

Music Development Plan Summary: Reepham Church of England Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Becca Solari
Name of school leadership team member with responsibility for music (if different)	Sarah Small
Name of local music hub	Lincolnshire Music Service
Name of other music education organisation(s) (if partnership in place)	

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

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At Reepham CE Primary School, music is an integral part of our pupils' creative development. We follow the Kapow Primary music curriculum (condensed version), which ensures that all children meet the National Curriculum requirements through a streamlined, high-impact approach. Our curriculum is fully mapped long-term, ensuring an inclusive, ambitious pathway deeply rooted in the Model Music Curriculum (2021). Moving into this academic year, a core focus is assessing the ongoing impact of this curriculum and developing non-specialist teacher subject knowledge.

To ensure consistent progress, music is taught through a combination of weekly lessons (three half terms per year).

- Key Stage 1: Pupils receive approximately 30–45 minutes of curriculum music per week.
- Key Stage 2: Pupils receive approximately 45–60 minutes of curriculum music per week. By using the condensed Kapow scheme, we focus on the core pillars

of music - Performing, Listening, Composing and the Interrelated Dimensions of Music - ensuring depth of learning within the available timetable.

Central to our musical identity is our School Singing Spine. We believe that “A singing school is a happy school!” The Singing Spine is a progressive framework that ensures pupils develop their vocal health, pitch and ensemble skills from Early Years through to Year 6. These songs are also chosen to foster cultural understanding, promote social skills and enhance wellbeing.

- Our School Song: To develop a sense of belonging and community, our dedicated School Song is now deeply embedded into school culture. It is performed regularly in collective worship and at whole-school events as a shared piece of music which every child masters during their time with us.
- Progressive Repertoire: The framework for our progressive repertoire is established. Each year group focuses on a specific set of songs that increase in complexity, from simple chants and call-and-response in KS1 to part-singing and harmonies in Upper KS2.
- Daily Practice: In addition to curriculum music and our weekly dedicated ‘Choral worship’, a key priority for this year is weaving singing more fluidly into daily school life. This includes introducing daily classroom vocal rituals, short morning singing warm-ups, and musical transitions to ensure singing becomes an instinctive, daily habit across all key stages.

We believe ‘every child is a musician’. Our music lessons are adapted to ensure that pupils with Special Educational Needs and Disabilities can participate fully. We use a range of adaptations such as visual aids, simplified notation and tactile instruments to remove barriers to learning. Our Kapow curriculum allows for differentiated outcomes, ensuring that every child can experience the joy of music-making at their own level.

Part B: Music Tuition

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

To complement our classroom curriculum, we offer a range of peripatetic music tuition delivered by specialist visiting teachers during the school day. These lessons are available outside of standard lesson time and include:

- One-to-one and small-group tuition for piano, singing and guitar.
- Rocksteady Band: A large-group opportunity where pupils can join a band, learning drums, keys, electric guitar or vocals in a collaborative setting.

Pupils are encouraged to join musical groups to develop their performance skills and social confidence. Our core offerings for the upcoming year include:

School Choir: Open to pupils across Key Stage Two, our choir continues to focus on our progressive singing spine, school song and high-profile performances. Following our successful attendance at Lincoln Cathedral, the primary focus for this academic

year is preparing for our debut at Young Voices, giving the children the experience of performing in a major professional arena venue.

Rocksteady Ensembles: Weekly band rehearsals that culminate in our popular, termly "Rockstar" performances for the whole school and parents.

We are committed to ensuring that music is accessible to all pupils regardless of their background: financial support or remissions remain available for families eligible for Pupil Premium to ensure tuition and co-curricular opportunities remain fully inclusive.

Our strong relationship with local partners ensures that advanced vocal pathways remain robust, with a number of pupils continuing to access high-level choral provision through the prestigious Lincoln Cathedral Choir.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Reepham School provides a wide range of planned musical experiences across the academic year to ensure that all pupils engage with, participate in and enjoy music as performers, listeners and members of the wider community.

Music is firmly embedded in the life of the school through weekly choral worship, where all pupils from Reception to Year Six participate together. These sessions develop vocal skills, musical confidence and a shared enjoyment of singing, while supporting spiritual and cultural development.

Pupils take an active part in traditional church services throughout the year, including Harvest, Remembrance Day, Christingle and Easter. A combined Christmas church service features special performances from our EYFS and Year Six children. These experiences provide pupils with vital opportunities for group singing, readings and live performances shared with families and the wider community.

Building on our choir's performance at the DBE's Schools' Christmas Carol Service at Lincoln Cathedral, our major external musical excursion for this coming year will be participating in the large-scale Young Voices festival. This will give our choir members the transformative experience of singing alongside thousands of peers in a professional arena venue.

Our calendar of school performances provides structured performance pathways across all key stages:

- Key Stage One: Pupils in Year One and Year Two present annual Christmas performances to parents and carers, actively participating through singing, movement, and simple instrumental work.
- Whole School & Community: *Carols Around the Christmas Tree* remains a central community event, offering an opportunity for pupils from across the school and their families to perform seasonal songs together.

- Upper Key Stage Two: Following its successful revival, the end-of-year Upper Key Stage Two production is a permanent fixture of our calendar, allowing children in Years 5 and 6 to showcase their musical development with opportunities for solo vocal parts and acting roles.
- Year Six Leavers: The *Year Six Leavers' Service* allows our oldest pupils to take a leading role in musical performances, celebrating their primary achievements and reflections through song.

Across all these events, pupils participate alternately as live performers and engaged audience members, helping them learn how to listen, respond and show active appreciation for live music.

In the future

This is about what the school is planning for subsequent years.

- Sustain Large-Scale Performance Opportunities: Evaluate the impact of our participation in Young Voices and establish a sustainable bi-annual rotation between large-scale national arena events and localised Lincolnshire Music Service hub festivals to ensure every Key Stage 2 child experiences a professional venue during their time with us.
- Embed Peer-to-Peer Staff Mentoring: Shift from external CPD toward an internal peer-coaching model. Utilise the expertise of our music lead and highly confident staff members to support non-specialist teachers in advanced areas of the Kapow Music curriculum, specifically *Composing* and *Notation*.
- Incorporate Instrumental Integration into Classroom Music: Actively connect our classroom Kapow curriculum with our co-curricular offerings. Develop opportunities for pupils undertaking Rocksteady or peripatetic lessons to use their instruments within standard classroom ensemble and composition lessons.
- Expand the Singing Spine Framework: Review the impact of daily singing integration. Expand the School Singing Spine to include a wider range of digital resources, student-led vocal leaders in Key Stage 2 and collaborative singing projects with other local partnership schools.