Woolton Primary School Subject Action Plan

SUBJECT ACTION PLAN		
Subject: Music	**Subject lead: Helen Boag-Munroe**	**Year: 2026-2027**

CONTEXT

Music is an important part of life at Woolton Primary. We have a successful choir which is open to all, whole-class violin lessons in Year 4 and individual or small-group instrumental lessons for children in Key Stage 2. Pupil Premium funding is available to support children who need it. Staff enjoy using Kapow and pupil voice shows that children enjoy music and want more chances to play instruments, hear live music and take part in concerts.

The main areas for development are the consistency of curriculum music, useful assessment and evidence, regular singing assemblies and the number of tuned instruments available. Year 4 violin coverage also needs to be checked against the National Curriculum. We would like to develop more inclusive music opportunities, but this will depend on suitable staffing and adult support.

SUCCESSES FROM THE 2025-2026 PLAN

1. A secure central music store was established and instruments were organised into key-stage and mixed sets.
2. Glockenspiels were recovered from the cellar and restored, ready for replacement rubber pegs.
3. Kapow remains as the main music scheme and staff report that they find it easy to use.
4. Year 4 are all now receiving whole-class violin lessons and will perform to parents.
5. KS2 instrumental tuition was widened, with Pupil Premium support available where needed.
6. The choir remained open to all and performed regularly.
7. Three year groups attended Liverpool Philharmonic schools' concerts and the whole school enjoyed a live rock music experience.

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DEPARTMENT LONG-TERM PLAN (2 TO 3-YEAR TIMESCALE):

1. Continue to provide opportunities for children to experience live music and take part in performances.
2. Ensure children have access to a wide range of good-quality instruments and resources.
3. Continue to develop instrumental tuition and clear progression routes.
4. Ensure music is taught regularly and consistently across the school.
5. Develop inclusive music opportunities, music technology and additional ensembles when staffing and resources allow.

DEPARTMENT/SUBJECT PRIORITIES (1-YEAR TIMESCALE):

1. Improve the consistency of curriculum music from Reception to Year 6.
2. Make assessment, video evidence and vertical monitoring more useful for music.
3. Reintroduce regular singing assemblies.
4. Improve the range and number of tuned instruments available.
5. Explore realistic, inclusive music opportunities for children with SEND and further live-music experiences for all year groups.

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SUBJECT PRIORITY 1: To improve the consistency of curriculum music from Reception to Year 6.							
Member of staff with overall responsibility: Helen Boag-Munroe							
Targets	**Actions to be taken**	**By whom**	**By when**	**Resources needed**	**Success criteria**	**Monitoring**	**RAG**
1. Agree the main National Curriculum learning which must be taught in each year group. 2. Make sure Kapow units are followed in order rather than individual activities being picked. 3. Check that Reception includes regular singing, rhymes and musical activities. 4. Check what is covered in Year 4 violin lessons.	1. Share the agreed overview and expectations with staff. 2. Ask the Reception team to review singing and music within EYFS provision. 3. Meet the violin teacher and request planning or an overview. Check it against the National Curriculum and agree how any gaps will be covered. 4. Remind staff that music should remain part of the timetable, including during the Year 6 SATs period.	HBM Class teachers Reception team Violin teacher SLT	Curriculum overview by end of Autumn 2. Year 4 check by end of Autumn term. Review in Spring and Summer.	Curriculum time for HBM. Kapow. National Curriculum. Music Hub planning.	There is a clear, manageable music overview. Staff know which learning must be covered. Music remains on class timetables. Reception has regular singing and rhymes. Year 4 violin lessons cover the relevant curriculum or any gaps are filled.	Timetables Teacher discussion Pupil voice Lesson visits Video evidence	

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SUBJECT PRIORITY 2: To make assessment, video evidence and vertical monitoring more useful for music.							
Member of staff with overall responsibility: Helen Boag-Munroe							
Targets	**Actions to be taken**	**By whom**	**By when**	**Resources needed**	**Success criteria**	**Monitoring**	**RAG**
1. Make sure every class uploads evidence at the beginning, middle and end of each unit. 2. Use evidence to help identify children who are not meeting the expected standard. 3. Develop a useful approach for music during vertical monitoring.	1. Check that folders are ready for each class. 2. Send reminders at agreed points rather than repeating staff training. 3. Monitor folders termly and follow up missing evidence. 4. Use the same short pupil-voice questions across year groups. 5. During vertical monitoring, use class videos alongside a short practical or listening task. 6. Review whether the approach gives useful information and adjust it if needed.	HBM Class teachers SLT	Folders ready in September. Termly checks. Review at the end of each vertical monitoring cycle.	Tablets already available. Shared drive. Kapow assessment guidance. Time during vertical monitoring and curriculum sessions.	Every class has three useful pieces of evidence for each completed unit. Teachers can identify pupils who need more support. Vertical monitoring shows what children remember and how learning develops between year groups.	Folder checks Vertical monitoring Pupil voice Lesson visits	

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DEPARTMENT/SUBJECT PRIORITY 3: To reintroduce regular singing assemblies.

Member of staff with overall responsibility: Helen Boag-Munroe

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
1. Agree suitable groupings and timetable slots. 2. Agree who will lead the assemblies. 3. Begin regular singing assemblies. 4. Build a varied and suitable song bank.	1. Discuss possible arrangements with the headteacher and SLT. 2. Aim for weekly assemblies, with fortnightly as the minimum if weekly sessions cannot be fitted in. 3. Ideally, assemblies will be led by the music lead. If this is not possible, agree a small team of staff to plan and deliver them. 4. Trial KS1, Lower KS2 and Upper KS2 groupings, or another workable 5. Review the arrangements after one term.	HBM Headteacher and SLT Agreed staff team	Timetable and staffing agreed by end of Autumn 1. Assemblies begin during Autumn 2 or as soon as cover is available. Review after one term.	Hall time. Release or cover for HBM if she leads. Staffing if assemblies are shared. Song bank and backing tracks.	Singing assemblies take place at least fortnightly. Children sing together regularly and learn a varied range of songs. The arrangements are manageable and do not depend on one person being available at all times.	Assembly timetable Pupil and staff voice Informal observation Termly review with SLT	

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DEPARTMENT/SUBJECT PRIORITY 4: To improve the range and number of tuned instruments available.							
Member of staff with overall responsibility: Helen Boag-Munroe							
Targets	**Actions to be taken**	**By whom**	**By when**	**Resources needed**	**Success criteria**	**Monitoring**	**RAG**
1. Return the restored glockenspiels to use. 2. Work towards two full class sets of tuned percussion. 3. Increase the number of mixed instrument sets available for Key Stage 2. 4. Keep the new music store organised.	1. Count the glockenspiels and identify the correct replacement rubber pegs. 2. Purchase and fit replacement pegs. 3. Audit xylophones, metallophones and mixed instrument sets. 4. Obtain prices for the instruments needed to create two class sets. 5. Agree a phased purchasing plan once the music budget is confirmed. 6. Check that borrowed instruments are returned correctly.	HBM Headteacher or budget holder Staff borrowing instruments	Purchase list and prices by end of Autumn term. Purchases made in stages during 2026-2027, depending on budget. Store checked termly.	Music budget, amount to be confirmed. Replacement rubber pegs. Xylophones and metallophones. Additional mixed instruments.	Restored glockenspiels are back in use. Teachers can access suitable tuned and untuned instruments. The school has a clear plan for reaching two class sets. The store remains organised and instruments are returned correctly.	Instrument audit Purchase records Termly store checks Staff feedback	

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DEPARTMENT/SUBJECT PRIORITY 5: To explore inclusive music opportunities and further live-music experiences.

Member of staff with overall responsibility: Helen Boag-Munroe

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
1. Explore an adapted music group or activity for pupils with SEND. 2. Identify staffing and adult support before making any commitment. 3. Continue to provide an inclusive choir and instrumental pathways.	1. Speak to the SEND lead and staff running the SEND after-school club. 2. Identify a small group of pupils, their needs and the adult support required. 3. Ask the Music Hub about inclusive projects, visiting musicians or specialist support. 4. Consider whether a short music block could form part of the existing SEND club. 5. Explore Liverpool Philharmonic schools' concerts or a visiting musician for 2026-2027. 6. Continue Young Voices, Ring Out the Bells and other choir performances.	HBM SEND lead Headteacher and SLT Music Hub SEND club staff	Initial discussions and Music Hub enquiries by Spring term. Any trial only after staffing and support are agreed. Live-music opportunity explored during 2026-2027.	Staffing and adult support. Possible Music Hub or visitor costs. Pupil Premium support where needed. Appropriate instruments and space.	The school knows what would be needed to offer a suitable SEND music activity. A trial only takes place if safe staffing and support are available. Children have further opportunities to hear live music. Choir remains open to all and instrumental tuition remains accessible to Pupil Premium pupils.	SEND pupil and staff voice Participation information Review with SEND lead and SLT Record of visits and performances	