

School Music Development Plan

Lipson Cooperative Academy

DFE Key Features	Prompts	Where we are	happy as it is/where we are going?
Subject Leadership	<i>Who is in charge of music? Full time, part time? Who monitors and supports? SLT link? Governor link?</i>	Nicola Silvester - Head of Music. F/T Tom Goodman - Line Manager for Music	
Staffing	<i>Who teaches music? Are they qualified, experienced, reluctant, keen amateur, nobody in post?</i>	Nicola Silvester. F/T Pete Twyman. F/T Gav Martin. P/T (0.6 - Weds-Fri)	
CPD	<i>Do music staff have regular access to relevant CPD? Is it tailored to your music curriculum and teachers' needs?</i>	We collectively do in-house CPD to continue building our skills, and we also collaborate with schools across our MAT, across Plymouth and from further afield.	There are further opportunities for CPD that we would all benefit from accessing, particularly in relation to music technology.
Partnerships	<i>MAT? Hub? Links with other schools? Community? Parental support? School governor support? National organisation membership?</i>	Lipson Cooperative Academy is part of the Ted Wragg Multi Academy Trust. We are also working with Plymouth Youth Music Service (PYMS), and beyond that the Devon Music Education Hub (DMEH).	Year on year we continue to grow our links with the Hubs and with the wider musical communities across Devon and Cornwall.

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Facilities	<p><i>Is there room to teach?</i></p> <p><i>Spaces for practice?</i></p> <p><i>Are the rooms suitable for music?</i></p>	<p>3 teaching rooms with full class sets of keyboards, 2 sets of chromebooks across the 3 classrooms, a class set of ukuleles, a good number of guitars, basses, drumkits.</p> <p>We have 4 practice rooms, 1 of which contains a drumkit, and two of which contain pianos.</p>	<p>We are well-resourced, and will continue to invest annually in extra equipment to help our department to thrive.</p>
Resources	<p><i>Do you have what you need to deliver your curriculum? Instruments? Technology? Technical support? Budget? Support for pupils to borrow/hire instruments?</i></p>	<p>We have 3 classrooms with full class sets of keyboards, as well as a good selection of guitars, basses, ukuleles .</p> <p>We have 2 sets of Chromebooks.</p>	<p>There is a requirement to improve our IT provision in order to be able to make full and proper use of our Music Maker software. We require a larger memory on the music-specific computers in order to be able to use the music software to its full capacity.</p>
Timetabling	<p><i>Is music taught to all pupils for 1 hr per week (KS1-3)? (assemblies do not count). KS4/5 time?</i></p>	<p>1 hour per week at KS3 - Year 7, 8 and 9.</p> <p>5 hours per fortnight at KS4.</p> <p>5 hours per week at KS5.</p>	<p>We are able to offer music across both Key Stages 4 and 5 and take-up is good, particularly at KS4. We would like to increase numbers at KS5 by attracting students from other schools, enticed by the music provision and opportunities here at Lipson.</p>
Lesson overview	<p><i>How are lessons structured (weekly, group sizes, carousel etc). Courses? Numbers? Can all pupils make a choice to study at KS4 and KS5 (in your school or signposted elsewhere)?</i></p>	<p>Lessons are weekly at Key Stage 3, allowing for significant progress and retention of skills over the course of a term. This is crucial for musical development.</p>	<p>Our work with the Music Academies has increased numbers at KS4, and we continue to build on this.</p>

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		<p>We run the BTEC Tech Award in Music Practice at KS4 and the RSL Subsidiary Diploma in Music at KS5.</p> <p>Any student can opt for music at KS4, and we will always consider applications for KS5 from students who haven't studied music at KS4. In this circumstance, we will look in particular at their musical ability, and their commitment to extracurricular music activities, both in and out of school.</p>	
Curriculum plan	<p><i>How does it build on the previous Key Stage?</i></p> <p><i>How does it support progression by developing knowledge and skills incrementally?</i></p> <p><i>How does it equip students to go on to further study if they choose?</i></p>	<p>We follow a Musical Futures approach at KS3, with a focus on building instrumental skills and whole-class ensemble playing. This builds effectively in to our KS4 and 5 courses, as there is a strong focus on performance skills with these, and so our students begin the KS4 BTEC course well-prepared for performing, even if they don't have 1-to-1 instrumental lessons.</p>	
Assessment and record keeping	<p><i>Appropriate? Useful? Simple? Quick? Helps teaching?</i></p> <p><i>Helps pupils learn? Cumbersome and time consuming?</i></p>	<p>Our assessment at KS3 is on-going through lessons. At KS4 and KS5 we aim to use next-step marking where possible in order to help students reach their potential.</p>	

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Singing in the classroom	<i>Embedded (linked to the curriculum, incrementally challenging, appropriate repertoire)? occasional? never?</i>	Some - there are 3 active choirs within the school, two of which take place in curriculum time.	This is definitely an area in which we could invest more time - there is less whole-class singing at KS3 than we could be doing.
Whole-class instrumental learning	<p><i>Which Instrument(s) are used in the curriculum and why?</i></p> <p><i>How does your choice of instruments build on previous learning (recorder-clarinet, ukulele-guitar, keyboard-MIDI keyboard, xylophone-steel pan, etc).</i></p> <p><i>How does your curriculum improve pupil's performance technique incrementally?</i></p> <p><i>How do you allow enough time for pupils to improve their playing skills on an instrument?</i></p>	<p>Each class has access to keyboards, guitars, basses, drums, ukuleles - all of these can be utilised in our class lessons.</p> <p>Lessons at Key Stage 3 are heavily focussed on instrumental skills, and the time within lessons is divided up in to manageable chunks for the students to practice and improve.</p>	
Composing in the classroom	<i>How does your curriculum teach pupils the skills and techniques to compose in an incremental way, with time to practice and repeat these skills over time?</i>	There is some composition time built in to the Key Stage 3 curriculum, whereby students are taught to use Music Maker to create their own music.	Plans are afoot to spend time in the summer term focussing on music tech/composing with Key Stage 3 classes, in particular the year 9 students who have opted for music at KS4. The barriers to this at present are a lack of fully functioning chromebooks that classes can use.
Listening in the classroom	<i>Do pupils listen to an appropriate repertoire which supports their musical understanding? How is this repertoire chosen?</i>	Through our Silent Starter booklets then students are introduced to a wide range of musical styles. We look at styles that link to our curriculum work, and links to our KS4 aims, and incorporate this in to our curriculum.	

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Whole school initiatives	<i>Are there whole school initiatives which are detrimental to effective musical learning? How do you manage these? Could they be improved for music?</i>	No - we apply whole-school initiatives to our lessons using the best fit possible. Literacy in the music lessons is done through our wide range of silent starter activities.	
Instrumental tuition	<p><i>What is your charging policy?</i></p> <p><i>How many students are regularly accessing instrumental tuition?</i></p> <p><i>Do they represent a cross-section of your students (%PP, gender, etc)?</i></p> <p><i>What strategies are there to help overcome barriers to learning an instrument (Pupil Premium, scholarships etc)</i></p> <p><i>Which instruments are offered and why?</i></p> <p><i>Who teaches your instrumental lessons? Are they trained and supported with regular CPD?</i></p> <p><i>How do you monitor and support your instrumental teachers?</i></p> <p><i>Are Instruments available for pupils to learn?</i></p> <p><i>Is there a suitable teaching space?</i></p> <p><i>Are there clear progression routes and signposting/encouragement to further opportunities?</i></p>	<p>Weekly instrumental lessons are ~£240 per term, fortnightly ~£120.</p> <p>Students in receipt of Free School Meals and/or pupil premium funding are able to receive 5 music lessons per term from the funding.</p> <p>We currently have over 70 students accessing peripatetic lessons - approximate half and half male to female, and approximately 50% of whom are in receipt of free school meals. Lessons offered are piano, saxophone, guitar, drums, voice, violin. Some of our peripatetic teachers are employed through PYMS, and others are self-employed.</p> <p>Students are joined up to Google Classrooms for their instrumental lessons, and timetables are shared here, alongside the music they should be practising, and any other notices relevant to their lessons. Lessons are on</p>	<p>We have grown our peri provision further this year by offering voice lessons. Our piano teacher is able to offer this. I think this is an area that has the potential for further growth.</p> <p>Numbers taking instrumental lessons have almost doubled this year, compared to 2023-24.</p> <p>We don't currently have any students engaging in 1-to-1 brass lessons, and this is something we would like to address.</p>

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		<p>a rotating timetable, so that students don't miss the same subject lessons each week in order to attend their instrumental lessons.</p> <p>Aside to this, we have a music academy scheme within school, whereby students have whole-class instrumental lessons as part of the music academy tutor groups. Through this, a further ~70 students are learning an instrument, provided to them by the school (trumpet, trombone, alto, tenor and baritone saxophones, piano, bass guitar, guitar, drums).</p>	
Choirs and ensembles	<p><i>What school choirs and instrumental ensembles are available to pupils?</i></p> <p><i>What percentage of the school population is involved with school choirs and instrumental ensembles?</i></p> <p><i>Do they represent a cross-section of your students (%PP, gender, etc)?</i></p> <p><i>How will these be timetabled to support broad pupil engagement and avoid clashes?</i></p> <p><i>Does the music rehearsed and performed reflect a diversity of musical genres and cultures?</i></p> <p><i>How can school ensembles impact on the local community?</i></p>	<p>Year 7 choir (in curriculum time), Year 8 & 9 choir (in curriculum time), A CApella choir (lunchtimes), senior band and junior band (in curriculum time) and brass group (lunchtimes). We also have an annual school musical in which all yeargroups can participate. Rehearsals are held from September onwards, and the performances are in July each year. Students can also participate in the pit band for the show. We have very close links with the Cooperative Big Band, which rehearses on Tuesday evenings at</p>	<p>We always look for other opportunities to perform locally, and to get involved in collaborative projects with other local schools and musical organisations.</p> <p>We also continue to look for opportunities for our bands to perform on a regional level, whether in public performances or in competitive music festivals.</p> <p>We continue to grow our choirs - we have over 40 students in the Year 7 choir, and we continue to be ambitious</p>

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		<p>Lipson, and the majority of its members are Lipson students.</p> <p>We have taken both our choirs and senior band out to residential homes in the local community, the choir have performed at the Lord Mayor's choosing event, and the band performed at the Lord Mayor's carol services. They have performed at feeder primary schools and primary school fetes.</p> <p>Our bands and choirs have participated in the Saltash Festival in 2023, 2024 and 20245.</p> <p>Our senior band participated in the Music For Youth Regional Festival in Truro, and in the National Festival at Symphony Hall in Birmingham during 2024.</p> <p>A number of our choral singers were involved in the Plymouth International Chorus project in summer 2024, where they worked alongside students from across Plymouth and also with students from Plymouth Massachusetts.</p>	<p>with the repertoire that we learn with both of our choirs, aiming for 2-part harmonies with Year 7 and 3-part harmonies with Year 8 & 9.</p> <p>The A Capella Choir are working on 3-part unaccompanied vocal pieces and being able to read the vocal lines on the score.</p>

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Performances	<p><i>What performance opportunities are planned each term in school and/or beyond the school (Concerts, Assemblies, Gigs)</i></p> <p><i>What percentage of the school population has the opportunity to perform?</i></p> <p><i>How will you plan for each year group to experience live music at least once a year?</i></p>	<p>We have a Winter concert at the end of the Autumn Term, usually a Spring Concert at the end of the Spring Term and a Summer Concert at the end of the Summer Term.</p> <p>We have taken our rock bands and six-piece band out to Livewire, a youth club/performance space in Saltash, to participate in a PYMS-run performance event.</p> <p>Our choirs and bands perform in assemblies, at school open evenings.</p> <p>We have a school production each year in the Summer Term.</p>	<p>We always seize opportunities to participate in local events, and continue to work closely with PYMS and DMEH to ensure that our students can take part in a range of activities and performances.</p> <p>With our classroom curriculum focussing on band skills, we would look to grow our performance opportunities for students who are keen to work in small bands. We will be looking to run open-mic style events to accommodate this.</p>
Progression routes outside school	<p><i>How are you working with the Music Hub and /or wider community to identify appropriate out-of-school ensembles and other opportunities?</i></p> <p><i>How many children are regularly engaging in music hub or other ensembles/workshops outside school?</i></p> <p><i>How will you identify children who would benefit from more advanced specialist music provision?</i></p> <p><i>Are you in regular communication with your local schools to support musical progression during transition?</i></p>	<p>Our students have had opportunities to work the Royal Marines Band in school, and there are various Jazz Day opportunities run by the Hub which our students have attended.</p> <p>When Music Academy students are ready to, we encourage them to join the Cooperative Big Band, and have also signposted local youth choirs for individuals who would benefit from participating in them.</p>	<p>We have close links with the PYMS and DMEH music hubs and continue to grow these links.</p>

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		<p>We have hosted a range of musical workshops and projects at school recently, including a Welsh National Opera project in 2023-4, visits from Bournemouth Symphony Orchestra musicians, and a Jazz Improvisation workshop with Tomasso Starace.</p>	
Talent Pathway	<i>How do you support individual pupils who demonstrate exceptional talent and potential?</i>	<p>Participation in the Senior Sax Ensemble, led by our saxophone teacher, Gordon Carter, and the Brass Group led by Gavin Martin.</p> <p>Students are encouraged to join the Cooperative Big Band when they are ready.</p> <p>This year we have secured funding from the Coreus Foundation to provide one-to-one instrumental lessons for a number of our students who show exceptional promise.</p>	<p>We will continue to look for funding sources that will enable our most promising students to make significant progress.</p>
Communicating your plan	<i>Is a user-friendly version of this plan publicised to parents and other schools, including on the school website?</i>	<p>This plan can be shared on the school website.</p>	