Our Community, Our School

HADLEY LEARNING COMMUNITY

Supported using public funding by Department for Education | ARTS COUNCIL ENGLAND LOTTERY FUNDED

telford&wrekin MUSIC

SCHOOL MUSIC DEVELOPMENT PLAN

SCHOOL NAME: HLC Secondary

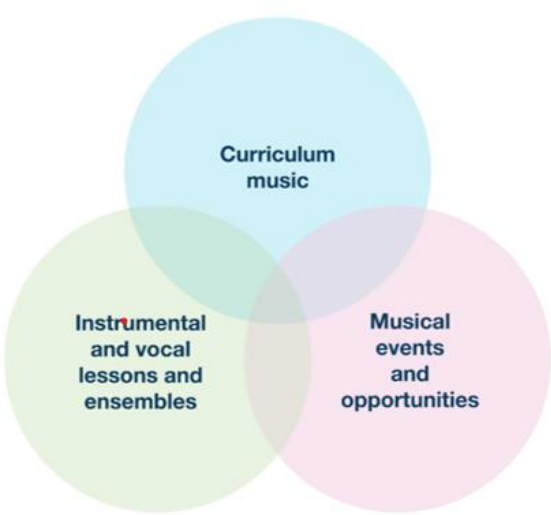
COMPLETED BY: V Finch & M Farley **DATE:** July 2024

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	October 2026
Date this summary will be reviewed	October 2027
Name of the school music lead	V Finch
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Telford & Wrekin Music Hub
Name of other music education organisation(s) (if partnership in place)	

This template supports the DfE vision set out in the refreshed *National Plan for Music Education 2022* for all schools to have a published School Music Development Plan by September 2023.

It is intended to support School Leaders and Music Curriculum Leads to build upon their music offer and track improvements for music in their school.



Focus area 1: Curriculum

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it. Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

Performing Arts are at the heart of HLC's ethos with all students studying Dance, Drama & Music at KS3. We are incredibly proud of our students who we nurture to achieve their personal best in all three disciplines. The Performing Arts Team seek to inspire a love for the Arts and capture the imagination of our students by introducing them to a rich diet of culture and diverse traditions, whilst developing confident and caring individuals who are equipped to deal with the world in which we live. Our students enjoy learning through practical activities which encompass a wide range of dance, acting and musical styles. They learn creative ways to express themselves and will use their senses, perceptions, feelings and values to communicate ideas, emotions and experiences. Development of critical faculties enables them to effectively evaluate their own work and that of others. Through a safe and respectful environment,

students learn to trust their ideas and abilities and grow in confidence whilst honing teamwork and cooperation skills. Through the study of specific skills and techniques, students will develop their resilience, self-discipline, health and wellbeing in order to overcome challenges and learn how to present themselves going into real life situations. All students are encouraged to develop their skills further through our extensive range of enrichment activities, including instrumental lessons, which provide numerous opportunities for students of all abilities to perform in a range of events. Students with a talent and passion for our subjects are pushed to perform at the highest level. We ensure to provide professional opportunities and experiences which will prepare them for further study and a potential career in the industry.

	Not yet in place	Emerging	Established	Embedded
Curriculum	Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum. Progress over time is not measured or celebrated. There are limited resources for teaching.	Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups. Students engage with schemes of work and build areas of musical interest and growing skill. Pupils with additional needs are able to participate and engage with music-making. There is adequate teaching space and resources available.	The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear. Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology.	Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).
	Our Curriculum best fit is: ESTABLISHED – working towards EMBEDDED by looking for wider opportunities and development of enrichment in music opportunities e.g. increasing peripatetic teaching and greater opportunity for students to watch a range of live performances.			

Further Evaluation Detail	
	All KS3 students attended a live performance in school during 2025-26, with year 8 students able to attend two performances. We hope to further develop this in the coming year and already have a live band booked for this term.

Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	To ensure a timetabled curriculum of music of at least one hour each week of the school year is in place for Key Stage 3 students	Sept 2025 - completed	Yes
	2	To further embed the curriculum to ensure that students – particularly disadvantaged students – have access to live concerts and events to promote cultural capital	Sept 2026 – completed but ongoing	Yes
	3	To develop a bespoke assessment policy that assesses musically and appropriately, in alignment with the school assessment strategy	Sept 2026 - completed	Yes
	4	To update the curriculum intent and implementation plan for Music to reflect the Model Music Curriculum and national research and guidance including The Power Of Music To Change Lives	Jan 2026 – completed but ongoing	Yes
	5			Click for option

Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	**Established**	**Embedded**
Instrumental and Vocal Lessons and Ensembles	Singing takes place infrequently in school. There are opportunities to perform for a small number of pupils. There may be barriers to participation. Facilitation of one to one and small group tuition is limited or inconsistent.	Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly. The school facilitates one to one and group tuition through Telford & Wrekin Music Service. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing. Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.	A full, long-term singing strategy is in place that ensures progression for all students. The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact. Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully Students are able to take leadership roles in musical opportunities. The school is actively involved in national, largescale events.
	Our Instrumental and Vocal Lessons and Ensembles best fit is: EMERGING with elements of ESTABLISHED and EMBEDDED.			
Further Evaluation Detail	**Curriculum Development** Singing is an established component of the Music curriculum, with a particular emphasis currently placed on Year 7. The next stage of development is to strengthen and extend the singing provision across KS3, ensuring that singing is progressively embedded throughout Years 7–9 and forms a consistent strand of musical learning for all students. Our curriculum offer is broad and diverse, providing students with opportunities to experience a wide range of musical styles, cultures, instruments and technologies. Students engage with genres including Classical, Swing, Blues and African Drumming, alongside practical study of instruments such as ukulele and guitar. The curriculum is further enriched through a range of Music Technology units, allowing students to explore the application of music across media, including science fiction, thrillers and computer games. This breadth enables students to develop both practical musicianship and an understanding of the diverse contexts in which music is created and performed. **Enrichment and Participation** Student engagement with musical enrichment opportunities is systematically recorded through an enrichment tracker. Staff use this data to monitor participation, identify patterns of engagement and proactively target specific groups of students to increase access and participation. During the 2025–26 academic year, there were **8,000 recorded Performing Arts attendances**, with **over one third involving Pupil Premium students**. This demonstrates strong engagement with the wider musical life of the school and reflects a commitment to ensuring that enrichment opportunities are accessible to a broad range of students.			

Action Plan: Instrumental and Vocal Lessons and Ensembles

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	Develop wider opportunities for the development and promotion of singing in all year groups.	Sept 2027	In progress
	2	Identify opportunities for external performers to engage students through enrichment opportunities	Sept 2026 – completed but ongoing	Yes
	3	Track and monitor engagement to encourage more students to be involved in instrumental, vocal and ensemble activities.	Sept 2026 - completed	Yes
	4	To identify a minimum of 1 large, national event for students to engage in annually	Sept 2027	In progress
	5	Headteacher to support via Pupil Premium funding for all PP students to have access to subsidised music lessons	Sept 2027	In progress

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	**Established**	**Embedded**
Musical Events and Opportunities	Engagement with the Telford & Wrekin Music hub is limited. Small-scale performance takes place in the community, building on existing school links. Some parents and carers support music-making in the school by attending events.	The school takes up opportunities from the Telford & Wrekin Music and signposts opportunities for students. Community links are established with the music team; regular events take place throughout the school year. Parents and carers actively support music making, through support at events and through home learning.	The school makes the most of a wide range of opportunities from the hub, working with and supporting the Telford & Wrekin Music Hub. Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education). The views of pupils, parents and carers have been considered when developing music provision. The school has links to the wider music eco-system and actively encourages students to join the Telford & Wrekin	The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting. There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering. Parents/carers and the wider community are actively involved in school music making The school has established connections with the next stages of musical education and the

			Music Service Ensembles. Students benefit from interactions with those working in the profession.	music service so that progression routes can be signposted meaningfully
	Our Musical Events and Opportunities best fit is: EMERGING – this is due to the limited opportunities presented within the wider community.			
rther Evaluation Detail	**Partnerships and Collaboration** The Music Department has established strong collaborative links with other schools across the Trust, including participation in a Trust-wide vocal initiative. This has provided students with valuable opportunities to work alongside pupils from other schools and culminated in two successful massed choir concerts. This initiative will be sustained and further developed during the coming academic year, with the aim of strengthening cross-school collaboration, increasing opportunities for large-scale performance, and broadening student participation in vocal music. **Instrumental Provision and Participation** The school is working closely with **Telford & Wrekin Music Service** to increase student participation in instrumental lessons and broaden access to high-quality instrumental tuition. As part of this work, peripatetic teachers delivered performances and demonstrations to Year 7 students, showcasing a range of instruments and highlighting the opportunities available through instrumental tuition.			

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Build relationship with Telford & Wrekin Music Hub to increase opportunity for external support and peripatetic teaching within school	Sept 2027	In progress
	2	Liaise with LCT Trust Secondary schools to build a network of opportunities across the schools e.g. music festival and LCT choir	Sept 2026 -completed but ongoing	Yes
	3	Liaise with other HLC departments (e.g. PSHCE) to build opportunities for cross-curricular external performances	Sept 2026 – completed but ongoing	Yes
	4	Identify a link governor to support with the monitoring of Music and the Music Development Plan.	Sept 2026	In progress
	5	Identify the musical experiences planned for the academic year both inside and outside of school	Jan 2026	In progress

Action Plan: Musical Events and Opportunities

Budget, CPD and Partnerships

Area	Detail
What **Budget and/or Resources** do you need to achieve your action plan?	**Budget:** Supplementing instrumental lessons for PP students Cost of external musicians/bands **Resources:** Staffing constraints and availability – additional external staff to support enrichment opportunities Refurbishment of existing instruments Piano
What **CPD** might be required to achieve your action plan?	Time for teaching staff to complete a curriculum development in line with the Music Development plan and in response to the increase in proposed curriculum time.
What **Partnerships** will you put in place to achieve your action plan?	Closer working relationship with Telford & Wrekin Music Hub Closer working relationship with LCT Secondary Schools – particularly NRA subject leader.
Supporting Documents: This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.	VF to add links to curriculum documentation Telford & Wrekin Music Hub: telfordandwrekinmusic.co.uk/the-music-partnership/

Appendix 1 – Useful Resources for Teachers.

Useful Resources for Schools
telfordandwrekinmusic.co.uk/the-music-partnership/ Your local Music Service – see Important docs for schools for mode contracts, letters and advice on setting up instrumental teaching in school. **Classroom 200** – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources https://www.classroom200.org/login **BBC 10 Pieces** – High quality resources for Primary and Secondary schools www.bbc.co.uk/tenpieces **Sing Up** – Vocal resources for your school (annual membership required) www.singup.org **Charanga** – Digital music teaching resource (annual membership required, discounted for all primary schools in Wolverhampton) **Out of the Ark** – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning. www.outoftheark.co.uk **TES Collection** – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2 www.tes.com/articles/tes-collection-music-top-20 **Music Express** – An online resource for EYFS and Primary teachers https://subscriptions.collins.co.uk **Musical Futures** – A wide collection of resources to help deliver music in the classroom

www.musicalfutures.org

Garage Band – Apple's leading digital music-making tool
www.apple.com/mac/garageband

Music Mark – The National Association for Music Education
www.musicmark.org.uk

The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music
www.ism.org

Musical Contexts – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. www.musicalcontexts.co.uk