

Music Development Plan & Self Evaluation 2024-2025

Name of School:	Coppice School
Date:	September 2025
Next Annual Review Date:	July 2026
School Context:	Specialist School for pupils with Severe Learning Difficulties

Subject Leads – Julie Watson & Emily Cartwright

Red = planning to commence Purple = in progress Green = completed/in place

Music Development Plan

Priority Area	Music Development Aims	Action	Review
In the Classroom (to meet 'Secure')	<p>The music curriculum is ambitious, drawing on insights from the Model Music Curriculum and/or Sounds of Intent</p> <p>Curriculum sequencing is clear</p> <p>Good progress is demonstrated in an age/stage appropriate way developing technical, constructive, and expressive aspects of music</p> <p>Pupils are able to participate and progress well (supported by technology, tools and adapted instruments)</p> <p>Space and resources allow breadth of curriculum for all students, including music technology</p>	<ul style="list-style-type: none"> The curriculum requires Model Music Curriculum outcomes to be carefully merged with the existing outcomes. Sequencing is clear, however there are too many outcomes therefore in merging MMC a review of the curriculum is in order. Progress needs to be analysed by subject leaders through sampling over time. Participation needs to be assessed during a teaching term of music (Jan-April 26) Use of music technology needs to be assessed and possible tools/resources sourced. 	



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Beyond the Classroom (to meet 'Developing')	<p>The school facilitates specialist tuition. Pupils facing the largest barriers are supported in this.</p> <p>Musical skills/interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.</p>	<ul style="list-style-type: none"> Doncaster Music Hub supports upper school classes. Rock Steady contacted – to be followed-up. Opportunities needs to be addressed for the Sing and Sign choir to perform in the local community (Local primary school/ church/ supermarket) Knowledge of SEN music sessions to be shared with carers/ parents. 	
Leadership and Management (to meet 'Developing')	<p>The subject lead is supported by a senior leader advocate in school, who understands the Model Music Curriculum and Sounds of Intent framework (where appropriate) and is aware of the National Plan for Music Education.</p> <p>All staff delivering music receive annual training, addressing their CPD needs and has impact.</p>	<ul style="list-style-type: none"> Subject lead previous SLT with strong knowledge of MMC and National Plan for Music – info. sharing through development of outcomes work. PD to be shared through Doncaster Music Hub and subject leads, JW to attend PMLD training 25/9/25 training to support development of this. 	
Community and Partnerships (to meet 'Developing')	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students</p> <p>Community links with music are established, and regular events take place throughout the school year</p> <p>Families actively support music making, through support at events and through home learning</p>	<ul style="list-style-type: none"> Closer contact with Doncaster Music Hub and attendance at supportive groups/ training needs to prioritised. Music events in addition to 'Coppice's has got talent' and Christmas performance need exploring. Music Making focus for spring term parent event for upper and lower school. 	



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Music Self Evaluation

Music Self-Evaluation 1 - In the classroom			
Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
<p>Music is delivered 'ad hoc' and not in every class.</p> <p>Some groups of students are unable to access the music curriculum.</p> <p>Monitoring of pupil progress is irregular and there are limited opportunities to celebrate progress.</p> <p>There are limited resources for teaching</p>	<p>We are aware of the Model Music Curriculum and/or Sounds of Intent</p> <p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum at an appropriate level.</p> <p>Students engage with schemes of work and build areas of musical interest whilst growing skill and/or confidence, and making personalised progression.</p> <p>There is adequate space and resources for teaching, including class sets of tuned/untuned instruments or adapted instruments</p>	<p>The music curriculum is ambitious, drawing on insights from the Model Music Curriculum and/or Sounds of Intent</p> <p>Curriculum sequencing is clear</p> <p>Good progress is demonstrated in an age/stage appropriate way developing technical, constructive, and expressive aspects of music'</p> <p>Pupils are able to participate and progress well (supported by technology, tools and adapted instruments)</p> <p>Space and resources allow breadth of curriculum for all students, including music technology</p>	<p>Curriculum goes beyond the level of the Model Music Curriculum/Sounds of Intent, seeking to address barriers to access by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)</p>

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Music Self-Evaluation 2 - Beyond the classroom			
Focussing	Developing	Secure (in place/addition to 'developing	Enhancing (in addition to 'secure')
<p>Singing, where appropriate, takes place infrequently and repertoire is not varied.</p> <p>There are opportunities to perform for a small number of pupils.</p> <p>Facilitation of one to one and small group tuition for those who want it is limited and inconsistent. There may be barriers to participation.</p> <p>Musical skills/interests cannot be extended as there is a limited enrichment offer and we don't have enough knowledge of what there is available in our local area.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged in an appropriate way ie signing, pre-recorded sounds</p> <p>All pupils, including those with the most barriers to access, have opportunities to perform regularly. In-school musical events take place at least once a year.</p> <p>The school facilitates specialist tuition. Pupils facing the largest barriers are supported in this.</p> <p>Musical skills/interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.</p>	<p>Singing and vocal work (including alternative methods of access) is embedded into the life of the school, drawing on a wide range of high quality, age/stage-appropriate repertoire and developing musicianship.</p> <p>Music performance is a prominent part of school life from an early age; music is performed in assemblies and events both during and after school. In-school musical events take place at least once a term.</p> <p>Students perform to the wider community in local/regional events (eg Hub events, links with local care homes, links with other school).</p> <p>Provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.</p> <p>A large proportion of students are involved in music making beyond the classroom.</p>	<p>A long-term singing strategy is in place that ensures access and progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school.</p> <p>Provision is targeted, demonstrating wider impact. Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national/large scale events that are accessible to their pupils, including digitally where that is more appropriate.</p>



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Music Self-Evaluation 3 - Leadership and Management			
Focussing	Developing	Secure (in place/addition to 'developing	Enhancing (in addition to 'secure')
<p>A named subject lead is in post</p> <p>Training for staff delivering music has limited impact</p>	<p>A named, trained subject lead is in post.</p> <p>The subject lead is supported by a senior leader advocate in school, who understands the Model Music Curriculum and Sounds of Intent framework (where appropriate) and is aware of the National Plan for Music Education.</p> <p>All staff delivering music receive annual training, addressing their CPD needs and has impact.</p>	<p>Music is explicitly referred to in the school improvement plan and the subject development plan drives continuous improvement</p> <p>A named member of the governing board takes a special interest in subject provision, supporting strategic development and holding leaders to account</p> <p>All staff receive annual training to maintain their confidence and build expertise</p>	<p>There is a five-year strategic vision for music that is in line with the National Plan for Music Education</p> <p>Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks)</p>



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Music Self-Evaluation 4 - Community & Partnerships			
Focussing	Developing	Secure (in place/addition to 'developing'	Enhancing (in addition to 'secure')
<p>Engagement with the Music Hub is inconsistent</p> <p>Small-scale performance takes place in the community, building on existing school links</p> <p>Some families support music-making in the school by attending events</p>	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students</p> <p>Community links with music are established, and regular events take place throughout the school year</p> <p>Families actively support music making, through support at events and through home learning</p>	<p>The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner</p> <p>Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits</p> <p>The views of families have been considered when developing music provision.</p>	<p>The school is a leading school in the local community and with their Music Hub</p> <p>There is a co-ordinated programme of community events, planned in partnership</p> <p>Families and the wider community are actively involved in school music making</p>