

Music development plan summary: Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	1/12/2025
Date this summary will be reviewed	Autumn 2026
Name of the school music lead	Michael Clulow
Name of school leadership team member with responsibility for music (if different)	Jonathan Mitchell (Assistant Headteacher - Secondary)

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.

Music at Reach Academy is taught as an all-through curriculum from Nursery to Key stage 3 and GCSE, giving pupils regular opportunities to sing, play, listen, compose and perform. Weekly lessons build pupils' confidence, creativity and technical skill, with increasing depth and challenge as pupils progress through the school. Our aim is to ensure that every child receives a broad and enjoyable musical education and is well prepared for more advanced study in KS3 and GCSE.

Curriculum Structure and Progression

In KS1, pupils explore pulse, rhythm and pitch through singing, percussion and musical play. KS2 introduces more structured instrumental work, including keyboards, glockenspiels and ukuleles, helping pupils develop melodic fluency, ensemble skills and early notation. By KS3, pupils build on these foundations through a wider range of genres and approaches such as music in media, Baroque music, West African drumming, blues harmony, music production and ensemble performance.

Across all phases, pupils develop through five key musical strands: Theory/Notation, Composition, Singing/Aural, Performance and Listening/Appraising. These strands help us plan clear progression and ensure each cycle prepares pupils for what comes next.

Teaching and Classroom Practice

Lessons follow a consistent structure: Connect → Do Now → Exposition → Guided Practice → Independent Practice → Reflection which supports clear modelling, responsive teaching and structured rehearsal. Routines for practical work, including instrument handling and ensemble set-up, help ensure lessons run smoothly and safely.

Instrument Pathway and Practical Musicianship

Our instrumental pathway runs throughout primary and into secondary: percussion in KS1, keyboards and tuned instruments in KS1-2, ukulele/guitar in KS2, and ensemble/technology-based performance in KS3. This steady progression prepares pupils for more advanced musical work and supports transition into peripatetic lessons and extracurricular groups.

Next Steps and Ongoing Development

We are currently strengthening the curriculum through the following planned developments:

- Refining long-term progression maps (inspired, among other influences, by the model music curriculum) to ensure even clearer links between primary, KS3 and GCSE
- Continuing to expand KS3 to three cycles per year, with units designed to build pre-GCSE skills and build on KS2 singing
- Delivering Primary support/CPD to improve music resourcing and progression from KS2 upwards, with non-specialist teachers in mind
- Developing a wider range of performance opportunities across all phases; school musicals, a stronger peripatetic offer, winter/summer fair performances
- Expanding instrument resources and refreshing KS2-3 practical equipment
- Ensuring the five musical strands are embedded consistently in planning and assessment.

Part B: Co-curricular music

Extracurricular music at Reach Academy is an important part of building a lively musical culture and giving pupils more ways to enjoy and develop their musicianship. Alongside curriculum lessons, we offer a growing number of opportunities for pupils to sing, play, perform and create, with clear plans to expand this provision over the coming years.

Peripatetic Music Lessons

We currently offer piano/keyboard, guitar, drums and singing lessons with specialist peripatetic teachers. Lessons take place during the school day and run for 10 weeks

per term. Options include 20- or 30-minute individual lessons, as well as 30-minute paired lessons, with instrument hire available through Reach or Hounslow Music Service.

As demand grows, our aim is to:

- Increase the number of available slots across all instruments,
- Expand the offer to include additional instruments (singing is currently stagnant but needs to be pushed more through smaller groups) and where possible grow our stock of hire instruments, and
- Build a clearer progression route from peripatetic lessons into ensembles and performances.

These steps will make instrumental learning more accessible and create stronger links between individual tuition and whole-school music-making.

Choirs, Clubs and Enrichment

We have recently launched a Key Stage 2 choir, which we plan to expand in numbers and age groups over time. As the choir develops, we aim to introduce:

- Regular performance opportunities,
- Shared projects with secondary pupils,
- Increase music production club uptake

Extracurricular clubs will continue to run in response to pupil interest and curriculum links. For example, music production club, asian drumming group, and songwriting workshops.

Performances and Partnerships

Performance remains a key part of school life. Pupils take part in assemblies, winter fairs, concerts and events such as Young Voices for Year 5. As we grow our curriculum and ensembles, we plan to increase the number of informal and formal performance opportunities, giving pupils more chances to share their work.

We continue to strengthen partnerships with organisations such as Hounslow Music Hub and the Guildhall School of Music and Drama. The Guildhall Backstage Roadshow Workshops give selected pupils experience in technical theatre and stage management, and we aim to expand similar opportunities that broaden pupils' understanding of the wider arts.

Developing Future Opportunities

As the curriculum and peripatetic offer grow, our next steps include:

- Building small ensembles that connect directly to KS3 units (e.g., production groups, guitar ensembles, Musical theatre group),
- Developing a possible secondary choir

- Offering occasional workshops in technology, composition and performance, and
- Creating a clear pathway from classroom learning into extracurricular music.

These developments will help create a stronger through-line of musical opportunity from primary into secondary and eventually into KS4.

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.

Students at Reach can get involved in the annual, in-house stage show that we put on each year (last year Peter Pan). This is a big production to which we invite our local community and families, supported by the partnerships we have with local private schools Hampton and LEH.

Our pupils also perform at our annual Winter Fair and annual Summer Fair, in which we showcase the progress they are making in singing and instrument-playing. If they're lucky, they can also get a performance by the staff band! Pupils build up their confidence to singing at the Winter and Summer Fairs with frequent opportunities to sing in assemblies, particularly our weekly singing assembly in KS1 and KS2. Last year pupils were invited to perform by Feltham Arts for the local community at Christmas, we hope to be invited back this year! Finally, we run an annual Reach's Got Talent competition in the Summer term

Our Feltham College pupils are invited to musical performances and to see speakers at Hampton and LEH

In the future

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

One of our key priorities this year is completing the redesign of our all-through curriculum so that the five musical skill strands run clearly from EYFS to GCSE. This includes refining progression maps, developing KS3's three-cycle structure, and creating new booklets, slides and resources that meet the needs of each cohort.

We also want to strengthen the pathway into future GCSE Music by ensuring KS3 builds the right knowledge and skills, and by growing an extra-curricular programme that hopefully inspires pupils to take their musical studies further.

A second focus is expanding our peripatetic offer. We plan to increase lesson availability, broaden instrument options where staffing allows, and create more chances for pupils to move from individual lessons into ensembles and performances.

Finally, we aim to develop whole-school singing by growing our choirs, increasing shared performance opportunities across phases, and embedding consistent vocal routines in lessons.

We're trying to create a richer, more cohesive music course and create an ambitious music experience for our students.

We will continue to review our offer of instruments and the diversity/inclusivity of our curriculum regarding genre and pieces.