



MILLOM SCHOOL MUSIC DEVELOPMENT PLAN

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Mrs C Gibbon
Name of school leadership team member with responsibility for music (if different)	Mrs C Vance
Name of local music hub	Cumberland Music Service, Cumbria Music Hub
Name of other music education organisation(s) (if partnership in place)	The Musicworks, Andrew Bates, RNCM

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.

Focus area 1: Curriculum

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.

	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			

All year groups in Key Stage 3 are timetabled one 50-minute music lesson per week with a subject specialist. There is an option to study Level 2 BTEC music, which has three timetabled lessons of 50 minutes per week. All music lessons are held in the music room, which has specialist equipment, including a range of instruments, practice rooms and access to licenced Sibelius technology on computers. Students are provided with MacBook Air laptops featuring Ableton Live 12. They are supported through dedicated tutorial resources that offer detailed guidance on music creation, alongside a 20-week RNCM online after-school course that reinforces learning and encourages independent musical development.

The music curriculum is well planned and sequenced with opportunities to incrementally develop skills and build knowledge. Programmes of study for Key Stages (KS) 3 and 4 are in place, with associated schemes of work, lesson plans and well-planned resources. The music curriculum in school is at least as ambitious as the National Curriculum and the themes covered are broad, with opportunities for students to develop skill with a number of different instruments including guitar, drums, piano/keyboard, vocal, percussion. There is a focus on balancing knowledge acquisition with the development of key skills, including performing and composing as well as application of music theory. The schemes of work and resources are appropriately differentiated to take into account different learning styles and also to support students with special educational needs.

The Music curriculum is informed by the Model Music Curriculum (2021), particularly through the inclusion of musical contexts within our schemes of work. Where appropriate, learning experiences are designed to develop students' musical knowledge, understanding, listening skills, and practical musicianship in line with the principles and progression pathways outlined in the Model Music Curriculum, while also being adapted to meet the needs and interests of our learners.

In Year 7 students can play: Keyboard, Guitar, Vocals, Xylophone and untuned percussion.

In Year 8: Djembe drums, Keyboard, Guitar, Vocals, Xylophone and untuned percussion

In Year 9: Djembe drums, Keyboard, Guitar, Vocals, Xylophone and untuned percussion

At KS4 students can choose from a range of instrument for their performance element, including piano, keyboard, vocal, guitar (classical, electric, bass), drums and wind. We also have links to the local brass group (Holborn Hill) so some KS4 music students opt to perform on brass instruments. All KS4 music students are supported on their instrument of choice by receiving one free peripatetic lesson per week.

Students in both KS 3 and 4 have the opportunity to listen to music from a range of cultures such as reggae, blues, samba, folk, African, pop, film music, music for dance, classical, minimalist, 20th century, impressionistic etc the cultural traditions are studied and respected.

Transition into Year 7 is well planned. One of our contracted staff members teaches in a number of local primary schools so we have a good understanding of the local offer at KS 1 and 2. Through surveying the pupils in Year 7, we quickly identify those pupils who have instrumental tuition outside of school and their progress is accelerated appropriate to the grade they are working towards.

Significant work has been done on developing assessment at KS 3. This has included 'tracking back' skills and knowledge from Level 2 (GCSE/BTEC) to allow the teachers to more accurately assess pupil progress and provide timely and meaningful intervention. Students in KS 3 are assessed against listening skills, understanding of musical theory, composition and performance. Assessment in music is in line with the school's teaching, learning and assessment policy.

The curriculum for KS 4 has recently changed with a move from GCSE music to BTEC. This is in direct response to the needs of the students, for whom a vocational course is more appropriate.

Career and labour market information is incorporated into relevant music curriculum topics, particularly where students explore the wider music industry and the different roles within it. Students are introduced to a range of careers including performers, composers, producers, sound engineers, music technicians, songwriters and live/event production roles, with discussion of the skills and qualifications required for different pathways. At KS 3, careers are linked to practical and creative projects, helping students recognise how the skills they are developing in music can be applied beyond the classroom. At KS 4, students are made aware of progression routes through Level 3 Music and Music Technology courses, further education, apprenticeships and employment within the wider creative industries. Local and regional opportunities are highlighted where appropriate, and students are encouraged to consider how their musical, technical and creative skills relate to potential future careers. Practical work in performance and ensemble music is linked to careers such as performing, teaching, session work and musical direction, while composition activities develop skills relevant to songwriting, composing and arranging. The use of music technology and Ableton Live through the RNCM Pop Production Course provides a direct link between curriculum learning and careers in music production, recording, sound engineering and the wider creative industries. Lessons also introduce students to different roles within the music industry through discussion, videos and real-world examples, helping students understand the qualifications, skills and experience required for different pathways. GCSE and BTEC Music are discussed as progression routes into further study, including college, university and vocational courses, with students encouraged to consider how their current subject choices and developing skills can support future career opportunities. Careers are increasingly embedded within music curriculum teaching, with students regularly considering how the knowledge and skills they develop can be applied to real careers and progression routes.

The Music Department received the Music Mark in academic year 2018-19.

Typically some pupils engage less well with the performance aspects and show the least progress in this area over time. The development of full participation is an ongoing task and promoting positive mindsets amongst the student body is wider than the music department; it is a whole school focus. Whilst there is a focus on widening participation in instrumental lessons (for example, securing

charity funding to support Pupil Premium students) there is not yet a focus on fully embedded alternative curriculum experiences, for example, trips to live music venues or concerts. This is, however, limited by our remote location, as access to suitable venues or events would include substantial travel and therefore impact on cost.

Link to SEND policy: <https://millom.cumbria.sch.uk/schooldata/pages/PDF/Policies/2024/SEND%20and%20Inclusion%20Policy%202024%20v2.pdf>

The school provides additional support through resources to enhance accessibility for children with additional needs, for example, provision of differentiated worksheets to support instrument playing, scaffolding to support written work, use of ear defenders, use of video to demonstrate and model technique.

Link to music curriculum information: <https://millom.cumbria.sch.uk/discover/curriculum>

Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	Increase opportunities for students to have live experiences of music.	September 2027	In progress
	2	Encourage participation in some aspects of in-class performance e.g. singing.	September 2027	In progress

Focus area 2: 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.

Instrumental and Vocal Lessons and Ensembles	Not yet in place	Emerging	Established	Embedded
	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. 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. 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 other 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.	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 Co-curricular music best fit is: Established				

School provide heavily subsidised opportunities for students to have one-to-one instrumental lessons with specialist teachers on the following: guitar (classical, acoustic, bass), piano, keyboard, vocal, music theory, drums, wind (flute, clarinet). One teacher is contracted by the school and also works as a peripatetic teacher in local primary schools. Two teachers are sourced through private companies to provide peripatetic provision. The governing body of Millom School really support the provision of instrumental music lessons and annually agree an investment in this, allowing us to offer significantly cut-price lessons to pupils. The cost per lesson for this year is £9.50 for 30 minutes. Pupils from a disadvantaged background are supported by applications to charities so in some cases we are able to provide the lessons free of charge. All KS4 music students receive one free instrumental lesson per week, that is paid for by school. Currently 13 students take guitar lessons, 6 drums and 18 piano, keyboard, flute, clarinet, Brass theory. This is approximately 9% of the school's population, not including 6th form. Via peripatetic lessons students are encouraged to engage with graded examinations, including ABRSM, Trinity Rock and Pop, Rock School.

There are opportunities for students to perform informally within lessons and at lunchtime sessions, as well as in the Wednesday afternoon enrichment block. There are several opportunities for students to perform formally including: presentations evening of school awards, remembrance assembly, end of term assemblies, Christmas concert, summer concert, school production and charity events. There are 3 formal music events per year – the Christmas concert, the combined drama/music production during the spring term and the summer concert at the end of the summer term. Parents and the wider community are invited to these three formal events, in addition to the presentations evening. Students are encouraged to perform a wide style of genres from classical to modern rock and pop. The school provides several opportunities for students to work as an ensemble, including vocal. There is a choir and school band (rock), in addition to a school brass / wind band. Sometimes the rock and brass / wind band play integrated pieces. Ensemble work is also part of the curriculum – in each year group within KS 3, students have opportunities to play as a group. Ensemble is also a key part of the KS4 programme. There are further opportunities for students to play together in the Wednesday afternoon enrichment block, for example, 6-week programmes on Djembe pop drumming, garage band and 'the evolution of music'. Time is given to staff to run these groups. Groups are led by specialist music teachers.

Action Plan: Co-curricular music

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	Explore opportunities to take part in national events.	September 2027	In progress
	2	Further develop opportunities to promote the uptake of music of disadvantaged students.	September 2027	In progress

Focus area 3: 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.

Musical Events and Opportunities	Not yet in place	Emerging	Established	Embedded
	Engagement with the Cumbria 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 Cumbria Music Hub 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 Cumbria 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 ensembles. Students benefit from interactions with those working in the profession.	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 so that progression routes can be signposted meaningfully.
	Our Musical experiences best fit is: Established			

There is a designated member of school staff who has degrees in music and teaching who is the only teacher of music at Millom School. Three peripatetic staff are vastly experienced and have relevant qualifications. In collaboration with the designated music teacher and peripatetic staff, the SLT link for music (assistant headteacher) drives the development of music across the school and advocates for the importance of music in school life. This is supported by the headteacher and governing body.

The school embraces music that is relevant to the pupils, nurtures and embraces their musical interests. This is evident throughout the KS 3 curriculum and the choices made at KS4. The recent development of the curriculum has ensured that units taught are up to date and relevant to today's society, as well as responsive to the needs of the students.

The school also offers a comprehensive enrichment programme on a Wednesday afternoon. All students in Years 7-10 are off timetable for 2 lessons and can select from a wide range of activities. This includes several different music activities from pop percussion to song-writing, composition to garage band. We have also offered an 'evolution of music' activity where students learn where music originally came from and explore the development of music through medieval and classical periods, blues, jazz, rock n roll, mod, disco, soul and indie, metal and grunge. These activities are open to anyone in school – no prior knowledge or skill is needed, so allows music to be fully accessible.

There are many opportunities presented across school for students to engage with music, including seeing their peers perform, for example, in assembly and at awards evenings. We also use our social media accounts to promote engagement with music. We also use music being played through the school bell system at key changeovers throughout the day for special events.

Engagement with the Music Hub is limited largely because their services are too expensive and not within school's budget. We have sourced specialist peripatetic provision privately at a price that is within budget. Opportunities to take students to musical events are also limited due to the school's rural location in southwest Cumbria. Transport costs would mean that trip costs to pupils would be larger than we would like, however, we are looking at opportunities to take students to see live performances this academic year.

The Music Department works in partnership with the Royal Northern College of Music (RNCM) to provide students with meaningful, subject-specific encounters with music industry professionals through an online Pop Production Course. Students work with an RNCM tutor and develop practical skills in professional music production using Ableton Live, an industry-standard digital audio workstation. Across the programme, students gain insight into the roles, skills and career pathways associated with music production, including recording, arranging, sound design, songwriting and working within a professional studio environment. This provides students with direct engagement with an external music organisation and professionals working within the sector, helping them to understand how the skills developed through GCSE Music can be applied to further study and employment within the wider music industry. The partnership therefore provides regular, meaningful and subject-relevant employer/industry engagement rather than a one-off careers activity.

Action Plan: Musical experiences

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Take pupil and parent voice into consideration when evaluating music provision in school	September 2027	Click for option
	2	Explore opportunities for involving the wider community more in musical events held within school, and/or pupils participating in community events	September 2027	Click for option

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	Is there a designated budget to support music making in school? The music department receives an annual capitation for resources. In addition to this the governing body's finance committee support the ongoing costs associated with peripatetic provision and subsidise lesson costs to pupils. Is there are a range of instruments within the school, including whole class sets of instruments? Class sets of percussion including Djembe drums. There are sufficient keyboards and guitars/ukuleles for large classes. We would like to invest in more guitars. Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department? IT equipment is more limited, but there are computers and Sibelius licences to support a KS 4 class size of up to 12 pupils. We have recently secured access to MacBooks through our work with RNCM. Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students? Yes

	Do children have to share instruments to participate or is there enough equipment for each student to have their own? Some instruments (guitars) need to be shared, or the teacher operates on a rotation splitting the class in half for the lesson. We are looking to procure more guitars. Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding? Yes, disadvantaged students who wish to take peripatetic lessons are supported to do so. School also supports the access of disadvantaged students to musical enrichment activities and would also subsidise (or make free of charge) costs for any trips, for example, to see live music.
What CPD might be required to achieve your action plan?	Does the lead member of staff share the learning to upskill staff members within their own department or across the school as a result of their CPD attendance? Not relevant as there is only one teacher of music. Does the lead member of staff for music undertake music specific CPD every year? Yes – examboard specific.
What Partnerships will you put in place to achieve your action plan?	Does the school explore opportunities to work in partnership with other schools/ settings? Yes, but this is something that can be explored further. Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision? Access to such organisations is limited and there are also budgetary constraints. However, we are working alongside the RNCM to deliver brass tuition and a series of workshops; this also involves students from the RNCM coming into school to perform live to groups of students. We have also secured the services of 3 specialist peripatetic providers for instrumental tuition. Does the school have any accreditation for its arts and cultural activity? E.g. Music mark membership or artsmark? Music Mark could be explored, but is limited to being able to secure a funding opportunity to support this process.