

Music development plan summary: Star Academy, Sandyford

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	20 th July 2025
Date this summary will be reviewed	18 th July 2026
Name of the school music lead	Michayla Hobbs
Name of school leadership team member with responsibility for music (if different)	Michayla Hobbs
Name of local music hub	Stoke-on-Trent City Music Trust
Name of other music education organisation(s) (if partnership in place)	Charanga scheme

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 Star Academy Sandyford, pupils receive one hour of high-quality music teaching each week. Music is delivered through the Charanga Music School programme, supplemented by whole-school assemblies. Our music provision is informed by the Music Model Curriculum and current Ofsted guidance, ensuring a well-sequenced and ambitious curriculum for all pupils.

The Charanga scheme adopts an integrated, practical and exploratory approach to musical learning, moving away from traditional levels and narrow learning objectives. Lessons are engaging, child-centred and designed to build musical knowledge, skills and understanding progressively over time. The scheme supports both specialist and non-specialist teachers through clear lesson structures, high-quality resources and comprehensive progression documentation.

Assessment is used effectively to inform teaching and learning. Pupils' musical development is reviewed regularly, enabling teachers to adapt lessons to meet the needs of individuals, groups and whole classes. Units are organised on a half-termly basis and are built around engaging musical stimuli, supported by interactive whiteboard resources to enhance learning.

The curriculum is inclusive and reflects a wide range of musical traditions and influences from around the world. It is designed to meet the needs of pupils with varying musical abilities, including those with SEND. Planning documentation provides clear guidance on how to support pupils with a range of sensory, physical and cognitive needs. Reasonable adjustments are made in line with pupils' individual SEND plans to ensure all pupils can access and succeed in music lessons.

Across all year groups, every Charanga lesson provides opportunities for pupils to listen and appraise, sing, and play musical instruments. The progressive structure of the curriculum enables pupils to build skills and confidence week by week, supporting a rich and coherent musical journey throughout their time at Star Academy Sandyford.

Part B: Co-curricular music

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.

At Star Academy Sandyford, music is an important part of school life and extends beyond weekly curriculum lessons. Our wider music offer is designed to give pupils regular, meaningful opportunities to sing, perform and play instruments, supporting both musical development and a positive relationship with the arts.

Pupils regularly take part in whole-school and class performances, where they share the musical learning that has taken place in lessons. These performances, often linked to seasonal events and celebrations, allow children to perform as part of an ensemble and to experience music both as performers and as an audience. This contributes to pupils' confidence, sense of achievement and understanding of performance etiquette.

A range of after-school music clubs further enriches pupils' experiences. These include clubs for recorders, glockenspiel and singing, providing additional opportunities for pupils to practise, rehearse and develop their skills in a supportive environment.

Participation in these clubs helps pupils deepen their musical understanding, improve technique and develop commitment and teamwork.

Singing is a strong feature of musical life at Star Academy Sandyford. Through assemblies, performances and extra-curricular opportunities, pupils develop their vocal skills, learn to sing together and gain confidence performing in front of others. These

shared musical experiences strengthen our school community and promote enjoyment and engagement in music.

Instrumental learning is developing and we are working towards it being fully embedded across the school. From Year 1 to Year 6, pupils are introduced to a range of instruments through planned whole-class experiences and targeted small-group teaching. As pupils progress, they build increasing confidence in keeping time, following rhythms, beginning to read notation and performing as part of a group. Musical learning is carefully sequenced so that pupils revisit and build on prior experiences, gradually moving towards more complex rhythms, notation and pieces over time.

Together, our curriculum and co-curricular music offer ensure that pupils at Star Academy Sandyford experience music as inclusive, progressive and enjoyable, supporting both skill development and a lifelong appreciation of music.

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.

At Star Academy Sandyford, pupils benefit from a wide range of additional musical events and experiences that complement the taught curriculum and enrich musical life across the school. These opportunities are carefully planned across the academic year to ensure that all pupils participate in music as performers, listeners and creators.

Singing is a regular and valued part of school life. Pupils take part in weekly singing assemblies, developing vocal confidence, enjoyment and a shared sense of community. Singing is also embedded within annual class assemblies, where pupils showcase their learning to families and peers.

Performance opportunities are provided for all pupils. Christmas productions involve every year group, ensuring that all children experience performing on stage. In addition, Year 6 pupils take part in an end-of-year production, with all pupils performing, supporting transition, teamwork and confidence.

Pupils also experience music beyond the school setting. Educational visits to the theatre and professional performances allow pupils to experience live music as an audience, broadening their cultural understanding and appreciation of performance. Throughout the year, musical workshops provide opportunities for pupils in all year groups to experience singing and instruments from a range of musical traditions and cultures.

Links with the wider curriculum further enhance musical learning. As part of the design and technology curriculum, pupils have opportunities to design and create their own

musical instruments, applying musical knowledge alongside creativity, problem-solving and practical skills.

Music also plays an important role in community engagement. Pupils have opportunities to sing within the local community at Christmas and Easter, including performances at a local care home. These experiences support pupils' social development, empathy and understanding of the impact of music beyond school.

Pupils also take part in City Music Virtual School events, giving them opportunities to engage with wider musical initiatives beyond the academy. These events enable pupils to perform, listen and participate alongside children from other schools, broadening their musical experiences and strengthening their sense of belonging to a wider musical community.

Together, these planned experiences ensure that all pupils at Star Academy Sandyford benefit from a rich, inclusive and varied musical offer throughout the year.

In the future

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

At Star Academy Sandyford, we are committed to continuing to strengthen and refine our music provision so that all pupils benefit from a high-quality, inclusive and progressive musical education. Over the coming years, we plan to develop both the curriculum and co-curricular music offer to ensure greater depth, consistency and opportunity for all pupils.

Curriculum music

- Continue to refine curriculum sequencing so that musical knowledge and skills build progressively from Year 1 to Year 6, with clearer progression in rhythm, notation, performance and appraisal.
- Introduce the teaching of additional instruments within the curriculum, enabling pupils to experience a broader range of instrumental techniques and musical styles.

Co-curricular and enrichment opportunities

- Extend the range of after-school instrumental clubs, building on existing provision, so that more pupils can access sustained instrumental learning.
- Provide wider CPD for staff, including training delivered by certified and specialist music instructors, to strengthen confidence and expertise in instrumental teaching and ensemble work.

- Develop a termly performance model, ensuring regular opportunities for pupils to perform to an audience across the year, in addition to existing productions and assemblies.
- Enable pupils to take part in Young Voices, providing choir members with the opportunity to perform as part of a large-scale, high-quality musical event.
- Increase opportunities for the choir to perform in additional school assemblies and community settings, strengthening pupils' confidence and sense of contribution.

Partnerships and wider musical experiences

- Strengthen links with local high schools, enabling pupils to experience specialist music teaching, facilities and performances, and supporting progression into Key Stage 3.
- Increase pupils' exposure to live and professional music, including opportunities to see and hear orchestral music, where instruments are visible and explained.
- Invite a wider range of visiting musicians into school, such as an opera singer, rapper, violinist or other professional performers, to broaden pupils' understanding of different musical genres, pathways and careers.

Through these planned developments, we aim to ensure that music at Star Academy Sandyford continues to grow in quality, ambition and impact, enabling pupils to develop confidence, creativity and a lifelong appreciation of music.