Music development plan summary: Asfordby Captains Close

Overview

Detail	Information
Academic year that this summary covers	2026–27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Natalie Willcock
Name of school leadership team member with responsibility for music (if different)	/
Name of local music hub	Leicestershire
Name of other music education organisation(s) (if partnership in place)	Melton Music tuition

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, extra-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

The school uses the Primary Leicestershire Music / SEND Leicestershire Music / Charanga / Other Scheme of Work to teach music. Pupils in year 1-6 participate in weekly, 30-minute singing assemblies and receive 20 hours of taught music lessons across the academic year. These are delivered in line with our Asfordby-Captain-Close-Accessibility-Policy-23.24-2.pdf (captains-close.leics.sch.uk)to ensure that our pupils with SEND are well supported to access the full music curriculum.

- Our school music curriculum is informed by the model music curriculum, non-statutory guidance for teaching music.
- Pupils have the opportunity to learn to sing through singing assemblies.
- Pupils in year 2, 4, 6 will receive whole-class ensemble teaching with the opportunity to play the ukulele/steel drums/other instruments

- We work closely with the Leicester Music Hub to support the teaching of our music curriculum. We participate in weekly Rock steady workshops which are performed half termly.
- Melton Music tuition provide weekly private sessions where children can gain music qualifications and also promote school performance.

Part B: Extra-curricular music

The school offers a range of one-to-one, small-group and large-group music tuition beyond the core music curriculum during the school day. This is provided by Melton Music Tuition, rock steady and paid for by parents, with a 50% subsidy for pupils in receipt of the pupil premium. This tuition includes opportunities to complete grade examinations with the following instruments:

- Guitar, ukele
- rock steady – vocals, drums, guitar
- singing
- piano
- violin

We loan instruments from the Leicestershire music hub these include recorders, ukele and brass some of these sessions a music lead from the Leicestershire music hub will deliver the sessions with the class.

Pupils in years 3-6 also have the opportunity to join the school choir, who sing carols at our local care home each Christmas. The choir is free to join.

We promote music sessions outside school through advertising local music/performing arts schools, lessons which can be paid for outside of school and activities promoted through the Melton Music tuition and Leicestershire Music hub.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.

Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

Part C: Musical experiences

Weekly singing assemblies include working towards seasonal performances to parents, including during our annual carol concert and celebration assemblies. This includes learning to sing in rounds using pre-recorded music as well as with a live pianist.

The school hosts an Spring music and dance showcase, there is a termly performance through the partnership with 'Rock steady band'. We also attend a yearly pantomime show in December. This is subsidised by the PFA and supported by parental contributions, with pupils in receipt of the pupil premium attending for free.

Pupils have the following opportunities to perform in concerts throughout their time at our school:

- EYFS: Musical Nativity (December)
- Whole school Spring showcase
- Throughout the year class assemblies include singing and may also showcase instruments.
- Year 2 Spring recorders and 4 recorders.
- Christmas light switch on some classes will perform on stage as part of the local school performance
- Year 6 Leavers' Performance and ukulele concert (June/July)

Pupils taking instrument tuition have opportunities to perform in assemblies throughout the academic year.

Pupil in the school choir have the opportunity to take part in the Young Voices concert at the Resorts Arena in Birmingham each year. Parents are asked for contributions to cover the cost of this event / the PTA subsidised/fund this trip for pupils who wish to attend.

In the future

Priority	Key actions in 2026–27	Success indicators	Timescale / lead
1. Curriculum quality and progression	Review the long-term music curriculum from EYFS to Year 6; agree clear progression in singing, listening, composing, performing and musicianship; complete termly	Teachers follow an agreed sequence; pupils can explain what they are learning and demonstrate age-appropriate progression; monitoring identifies	Autumn review; termly monitoring. Music lead.

	sampling of planning and pupil work.	consistent curriculum coverage.	
2. Staff confidence and subject knowledge	Audit staff confidence; provide focused CPD on singing, practical musicianship, use of resources and adapting lessons for pupils with SEND; share model lessons and planning support.	Staff confidence improves from the baseline audit; lesson visits show stronger musical modelling and active participation; agreed adaptations are used consistently.	Audit in autumn; CPD across the year. Music lead and external partners.
3. Inclusion and equitable participation	Maintain a register of participation in tuition, clubs, ensembles and performances, including pupils eligible for Pupil Premium and pupils with SEND; identify and remove financial, practical and sensory barriers; publicise available subsidies.	Participation gaps reduce; targeted pupils are represented in clubs, tuition and performances; families understand the financial support available.	Baseline in autumn; review termly. Music lead and senior leadership team.
4. Instrumental learning and ensemble development	Secure a coherent whole-class instrumental pathway; improve the transition from whole-class learning to small-group or individual tuition; establish a regular school ensemble with planned rehearsals.	More pupils continue instrumental learning beyond initial whole-class teaching; the ensemble rehearses regularly and performs at least twice during the year.	Pathway agreed in autumn; ensemble launched by spring. Music lead and tuition partners.
5. Singing strategy	Develop a progressive whole-school singing repertoire; strengthen weekly singing assemblies; plan opportunities for harmony, rounds, solo and group singing; re-	Pupils sing regularly with increasing accuracy, confidence and expression; the choir has sustained membership and contributes to school	Repertoire agreed in autumn; reviewed termly. Music lead.

	establish or extend the school choir.	and community events.	
6. Performance, listening and cultural experiences	Create an annual calendar of performances and live music experiences, including class showcases, seasonal events, visiting musicians, Rocksteady performances, Young Voices and links with community venues.	Every year group has at least one planned opportunity to perform to an audience and at least one live music experience; participation and pupil feedback are recorded.	Calendar published in autumn; evaluated in summer. Music lead and class teachers.
7. Partnerships, transition and wider opportunities	Agree an annual offer with Leicestershire Music, Melton Music Tuition and other providers; explore joint work with feeder secondary schools; signpost local ensembles and progression routes to families.	Partnership activity is planned rather than ad hoc; pupils access a wider range of instruments and expertise; Year 6 pupils receive clear information about continuing music in Year 7.	Partnership plan by autumn half-term; transition activity by summer. Music lead.
8. Resources, funding and impact	Audit instruments and digital resources; prioritise repair, replacement and accessible equipment; seek support from the music hub, PTA and local grants; report progress and impact to governors.	Resources are safe, organised and matched to curriculum need; additional funding supports identified priorities; governors receive clear evidence of participation, quality and next steps.	Audit and budget plan in autumn; governor updates in spring and summer. Music lead and headteacher.