

*'St Mary's Catholic Infant and Junior Academies are committed to safeguarding
and promoting the welfare of children and young people and expects
all staff and volunteers to share this commitment.'*



ST MARY'S
CATHOLIC INFANT AND JUNIOR ACADEMIES

Music Development Plan

Juniors

Designation	Name	Date Approved	Date of Renewal
Executive Headteacher	Mrs Samantha Birchall	September 2026	September 2027
Chair of Governors	Mrs Gill Tuck	September 2026	September 2027

How does your provision ensure every aspiring musician in your school can access the high-quality opportunities they need?

Vision and Intent	At St. Mary's Catholic Junior Academy, we strive to cultivate a lifelong love of music in our students by fostering a musical atmosphere enriched with diverse, high-quality musical experiences that engage and inspire. Our music curriculum emphasises creativity, curiosity, and excitement, helping children develop self-confidence, self-esteem, and collaborative skills. We aim to build a curriculum centred around musical sound, providing a progressive pathway for every child. Musical opportunities will support students' mental health and offer them a means to express their emotions. Our students will perform, listen critically, sing, improvise, and compose music, gaining an understanding of musical elements as the fundamental building blocks of music.			
What do we include in our provision at St Mary's Catholic Junior Academy? In the classroom and beyond the classroom	Our plan for delivering high-quality music education and supporting children's progress.			
		<i>Where are we now?</i>		<i>What will we do next?</i>
	Curriculum (setting the foundation) High quality music provision	High-quality weekly music lessons	Music Specialist employed by the school for 1 day a week through the Music service (for Key Stage 2). Planning is based on procedural, declarative and tacit knowledge with a spiral curriculum with small, incremental steps in learning. Music is inclusive for all learners. Staff have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced. Music is taught consistently for every year group every week across the year and is within every timetable. Music is taught for 1 hour every week.	Continue to develop planning to suit needs of pupils. Use pupil voice and subject monitoring to develop planning. Provide a personalised curriculum based on individual needs and will retain ambition for the pupil.

		KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory and children develop an understanding of the history of music, spotting links between them and seeing the history of music develop. Pupils in KS2 have music lessons for an hour a week with the music specialist using the school hall. Learning in KS2 includes units using clarinets, recorders and glockenspiels.	Create a knowledge progression for music tech. Implement use across the school. Use music tech appropriately for all pupils, to make their own choices about independent listening. To develop the use of technology in Music, through the use of ipads. Increase use of recordings for reflection and self-evaluation. Staff CPD and training on use of iPad/recording and what to use for it. Create, share and embed list of questions to use for reflecting critically on learning.
	Vocal provision -	30-minute weekly singing assemblies, which focus on enjoyment and being part of a massed choir rooted in skills development. Singing is used to support developing class ethos and to support learning across the curriculum. During Celebration of the Word,	Including a greater number of songs in different languages

		children get the opportunity to sing and use their voice to praise. At school, we sing at times of celebration and massed events, for example, at both the Catholic and Anglican cathedrals, St Mary and St John's church, Christmas concerts, class masses, end of year presentations etc All staff have access to Charanga resources which helps to develop staff CPD in relation to singing and performance.	
	Listening Curriculum – Co-curricular	Across all year groups, a listening curriculum is implemented by class teachers to expose children to a wide range of genres, historical periods, music from different places and different instrumental sounds through the use of Charanga. Listening to music features in a variety of ways, not only in Music lessons but also, for example, during morning tasks, creative writing, RE and PE. Pupils get a chance to comment and discuss pieces of music in a variety of subjects.	Continue to decolonise and ensure equal balance between male/female and diverse range of composers/musicians.
	Performance opportunities	Music outcomes are often shared and performed either live to parents, SLT, Board of Governors and other pupils or recorded and shared with families via social media and the school website. For example, our clarinet concerts are performed to pupils, staff and parents, Christmas concerts	Share music outcomes with Local Academy Trust as part of whole school tracking in foundation subjects

		are performed to pupils, staff and Local Academy Council. Music/Drama performances –Christmas carols and assemblies to parents, pupils, and staff. Year 3 perform the Christmas nativity to parents, pupils, staff and Local Academy Council. Year 4 perform a clarinet concert for parents, pupils and staff. Year 5 Easter production in church for parents, pupils and staff. Year 6 Leavers production for parents, pupils and staff. All classes take part in an end of year presentation where they perform a variety of their favourite songs to parents, other pupils and staff Christmas, Easter and End of Year presentations and Year 2 Leavers production. All children have the opportunity to take part in a talent concert, local performances (such as a Newton-Le-Willows has Talent with Business For Youth) or other topical events. School choir performs at Young Voices in Throughout the year, classes have the opportunity to showcase their performance skills in Church, particularly at Christmas and Easter	
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		Music Resources	Clarinet musical instrument tuition in year 4 through ST Helens Music Service. High quality instruments (tuned and untuned) are available with names and images to support knowledge for children and staff.	Create displays to support learning – clear elements board with appropriate language, skills board to identify learning for session, rhythm display with school terminology, staff notation with pitch names and graphic notation ideas.
		Communicating with parents	The school website sets out the Intent, implementation and impact and curriculum coverage for music. Parents are kept up to date with daily news by: The Federation of St. Mary's Catholic Schools: Our News items (federationofstmarys.co.uk) Music on websites: The Federation of St. Mary's Catholic Schools: Music (federationofstmarys.co.uk) Social media updates (X, Facebook and instagram) updates. Visits into school to share with learning and learning outcomes.	
		Transition	Secondary	Contact secondary schools and discuss transition unit

			Pass on information about instrumental learners	Review Music Curriculum from EYFS – KS1 - KS2 – KS3 with Hope Academy
Beyond the classroom	Co-curricular	Instrumental learning	Year 4: one hour group clarinet instrumental learning with a music specialist once a week. Taught by specialist teachers through St Helens Music Service Performance opportunities –termly concerts.	Continue to signpost ensemble opportunities outside school community
		Vocal and Ensemble	School choir and instrumental tuition offered to all pupils. Inclusive and open to all, adult provision offered for any pupils who need 1:1 support. Choir for all KS2 children, inclusive and open to all. Performances in end of year presentations for all Year groups, parents and family members are invited to attend.	Review more events outside of school hours that pupils can become involved in, especially within the local community,
		Progression strategy	Buildup of skills prior to first access instrumental learning. Includes glockenspiel teaching (Year 3 in preparation for clarinet). In the infants, rhythm notation teaching (Year 1) and beginning of staff notation referring to pitch	

		(Years 1, Y2 and Y3 in preparation for Clarinet instruments) Instrumental learning inclusive for ALL pupils. Adaptions made where needed for SEND/EAL children. In school ensemble opportunities mapped out as part of provision. Children identified for external groups and parents signposted. Instrumental learning shared with secondary schools.	
	Enrichment	Live performances Cultural capital experienced through: Opportunity to perform in a range of venues – Co op Arena, local churches and in school. Christmas Service in church – all children share in this service. Easter performance (Year 5) in school – all children share in this service Continue strong working relationship with St Helens Music Hub After school talent show where pupils perform solos or in a group or play a range of musical instruments .	
		Career pathways Continue to identify music careers through learning in classroom and external experiences.	

		Signpost parents to opportunities outside of school.	
Leadership		<i>Where are we now?</i>	<i>What will we do next?</i>
	Executive Head teacher/ Head of School/ Local Academy Council	Incredibly supportive Executive Headteacher and Head of School who believes in power and value of music education. Free instrumental provision and music specialist teacher are included in annual budgets by Executive Headteacher.	Identify any other opportunity for Music outside the classroom.
	Subject Leader	Experienced subject leader. Access to CPD throughout the year: National College, St Helens Music Hub, independent reading of research and thinking.	Increase of oracy in music lessons.
	Teachers	Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils.	Continue with CPD training and termly support for all teaching staff.
	Pupils	Pupils who love music, who value enrichment opportunities and love musical learning. They say: I like when we use the glockenspiels and when we sing because I love listening to everyone's voices. Learning how to play instruments that I've never played on before. I've loved learning to play the clarinet. Every week I feel that I am getting better.	Continue to gather Pupil Voice and act upon the feedback given.

		I love going to Young Voices and performing as a choir with other schools. It's special. I love playing the different notes in music.	
Communities & Partnership	<i>Where are we now?</i>		<i>What will we do next?</i>
	St Helens Music Hub – strong working relationship. Take advantage of free opportunities and work together. School community – support musical events. Performances at St Mary's and St John's Church, celebration events in school and at Young Voices. St Mary's take part in a local talent show run by a local charity called Business for Youth. Participating pupils gain the invaluable opportunity to share their musical achievements through performances fostering a sense of accomplishment.		Find more opportunities to perform within the community, invite community members in to perform to our children. Parents in to support with topics Continue to signpost external family events to support parents with musical learning.

Detail	Information
Academic year that this summary covers	2026 - 2027
Date this summary was published	1 st September 2026
Date this summary will be reviewed	21 st July 2027
Name of the school music lead	Rachel Robb
Name of school leadership team member with responsibility for music (if different)	Amy McCormack

Name of local music hub	St Helens Music Service
Name of other music education organisation(s) (if partnership in place)	St Helens Music Service