Wessex MAT Schools Music Audit and Music Development Plan

Name of School: Puddletown First School

Music Lead: Hattie Crankshaw

Date Plan Completed: 16/10/2026

	Wessex MAT Aspiration (based on NPME2 guidance).	**Where are we now?**	**Where do we want to be in 1 year?**	**Where do we want to be in 3 years?**
In the classroom	*Curriculum Music is timetabled for at least one hour each week of the school year for Key Stages 1 to 3.*	-music timetabled once per week -30 minute lessons rather than one hour for KS1 -40 minute lessons KS2	-Wessex music to continue to be fully embedded within music planning	**Music to be fully embedded and a part of our culture at Puddletown First school.**
	The music curriculum is at least as ambitious as the MMC and is clearly sequenced with clear progression of incremental learning of the technical, constructive, and expressive aspects of music. It is taught using appropriate teaching methodology with a strong focus on making music.	-Wessex Music curriculum has been taught in full for two years across Years 1-4 -both key-stages have done a performance outside of music curriculum	- Wessex music to be fully embedded with assessments -Children have built confidence in performance and expressive music abilities within music lessons and outside of the curriculum	**Teachers confident in teaching their curriculum and demonstrating professionally and confidently their music abilities as a strong model.**
	There is adequate space and resources for teaching, including class sets of tuned and untuned instruments and access to technology.	-audit partially taken for KS2	-Full audit for instruments (class sets and spares for extra music lessons) for both key stages.	**-Class sets of percussion and tuned instruments**
	Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)	-Music is taught at a whole class level and adaptations are universally shared	-All children performing confidently in music lessons with appropriate adaptations, visuals and STEM sentences	**Universal adaptations for all music lessons and targeted interventions and support for those who may benefit from it.**
	First/Primary Schools: Whole-class tuition is delivered on an	-Year 3 and 4 whole class lessons	-Year 3 recorders -Year 4- Samba whole class	**To work towards an end concert for the children to have the opportunity to**

	instrument for some of the curriculum			**show the skills they have learnt in groups, small groups or individually**
Beyond the classroom	*First/Middle/Primary Schools: Singing and vocal work is embedded into the life of the school (daily singing and assemblies), drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.*	-singing assembly every week -Year 4 singing concert -KS1 nativity -KS2 end of year performance -KS2 choir	-To have confident performers and singers -Adults around the school to lead singing not just music lead- training other adults in a variety of warmups -For the choir to sing at other opportunities (community, church services, fetes et)	**To have a singing culture fully embedded within the school and a range of warmups and pitch exercises throughout classes** **To have confident teachers to lead singing worships and other singing opportunities**
	Music is performed in assemblies and events (such as sports day and open evenings) and there is collaboration between music and other subjects (notably in performing arts). Pupils also perform to the wider community in local/regional events (for example, Hub events and local festivals). In-school musical events take place at least once a term.	-Singing every Wednesday -Singing in church (harvest, Christmas Easter) -Singing in KS1 and KS2 performances (Autumn and Christmas) -KS2 choir opportunities outside of school -Singing for the Year 4 concert (Spring 2) -carols round the village	-To perform for the wider community- local parish etc (KS2 choir) -To engage with Middle School for more opportunities for choir outside of school -To engage in choir programs that Wessex Music offer.	**To give children the opportunity to perform in a choir at other events not just school** **To become an important part of the local community events**
	There is an opportunity for all pupils to see live music performance at least once per year.	-BSO concert -Music roadshow -Christmas panto in school	-To hopefully attend BSO concert every year for KS2 -To have other musicians come and perform (bands etc)	**To share experiences with Middle School- particularly for KS2 if they have musicians in and working with pupils**

		-Piano concert (children) -guitar concert (children) -drum concert (children) -Samba concert (children)	-To invite Middle School -To start a rock band after school club	**For performers from Middle School to perform for Puddletown so our pupils have something to aspire to**
	The school facilitates 1:1 and small group tuition (including providing space). Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	-25% discount given to PP children -Drum, piano and guitar lessons facilitated	-facilitate more drum lessons- more than 1 afternoon a week to reduce the waiting list	**To have more options for other musical instrument lessons as well as the ones we currently have**
	Musical skills and interests are extended through diverse enrichment activities (first schools = at least one choir, middle/upper schools = at least one choir and one instrumental group). Opportunities are accessible to all and all pupils are given the opportunity to participate. Local opportunities are signposted.	-KS2 choir	-The choir to perform at multiple events not just Christmas -The choir to take on some extra responsibilities around the community	**For the choir to take part in other events as well as Church performances**
	The school tracks and monitors engagement in enrichment, ensuring there is a large proportion of Pupils able to engage in music in and out of school.	-Teacher assessment recorded on Insight	-For class teachers to assess after each half term on a music tracker for closer monitoring	**Chances for pupil voice within assessments and other opportunities to perform or express what they know**
Leadership and Management	*There is a designated Music Lead (+ a lead at academy trust level)*	Hattie Crankshaw as Music Lead within the first school.		

	All staff delivering music receive annual training, addressing their CPD needs and this has impact ensuring all staff are confident at delivering the curriculum.	-CPD in music needs to be offered -Year 3- recorders as CPD Year 4- Samba CPD	-For all members of staff to engage with some training around singing and supporting singing in school -CPD with cultural champions for HC and open to other members of staff if requested. -Further responsibilities taken by KS1 staff to lead extra music curriculum opportunities	**For singing to become a school wide teaching point and all members of staff to be confident in this. Singing assemblies can be picked up if needed**
	The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education and a named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account.	Hanna T has annual meetings with HC and regular visits in Spring term		
The Community and Partnerships	*First/Primary Schools: The school works with early year providers to build a culture where music is valued.*	-EYFS using the singup curriculum -EYFS perform in church for Harvest, Christmas and Easter -EYFS to perform in the Nativity	-music to be a feature within continuous provision and reception to know a repertoire of songs	**Music to be explored and a valued lesson in Recetion that pupils are excited about**
	The school works in partnership with the local music hub and their providers and signposts students to progression opportunities	-Working closely with Wessex music and DMS in samba sessions	-To take part in more CPD opportunities such as the RBO cultural champions	
	The school actively promotes and shares the value of music	-Performances every term for parents	-Wider community have opportunities to see some children perform	**-The school's choir to perform at village events possibly taking it further**

	with parents and the wider school community			**to other events and music festivals within locality**
	Parents and carers actively support music making/are involved in music making, through support at events and through home learning.	-Some parental support with those who have music lessons	-High proportion of parents engage with wider music events that Wessex hold and that the school could take part in	**-To have a community of parents that support music and the opportunities it can bring**

Priority action points for Subject Lead to implement 2025-26:

- CPD opportunities for all members of staff
- Choir to be given more opportunities and more of a school commitment
- More opportunities for music to be shared with the local community/ parish