

The Hayling College

Music Development Action Plan 2026–27

Plan period	September 2026 – July 2027	Strategic horizon	2026–2029
Headteacher	MR	Music lead	AM / RL
SLT link	LF	Governor link	PN
Annual review	July 2027	Website summary	Review / publish September 2026

Purpose and compliance position

Purpose. This plan translates current Department for Education expectations, the statutory Key Stage 3 music programme of study, the National Plan for Music Education and the September 2026 Ofsted inspection materials into an operational improvement plan for The Hayling College.

Important distinction. For a maintained secondary school, the Key Stage 3 National Curriculum for music is statutory. The DfE states that all schools should have a Music Development Plan and publish an annually updated summary. The plan itself is an expectation rather than a separate statutory instrument.

Headteacher assurance priority. The school should be able to show not only that provision exists, but that curriculum time, sequencing, teaching, inclusion, enrichment and evaluation are sufficient to enable pupils to learn the intended music curriculum well.

2026–27 strategic success criteria

- The KS3 statutory programme of study is fully mapped and taught, with any curriculum-time risk explicitly reviewed by SLT and governors.
- Year 7–9 curriculum documentation identifies clear cumulative endpoints in performing, composing, listening, musical language and technology.
- Assessment shows what pupils know and can do musically, identifies gaps and informs reteaching and deliberate practice.
- SEND and disadvantaged pupils' curriculum outcomes, instrumental access and enrichment participation are monitored and barriers are actively reduced.
- Singing, instrumental fluency, composition, live music and performance are visible entitlements rather than optional extras.
- The Hampshire Music Education Hub is used strategically for development, progression and access.
- SLT and governors receive termly impact evidence, including pupil work/recordings, participation information and progress against actions.

Action plan

RAG key: Green = secure/on track Amber = partial/risk Red = priority action

Priority / RAG	Action	Lead	Deadline	Success measure	Evidence / monitoring	Ofsted / DfE rationale
RED	Complete a formal KS3 curriculum-time review. Quantify actual music hours delivered in Years 7, 8 and 9; compare provision with the National Plan ambition of at least one hour of classroom music each week at KS1–3; record the school's decision, rationale and mitigation.	HT / AHT Curriculum	Sept 2026	Written SLT/governor decision; curriculum time is sufficient to teach the intended statutory curriculum or a credible improvement route is agreed.	Timetable audit; lost-learning analysis; SLT minutes; governor challenge.	Statutory KS3 entitlement; NPME ambition; curriculum implementation.
RED	Map every KS3 National Curriculum music statement against the taught Year 7–9 curriculum, identifying where pupils perform, compose, listen, use notation, develop instrumental/vocal fluency, understand styles/history and use technology.	AM / RL	Oct 2026	No statutory content gaps; leaders can explain where and how each aspect is taught and revisited.	One-page compliance map; schemes of learning; work/recording samples.	Curriculum completeness and ambition.
AMBER	Define end-of-Year 7, Year 8 and Year 9 musical endpoints across five threads: performing, creating/composing, listening, musical language/notation and technology.	AM / RL	Oct 2026	Teachers and pupils can describe what becomes more sophisticated year by year.	Progression model; exemplar recordings; assessment criteria.	Sequencing and cumulative knowledge.
AMBER	Introduce a Year 7 baseline musicianship assessment in the first four weeks, informed where possible by feeder-primary information. Use findings to adapt starting points rather than assuming uniform prior experience.	AM / RL	Sept annually	Baseline identifies prior learning and common gaps; teaching response is documented.	Baseline outcomes; class profiles; feeder liaison notes.	Starting points, responsive teaching and transition.
AMBER	Revise assessment so that each unit checks a small number of important musical outcomes through authentic performance/composition/listening evidence, with explicit reteach-and-recheck where pupils are insecure.	AM / RL	Autumn 1	Assessment informs subsequent teaching and pupils demonstrate greater independence and fluency.	Assessment model; moderated samples; recordings; low-stakes checks.	Assessment, practice and long-term learning.
RED	Create a termly music inclusion dashboard tracking curriculum outcomes and participation in tuition, clubs, ensembles and performance by pupil premium, SEND and other identified vulnerable groups.	AM / RL SENCO / PP Lead	Oct 2026, then termly	Participation and outcome gaps are visible; actions are triggered where gaps emerge.	Termly dashboard; intervention logs; pupil voice; governor minutes.	Inclusion and equitable access.
AMBER	Audit SEND adaptations in music and evaluate their impact. Include accessible notation, scaffolded rehearsal, adapted	AM / RL SENCO	Autumn 2	Adaptations enable pupils to access ambitious musical content	SEND review; lesson visits; pupil work/recording; pupil voice.	High-quality inclusive teaching.

Priority / RAG	Action	Lead	Deadline	Success measure	Evidence / monitoring	Ofsted / DfE rationale
	instruments/technology, sensory considerations, structured ensemble roles and alternative ways to demonstrate musical learning where appropriate.			without routinely lowering expectations.		
AMBER	Establish a progressive vocal entitlement across KS3. Identify explicit curriculum singing/vocal experiences in every year group and provide an inclusive co-curricular vocal route.	AM / RL	Dec 2026	Every KS3 year group has planned vocal work; pupils show increasing confidence, accuracy and ensemble awareness.	Curriculum map; recordings; registers; performance evidence.	NPME emphasis on singing and collective music-making.
AMBER	Strengthen sustained instrumental fluency: ensure pupils revisit instruments/techniques sufficiently to improve rather than repeatedly starting from zero; use differentiated routes for experienced musicians.	AM / RL	Spring 1	Pupils demonstrate measurable improvements in technique, fluency and ensemble independence.	Longitudinal recordings; assessment samples; pupil voice.	Musical progression and deliberate practice.
AMBER	Guarantee a meaningful composing sequence from Year 7 to Year 9, with explicit teaching of rhythmic, melodic, harmonic, structural and stylistic knowledge before increasingly independent creative work.	AM / RL	Spring 1	Compositions show increasing control, intention and technical understanding.	Composition portfolio; DAW files; annotated exemplars.	Statutory composing; subject-specific progression.
GREEN	Develop music technology as a distinctive Hayling strength while ensuring it supports, rather than replaces, musicianship. Sequence DAW, recording, editing, microphone, mixing and production knowledge from KS3 into KS4.	AM / RL	Spring 2	Clear progression into KS4; pupils apply musical as well as technical knowledge.	Technology progression map; KS4 transition samples; pupil outcomes.	Ambition, progression and careers relevance.
AMBER	Adopt a Hayling Music Entitlement: by the end of Year 9 every pupil will have performed with others, composed original music, used music technology, experienced live music and performed to an audience.	AM / RL	Autumn 2	Entitlement is planned, tracked and achieved by the large majority, with barriers followed up.	Experience tracker/passport; programmes; recordings; trip/visitor records.	NPME and enrichment expectations.
AMBER	Broaden the co-curricular pathway: retain existing bands/keyboards opportunities and add at least one open-access route requiring no prior tuition, plus a vocal and/or music-production pathway where staffing permits.	AM / RL	Spring 1	Broader participation; increased representation of PP/SEND pupils; routes exist from beginner to advanced.	Registers by group; participation dashboard; pupil survey.	Enrichment breadth and equitable participation.
AMBER	Establish at least termly public performance opportunities through assemblies, lunchtime showcases, concerts, productions and community events, with purposeful inclusion of pupils who do not already self-identify as musicians.	AM / RL	Termly	More pupils perform publicly and report increased musical confidence/belonging.	Programmes; recordings; participation data; pupil voice.	Performance, confidence and personal development.

Priority / RAG	Action	Lead	Deadline	Success measure	Evidence / monitoring	Ofsted / DfE rationale
AMBER	Plan at least one high-quality live-music encounter for each KS3 year group annually, using visiting musicians, Hub ensembles, local/community partnerships or visits as appropriate.	AM / RL	By Summer 2	Every KS3 cohort has a recorded live-music experience; pupils can articulate what they learned/noticed.	Trip/visitor record; short pupil reflection; curriculum links.	Arts/culture enrichment and musical understanding.
AMBER	Formalise annual development work with Hampshire Music Education Hub, covering curriculum review, tuition, ensembles, SEND/adapted instruments, feeder transition, CPD and progression opportunities.	AM / RL / LF	Autumn 1	Agreed partnership actions are implemented and reviewed.	Meeting note/action plan; CPD record; Hub participation.	NPME partnership and specialist capacity.
AMBER	Audit the taught repertoire for musical breadth and depth. Ensure pupils encounter deliberately chosen music from varied periods, traditions, places and communities, with musical analysis rather than tokenistic coverage.	AM / RL	Spring 2	Curriculum breadth is evident and pupils can compare how music works across contrasting traditions/styles.	Repertoire audit; schemes; pupil work/listening responses.	Cultural development and curriculum breadth.
AMBER	Review KS4 uptake, outcomes and progression over three years by pupil group. Strengthen explicit careers links to performance, production, sound engineering, composition, live events and the wider creative industries.	KM / AM / RL / HC	Spring 2	Leaders understand option patterns and barriers; pupils can identify realistic next steps in music/creative industries.	Options analysis; destination information; careers activities.	Progression and careers.
RED	Introduce a termly SLT/governor music review focused on impact, not task completion. Triangulate dashboard data with curriculum evidence, pupil voice, lesson visits and recordings.	MR / LF / PN	Dec 2026, Mar 2027, Jul 2027	Leaders can identify what has improved, what remains weak and what changes follow from evidence.	One-page dashboard; minutes; governor visit notes; revised actions.	Leadership evaluation and continuous improvement.
RED	Publish the DfE-style Music Development Plan summary on the school website and refresh it before each academic year.	MR / AM / RL	Sept 2026; annually	Current summary is publicly accessible and accurately reflects provision and priorities.	Website check; annual review date.	DfE publication expectation.

Termly monitoring cycle

Term	Core review activity	Lead	Formal checkpoint
Autumn 1	Curriculum-time review; statutory curriculum map; Y7 baseline; MDP website summary; inclusion baseline.	HT / DHT / Music Lead	SLT review
Autumn 2	SEND review; vocal entitlement; Hub partnership; first learning walk; Music Entitlement tracker live.	Music Lead / SENCO / SLT	Governor update

Term	Core review activity	Lead	Formal checkpoint
Spring 1	Instrumental fluency; co-curricular access; feeder transition; pupil voice.	Music Lead	SLT review
Spring 2	Composition/technology review; live music; repertoire audit; KS4 uptake/careers analysis.	Music Lead / Careers	Governor update
Summer 1	Performance showcase; participation gap review; governor subject visit.	Music / Governor	Governor visit
Summer 2	Full impact evaluation; outcomes and participation analysis; priorities for 2027–28; update public summary.	HT / SLT / Music Lead	Annual governing body review

Source and reference framework

DfE – The power of music to change lives: a national plan for music education: <https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education>

DfE – School music development plan: summary template: <https://www.gov.uk/government/publications/school-music-development-plan-summary-template>

DfE – National Curriculum in England: music programmes of study: <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Ofsted – School inspection toolkit / operating guidance (use the version in force from September 2026): <https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information>

Government – Turn It Up: Our plan for music: <https://www.gov.uk/government/publications/turn-it-up-our-plan-for-music/turn-it-up-our-plan-for-music>

Document status: Draft operational action plan prepared August 2026. Replace placeholder owners and baseline figures with school-verified information before formal adoption.