Music development plan summary:
[*Sandymoor Ormiston Academy*]

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Mrs Alison James
Name of school leadership team member with responsibility for music (if different)	Mrs Leanne Judson
Name of local music hub	Resonate (Halton & Warrington)
Name of other music education organisation(s) (if partnership in place)	

Part A: Curriculum music

Curriculum plans for Years 7 to 11 are available on the school website. Students at Key Stage 3 study music for one lesson per week, increasing to four lessons per week at Key Stage 4. The Key Stage 3 curriculum builds on existing interests and develops listening, composing and performing. Key Stage 4 students study the Eduqas GCSE in Music and are entered for graded music exams by their tutors, affording students UCAS points for future educational opportunities. The curriculum progression model for music is informed by the Model Music Curriculum (primary and secondary) and the local contextual knowledge of the school.

Each year group has the opportunity to sing as part of multiple units of study, including “Elements of Music”, “Blues” and “Songwriting”. All year groups have opportunities to engage in instrumental learning through an ensemble approach, continuing structures embedded at our partner primary schools at Key Stage 2. Key Stage 3 students develop skills in vocal performance, keyboard, ukulele, African drumming and personalised instruments where appropriate.

Schemes of work continue to emphasise ambitious listening, composing and performance outcomes, with differentiated support ensuring that students of all abilities are stretched appropriately. More opportunities will be created for students to take leadership roles within ensembles, performances and creative projects, while GCSE students

will receive focused preparation that develops independence, resilience and refined exam technique.

Students with SEND are supported with ample space for deliberate practice outside classroom opportunities. Music follows the same ambitious curriculum, which is sequenced and scaffolded to enable SEND students to reach their highest potential.

The department works in partnership with OHMI, ensuring that students with physical SEND needs have equity of access to resources. Resonate supports the appropriation of resources and funding for music. The department also utilises specialists in peripatetic tuition in voice, drums, guitar and piano.

Part B: Co-curricular music

Students at Sandymoor Ormiston Academy have opportunities to engage in a range of enrichment activities outside lesson time, including peripatetic tuition, choir, drumming club, keyboard club and Music Acceleration. Students can join any enrichment club and collaborate across different year groups and key stages. They have space and resources to further their substantive and disciplinary skills by creating their own ensembles and bands. Students have both formal and informal opportunities to perform; these include two school showcases per year and community-based performances such as Open Evenings, Remembrance services, local summer fayres, and events in local hospices and care homes. Students can achieve Rock School, Trinity or ABRSM graded exams.

A key priority will be increasing uptake of peripatetic instrumental and vocal lessons across all year groups. This will include targeted promotion at transition events, assemblies and parents' evenings, alongside closer collaboration with tutors to showcase student progress through informal performances and demonstrations. Financial accessibility will remain an important consideration, with efforts made to signpost support and encourage participation from underrepresented groups. Key Stage 4 students have subsidised peripatetic lessons within school time. The peripatetic programme is available to all students at solo or group level, which affects the fee charged for additional tuition, ranging from £12 per lesson to £5 per lesson. Alongside this, the department will continue to expand wider curricular opportunities through concerts, recitals, workshops, partnerships, trips and performance events. Students will be encouraged to engage with live music-making regularly, both as performers and audience members, helping to foster confidence, cultural awareness and a stronger sense of musical community within the school.

Part C: Musical experiences

Students at Sandymoor Ormiston Academy have the opportunity to develop their own ensembles and bands. The department will continue to expand wider curricular opportunities through concerts, recitals, workshops, partnerships, trips and performance events. Students are encouraged to engage with live music-making regularly, both as performers and audience members, helping to foster confidence, cultural awareness and a stronger sense of musical community within the school.

In the future

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

The Music Department development plan for the coming academic year will focus equally on increasing participation in peripatetic music tuition, broadening access to our enrichment offer and wider extra-curricular experiences, and maintaining a consistently high level of challenge for all students. By balancing these three strands, the department aims to strengthen musical engagement across the school while also raising standards of performance, creativity and aspiration. Central to this vision is the belief that all students should have regular opportunities both to develop technical musical skills and to experience music beyond the classroom in meaningful and ambitious ways.