

Music Development Plan Summary

Weston Point Primary Academy | Academic Year 2025-26

Overview

Detail	Information
Academic year covered	2025-26
Date of this updated version	September 2026 - retrospective review of 2025-26 provision
School music lead	Rowena Fisher
Senior leadership responsibility	Mr Jake Everson, Head of School
Local music hub	Sound! Music Hub (Halton; local delivery supported through Accent Music Education)
Key music partners/resources during 2025-26	Charanga; Key Stage 2 guitar provision
Wider cultural partnership referenced	2024-25: Royal Liverpool Philharmonic; Royal Opera and Ballet
Curriculum development for 2026-27	Move from Charanga to Kapow Primary Music (current scheme for 2026-27)

This summary records Weston Point Primary Academy's music provision and development during the 2025-26 academic year. It sets out how curriculum music was delivered through Charanga, the instrumental guitar opportunities provided in Key Stage 2, and the priorities identified for the next stage of development. The school's approach reflects our commitment to "Strive for Excellence" and to ensuring that every pupil, including pupils with SEND and pupils in the Resource Base, can participate meaningfully in high-quality music education.

The 2025-26 plan also builds on the school's wider cultural entitlement from the previous academic year. During 2024-25, all Key Stage 2 pupils attended the Philharmonic Hall in Liverpool and all pupils took part in a Royal Opera and Ballet opportunity. These experiences helped establish a strong expectation that every child should have access to high-quality music and performance as part of school life.

Part A: Curriculum music

This section describes what pupils were taught in curriculum time during 2025-26 and how the school sought to strengthen progression, consistency and inclusion in music.

Curriculum provision in 2025-26

Charanga Musical School was used as Weston Point Primary Academy's core curriculum resource for music during 2025-26. It provided teachers with sequenced units and practical resources to support the teaching of singing, listening and appraising, musicianship, instrumental work, improvisation, composition and performance.

Music was taught as part of the school curriculum across classes, with Charanga supporting consistency of lesson structure and helping non-specialist teachers to deliver practical music with greater confidence. In Key Stage 2, pupils also had access to guitar teaching, providing an additional practical instrumental dimension to the music curriculum. Curriculum planning was aligned with the National Curriculum for Music and was intended to enable pupils to build knowledge and skills over time rather than experience music as a series of isolated activities.

Monitoring and evaluation

A music learning walk and pupil voice activity in November 2025 focused on the initial implementation of Charanga. Monitoring considered staff confidence with the scheme, lesson structure, use of Charanga resources, pupil participation and the development of musical knowledge and vocabulary. Initial pupil voice was positive, with pupils responding well to the practical and engaging nature of the programme.

Monitoring also considered progression through explicit teaching and modelling, deliberate rehearsal and practice, retrieval of prior musical knowledge and accurate use of musical vocabulary. This provided leaders with a clearer picture of strengths in provision and the areas that needed to be strengthened in the next phase of curriculum development.

Inclusion and access

Music was planned so that pupils with different starting points could participate successfully. Adaptations included repetition, visual prompts, simplified or broken-down instructions, additional rehearsal time, appropriate grouping, adapted instruments or technology where needed, and carefully selected tasks. Pupils in the Resource Base were supported to take part in musical learning in ways that were meaningful and appropriate to their individual needs.

Next step from the 2025-26 review

Following the review of curriculum music, the school moved from Charanga to Kapow Primary Music for 2026-27. Kapow is now used as the school's core curriculum resource. This change forms the next stage of curriculum development and is intended to strengthen clarity of progression, teacher subject knowledge, assessment and consistency of delivery across classes. Implementation of Kapow will be monitored through learning walks, pupil voice, planning review and scrutiny of pupils' musical learning.

Part B: Instrumental and co-curricular music

This section describes the practical instrumental opportunities available during 2025-26, alongside opportunities for pupils to engage with music beyond their timetabled curriculum lessons and to develop confidence through singing and performance.

Provision during 2025-26

Key Stage 2 music provision included guitar teaching, giving pupils opportunities to develop practical instrumental skills alongside their work through Charanga. Pupils also had opportunities to take part in music beyond curriculum lessons, including the school choir. Singing and performance were part of the wider life of the school through assemblies, celebrations and end-of-year events. These opportunities supported confidence, teamwork, enjoyment of music and a sense of belonging within the school community.

The school aimed to ensure that musical enrichment was inclusive. Pupils were encouraged to participate regardless of prior experience, and staff sought to remove barriers linked to SEND, disadvantage or confidence wherever possible.

Development priorities

- Maintain and develop the school choir and increase opportunities for pupils to rehearse and perform together.
- Continue to identify opportunities for pupils to perform in school and, where possible, within the wider community.
- Strengthen links with Sound! Music Hub and Accent Music Education to explore further instrumental opportunities, small-group tuition and progression routes, building on the guitar provision available in Key Stage 2 during 2025-26.
- Review the range of instruments and music resources available in school and how they can support both curriculum and enrichment provision.

- Ensure that pupils with SEND, disadvantaged pupils and pupils in the Resource Base can access school-led musical opportunities.

Part C: Wider musical and cultural experiences

This section records the wider musical and cultural entitlement that informed the school's music development, including significant experiences from 2024-25 and how these shaped expectations for future provision.

Royal Liverpool Philharmonic - 2024-25

During 2024-25, all Key Stage 2 pupils attended the Philharmonic Hall in Liverpool. This ensured that every KS2 pupil had the opportunity to experience live music in a major professional concert venue, regardless of background or previous musical experience.

The experience gave pupils access to professional musicianship and a high-quality concert environment, strengthening the cultural dimension of the school's wider music offer and helping to establish an expectation that pupils should encounter live professional music during their time at Weston Point Primary Academy.

Royal Opera and Ballet - 2024-25

During 2024-25, all pupils took part in a Royal Opera and Ballet opportunity. This provided every child with access to high-quality music, performance and the arts and reinforced the school's commitment to a broad cultural entitlement for all pupils.

Performance within school

Pupils also experienced music through assemblies, choir activity, celebrations and end-of-year performances. These opportunities enabled pupils to sing and perform for others, develop confidence in front of an audience and recognise music as an important part of the life of the school.

Looking ahead: priorities arising from 2025-26

The following priorities were identified from the 2025-26 provision and are informing music development during 2026-27:

1. Implement Kapow Primary Music consistently as the school's core curriculum resource in 2026-27 and ensure that all classes follow the agreed sequence of learning.
2. Provide staff support and CPD so that teachers are confident using Kapow and understand the progression of musical knowledge, vocabulary and skills.
3. Use learning walks, planning reviews and pupil voice to monitor the initial implementation of Kapow and evaluate the quality and consistency of curriculum music.
4. Develop a simple and manageable approach to assessment through Kapow so that teachers can identify what pupils know, what they can do and what they need to learn next.
5. Continue to provide meaningful adaptations so that pupils with SEND and pupils in the Resource Base participate and succeed in music.
6. Maintain the school choir and broaden opportunities for pupils to sing, play and perform beyond curriculum lessons.
7. Strengthen partnership work with Sound! Music Hub, Accent Music Education and other local or regional music organisations to extend instrumental and enrichment opportunities, building on the KS2 guitar provision from 2025-26.
8. Build on the significant Philharmonic and Royal Opera and Ballet experiences from 2024-25 by seeking future opportunities for pupils to encounter live professional music and high-quality cultural performance.
9. Use pupil voice to evaluate enjoyment, participation, musical understanding and the impact of wider experiences on pupils' attitudes towards music.

2025-26 evaluation summary

Area	Evidence / position at end of 2025-26	Next step
Curriculum	Charanga used as the core curriculum resource across the school during 2025-26. Monitoring included a learning walk and pupil voice.	Implement Kapow in 2026-27 and monitor progression, consistency and teacher confidence.
Participation	Curriculum music was planned inclusively, with adaptations to support pupils with SEND and pupils in the Resource Base.	Continue to monitor access and remove barriers to participation.
Instrumental provision	Key Stage 2 pupils had access to guitar teaching during 2025-26, adding practical instrumental learning alongside Charanga.	Review and strengthen instrumental progression alongside the implementation of Kapow.
Cultural entitlement	In 2024-25, all KS2 pupils attended the Philharmonic Hall in Liverpool and all pupils took part in a Royal Opera and Ballet opportunity.	Build on these prior experiences by seeking future live music and cultural opportunities for pupils.
Co-curricular	Choir, singing and performance contributed to the wider life of the school during 2025-26.	Maintain choir and increase performance and instrumental pathways.
Monitoring	Charanga implementation was monitored through learning walk and pupil voice, with positive pupil response.	Apply the same monitoring cycle to Kapow during 2026-27.

Further information

Weston Point Primary Academy curriculum: www.westonpointprimary.co.uk/curriculum/

Sound! Music Hub: www.soundmusichub.com

Kapow Primary Music: www.kapowprimary.com/subjects/music/

Royal Liverpool Philharmonic: www.liverpoolphil.com

Royal Opera and Ballet: www.rbo.org.uk