# Music development plan summary: Park Academy Overview

| Detail | Information |
|---|---|
| Academic year that this summary covers | 2026-2027 |
| Date this summary was published | September 2026 |
| Date this summary will be reviewed | September 2027 |
| Name of the school music lead | Head of Performing Arts: appointment pending |
| Name of school leadership team member with responsibility for music (if different) | Ms C Thomas |
| Name of local music hub | Hillingdon Music Hub https://www.hillingdon.gov.uk/music |
| Name of other music education organisation(s) (if partnership in place) | N/A |

This document summarises how Park Academy West London provides music education through three connected areas: curriculum music, co-curricular provision and wider musical experiences. It also identifies the academy's priorities for developing music during 2026/27.

Our aim is for all pupils to develop the musical knowledge, technical proficiency and confidence required to perform, compose and respond thoughtfully to music. Pupils should encounter music from a broad range of styles, periods, traditions and cultures and have meaningful opportunities to pursue their musical interests beyond the classroom.

The plan reflects the expectations set out in the Department for Education's National Plan for Music Education. It will be reviewed annually to evaluate the quality, breadth and impact of the academy's provision.

## Part A: Curriculum music

All pupils in Years 7 to 9 receive one timetabled music lesson each week throughout the academic year. At Key Stage 4, pupils who select music receive five lessons each fortnight.

The Key Stage 3 curriculum develops pupils' performing, composing and appraising skills through singing, instrumental playing, active listening, improvisation, composition and music technology. Pupils learn the language of music and apply this with increasing confidence when discussing, creating and performing music.

Learning is sequenced so that important knowledge and skills are revisited and developed with increasing complexity.

Year 7 - Pupils study:

- Body percussion and rhythm;
- African drumming;
- Vocal skills and ensemble singing;
- Music theory and instrumental skills;
- Classical music and listening;
- Introductory composition.

Year 7 establishes the foundations of musicianship. Pupils develop an understanding of pulse, rhythm, pitch and basic notation while learning to perform as part of an ensemble. They begin to make informed musical choices and create short compositions using the knowledge they have acquired.

Year 8 - Pupils study:

- The orchestra and ensemble singing;
- Samba and world percussion;
- Music for media;
- Blues and jazz;
- Improvisation;
- Songwriting and musical structure.

In Year 8, pupils broaden their knowledge of instruments, ensembles, genres and musical traditions. They develop greater control when performing and begin to apply harmony, structure and stylistic conventions more independently within their compositions.

Year 9 -

- Pupils study:
- Folk music;
- Loops, riffs and music technology;
- Reggae;
- Developing composition skills;
- Music, identity and cultural contexts;
- Extended performance and appraisal.

In Year 9, pupils undertake more sustained performing and composing activities. They consider how musical traditions develop within particular historical and cultural contexts and use increasingly precise musical language to analyse, explain and evaluate their work.

Across Key Stage 3, pupils develop three connected forms of musical knowledge:

- Technical knowledge: control of the voice, instruments and music technology.
- Constructive knowledge: understanding rhythm, melody, harmony, texture, structure and the processes used to create music.
- Expressive knowledge: understanding how musical choices communicate style, character and meaning.

The curriculum introduces pupils to music from different cultures and historical periods while ensuring that musical traditions are taught with appropriate context and depth. Pupils learn to work both independently and collaboratively and are given opportunities to rehearse, refine and present their work.

Further information is available on the academy's Curriculum page.

Key Stage 4:

At Key Stage 4, pupils study the Pearson BTEC Level 1/Level 2 Tech Award in Music Practice for five lessons each fortnight. The course provides a vocational pathway through which pupils develop practical musicianship, creative skills and an understanding of professional practice within the music industry.

The qualification comprises three components:

- Component 1: Exploring Music Products and Styles
- Component 2: Music Skills Development
- Component 3: Responding to a Music Brief

In Year 10, pupils explore musical styles and products, including film music, African drumming, Britpop and reggae. They examine the musical features and techniques associated with each style and apply this knowledge through performance and digital composition. Evidence may include audio and video recordings, digital audio workstation compositions, written commentary and teacher observation.

Pupils then begin Component 2, through which they evaluate their existing musical skills, identify areas for development and undertake structured practice. They develop relevant performance, production or composition techniques alongside an understanding of professional and commercial practice within the music industry.

In Year 11, pupils complete their internally assessed skills-development work before progressing to the externally assessed Component 3. They respond to a vocational music brief by selecting and applying appropriate musical skills, producing musical outcomes and evaluating both the creative process and the final work.

Components 1 and 2 are assessed internally through Pearson-set assignments. Component 3 is externally assessed. Across the course, pupils develop their ability to plan, rehearse, refine, record and evaluate musical work. The qualification supports progression to further study and training in music, performing arts and the wider creative industries.

Assessment and progression:

Assessment considers pupils' performance, composition, listening and appraisal. Teachers use practical observation, recordings of pupils' work and written or verbal responses to identify what pupils know, what they can do and what they need to improve.

Assessment takes place in individual, small-group and ensemble contexts, where appropriate. Pupils are supported to reflect on their work, respond to feedback and refine their musical outcomes.

During 2026/27, the incoming Head of Performing Arts will review curriculum sequencing and assessment to ensure that:

- Progression in singing, instrumental performance, composition and listening is clearly defined;
- Assessment focuses on pupils' developing musical knowledge and proficiency;
- Pupils' work provides a reliable record of progress;
- Important knowledge and skills are revisited with increasing complexity;
- Key Stage 3 prepares pupils effectively for further study;
- BTEC assessment and standardisation processes are secure;
- Curriculum content is appropriately ambitious and avoids unnecessary repetition.
- Inclusion and equality of access

The music curriculum is intended for all pupils. Teaching is adapted where necessary so that pupils with SEND can participate successfully without reducing curriculum ambition. Adaptations may include additional modelling, scaffolded notation, modified instruments, repeated rehearsal, adapted performance parts and the appropriate use of music technology.

Leaders will monitor the participation and progress of disadvantaged pupils and pupils with SEND within curriculum and co-curricular music. Financial circumstances should not prevent pupils from participating in instrumental tuition, performances, educational visits or enrichment.

Staffing and leadership:

The academy is appointing a new Head of Performing Arts with responsibility for leading and developing music provision. During this transition, senior leaders will oversee curriculum continuity, staffing and readiness for September.

An initial departmental review will evaluate:

- Curriculum sequencing and assessment;
- The implementation of the BTEC specification;
- Staffing and professional development;
- Instruments and music-technology resources;

- Rehearsal, teaching and storage facilities;
- Co-curricular provision;
- Participation by disadvantaged pupils and pupils with SEND;
- Partnerships with Hillingdon Music Service and other organisations.

The findings will inform a phased and sustainable programme of improvement.

## Part B: Co-curricular music

The academy recognises that pupils require regular opportunities to develop their musical interests beyond timetabled lessons.

The academy's current co-curricular music provision includes a weekly Singing Club for pupils in Years 7 to 9. This provides an accessible opportunity for pupils to develop vocal technique, ensemble awareness, confidence and performance skills.

Where appropriate staffing and supervision are available, pupils may use designated music spaces for individual or small-group rehearsal. Access is managed to ensure that pupils are appropriately supervised and that instruments and equipment are used safely.

The appointment of a new Head of Performing Arts provides an opportunity to review and broaden this provision. During 2026/27, the academy will audit pupil interest, staffing capacity, instruments, music technology and rehearsal facilities. This will inform the phased introduction of further activities, which may include:

- Keyboard;
- Music technology and production;
- Instrumental ensemble work;
- Songwriting and composition;
- Further vocal and performance opportunities.

Additional activities will be introduced only where suitable staffing, equipment and supervision can be sustained. The academy will publish an updated programme once arrangements have been confirmed.

Attendance and participation will be monitored by year group and pupil characteristic, including Pupil Premium and SEND, so that leaders can identify and address barriers to involvement.

The academy intends to establish individual and small-group instrumental or vocal tuition in partnership with Hillingdon Music Service during 2026/27.

Before provision begins, the academy will confirm:

- The instruments and forms of vocal tuition available;
- Whether tuition will be individual or delivered in small groups;
- Tuition costs and payment arrangements;

- Arrangements for rotating lessons to limit the impact on curriculum time;
- Access to instruments for practice;
- Any subsidy available to disadvantaged pupils.

The academy will seek to ensure that financial circumstances do not prevent pupils with an interest or aptitude in music from participating. Uptake, attendance, continuation and progress will be reviewed termly, including the representation of disadvantaged pupils and pupils with SEND.

Pupils demonstrating particular interest or potential will be signposted towards appropriate ensembles, graded examinations and progression opportunities available through Hillingdon Music Service and other local providers.

Instruments and rehearsal facilities:

An audit of the academy's instruments, keyboards, music-technology equipment, rehearsal spaces, storage and maintenance requirements will be completed during the autumn term.

This will be used to establish:

- Which instruments are currently available and in usable condition;
- Whether curriculum and co-curricular provision is sufficiently resourced;
- Priorities for repair, replacement or additional investment;
- Arrangements for supervised practice;
- Whether an instrument-loan scheme can operate safely and sustainably.

Any instrument loan will be subject to clear arrangements for issue, care, maintenance and return.

## Part C: Musical experiences

Pupils are offered opportunities to perform to others and experience music in different settings. These opportunities help pupils develop confidence, musicianship, collaboration and an understanding of the professional and cultural contexts in which music is created.

Musical experiences have included:

- Performances in assemblies and academy events;
- Christmas concerts;
- Awards and celebration events;
- Cultural diversity events;
- Performances by pupils and staff;
- Workshops and performances led by visiting musicians and alumni;

- Visits to opera, musical theatre, classical concerts and other live performances;
- Community performances, including visits to local residential and nursing homes.

The academy will seek to ensure that musical experiences represent a broad range of styles, traditions, cultures and professional pathways. Wherever possible, visits and workshops will connect directly with curriculum learning rather than operating as isolated experiences.

The academy will develop a calendar of formal and informal performance opportunities during 2026/27. This will include opportunities for pupils to perform individually and as part of an ensemble within supportive and appropriately challenging settings.

Access and affordability:
The academy recognises that the cost of tickets, transport, tuition and instruments can limit participation.
Charges for academy performances will therefore be kept affordable. Free or subsidised access will be considered for disadvantaged pupils, and pupils eligible for free school meals will be supported with food and reasonable associated costs when participating in educational visits.
Participation in trips, workshops, performances, tuition and co-curricular activities will be monitored. Leaders will use this information to identify and address any underrepresentation of disadvantaged pupils, pupils with SEND or other groups.

Community and professional partnerships:
The academy intends to strengthen its partnership with Hillingdon Music Service to support instrumental tuition, specialist guidance, enrichment and progression pathways.

Where appropriate, the academy will also work with:
Professional musicians and music organisations;
Local cultural venues;
Former pupils working within music or the creative industries;
Community organisations;

other schools within Aspirations Academies Trust.

These partnerships will be selected according to the quality and relevance of the opportunities they offer pupils.

## Development priorities for 2026/27:

1. Secure specialist leadership
Actions:

- Appoint and induct a Head of Performing Arts with specialist responsibility for music.
- Clarify responsibility for curriculum, assessment, enrichment, resources and external partnerships.
- Establish regular senior leadership oversight of the development plan.

Timescale: Autumn 2026.

Success criteria:

- Music has clear leadership and accountability.
- Curriculum and co-curricular provision are reviewed systematically.
- Actions are completed and evaluated within agreed timescales.

2. Review curriculum and assessment
Actions:

- Evaluate the Key Stage 3 curriculum against the National Curriculum, the Model Music Curriculum and the National Plan for Music Education.
- Define progression in performing, composing, singing, listening and music technology.
- Review the quality and reliability of assessment.
- Ensure that Key Stage 3 prepares pupils effectively for further study.
- Review the sequencing, assessment and standardisation of the BTEC course.

Timescale: Autumn 2026 to spring 2027.
Success criteria:

- Curriculum documentation identifies the knowledge and skills pupils should acquire.
- Assessment demonstrates what pupils know and can do.
- Pupils' work shows increasingly secure and sophisticated musicianship.
- BTEC assessment and internal standardisation meet awarding-body requirements.

3. Audit and improve resources

Actions:

- Audit instruments, keyboards, music technology, rehearsal rooms, storage and maintenance requirements.
- Identify immediate safety or repair concerns.
- Produce a prioritised and costed plan for investment.
- Establish clear arrangements for supervised practice and instrument loans.

Timescale: Autumn 2026.

Success measures:
Leaders have an accurate record of available resources and their condition.
Curriculum requirements are matched to suitable equipment.
Investment is directed towards identified priorities.
Instruments and facilities are used safely and effectively.

4. Sustain and broaden co-curricular provision
Actions:

- Continue the weekly Singing Club for Years 7 to 9.
- Record attendance and evaluate participation.
- Audit pupil interest in further musical activities.
- Introduce additional activities where staffing, resources and supervision allow.
- Publish an updated co-curricular timetable.

Timescale: From September 2026.

Success measures:

- Singing Club operates consistently.
- Participants have opportunities to perform.
- A broader but sustainable programme is established.
- Participation increases over time and includes disadvantaged pupils and pupils with SEND.

5. Establish instrumental and vocal tuition
Actions

- Agree a viable tuition offer with Hillingdon Music Service.
- Confirm costs, scheduling, instruments and payment arrangements.
- Establish appropriate financial support for disadvantaged pupils.
- Communicate the offer clearly to pupils and families.
- Monitor attendance, continuation and progress.

Timescale: During 2026/27.

Success criteria:

- Instrumental or vocal tuition is established.

- Participation is sustained over time.
- Disadvantaged pupils are represented appropriately.
- Pupils receiving tuition can demonstrate developing technical proficiency.

6. Increase performance opportunities
Actions:
- Develop an annual programme of formal and informal performances.
- Include music within appropriate assemblies, celebrations and community events.
- Provide opportunities for both individual and ensemble performance.
- Record pupil participation and gather feedback.

Timescale: Throughout 2026/27.

Success criteria:
- Pupils have regular opportunities to perform to an audience.
- Performances demonstrate appropriate preparation and musical development.
- Participation includes pupils from different year groups and backgrounds.
- Pupil feedback indicates increased confidence and engagement.

7. Broaden musical experiences
Actions:
- Identify suitable live performances, workshops and visiting musicians.
- Connect experiences with curriculum learning and careers education.
- Maintain affordable access and appropriate support for disadvantaged pupils.
- Signpost pupils to opportunities available through Hillingdon Music Service and other providers.

Timescale: Throughout 2026/27.

Success criteria:
- Pupils encounter a broader range of live music and professional musicians.
- Experiences deepen curriculum knowledge or understanding of progression routes.
- Financial circumstances do not prevent identified pupils from participating.

8. Evaluate access and impact
Actions:
- Review participation in curriculum music, BTEC, clubs, tuition, performances and visits.
- Analyse participation by year group, Pupil Premium and SEND.
- Gather pupil voice and review the quality of pupils' musical work.
- Adapt or discontinue provision where impact is limited.

Timescale: Termly, with a full review in July 2027.

Success criteria:

- Leaders can identify who participates and which groups remain underrepresented.
- Barriers to participation are addressed.
- Provision is adjusted in response to evidence.