Ugborough Primary School 2026

Devon Music Education Hub

School Music Development Plan Guidance and Self-Evaluation Tool

Updated August 2026

musiceducationhub.org

Photo: Devon Youth Inspire Ensemble, July 2026

Devon Music Education Hub

Supported using public funding by

Department for Education | ARTS COUNCIL ENGLAND

Background

Devon Music Education Hub works with schools, music educators and a range of local, regional and national partner organisations to provide an inclusive, diverse and relevant music education offer for all children and young people. As part of a network of Music Education Hubs across England, we are supported using public funding from the DfE and Arts Council England.

Our vision

Devon Music Education Hub believes all children and young people should be able to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talent, including into a professional creative career.

Our mission

We work with schools, music educators and a range of local, regional, and national partner organisations to provide an inclusive, diverse, and relevant music education offer for all children and young people.

What we do

As part of a network of Music Education Hubs across England, we are supported using public funding from the DfE and Arts Council England. We are tasked with delivering the vision, aims and strategic functions of the National Plan for Music Education. Devon Music Education Hub is led by Devon Education Services, part of Devon County Council.

Our values

Collaboration, Creativity, Efficiency, Equality, Excellence, Knowledge, Resilience.

Our aims

- To ensure every child and young person has equal access to music.
- To help children and young people fulfil their musical potential.
- To support all schools in delivering a broad and balanced curriculum, with music at its heart.

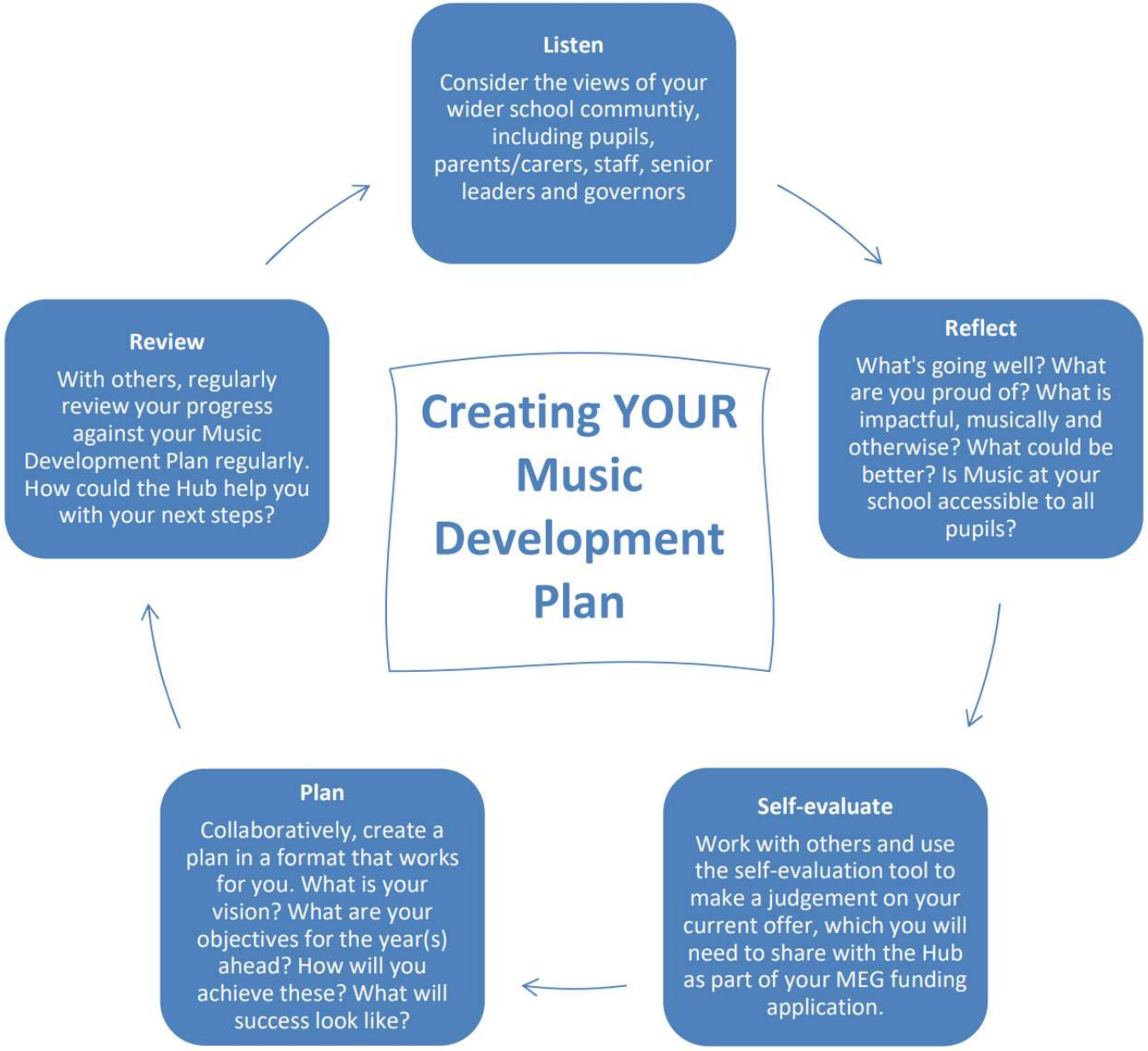
Background

The Power of Music to Change Lives: A National Plan for Music Education (NPME) was published in June 2022 and Hubs are required to deliver against this plan from September 2023. NPME2 builds on the original 2011 plan 'responding to the change of the past 11 years and recognising that more needs to be done to support teachers, leaders, schools, trusts and Hubs to deliver the best for children and young people'. There is clear recognition of the importance of schools in providing music opportunities in and out of the classroom, identifying the following common features that the DfE expects to see offered in every school:

- Timetabled curriculum of at least one hour each week of the school year for key stages 1-3
- Access to lessons across a range of instruments and voice
- A school choir and/or vocal ensemble
- A school ensemble/band/group
- Space for rehearsals and individual practice
- A termly school performance
- Opportunities to enjoy a live music performance at least once a year

NPME2 states 'In partnership with their Music Hub, we would like every school (including Multi Academy Trusts) to have a Music Development Plan that captures their curricular and co-curricular offer and sets out how it will be staffed and funded' (DfE, 2022). This should be produced in a form that works for you and, where relevant, should also inform a wider plan for the cluster, federation or MAT. Additionally, DfE expects all schools to publish the key objectives of their Music Development Plan on the school website.

To support you, Devon Music Education Hub has developed the following self-evaluation tool and recommends that you use this to inform your Music Development Plan, sharing your judgement with the Hub so that we can support your development. This framework is based (in part) on the self-evaluation tool developed by the Music Teachers Association, Music Mark and the ISM as part of the #CanDoMusic partnership, with local nuance provided by the Hub. Devon Music Education Hub would like to thank Dr Alison Daubney for her support in developing this resource for schools.



In the classroom

Beyond the classroom

Leadership and management

Community and partnerships

PRIMARY Music Development Plan Self-Evaluation Tool

In the classroom: This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.

	Bronze (Developing)	Silver (Emerging)	Gold (Engaging)	Platinum (Stretching)
In the classroom	• Music is delivered 'ad hoc' and not necessarily in every year group. • Some groups of children are unable to access the music curriculum. • Musical progression over time is not measured or celebrated. • Space and resources for music teaching are limited.	• Music is a timetabled subject, delivered on a weekly basis for a minimum of 1 hour. • Appropriate schemes of work and assessment are in place. • All children have regular opportunities to sing, develop instrumental skills, listen, compose and think and act musically. • All children can access the music curriculum from EYFS to Year 6. • Children have opportunities to engage with First Access/Whole Class Ensemble Tuition (WCET) on a variety of instruments. • Musical progression over time is measured and celebrated. • There is adequate space and access to resources for teaching, including class sets of tuned and untuned instruments.	• The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum and/or other equally challenging curriculum (where appropriate). • Staff can clearly articulate musical learning to others. • Curriculum sequencing is clear, appropriate and well-articulated. • Good progress is demonstrated by secure and incremental learning of the technical, constructive and expressive aspects of music, developing musical understanding. • Every child is involved in sustained and meaningful musical activities, including First Access/Whole Class Ensemble Tuition (WCET). • All children can participate and progress well, supported by technology, tools and adapted instruments when required. • Space and resources allow breadth of curriculum for all children, including technology.	• The music curriculum goes beyond the level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences e.g. through access to live music events and workshops. • Children can communicate about music using appropriate vocabulary in a meaningful way and it is evident that music plays an important role in the life and ethos of the school. • Play-based musical learning forms an important part of EYFS provision.

PRIMARY Music Development Plan Self-Evaluation Tool

Beyond the classroom: The focus of this section is the provision beyond curriculum music, including instrumental learning, ensembles and performances.

	Bronze (Developing)	Silver (Emerging)	Gold (Engaging)	Platinum (Stretching)
Beyond the classroom	• Singing takes place infrequently and repertoire is not varied or appropriately challenging. • There are opportunities to perform but only for a small number of children. There may be barriers to participation. • Individual and/or small group instrumental/vocal lessons are not offered during the school day. • Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.	• Singing takes place regularly and engages all students. Repertoire is varied, relevant and appropriately challenging. • All children are involved in regular school performances with events taking place at least termly. • Visiting Music Teachers offer individual and/or small group instrumental/vocal lessons during the school day and parent/s carers know how to sign up for lessons. • Children and families facing the largest barriers are given support to engage in music, both as part of and beyond the curriculum e.g. through Pupil Premium or other funding. • Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all children are given the opportunity to participate.	• Singing is embedded into the life of the school and every child's experience, drawing on a wide range of varied, relevant and appropriate repertoire, and developing musicianship. • Music is a prominent component of school life with regular performances in school and to the wider community, such as Hub events and local festivals. • The school actively pursues external funding sources to support further musicmaking opportunities. • Opportunities to continue learning an instrument beyond First Access/Whole Class Ensemble Tuition (WCET) are clearly signposted. • The overall provision is diverse, valuing all musical styles, genres and traditions equally. This is reflected in the clubs and enrichment programme offered, which draws on the skills of staff, Visiting Music Teachers and the Hub and/or partner organisations. A large proportion of children are involved.	• A long-term singing strategy ensures progression for all children. Staff across the school support singing. • Music-making across the whole school is of a high quality with formal monitoring systems in place to support good practice. • The school is actively involved in local, regional and national music events.

PRIMARY Music Development Plan Self-Evaluation Tool

Leadership and management: The staffing and training of staffing is included in this section, including subject leadership and strategic thinking. The school's Music Development Plan is a key part of this section.

	Bronze (Developing)	Silver (Emerging)	Gold (Engaging)	Platinum (Stretching)
Leadership and management	• There is no assigned lead person with responsibility for music within the school. • Training for staff delivering music has limited impact.	• There is an assigned Music Subject Lead with responsibility for music within the school. • The Music Subject Lead is supported by senior leaders within the school and/or MAT. Senior leaders understand the requirements of the national curriculum for music and are aware of the National Plan for Music Education. • All staff delivering music engage in appropriate subject-specific professional learning to maintain their confidence and build expertise.	• Music is explicitly referred to in the school improvement plan and with clear targets tied to whole school priorities. • The music development plan is closely aligned with the National Plan for Music Education and drives continuous improvement. • A named member of the governing body takes a special interest in music, supporting strategic development and holding leaders to account. • All staff engage in appropriate subject specific professional learning to maintain their confidence and build expertise. • Musical progression and opportunities are well-developed with careful consideration given to transition at key points. • There is appropriate consideration for pupil voice with an awareness of what children want from the school's music offer, as well as what they need.	• There is a long-term strategic vision for music that is tied to whole school priorities. • Staff delivering music engage with and/or deliver training beyond their own school e.g. through their local networks, Hub or subject associations. • Subject-specific professional learning is impactful across the curriculum and wider school offer. • Musical progression and opportunities are well embedded at key transition points with clear evidence of maintained musical engagement from many children and young people.

PRIMARY Music Development Plan Self-Evaluation Tool

Community and partnerships: This section considers the role that music plays in the wider community, including how the school engages with their local community, Hub and the wider music education sector.

	Bronze (Developing)	Silver (Emerging)	Gold (Engaging)	Platinum (Stretching)
Community and partnerships	• The school does not engage with support available from the Hub and/or partner organisations. • External providers occasionally lead projects in the school. • Performances sometimes take place in the wider community, building on existing school links. • Some parents and carers support music-making in the school by attending occasional events.	• The school is aware of the support available from the Hub and/or partner organisations and engages with this whenever appropriate. • External providers regularly lead projects in the school that enhance music provision. • Community links with music are established, and regular events take place throughout the school year. • Parents/carers actively support music-making in the school by attending regular events and through home learning.	• The school engages with support available from the Hub and/or partner organisations. Local opportunities, such as Hub supported ensembles, music centres and events, are signposted. • Projects led by external providers are linked to the school improvement plan and music development plan. • Meaningful partnerships are established with the local community, involving a large proportion of children. • The views or children and parents/carers are considered when developing music provision.	• The school is actively engaged in the work of the Hub and/or partner organisations and regularly engages with a wide range of opportunities. • There is a coordinated programme of events, planned in partnership with the local community.

SECONDARY Music Development Plan Self-Evaluation Tool

In the classroom: This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.

	Bronze (Developing)	Silver (Emerging)	Gold (Engaging)	Platinum (Stretching)
In the classroom	• Delivery of the music curriculum is limited and few students progress to academic or vocational courses at Level 2 and/or Level 3. • Musical progression over time is not measured or celebrated. • There is limited space and resources for teaching.	• Music is a timetabled subject, delivered on a weekly basis for a minimum of 1 hour throughout KS3. Appropriate schemes of work and assessment are in place. • Musical progression over time is measured and celebrated. • All students can access the music curriculum throughout KS3, building areas of musical interest and growing skill. • Appropriate progression routes are in place at KS4 and KS5 (where offered) for students who choose to continue their musical learning. • There is adequate space and access to resources for teaching, including class sets of tuned and untuned instruments, and music technology.	• The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum and/or other equally challenging curriculum (where appropriate). • Staff can clearly articulate musical learning to others. • There is clear sequencing from KS3 to KS4 (whether academic or vocational) and KS5 where offered. • Good progress is demonstrated by secure and incremental learning of the technical, constructive and expressive aspects of music, developing musical understanding. Students understand progression routes and careers in the sector. • All students can participate and progress well, supported by technology, tools and adapted instruments when required. • Space and resources allow breadth of curriculum for all children, including technology. • Students are actively signposted towards progression opportunities and have an awareness of creative career pathways.	• The music curriculum goes beyond the level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences e.g. through access to live music events and workshops. • Students can communicate about music using appropriate vocabulary in a meaningful way. • Established links with the music industry and/or external partners support progression and promote awareness of creative career pathways.

SECONDARY Music Development Plan Self-Evaluation Tool

Beyond the classroom: The focus of this section is the provision beyond curriculum music, including instrumental learning, ensembles and performances.

	Bronze (Developing)	Silver (Emerging)	Gold (Engaging)	Platinum (Stretching)
Beyond the classroom	• Singing takes place infrequently and repertoire is not varied. • There are opportunities to perform but only for a small number of children. There may be barriers to participation. • Facilitation of individual and/or small group instrumental/vocal lessons is limited and inconsistent. • Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted	• Singing takes place regularly and engages all students. Repertoire is varied, relevant and appropriate. • All students are involved in regular school performances with events taking place at least termly. • Visiting Music Teachers offer individual and/or small group instrumental/vocal lessons during the school day and parent/s carers know how to sign up for lessons. • Children and families facing the largest barriers are given support to engage in music, both as part of and beyond the curriculum e.g. through Pupil Premium or other funding. • Musical skills and interests are extended through extra-curricular music activities, such as music clubs, and all children are given the opportunity to participate. Local opportunities are signposted.	• Singing is embedded into the life of the school and every student's experience, drawing on a wide range of varied, relevant and appropriate repertoire, and developing musicianship. • Music is a prominent component of school life in all key stages; music is performed in assemblies and events, and there is collaboration with other subjects, notably in performing arts. • Provision embraces diversity, valuing all musical styles equally. High-quality, challenging music-making extends into extra-curricular activities, shaped by the expertise and enthusiasm of staff, including Visiting Music Teachers • The school actively pursues external funding sources to support further music-making opportunities. • Students are nurtured and supported to engage with local and regional ensembles, including those supported by the Hub. • Students are excited, keen and motivated, with sustained engagement in music is within and beyond the classroom.	• A long-term singing strategy ensures progression for all children. Staff across the school can support singing. • Music-making across the whole school is of a high quality with formal monitoring systems in place to support good practice. • The school is actively involved in local, regional and national music events. • It is evident that music plays an important role in the life and ethos of the school. • Most students are excited, keen and motivated, with sustained engagement in music is within and beyond the classroom.

SECONDARY Music Development Plan Self-Evaluation Tool

Leadership and management: The staffing and training of staffing is included in this section, including subject leadership and strategic thinking. The school's Music Development Plan is a key part of this section.

	Bronze (Developing)	Silver (Emerging)	Gold (Engaging)	Platinum (Stretching)
Leadership and management	• There is an assigned Music Subject Lead/Head of Music with responsibility for music within the school. • Training for staff delivering music has limited impact.	• There is an assigned Music Subject Lead/Head of Music who collaborates with colleagues across the school. • The Music Subject Lead is supported by senior leaders within the school and/or MAT. Senior leaders understand the requirements of the national curriculum for music and are aware of the National Plan for Music Education. • All staff delivering music receive appropriate training to address their CPD needs. • All staff delivering music are active advocates for music, modelling musical behaviours, knowledge, skills and understanding.	• Music is explicitly referred to in the school improvement plan and with clear targets tied to whole school priorities. • The music development plan is closely aligned with the National Plan for Music Education and drives continuous improvement. • A named member of the governing body takes a special interest in music, supporting strategic development and holding leaders to account. • All staff delivering music invest in their development and share this learning with their wider team.	• There is a long-term strategic vision for music that is tied to whole school priorities. • Staff delivering music engage with and/or deliver training beyond their own school e.g. through their local networks, Hub or subject associations.

SECONDARY Music Development Plan Self-Evaluation Tool

Community and partnerships: This section considers the role that music plays in the wider community, including how the school engages with their local community, Hub and the wider music education sector.

	Bronze (Developing)	Silver (Emerging)	Gold (Engaging)	Platinum (Stretching)
Community and partnerships	• Engagement with support available from the Hub and/or partner organisations is limited. • External providers occasionally lead projects in the school. • Performances sometimes take place in the wider community, building on existing school links. • Some parents and carers support music-making in the school by attending occasional events.	• The school is aware of the support available from the Hub and/or partner organisations and engages with this whenever appropriate. • External providers regularly lead projects in the school that enhance music provision. • Community links with music are established, and regular events take place throughout the school year. • Parents/carers actively support music-making in the school by attending regular events and through home learning	• The school makes the most of a wide range of opportunities from the Hub and/or partner organisations. Local opportunities, such as Hub supported ensembles, music centres and events, are signposted. • Projects led by external providers are linked to the school improvement plan and music development plan. • Meaningful partnerships are established with the local community, involving a large proportion of children. • The views or children and parents/carers are considered when developing music provision. • The school has links to the wider music eco-system. Students benefit from interactions with those working in the profession through events, workshops and trips, supporting their progression and providing insight on careers.	• The school leads musically in the local community and through their work with the Hub and/or partner organisations. • There is a coordinated programme of events, planned in partnership with the local community. These events give students the opportunity to engage in volunteering. • The school has established connections with further and higher education so that progression routes can be signposted meaningfully.

Advice and support for schools

Advice and support is available from your local Music Development Lead for schools in Devon and Torbay or Plymouth Youth Music Service for schools in Plymouth.

Further reading and suggested resources

- National Plan for Music Education, DfE (2022)
- National Plan for Music Education – summary, Music Teachers Association (2022)
- Model Music Curriculum, DfE (2022)
- Ofsted Music Research Review, Ofsted (2021)
- Primary Music Toolkit, ISM Trust
- A Common Approach, Music Mark

The framework above is based (in part) on the self-evaluation tool developed by the Music Teachers Association, Music Mark and the ISM as part of the #CanDoMusic partnership, with local nuance provided by the Hub. Devon & Torbay Music Education Hubs would like to thank Dr Alison Daubney for her support in developing this resource for school.