Music development plan summary:
St Joseph's Roman Catholic Primary School

Overview

Detail	Information
Academic year that this summary covers	2026–27
Date this summary was published	23 September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Mr Gasewicz and Ms Shin
Name of school leadership team member with responsibility for music (if different)	Mrs Titus, Headteacher
Name of local music hub	North West London Music hub
Name of other music education organisation(s) (if partnership in place)	Outside agencies and skilled professional musicians, including Mr Jeyaventhan and Mr Philips commissioned or engaged according to pupils' needs and the school's development priorities

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

At St Joseph's Roman Catholic Primary School, our ambition is for music to be an exceptional and distinctive feature of school life. Every pupil, from EYFS to Year 6, is entitled to a rich, ambitious and inclusive music education that develops them as confident singers, performers, composers, musicians and informed listeners. Music contributes strongly to pupils' cultural development and to the Catholic life of the school through collective worship, Masses, liturgies and celebration.

Our progressive curriculum develops singing, listening, performing, composing and musicianship, with musical knowledge, vocabulary and skills deliberately built over time. Planning is informed by the National Curriculum and the principles of the Model Music Curriculum. Leaders' focus is not simply on pupils taking part, but on what pupils know, remember and can increasingly do with confidence and musical understanding.

Pupils have regular opportunities to sing and to use tuned and untuned instruments in curriculum music. During 2026–27, leaders will further strengthen progression and the consistency of curriculum time, working towards the National Plan expectation of at least one hour of curriculum music each week across Key Stages 1 and 2.

Inclusion is integral to our provision. Teaching, resources and participation are adapted so that pupils with SEND can engage successfully. Leaders will monitor access, participation and development for disadvantaged pupils and other vulnerable groups, identify barriers promptly and take action to remove them. Pupils demonstrating particular musical interest or aptitude will be identified and encouraged to develop their talents further.

The school draws on the expertise of appropriate outside agencies and skilled professional musicians,

including Jaison Jeyaventhan and Mark Phikips to enrich provision, strengthen staff subject knowledge and provide pupils with high-quality specialist musical experiences. Partnerships are selected purposefully according to pupils' needs and the school's development priorities.

Part B: Co-curricular music

Our ambition is for pupils' musical development to extend well beyond the classroom. Co-curricular provision will give pupils increasing opportunities to sing, learn instruments, rehearse, perform and make music collaboratively. During 2026–27 we will strengthen choir/vocal ensemble activity, instrumental tuition and group music-making, creating clear routes through which pupils can deepen their interests and talents.

Equity of access is a leadership priority. Participation will be monitored by pupil group, including disadvantaged pupils and pupils with SEND, so that leaders can identify who is and is not benefiting from the wider musical offer. Where financial, practical or additional-needs barriers arise, the school will consider appropriate support and adaptations. Information about available instrumental and vocal tuition will be communicated clearly to families.

Pupils showing particular commitment, interest or aptitude will be encouraged towards appropriate progression opportunities. The Music Leads will draw on the expertise of outside agencies and skilled professional musicians, including Jaison Jeyaventhan and Mark Phikips to identify appropriate instrumental and vocal tuition, ensemble opportunities and wider progression routes for pupils wishing to pursue music further.

Suitable spaces will be made available for rehearsal and preparation for performances. Our longer-term ambition is to establish a strong culture of ensemble music-making in which increasing numbers of pupils see themselves as musicians and have opportunities to contribute to the musical life of the school.

Part C: Musical experiences

Music is a highly visible part of the wider life and Catholic identity of St Joseph's. Pupils sing and perform through collective worship, Masses, liturgies, assemblies, concerts, celebrations and community events. These experiences are designed not simply as occasions, but as opportunities for pupils to apply their musical learning, develop confidence and expression, collaborate with others and experience the discipline and joy of performance.

Across the academic year, every year group will have meaningful opportunities to perform and share music with different audiences. Leaders will develop a coherent programme of musical experiences so that pupils encounter a broad range of high-quality music and have opportunities to experience live performance, including through visiting skilled musicians and carefully selected external organisations. Our ambition is for every pupil to experience high-quality live music at least annually.

Pupils will experience music both as performers and as informed audiences. Pupil voice will be used to evaluate the quality, breadth and impact of these experiences and to help shape future provision.

All musical experiences will be planned inclusively. Leaders will consider reasonable adaptations and, where an activity involves a cost, appropriate support so that disadvantage or additional need does not create an unnecessary barrier to participation.

In the future

Our ambition is to move beyond secure provision towards an exceptional, sustainable music culture in which every pupil develops substantial musical knowledge, experiences the joy of making music with others and has opportunities to discover and develop individual talent.

Priorities for 2026–27 and subsequent years are to:

♫ secure a coherent and increasingly ambitious progression of musical knowledge, vocabulary and skills from EYFS to Year 6;
♫ strengthen curriculum time, working towards at least one hour of high-quality curriculum music each week across Key Stages 1 and 2;

♫ increase sustained instrumental learning and opportunities for pupils to sing and play together;
♫ strengthen choir/vocal ensemble provision and develop instrumental ensemble opportunities;
♫ identify and nurture pupils with particular musical interests and aptitude, with clear progression routes;
♫ monitor participation rigorously and increase access for disadvantaged pupils and pupils with SEND;
♫ ensure every year group has meaningful performance opportunities and work towards every pupil experiencing high-quality live music at least once each year;
♫ develop purposeful partnerships with appropriate outside agencies and skilled professional musicians, including Mr Jeyaventhan and Mr Philips to extend pupils' musical experiences and provide specialist expertise where it adds value;
♫ strengthen staff subject knowledge through targeted CPD, modelling and shared practice; and evaluate impact through curriculum monitoring, pupil voice, participation information and evidence of what pupils know, remember and can do.

♫ Mr Gasewicz and Ms Shin will lead this work with strategic oversight from the Headteacher and Senior Leadership Team. Progress will be reviewed during the year and the published summary updated annually.

Further information (optional)

St Joseph's does not rely on a single music service or formal hub partnership. Instead, the school draws purposefully on the expertise of appropriate outside agencies and skilled professional musicians, including Jaison Jeyaventhan and Mark Phikips where this enhances the quality of provision. This flexible approach enables leaders to secure specialist input that responds directly to pupils' needs and the school's priorities, including instrumental and vocal tuition, ensemble development, performances, live music and professional development.

The Music Development Plan is a working improvement document rather than a statement of activities. Its impact will be evaluated through curriculum monitoring, pupil voice, participation and inclusion information, the quality of performance and ensemble opportunities, and evidence of pupils' growing musical knowledge, confidence and musicianship. Leaders will use this evaluation to refine provision and sustain high ambition for every pupil.