pathway:** *Features action songs with simple, repetitive lyrics that engage learners through familiar themes and predictable patterns.*
- **FFL and EFL Pathways:** *Sensory exploration linked to music is used, creating calming, interactive environments where learners can explore sound, movement, and tactile elements at their own pace.*

Lunchtime Provision:

- **Music Club-** each curriculum pathway & Post 16 learners have access to music lunchtime clubs specialised to the needs of their pathways led by the Creative Arts Lead
- **Makaton Signing & Signing Club-** Our SaLT leads a Makaton Choir Lunchtime Club, which nurtures learners' enjoyment of singing while developing their communication skills and confidence. Through the use of Makaton signs, songs, and interactive performances, learners build expressive abilities, strengthen social connections, and develop a deeper love of music.

Links with External Music Organisations

We have built strong partnerships with a variety of external music organisations, enriching our music provision and creating diverse opportunities for our learners. These collaborations enhance students' access to high-quality music experiences, both in school and in the wider community through curriculum enrichment or via educational visits.

Our partners include:

- **Birmingham Music Service:** Providing instrumental tuition and opportunities for students to participate in city-wide music activities.
- **City of Birmingham Symphony Orchestra (CBSO):** Offering workshops, performances, and interaction with professional musicians, exposing learners to world-class music.
- **MAC Makes Music:** A program focused on inclusive music-making, particularly for young people with disabilities.
- **Symphony Hall:** Connecting our learners with live performances and music workshops, as well as offering opportunities to perform in this prestigious venue.
- **The Rep Theatre:** Partnering with us to deliver performances and workshops that integrate music, drama, and movement.
- **Open Theatre:** Focused on non-verbal drama, including music as a key element of performance for learners with complex needs.
- **Live Music Now:** Bringing professional musicians into our school for live performances that promote communication and interaction.
- **The Royal Birmingham Conservatoire:** Providing master classes, performances, and music workshops that inspire and engage our learners.
- **Jessie's Fund:** Supporting musical interaction sessions and creative music-making for SEND learners.
- **Arts Therapies UK Music Therapy:** Offering specialised therapeutic music interventions to help learners with emotional and developmental needs.
- **Frozen Light:** A theatre company focused on creating multi-sensory performances for young people with complex disabilities, often incorporating live music.

- **Colourscapes**: A sensory music and arts experience, blending colour and sound in immersive installations.
- **Music of Life**: A partner in delivering choir tuition and vocal development for our learners.
- **Big Top Music**: An inclusive music project that engages learners in creative music-making.
- **Welsh National Opera**: Providing workshops and performance opportunities, connecting our learners to operatic music and storytelling.
- **Birmingham Royal Ballet- Freefall**: Birmingham Royal Ballet deliver Junior Freefall: Pathway to Performance workshops for Post-16 learners, offering weekly ballet sessions that build coordination, expression, and musicality, with opportunities to perform in the wider community.

In the future

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

Succession Planning & CPD:

- ***Music Teacher Recruitment:*** We have recruited a Music Teacher to further strengthen the delivery of high-quality, inclusive music education across all pathways. Strategic oversight for Creative Arts sits with an SLT Link, who ensures that music and the wider arts provision continue to develop in line with school priorities and national expectations.
- ***A structured CPD induction programme supports our new music teachers to develop effective practice within the specialist SEND context. The teacher is paired with experienced staff across curriculum pathways to observe, co-teach and gradually lead lessons, enabling them to understand differentiation, sensory engagement, and communication through music for learners with SLD, Autism and PMLD. Best practice teaching is modelled through collaborative delivery, allowing the teacher to build confidence and apply the school's music curriculum framework effectively. Weekly supervision meetings with the SLT link provide reflective coaching, curriculum guidance and quality assurance to ensure music provision aligns with whole-school priorities and supports high-quality teaching and learning. In addition, the teacher will access external CPD and professional development opportunities through the Birmingham Music Hub to further strengthen subject knowledge, inclusive practice and wider musical opportunities for learners.***

- *The SLT Link attends Artsmark Award Training to align the school's music provision with national standards and to introduce innovative approaches that enhance musical education for learners with SEND.*
- ***Develop Music Curriculum Information:** SLT Link to update our information page for school website*
- ***Artsmark Award:** SLT Link to use the Arts Mark framework to assess Calthorpe Academy's music provision enhancing current strengths, addressing areas for development, and further embedding the arts into the school's culture. This will help refine priorities and clarify areas that need further attention, such as curriculum breadth, learner engagement, or co-curricular offerings and celebrate our existing strengths*
- ***EFL Department:** During 2024–25, both new and existing staff received CPD music training from Jessie's Fund, focusing on implementing strategies to develop musical interaction skills and support the 'Thinking Skills' curriculum. Ongoing Monitoring, Evaluation, and Review (MER) by the SLT Link and the Extended Leader of the Engagement for Life Pathway will continue to strengthen staff development through targeted CPD, focusing on enhancing musical interaction, sensory engagement, and inclusive teaching strategies, while identifying and sharing good practice across the department. Music Teacher delivers weekly music lessons within EYFS & KS1 classes.*
- ***FFL Calthorpe Main Site:** Following the opening of the Oakland provision, several previously trained teachers moved to that site. At the main site, four of ten teachers and the Extended Leader of FFL remain from the original Jessie's Fund project. In November 2025, Jessie's Fund will revisit to review practice, identify good practice, and up skill new teachers through a paired mentoring approach, ensuring consistent and high-quality delivery of the "My Creativity" curriculum. Ongoing Monitoring, Evaluation, and Review (MER) by the SLT Link and the Extended Leader of the Foundations for Life Pathway will continue to strengthen staff development through targeted CPD, focusing on enhancing musical interaction, sensory engagement, and inclusive teaching strategies, while identifying and sharing good practice across the department.*
- ***FFL Belgravia Offsite Provision:** During 2024–25, new received CPD music training from Jessie's Fund, focusing on implementing strategies to develop musical interaction skills and support the "My Creativity" curriculum. Ongoing Monitoring, Evaluation, and Review (MER) by the SLT Link and the Head of Centre of Belgravia School will continue to strengthen staff development through targeted CPD, focusing on enhancing musical interaction, sensory engagement,*

and inclusive teaching strategies, while identifying and sharing good practice across the department.

- ***FFL Oakland Offsite Provision:*** *Following the successful completion of the Jessie’s Fund music project (September 2022 – July 2024), three teachers-representing half of the current teaching cohort- now based at the Oakland provision, along with the Head of Centre, participated in the original training. This continuity of expertise provides a strong foundation for sustaining high-quality music delivery through the My Creativity curriculum. The focus this year will be on supporting ongoing development through joint Monitoring, Evaluation and Review (MER) of My Creativity, led by the SLT Link and Head of Centre. This process will identify examples of good practice to share across teams and guide the targeted up skilling of teachers who have not yet received Jessie’s Fund training, ensuring consistency, confidence, and quality in music provision across the pathway.*
- ***African Drumming Band:*** *From Spring 2026, an African Drumming Band will be introduced, offering small group lessons during lunch clubs. This co-curricular development will provide learners from different pathways an opportunity to engage in music in a hands-on, collaborative manner, enhancing their skills and contributing to their personal and social development.*

These CPD efforts and succession planning are critical to sustaining the long-term growth and impact of the music curriculum and co-curricular opportunities, ensuring all staff are continuously up skilled to meet the needs of learners and deliver high-quality musical experiences.

Further information (optional)

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*](#)

*The Department for Education publishes a [*guide for parents and young people*](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.*