



EAST RIDING SCHOOLS MUSIC SERVICE – MUSIC DEVELOPMENT PLAN

INSTRUCTIONS

You are free to adapt this template to your school's circumstances and needs. Edit any and all text to make it your own; ignore prompts if they are not relevant; omit, add or re-order sections as you see fit. Do not feel obliged to fill in every box, particularly in the 'What we would like to see' column.

Don't repeat anything you can link to! The template is already long enough.

To customise the plan for your school:

1. Replace the Music Mark logo on the first page with that of the school
2. Change the colour palette to match the school's colours (on the Design tab of the ribbon):



3. Create the links on page 4 (highlight the link text and use **Ctrl+K**)
4. Replace placeholder text (which is always in square brackets []) with your own text using **Ctrl+H**:
 - [School] is the full, formal name of your school
 - [shortname] is how you usually refer to your school

N.B. these items are used multiple times, so ensure that you create them using proper spelling and capitalisation, so you don't have to correct them later.

The 'flow' of the plan is:

- a. What currently happens
- b. What you would like to see (this vision may take several years to accomplish)
- c. Objectives for 2023/24 (these should move you part-way towards the vision)
- d. Actions you will take towards those objectives (potentially several to each objective)
- e. CPD plan
- f. Monitoring and reporting

Before you share or publish your Plan, delete these instructions (3 pages) and check that the headers and footers are working correctly.



Artsmark
Gold Award
Awarded by Arts
Council England



MUSIC MARK
SCHOOL



Music Development Plan

[Molescroft Primary School | 2025

Date of adoption: September 2024

Lead for this plan: Michael Loncaster

Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

Hub Local Plan for Music Education

School Improvement Plan <https://molescroftprimary.net/school-improvement-plan/>

Music Policy. <https://molescroftprimary.net/wp-content/uploads/2022/09/curriculum-policy-music.pdf>

Charging and remissions policy for extra-curricular activities. <https://molescroftprimary.net/charges-and-remissions/>

Music at [Molescroft Primary School]

Curriculum Music

| area | what happens now | what we would like to see | link to actions |
|-----------------|--|---|----------------------------------|
| Overview | <p>Scheme (e.g. own curriculum, published schemes) and curriculum intent</p> <ul style="list-style-type: none"> The school has its own designed curriculum units supported by Charanga Resources. For Curriculum Intent please refer to the music policy https://molescroftprimary.net/wp-content/uploads/2022/09/curriculum-policy-music.pdf Overarching Arts Policy https://molescroftprimary.net/wp-content/uploads/2019/10/overarching-arts-policy-sept-2019.pdf and school prospectus. https://molescroftprimary.net/prospectus/ <p>If necessary, cover Early Years, KS1 and KS2 separately Coverage of National Curriculum requirements If you have a curriculum map for Music, link it here</p> <ul style="list-style-type: none"> https://molescroftprimary.net/wp-content/uploads/2024/04/CURRICULUM-LONG-TERM-PLAN-15TH-EDITION-GOLDEN-VAULT-MATCHED-1.pdf <p>How much curriculum time is given to Music</p> <ul style="list-style-type: none"> In KS1 – 32 hours per year plus music in assemblies and for special events In KS2 – 42 hours per year plus music in assemblies and for special events <p>Who teaches it</p> | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | Ref number of relevant action(s) |

| area | what happens now | what we would like to see | link to actions |
|-------------------------------------|--|--|-----------------|
| | <ul style="list-style-type: none"> 50% by a specialist teacher, 50% by the class teacher who attends lessons with the specialist. <p>Digital resources:</p> <ul style="list-style-type: none"> 18 Keyboards iPads – 1 per child in KS2 with garage band for musical composition <p>Physical resources including instruments</p> <ul style="list-style-type: none"> Every child in KS2 has a recorder Class set of guitars Full set of percussion instruments Three drum kits 100 children access orchestral instruments via the School's Music Service <p>How it is assessed (see here for the HMI speaking about assessment of Music)</p> <ul style="list-style-type: none"> Children are assessed in Music via FLiC which indicates whether children are secure, developing or enhancing in their music skills matched to the curriculum. <p>What impact it has (again, by KS separately as needed)</p> <ul style="list-style-type: none"> Music and the Arts in general drive the heart and soul of the school. It starts on Day 1 in FY as the children sing on arrival and every day from then on in FY. By the end of Y6, children all play an instrument, sing with confidence, read music, are used to public performance, can sing harmonies and participate in West End productions of shows such as Hairspray, Cats, We Will Rock You, Into the Woods etc. | | |
| Whole Class Ensemble Tuition | <p>If provided, to which year group</p> <ul style="list-style-type: none"> Y3 to Y6 <p>Length of experience</p> | <p>Secure the continuation of the teaching of recorder considering staffing changes in 2025.</p> | 1 |

| area | what happens now | what we would like to see | link to actions |
|---------------------------|---|--|-----------------|
| | <ul style="list-style-type: none"> • 4 years <p>Instrument(s)</p> <ul style="list-style-type: none"> • Recorder <p>Who leads it</p> <ul style="list-style-type: none"> • Specialist Teachers <p>How instruments are provided</p> <ul style="list-style-type: none"> • Usually from home <p>How instruments are managed</p> <ul style="list-style-type: none"> • Children usually have their own, but the school has additional stock. Paid for from the school funds. <p>How the learning is supported and extended during the programme, e.g. related lunchtime clubs</p> <ul style="list-style-type: none"> • The aim is that children learn to read music and encourages them to take up orchestral instruments. Currently 100 children are also learning orchestral instruments and the guitar. <p>Continuation options, e.g. small group or individual lessons on the same or related instruments</p> <ul style="list-style-type: none"> • We offer lessons on Lower Strings, Upper Strings, Woodwind, Brass, Percussion, Voice, Guitar and Public Speaking. These are free for PP children. | | |
| Singing | <p>How often children sing in lessons</p> <ul style="list-style-type: none"> • Children sing every day <p>How often they hear adults (including men) sing</p> <ul style="list-style-type: none"> • Every day <p>What standards are achieved and how measured</p> <ul style="list-style-type: none"> • Refer to FLiC above, the standard of singing is exceptional | Continuation of the school offer and the scheduled three-year reviews. | |
| Instrumental music | <p>How often children play instruments in lessons</p> <ul style="list-style-type: none"> • Every week <p>What instruments are available for classroom use</p> | Continuation of the school offer and the scheduled three-year reviews. | |

| area | what happens now | what we would like to see | link to actions |
|--|---|--|-----------------|
| | <ul style="list-style-type: none"> • Keyboards, Garage Band on iPads, Full percussion range <p>What standards are achieved and how measured</p> <ul style="list-style-type: none"> • Exceptional levels see FLiC above | | |
| Technology | <p>Music tech as a learning resource in class</p> <p>What curriculum/learning unit is used</p> <ul style="list-style-type: none"> • We have our own designed units. <p>What it achieves</p> <ul style="list-style-type: none"> • Children can use technology to play music, compose music and manipulate – produce music tracks. <p>How it is assessed</p> <ul style="list-style-type: none"> • See FLiC above <p>What resources are available in school.</p> <ul style="list-style-type: none"> • Keyboards • iPads with Garage Band and iMovie | Replacement of aging iPads in Year 3 | 2 |
| Opportunities to experience live music performance | <p>How often children hear live music performed (e.g. by other children, teachers, amateur adults, professionals)</p> <p>Who provides this & Where and how this is achieved</p> <ul style="list-style-type: none"> • Music Service Concert in school • Attending a Theatre in KS1, Y4 and Y6. <p>How it is funded</p> <ul style="list-style-type: none"> • Parental contribution, supported by school budget | Continuation of the school offer and the scheduled three-year reviews. | |

Extra-curricular and Co-curricular Music

| area | what happens now | what we would like to see | link to actions |
|----------|---|---|-----------------|
| Overview | <p>Who leads activity and how that is funded</p> <ul style="list-style-type: none"> • Music Service for instrumental tuition <p>In house specialists for recorders</p> <ul style="list-style-type: none"> • Head Teacher with a team of teachers for Theatre Club <p>How it links to the school's Music curriculum</p> <ul style="list-style-type: none"> • It is all inter linked. <p>Charging practices</p> <ul style="list-style-type: none"> • https://molescroftprimary.net/charges-and-remissions/ • PP children receive instruments and lessons for free. | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |
| Singing | <p>What singing happens in the school day (e.g. singing assemblies)</p> <ul style="list-style-type: none"> • Singing every day in assembly and on arrival in FY. • Singing is programmed in many curriculum units and linked to festivals e.g. Christmas, Internatipnal Festival– all pupils, and School Production all in Y4 to Y6 <p>Who leads these</p> <ul style="list-style-type: none"> • Music Specialist • Head Teacher • Foundation Stage Lead • School Choir lead <p>How they are accompanied</p> <ul style="list-style-type: none"> • Piano and backing tracks <p>What choirs are offered (include any staff/parent choirs)</p> <ul style="list-style-type: none"> • Pupil Choir and Staff choir <p>Where/when they take place</p> | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |

| area | what happens now | what we would like to see | link to actions |
|------------------|---|---|-----------------|
| | <ul style="list-style-type: none"> • Lunchtime in classrooms <p>Who leads them</p> <ul style="list-style-type: none"> • Vocal specialists on the staff <p>How are children encouraged to participate</p> <ul style="list-style-type: none"> • Advertisement in monthly newsletter and in assemblies <p>How are they assessed and developed</p> <ul style="list-style-type: none"> • They are ongoing. <p>Performance opportunities in-school and out</p> <ul style="list-style-type: none"> • Assemblies • Exhibition of Work Evening • Christmas at the Minster • Local Residential Home • International Evening • End of the term celebrations | | |
| Ensembles | <p>List ensembles provided</p> <ul style="list-style-type: none"> • Recorders led by specialists on Wednesday and Thursday afternoons in PPA time. All children in KS2 participate. • Full school orchestra including upper strings ensemble, lower strings ensemble, woodwind ensemble. Led by member of staff who is our music specialist along with Upper strings teacher from the Music Service, supported by all the other peripatetic instrumental teacher. • 2pm Friday afternoons in the school hall. <p>How are children encouraged to participate,</p> <ul style="list-style-type: none"> • By virtue that they all learn an instrument. • The school promotes and facilitates auditions for all the opportunities and works closely with the Music Service, particularly the school's music specialist, head teacher and school admin. | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |

| area | what happens now | what we would like to see | link to actions |
|----------------|---|---|-----------------|
| | <ul style="list-style-type: none"> Parents agree that those who learn an orchestral instrument will join the orchestra. <p>How are they assessed and developed</p> <ul style="list-style-type: none"> Performance opportunities in-school and out The orchestra performs every week in assembly. Also they and the sub groups produce a concert at Christmas and for the Exhibition of Work Evening. Recorders play at Beverley Minster at Christmas and for the Exhibition of 'work evening. | | |
| Tuition | <p>Instruments (including voice) taught in school</p> <ul style="list-style-type: none"> Violin, cello, double bass, flute, clarinet, saxophone, oboe, trumpet, horn, euphonium, percussion (drums), guitar, voice. <p>Who teaches them</p> <ul style="list-style-type: none"> Music Service Specialists <p>How they are engaged</p> <ul style="list-style-type: none"> There is a school orchestra which gives the children's learning a purpose, a reward to their parents and sense of pride and status. <p>Take-up: numbers, boys/girls</p> <ul style="list-style-type: none"> Approximately 56 boys 52 girls <p>Outcomes & How it is assessed by the school and developed:</p> <ul style="list-style-type: none"> drop out is rare, progression is impressive and is seen through the number of pupils achieving grade awards. 'Soft' outcomes e.g. improved behaviour or academic <p>How tuition is promoted</p> <ul style="list-style-type: none"> The school promotes and facilitates auditions for all the opportunities and works closely | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |

| area | what happens now | what we would like to see | link to actions |
|------|--|---------------------------|-----------------|
| | <p>with the Music Service, particularly the school's music specialist, head teacher and school admin.</p> | | |

Leadership

| area | what happens now | what we would like to see | link to actions |
|------------------------|---|---|-----------------|
| Governing body | <p>Lead Governor for Music:</p> <ul style="list-style-type: none"> Tina-Louise Wilks <p>How they fulfil their leadership role</p> <ul style="list-style-type: none"> The lead governor communicates with the music coordinator and receives feedback on all music attainment and also developments through the joint staff-governors standards evening and standards evening. | Continuation of the school offer and the scheduled annual and three-year reviews. | |
| Senior Leadership Team | <p>How SLT project the place/role of Music in school</p> <ul style="list-style-type: none"> The head teacher leads the ethos and prominence of music in the curriculum, supported by many of the staff many of whom are accomplished musicians. There is a staff choir. Understanding of Music as a curriculum area Music curriculum is led and taught by the school's music specialist, when she teaches the class teacher is present ensuring staff development and progression. This enable the teachers to continue the music curriculum when the specialist is not teaching. Understanding of extra- and co-curricular music Everyone knows and appreciates the central role of music in the school – ethos and impact. Assessment frameworks See FLiC above | Continuation of the school offer and the scheduled three-year reviews. | |
| Subject leadership | <p>Who leads the subject (link to their role description)</p> <ul style="list-style-type: none"> Laarni Leggatt music Specialist <p>How the curriculum is set or chosen</p> <ul style="list-style-type: none"> See the Curriculum map which is school devised and links cross curricular with other subjects and themes. | Engage Coordinator (who is a teacher but needs her qualification recognised in England) more in the appraisal process, by achieving for her QTS in England. | 3 |

| area | what happens now | what we would like to see | link to actions |
|------|---|---------------------------|-----------------|
| | <p>How it is communicated</p> <ul style="list-style-type: none"> • Through the school website <p>How delivery is monitored</p> <ul style="list-style-type: none"> • Music Coordinator, appraisal leader and SMT observations <p>How training needs are identified and met</p> <ul style="list-style-type: none"> • All through the inhouse model of teaching and modelling. | | |

Budget

| area | what happens now | what we would like to see | link to actions |
|------------------|---|--|-----------------|
| Budget for Music | <ul style="list-style-type: none"> Budgets are set separately according to need as identified in the SIP. There are not specific subject budgets. | | |
| Music income | <p>Refer to charging and remissions policies (linked above)</p> <p>Income the school collects for music (lesson fees, instrument hire charges, parental donations, concert ticket income, sale of refreshments at concerts)</p> <ul style="list-style-type: none"> Income from concerts and presentations usually goes to charity. Money from productions goes to help pay for the production costs. The school charges for lessons from the Music Service (PP Free), and gives whole class lessons for free The music service charges for instrument hire (PP free). <p>Charitable and other funding received (local charities, UK Music Sound Foundation, Parents' Association)</p> <ul style="list-style-type: none"> None <p>Governors/SLT involvement in fundraising bids and identifying income sources</p> <ul style="list-style-type: none"> N/A | <p>To seek opportunities for financial support from external businesses and charities.</p> <p>Link specifically to the Orchestra – the Theatre Club Production – Whole class tuition – Sponsorship of individual pupils.</p> | 4 |

Partnerships

| area | what happens now | what we would like to see | link to actions |
|---|---|--|-----------------|
| Partnerships with schools | <p>Participation in local networks (e.g. primary music network or cluster groups)</p> <ul style="list-style-type: none"> We work closely with the Schools' Music Service. <p>Schools you work with on any aspect of music</p> <ul style="list-style-type: none"> Woodmansey CE Primary School <p>What you do together</p> <ul style="list-style-type: none"> We share our curriculum Support re productions Join together for a joint festival of Christmas Music at Beverley Minster. <p>What you and your school gain</p> <ul style="list-style-type: none"> Our partnership enriches all aspects of our school's lives, we share resources and expertise. Particularly successful is the joint 3 week International Festival which has a strong arts foundation. | Continuation of the school offer and the scheduled three-year reviews. | |
| Partnership or relationship with local music service or Music Education Hub | <p>We have an excellent relationship with the music service</p> <ul style="list-style-type: none"> The service enables the school to achieve its goals in celebrating and creating music as the spiritual centre of the school. We have a complete understanding of the Music Education Hub's offer <p>Opportunities you are able to take up</p> <ul style="list-style-type: none"> We are probably the hub's biggest primary partner in terms of children accessing its services. <p>How you and the Hub communicate.</p> <ul style="list-style-type: none"> Email and face to face – all its staff who work in our school are equal partners in our school community. | Continuation of the school offer and the scheduled three-year reviews. | |

| area | what happens now | what we would like to see | link to actions |
|-----------------------------|--|---|-----------------|
| Cultural partners for music | <p>Partners you work with (e.g. musicians, groups, music charities, national organisations)</p> <p>What they do and the value they bring</p> <p>How activity is funded</p> <ul style="list-style-type: none"> • Every year there is a three week international arts festival looking at a different culture/country every year. Year 1 and Year 3 a European Destination, Year 2 a destination in the Americas. Year 4 somewhere else. • Professional artists, musicians and dancers bring the culture and music to the children in school. • The cultural benefit to this 97% white British population is immense and the cumulative effect develops open inquisitive and tolerant children keen to explore the cultures of the world and the cultures reflected in modern Britain. | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |

Accommodation and resources

| area | what happens now | what we would like to see | link to actions |
|--------------------------------------|--|--|-----------------|
| Spaces for Music | <p>Where Music is taught (specialist classroom, in class) Where choirs/ensembles take place (hall, classrooms) Where instrumental/vocal tuition happens (practice rooms, dedicated space, library, corridors or worse!)</p> <ul style="list-style-type: none"> • Choirs in classrooms, • Orchestras in the hall • Recorders in classrooms. • We have a room booked for music tuition. • Sometimes we also have to use the staff room and Studio. | Continuation of the school offer and the scheduled three-year reviews. | |
| Resources available for Music | <p>Refer to other sections if mentioned elsewhere</p> <ul style="list-style-type: none"> • Please refer to other sections. • The school is well resourced for music. • The school subscribes to Charanga. • The school budget pays for all required, plus the school fund and parental contribution. | Continuation of the school offer and the scheduled three-year reviews. | |

Inclusion

| area | what happens now | what we would like to see | link to actions |
|--|---|---|-----------------|
| Overview | <p>How the curriculum is made accessible for all learners, including those with SEND</p> <ul style="list-style-type: none"> All children have equal opportunity to participate in all aspects of music. Any adaptations including financial which are required are made. <p>How the music studied takes account of sensibilities of all sections of the school community</p> <p>Whether songs are sung in languages spoken by families in the school community</p> <ul style="list-style-type: none"> We sing in French, Spanish, German and other languages covered by the International Festival <p>Whether tuition is offered in non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school.</p> <ul style="list-style-type: none"> Yes, when it is the International Festival e.g. South Africa, Thailand, China, Australia, First Nation People, <p>How learners are exposed to music from cultures other than their own and/or not represented in the school</p> <ul style="list-style-type: none"> Music in the dining hall is often e.g. French, Spanish, German, Italian, Greek, Ukrainian, Polish, Swedish, Portuguese, Danish, Māori, Hindi, <p>Whether interventions for other subjects routinely take place during Music lessons (particularly if the same child/ren are frequently taken out of Music)</p> <ul style="list-style-type: none"> No, if anything the other way round. | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |
| Special Educational Needs and Disabilities | <p>How the needs of children with SEND are assessed to enable them to participate in music-making</p> <ul style="list-style-type: none"> SEND children participate in all aspects of music. Any adaptations including financial | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |

| area | what happens now | what we would like to see | link to actions |
|--------------------|---|---|-----------------|
| | <p>which are required are made. SENDCo will always advise if special adaptations or provision is needed. TAs will accompany children for lessons where necessary.</p> | | |
| Religion | <p>How families' religious beliefs and wishes are met in respect of Music</p> <ul style="list-style-type: none"> • We haven't experienced any difficulties or issues. When singing in assembly, it is optional for children to join in if the song is overtly linked to a particular faith. Most of the songs we sing are suitable for children of all and no faith. • Please note equality policies. • https://molescroftprimary.net/equality-policies/ | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |
| Financial hardship | <p>Remissions policies for extension and enrichment activities (such as concert trips, Young Voices etc)</p> <p>Remissions policy for choirs, ensembles and instrumental/vocal tuition</p> <p>How Pupil Premium is used for Music</p> <ul style="list-style-type: none"> • All PP children receive all music and cultural opportunities for free and we positively promote music opportunities to their families. <p>How children who are just outside the remissions policy are supported and any support provided to help parents with the cost of living crisis</p> <ul style="list-style-type: none"> • No child is excluded from extra opportunities because of financial difficulties and in addition, payments can be paid in instalments. | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |

Progression

Music Education Hubs are only required to write an outline Progression Strategy for 2023/24. A Progression Strategy is also part of the School Music Development Plan but developing an outline for 23/24 seems reasonable, so that they can be refined in line with Music Hubs' full strategies next year.

| area | what happens now | what we would like to see | link to actions |
|----------|--|---|-----------------|
| Overview | <p>How pupils are encouraged to learn music beyond the classroom</p> <ul style="list-style-type: none"> • Through learning orchestral instruments • Playing in the school orchestra • Attending the school choir • Attending the Theatre Club to present a full west end musical. <p>How the school understands and responds to their musical interests</p> <ul style="list-style-type: none"> • The pupil voice is represented through the pupil council. E.g. there was a request for more gospel style singing, which was responded to. <p>How pupils and their families understand and learn about opportunities for musical progression</p> <ul style="list-style-type: none"> • Through the monthly newsletter, letters offering tuition and website <p>How the school responds to the needs and ambitions of pupils identified as more able in Music</p> <ul style="list-style-type: none"> • Identified on the G&T register and through the plethora of opportunities offered <p>How the school supports the needs of pupils who benefit from music, e.g. socially and emotionally</p> <ul style="list-style-type: none"> • Music is all over the school and is enjoyed by all and is used to celebrate, commemorate, and understand. The nurture room also plays soothing music and lessons in classrooms are often accompanied by classical music. <p>How gaps in teachers' and other staff's knowledge are identified to better help them support pupils' musical ambitions</p> | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |

| area | what happens now | what we would like to see | link to actions |
|----------------------------------|--|---|-----------------|
| | <ul style="list-style-type: none"> • See the training system for teachers and TAs above. | | |
| Progression opportunities | <p>Opportunities the school offers for musical learning Opportunities locally the school signposts to its pupils (e.g. ensembles run by the music service or Hub)</p> <ul style="list-style-type: none"> • Letters are sent by the Hub to the pupils. <p>How the two complement each other</p> <ul style="list-style-type: none"> • These opportunities give the pupils an opportunity to meet with and perform with pupils from other schools and share their musical development. <p>How the school supports musical learning through Y6/7 transition, e.g. supporting applications for scholarships and to the Music and Dance Scheme Partnerships which help pupils' musical progression Dialogue with feeder and destination schools</p> <ul style="list-style-type: none"> • The Music Hub offers lessons in the destination schools and therefore the pupils can continue their musical journey without a break. | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |
| Pupil tracking | <p>How the school tracks musical progression in and out of the classroom (consider progression in its widest sense, not just increasing technical fluency)</p> <ul style="list-style-type: none"> • All children are assessed every year using our FLiC system (see above) <p>Which pupils, and how many, attend take part in musical activity outside of school, e.g. ensembles provided by the Music Hub.</p> <ul style="list-style-type: none"> • Members of the orchestra are invited to participate in the Music Hub's cross county ensembles. <p>How this information is used to benefit pupils How these pupils use their skills in school to inspire other learners</p> | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |

| area | what happens now | what we would like to see | link to actions |
|-----------------------------|---|---|-----------------|
| | <ul style="list-style-type: none"> • Our musicians and singers often perform in assemblies. | | |
| Strategy development | <p>How this strategy is monitored and by whom How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?)</p> <ul style="list-style-type: none"> • Our strategy is evaluated every November by SMT, all teachers and governors. Any development needs are put into the school improvement plan for the next calendar year. <p>How you will look in future to align the school's strategy to the Hub's Progression Strategy?</p> <ul style="list-style-type: none"> • We are always open to be involved in the hubs strategy. | <p>Continuation of the school offer and the scheduled three-year reviews.</p> | |

Objectives 2025

Action Plan

The following will be transferred to the School Improvement Plan

| action | | link to objective | who | resources or cost | source | music hub support sought | complete by |
|--------|---|-------------------|---|-----------------------------------|---|--------------------------|------------------------------|
| 1 | Secure the continuation of the teaching of recorder considering staffing changes in 2025. | 1 | Head Teacher and Business manager | 30 half days a year. Approx £6000 | Current staffing | N/A | 1 st January 2025 |
| 2 | Replacement of aging iPads in Year 3 | 2 | Head Teacher and Business Manager | £12 000 | Possibly FOMS and Sponsorship and school Fund | N/A | 1 st April 2025 |
| 3 | Engage Coordinator (who is a teacher but needs her qualification recognised in England) more in the appraisal process, by achieving for her QTS in England. | 3 | Head teacher Subject Coordinator and training lead Assistant Head Teacher | Possibly £3000 per year | Support from Yorkshire Wolds ITT ? | N/A | Sept 2025 |
| 4 | To seek opportunities for financial support from external businesses and charities. Link specifically to the Orchestra – the Theatre Club Production – Whole class tuition – Sponsorship of individual pupils. | 4 | Business Manager Head Teacher's PA Teaching School Business Manager | N/A | Seek advice from hub | Yes required | ongoing |