

OUR LADY OF LOURDES RCPS
Music Development Plan

Detail	Information
Academic year this summary covers	2024/2025
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the music lead	Mrs S Osmond
Name of headteacher	Mrs JE Davies
Name of local music hub	Bury Music Hub

At Our Lady of Lourdes RC Primary School, we believe that a high-quality music education will provide children with opportunities to explore and develop their own values and beliefs whilst understanding that music is great representative of other cultural traditions. This is a summary of how our school delivers music education to all our pupils across three areas- curriculum music, co-curricular provision and enrichment and what changes we are planning in the future. This information is to help show pupils and all stakeholders what our school offers and who we work with to support our pupils' music education. It also outlines the leadership and advocacy of music at the school.

CURRICULUM

<i>Where we are now</i>	<i>What we will do next</i>
High Quality Music Lessons	
Our music curriculum is delivered through a bespoke scheme designed and managed within school, drawing upon a range of high-quality resources such as BBC Ten Pieces. The scheme is carefully sequenced to build upon prior learning, with a clear progression of musical skills and knowledge that ensures all pupils are increasingly challenged as they move through the school. The scheme is fully aligned with both the EYFS curriculum goals and the objectives of the 2014 National Curriculum and guidance from the model music curriculum introduced in 2021. We actively promote cross-curricular links, ensuring that music is taught as a holistic part of the wider curriculum wherever possible. Many objectives, particularly those linked to singing, are embedded across school life through hymn practices, class assemblies and performance opportunities in church and the wider community. A regular hymn practice, delivered by the Music Lead, ensures that all children receive high-quality vocal instruction. Singing as a school community is celebrated during collective worship and additional whole-school hymn practices are timetabled before Masses and special events.	Continue to develop inclusive planning that meets the needs of all pupils, ensuring appropriate challenge and using pupil voice to inform and adapt lessons for greater engagement. Increase the use of audio recordings to support reflection and assessment, ensuring all pupils are represented and able to review their progress over time. As music is taught by all staff, subject lead to continue to provide support and CPD to build staff confidence and subject knowledge in music teaching. Ensure planning provides challenge and progression for pupils who already play instruments.

EYFS

At Our Lady of Lourdes, part of our two-school federation, the class structure has recently been reorganised to include mixed-age groups in the Early Years and Key Stage One. Class 1 now comprises Reception and Year 1, while Class 2 includes Year 1 and Year 2 pupils. The Music Lead will work alongside staff to plan and adapt provision, ensuring that music learning remains well-sequenced and appropriately challenging across the mixed-age classes.

In the Early Years Foundation Stage, music is delivered through both discrete music sessions and Continuous Provision. Focus lessons are integrated within the *'Understanding the World'* strand. Children explore, experiment and consolidate musical ideas through singing, movement and playing a variety of instruments. These experiences develop listening, rhythm and creative expression from the earliest stage.

Work closely with EYFS staff and external consultant to develop and refine the schemes of work for mixed-age classes (Reception/Year 1 and Year 1/Year 2).

Key Stage One

In Key Stage One, pupils receive a focused music lesson for one hour within a two-week timetable, each half term. Throughout the year, further musical learning is embedded across other curriculum areas. Lessons include Listening and Appraising activities, encouraging children to use musical vocabulary when discussing different pieces of music. Teaching focuses on developing specific musical skills linked to an overarching topic, which may include singing, learning an instrument, or improvising and composing.

Continue to develop and adapt the schemes of work as mixed-age teaching progresses through the school, ensuring continuity and progression in learning. This will include embedding Rosenshine's 4-part principles to support clear instruction, regular review, guided practice and independent application within music lessons.

Key Stage Two

In Key Stage Two, pupils continue to receive a one-hour focused music lesson within a two-week timetable each half term. As in Key Stage One, cross-curricular links are actively encouraged, helping pupils understand how music connects with all areas of learning and the wider world. Lessons include Listening and Appraising activities alongside focused skill development in singing, instrumental performance, and composition.

Teaching is enhanced through the use of a variety of resources, including BBC Ten Pieces, specially purchased instruments and opportunities for pupils to take instruments home to practise and master their skills.

Incorporate new ideas within the existing schemes of work and update staff on how to use and apply it effectively in their teaching.

Special Educational Needs All staff recognise that every teacher is a teacher of SEND. Lessons are adapted to meet individual needs, ensuring full access and participation for all pupils. Work is differentiated, resourced and modified appropriately, with alternative methods of recording offered where needed. SSAs and TAs support children under the guidance of the class teacher. The contributions and creativity of every child are valued and music is assessed using a range of strategies to reflect individual progress and achievement.	Continue to refine adaptive teaching and assessment strategies, using music technology and multi-sensory approaches to enhance access, engagement and progress for all learners.
Music Technology Music technology is a developing area within our curriculum. Pupils are beginning to use digital tools such as Chrome Music Lab and GarageBand to explore composition, sound creation and recording. As this provision grows, it will further enhance pupils' technical understanding and creativity in music-making.	Ensure that GarageBand is installed on all iPads to support music technology teaching and creativity. Create and implement a knowledge progression for music technology, embedding its use across all year groups.

Co-Curricular	
Where we are now	What we will do next
Vocal Provision	
As a vocal specialist, the Subject Leader has embedded vocal opportunities throughout all schemes of work and leads a weekly Praise Assembly attended by all staff. This supports both pupil enjoyment and staff CPD, with a focus on developing good vocal technique and confident singing. The Subject Leader models effective singing during hymn practices and assemblies, supporting staff to teach music with enthusiasm and skill. The recent RE inspection recognised that <i>"Joyful and passionate singing is a defining characteristic of Our Lady of Lourdes, embraced wholeheartedly by every child and member of staff,"</i> reflecting the positive impact of strong vocal leadership. The Subject Leader also runs a weekly Key Stage 2 choir, providing additional opportunities for pupils to develop their vocal and performance skills. The choir will be performing as part of Young Voices in February, giving pupils the exciting	To continue developing staff confidence in delivering high-quality vocal work independently through ongoing support and modelling. To establish a Key Stage 1 Singing Club to nurture younger pupils' enjoyment of singing and encourage early vocal development. To prepare for and participate in Young Voices, providing Key Stage 2 pupils with an inspiring

opportunity to sing as part of one of the largest school choirs in the world. In addition, the choir and classes across the school are preparing for a number of community performances in the run-up to Christmas, further strengthening links between the school, parish, and local community. Both Year 4 classes will also have the opportunity to use their developing vocal skills by participating in the Advent Service within our parish at Guardian Angels Church, contributing to the worship through song and deepening their understanding of music as an expression of faith and community.	large-scale performance opportunity
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Peripatetic Music Lessons

We are fortunate to have specialist instrumental teachers from the Bury Music Service who have worked within our federation for many years. This strong and long-standing partnership provides continuity and high-quality teaching for our pupils, supporting both their musical progress and enjoyment. Instrumental lessons are available for pupils in Years 3-6, with tuition offered in flute, clarinet, saxophone, piano, keyboard, violin, viola, trumpet, tenor horn, French horn, trombone, guitar, ukulele, drumkit, and tuned percussion. Lessons are charged at £11.00 per week, including the loan of an instrument, with a reduced introductory rate of £8.00 for the first term and an increase of £2.50 for terms 2 and 3. Children eligible for Pupil Premium are offered lessons at a reduced rate, with some places fully funded to ensure equity of access. When ready, pupils are encouraged to work towards music exams accredited by SFE, ABRSM, and Trinity College London, celebrating their progress and achievement.	Increase uptake of instrumental lessons across KS2. Strengthen links with the Bury Music Service by inviting staff to deliver in-class demonstrations following their whole-school performance. Develop collaboration further under the direction of the new Head of Service to provide fresh opportunities for musical enrichment.
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Enrichment

<i>Where we are now</i>	<i>What we will do next</i>
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Musical Experiences	
Music outcomes are often shared and celebrated through live performances, including class assemblies where pupils perform to parents. During Celebration Assemblies, children also have the opportunity to showcase their instrumental talents to the rest of the school, whether they learn in or outside of school.	Young Voices performance now booked for February, providing pupils with an exciting large-scale singing experience.

In addition, Years 4 and 5 take part in both Advent and Lenten Services at our parish church, where they sing hymns as part of the worship. EYFS and Key Stage 1 perform a Christmas Nativity, with all children involved in singing several songs, while Key Stage 2 classes each learn and perform songs at both their Christmas and Easter Services. At the end of the academic year, Year 6 perform a musical production, which is choreographed, rehearsed and performed to a high standard, showcasing pupils' confidence, teamwork and creativity through drama, dance, and song. This year, Key Stage 2 pupils also took part in the Adopt a Player initiative with the Hallé Orchestra, working alongside a professional musician and performing jointly with other schools. This experience deepened their understanding of orchestral music, composition, and teamwork.	Continue to seek new performance opportunities within school and the wider community. Provide regular opportunities to showcase musical talents during Celebration Assemblies, featuring instrumentalists and the choir. Introduce a Eurovision Song Contest themed day linked to our Linguamarque accreditation, alongside activities to celebrate World Music Day.
Partnership	
We have a strong and long-standing relationship with the Bury Music Hub, making full use of free opportunities and CPD to enrich musical learning. With a new Head of Service now in post, we look forward to developing this partnership further and exploring new opportunities for collaboration. We maintain close links with our local community, performing each Christmas at a local farm and sharing the joy of music beyond school. We also value our partnership with St Gabriel's RC High School, where pupils have previously taken part in music workshops, supporting transition and continuity in music education. We are currently in discussions with the Head of Music at St Gabriel's to plan future joint projects and strengthen this link further.	Continue to strengthen existing partnerships and seek new opportunities, particularly with St Gabriel's RC High School and the Bury Music Hub under its new leadership.

Leadership	
<i>Where we are now</i>	<i>What we will do next</i>
Governors and Headteacher	
We are fortunate to have an incredibly supportive head teacher who believes in the power and value of music education.	Continue to work in partnership
Teachers	
The subject lead is an experienced teacher who has a passion for music within education. She actively pursues many musical opportunities for children at the school both in school time and outside. She liaises regularly with parents about musical opportunities and performances. She plans music lessons across the school ensuring continuity and progression. She coordinates the many peri teachers and oversees the singing club. She leads the weekly praise assemblies and regularly attends CPD via Music Hub meetings and subject leader meetings. Most class teachers are not specialists but are confident in teaching music using the bespoke accessible schemes of work. They are supportive and understand and believe in the importance of music. Staff are confident asking for support to ensure the best for their pupils.	Continue to review and refine the bespoke music scheme, incorporating pupil voice to ensure it reflects the views, interests and needs of all children. Provide ongoing support and guidance for all staff to maintain confidence and consistency in the delivery of high-quality music teaching.