Music development plan: The William Hogarth Primary School

Overview Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	October 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Miss Gaitantzi
Name of school leadership team member with responsibility for music (if different)	Miss Rees Deputy Headteacher and Personal Development and Wellbeing Lead
Name of local music hub	Hounslow Music Service
Name of other music education organisation(s) (if partnership in place)	Sing Education Rock Steady

Part A: Curriculum music

At The William Hogarth School, curriculum music is taught by school staff with specialist musical expertise, including experience of professional music-making. Our provision extends from Nursery to Year 6.

We use the **Sing Education curriculum** to support progression in pupils' musical knowledge, skills and understanding. The curriculum is informed by the Model Music Curriculum (MMC, March 2021), ensuring a comprehensive and engaging musical experience for every pupil. This structured approach supports progression in musical skills, knowledge, and enjoyment from Nursery through to Year 6.

A Sing Education specialist visits **half-termly** to team teach, provide professional development for staff delivering music and signpost relevant resources. Teaching is further supported by **Charanga** funded by **Hounslow Music Service**. This complements the Sing Education curriculum resources and is available to all teaching staff.

Music lessons generally last **40 - 45 minutes** (dependent on age and class size) and currently take place in classrooms. Pupils also participate in a **20 – 25 minute weekly singing assembly**, with separate sessions for EYFS and Key Stage 1, and for Key Stage 2. This provides pupils in Years 1-6 with 60-70 minutes of planned musical

learning each week. Singing assemblies develop vocal, listening and ensemble skills through shared music-making.

Assessment is informed by the Sing Education music statements, which have been incorporated into Arbor, the school's tracking system. Staff record formative assessment judgements following each programme of study, documenting curriculum coverage, pupils' strengths and areas for further development. These assessments inform subsequent teaching and support staff in identifying where pupils need further practice, support or challenge.

Music lessons are planned to be accessible to all pupils, including those with SEND and those learning English as an additional language. Teaching, resources and adult support are adapted to pupils' individual needs, enabling them to participate and develop their musical knowledge, skills and enjoyment.

Children accessing the Beehive participate in age or developmentally appropriate music lessons with support and are also supported attend singing assemblies, contributing to a culture of shared music-making and the wider musical life of the school. Lessons are practical, engaging, and tailored to meet a wide range of learning needs.

We are exploring the development of a **dedicated music teaching space** within an available classroom area, bringing instruments and resources together to support teaching and practical music-making.

Currently, the school has a wide range of musical instruments, including tambourines, glockenspiels, drums, recorders and ukuleles. Through their weekly music lessons, all children have opportunities to learn and make music using **tuned and untuned percussion, recorder and ukulele**, with teaching and instruments matched to their age, stage and individual needs.

These experiences support the development of instrumental technique, listening, rhythm and ensemble skills, alongside singing and other aspects of the music curriculum.

Part B: Co-curricular music

Alongside curriculum music, pupils can develop their interests through instrumental tuition, band music-making and choirs.

Instrumental tuition

Piano Fun Club provides guitar and keyboard tuition, which parents and carers can purchase. The school also funds places through the pupil premium grant for eligible pupils, helping to remove financial barriers to participation.

Staff actively seek pupils' views about their interests and encourage them to try musical opportunities. Participation is reviewed through pupil feedback after approximately half a term. Towards the end of the term, further feedback is gathered from pupils, parents and carers, and class teachers to consider the experience, its impact and whether the pupil would like to continue.

Band music-making

Rocksteady provides opportunities for pupils to learn and perform together in bands. Parents and carers can purchase places, and the school works with the provider to offer additional funded opportunities.

Under the current arrangement, Rocksteady provides two free pupil premium places each term and matches each additional pupil premium place purchased by the school with a further free place. The school currently purchases five places, securing five matching free places alongside the two provider-funded places.

Staff proactively encourage pupils to take up these opportunities and use pupil, parent and teacher feedback to review participation and inform decisions about continuation.

Choirs

The school offers two choirs:

- an **EYFS and Key Stage 1 choir**, led weekly by the music subject leader; and
- a **Key Stage 2 Young Voices choir**, led by school staff, preparing to perform at **The O2 in February 2027**.

Choir clubs are available through paid places, with free places offered to ensure that cost does not prevent children from participating.

These opportunities form part of the school's wider personal development provision, with senior leadership oversight of participation, inclusion and pupils' experiences. Pupils taking part in instrumental tuition, bands and choirs have opportunities to share their learning through performances for families and the school community.

Katie Rees, Deputy Headteacher and Personal Development and Wellbeing Lead, was recently invited by Rocksteady to a reception at the House of Commons celebrating her contribution to music education.

Part C: Musical experiences

The transformative benefits of attending high-quality live music performances are essential for pupils to experience creativity, skill, and virtuosity first hand. This remains a top priority for our school, and we are committed to providing opportunities for students to attend professional concerts, aiming for at least one performance each year.

Music is part of the wider life of The William Hogarth School. Pupils have opportunities to perform, listen to live music and participate in shared celebrations, building on their classroom learning and individual musical interests.

Performing within the school community

Pupils sing and perform regularly in school, through events including **Harvest Festival celebrations, class festival assemblies and Christmas performances**. These experiences develop confidence, collaboration and enjoyment, while giving children a meaningful audience for their music-making.

Children receiving **Piano Fun Club** tuition perform for the school and their parents and carers **twice a year**. **Rocksteady bands** give **termly concerts** for parents, carers and the wider school. These events also give other pupils opportunities to hear live music performed by their peers.

Performing beyond school

Our **Key Stage 2 Young Voices choir** is preparing to perform at **The O2 in February 2027**, giving pupils the experience of rehearsing towards a large-scale performance and singing alongside children from other schools. **Children attend and perform free of charge.** Parents and carers who wish to attend as audience members purchase their own tickets. The school also purchases a concert video so that families unable to attend, whether because of cost or other circumstances, have an alternative way to enjoy the performance.

Experiencing live music

We seek opportunities for pupils to hear professional musicians and experience a range of musical styles and settings. During **2026–27, Year 6 pupils have attended a jazz orchestra concert through the Royal College of Music**. In **2025–26,** pupils experienced a performance of **The Magic Flute at The Royal Opera House,** and Years 5 and 6 attended a performance at **The Royal Albert Hall**.

These experiences give pupils opportunities to hear professional musicians, encounter different musical styles and experience music in settings beyond school.

Staff identify suitable opportunities through **Hounslow Music Service, the Royal Opera House and other music organisations**, considering their educational value, accessibility and cost.

Participation and inclusion

Musical experiences form part of the school's wider personal development provision. Staff consider barriers to participation and work with families and providers to support access. Pupil feedback helps inform future opportunities and evaluate children's experiences.

Some school-arranged concert visits are free of charge; for others, we may request a voluntary contribution towards costs. **No pupil is excluded from these visits because their family is unable or chooses not to contribute.**

Children attend and perform at Young Voices free of charge. Parents and carers purchase their own audience tickets if they wish to attend, and the school purchases a concert video to provide an alternative way for families to enjoy the performance.

These enriching experiences are designed to inspire and engage our pupils, fostering a lifelong appreciation for music.

In the future

During 2026 - 2027, our Music Development priorities are:

1. **Developing a dedicated music space**

   Explore the use of an available classroom area as a dedicated music teaching space, bringing instruments and resources together to support practical music-making. Development will take account of accessibility, suitability, available resources and wider school priorities.

2. **Embedding our school-led teaching model**

   Use half-termly specialist support from Sing Education to strengthen staff expertise and maintain the quality and progression of curriculum music following the move to delivery by school staff. Arbor assessment information will help identify pupils' strengths and next steps and inform subsequent teaching.

3. **Sustaining participation and enriching musical experiences**

   Build on our funded places, choirs and performance opportunities to encourage participation and remove barriers to access. Pupil, parent and teacher feedback

will inform decisions about continuation and future opportunities, coordinated through the school's personal development provision.

Progress will be reviewed by the music lead and senior leadership through existing curriculum and personal development monitoring, informing the next annual update of this plan.