

Music development plan summary

Queen's Croft High School

Overview

Detail	Information
Academic year that this summary covers	2026 to 2027
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Tara Thompson
Name of school leadership team member with responsibility for music (if different)	Tara Thompson leads music. The Co-headteachers, Sam Wood and Letitia Carter, have strategic oversight.
Name of local music hub	Entrust
Name of other music education organisation(s) (if partnership in place)	Primitas Learning Partnership (our multi academy trust); Rotary Club; Music Share; Lichfield Cathedral

This is a summary of how our school delivers music education to all our pupils across three areas: curriculum music, co-curricular provision, and musical experiences, and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Our vision for music

Queen's Croft is a specialist school for pupils aged 11 to 19, and every one of our pupils has an Education, Health and Care Plan. Music is one of the most powerful ways we have to help them communicate, express themselves, and feel part of something. We want music to support communication, emotional wellbeing, identity, and independence. For many of our pupils, music offers a way to share ideas and feelings that doesn't depend on written or spoken language, and it gives them a safe space to take risks, build confidence, and be proud of what they achieve.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music, and any music qualifications or awards that pupils can achieve.

Our school curriculum for music, including how we support pupils with special educational needs and disabilities, is published on our website:

https://www.queenscroft.staffs.sch.uk/docs/Music_Curriculum.pdf.

Time and content

Pupils in Key Stage 3 currently have a weekly 45 minute music lesson for three half terms of the school year, which is one and a half terms in total. Because curriculum time is limited, we can't cover

every strand of the curriculum, which are performing, composing, listening and appraising, in depth. A typical lesson includes a listening and/or singing element. Over a few lessons pupils work on performing, based around the topic being studied, and then complete a compositional task. Pupils perform to their peers at the end of most lessons.

Pupils enjoy and achieve most when they perform existing music, as many find it hard to be independently creative when composing. Singing is a particular strength and joy for pupils on our Explore pathway and some pupils on our Extend pathway. In lessons we mainly use voices, keyboards, and xylophones, and we also have access to percussion, guitars, and iPads with GarageBand. Technology, rhythm work, listening and appreciation, and music for wellbeing and regulation are all part of our offer, but they appear less often because of the limited curriculum time.

Pupils in Key Stages 4 and 5 don't currently have timetabled music lessons.

Making music accessible for pupils with SEND

Our music teacher is an experienced specialist in teaching music in a SEND setting, and can adapt lessons as they happen because of their strong subject knowledge. Some of the ways we make music accessible are:

- Supporting communication, through Makaton signing alongside songs, listening choice booklets, and printed sheets or cut and stick activities where time allows.
- Supporting sensory needs, through ear defenders and adapted percussion instruments.
- Supporting social, emotional, and mental health needs, by building social skills and confidence through turn taking and listening during group work, and by having consistent, safe adults in music lessons.
- Using practical assessment rather than large written tasks, with recorded evidence of what pupils can do.

Qualifications and awards

We don't currently offer music qualifications as part of the curriculum. Pupils who have instrumental lessons can work towards graded music exams through their instrumental teacher. Further information about these lessons is in Part B.

Partnerships

We work with our local music hub, Entrust, which supports us with instrumental lessons.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music outside of lesson time, including choirs, ensembles, and bands, and how pupils can make progress in music beyond the core curriculum.

Ensembles and groups

All pupils can take part in our co-curricular music, and our activities are designed to be fully inclusive. We offer:

- Music in Motion, our signing choir, which combines singing and Makaton signing and performs regularly to the public.

- Our band, which runs on our GREAT Friday sessions.
- Small group sessions.

Instrumental and vocal tuition

Pupils can learn guitar, keyboard, or drums through weekly lessons during the school day, provided by peripatetic teachers through our local music hub, Entrust. Lessons are 15 to 20 minutes long and are taught either one to one or in small groups. Guitar lessons run on Wednesdays, drums on Thursdays, and keyboard on Fridays. Parents and carers are charged £60 per term for guitar or keyboard, and £90 per term for drums. Where cost is a barrier, lessons can be paid for by the school, funded through looked after children funding, or funded externally, so that eligible pupils can still take part. We keep a reserve list for each instrument. Pupils who learn an instrument can work towards graded music exams.

Instruments and spaces

We have a dedicated music room, and a range of instruments including a full range of percussion, guitars, keyboards, and iPads with GarageBand. There's no cost to pupils for using school instruments in school. We don't currently have a loan scheme, so pupils don't take instruments home, and we don't have separate practice rooms, so the music room is used for rehearsal.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Performance is at the heart of music at Queen's Croft, and pupils perform often. This year our musical experiences include:

- Performing to their peers at the end of most curriculum music lessons, for pupils across Key Stage 3.
- Performances in our Headteachers' assemblies and at our annual Oscars celebration.
- Music in Motion performances in the community. When it's able to run, the group performs to the public around 80% of the time, including Christmas performances at care homes and busking.
- External performances at Music Share and at the Lichfield Garrick, through our link with the Rotary Club.

All of these events are free to attend. We don't currently take pupils to professional concerts or work with visiting musicians, and we'd like to change this, as set out below.

Performing gives our pupils a safe way to express themselves. It helps them feel proud of their achievements, builds their belief in their abilities, and celebrates effort as much as outcome. Performances ask pupils to take turns, listen, work with their peers, and communicate expressively, whether verbally or non verbally. Music and rhythm also support regulation and focus, and movement, visual props, and tactile resources support sensory processing and motor planning. Taking part in a shared performance helps pupils feel included, encourages peer acceptance, builds community, and reduces isolation. For many of our pupils, these are some of the most memorable and empowering moments of their school life.

In the future

This is about what the school is planning for subsequent years. Over the next one to three years we want to:

Curriculum music

- Offer pupils in Key Stages 4 and 5 opportunities to make music, for example in a supportive role in Key Stage 3 lessons or through GREAT Friday sessions, with less formal structure but the chance to perform and compose.
- Explore music therapy sessions and intensive interaction for pupils who would benefit most.

Co-curricular music

- Make instrumental lessons more widely available, including graded exams through an exam board such as LCM or ABRSM for pupils who want them. We don't plan to introduce a formal accreditation route in Key Stage 4 unless we find one that suits our pupils.
- Train more teaching assistants to support pupils in developing composing and performing skills, and provide further staff training on GarageBand and other SEND friendly software.
- Improve the organisation of our music storage.

Musical experiences

- Work towards a termly performance, including a Christmas performance for parents and carers, an end of year performance, and a yearly performance in Lichfield Cathedral.
- Continue our yearly performance at the Garrick with the Rotary Club.
- Build links with all primary schools in Lichfield, with shared performances.
- Work with other schools in the trust on shared performances, shared use of spaces such as recording studios, and joint work with mainstream pupils. We'd also like our pupils to share their knowledge with other schools, for example by teaching Makaton.
- Give pupils the chance to watch live music, and bring visiting musicians into school to perform and work with our pupils.

Our longer term ambition

Our long term vision is a purpose built music department with additional performance spaces, so that instrumental lessons are readily available to all pupils, and Queen's Croft can be a lead school in sharing its singing and signing skills across the trust.

Further information

The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go for support beyond the school:
<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>

Find your local music hub: <https://www.artscouncil.org.uk/MusicEducationHubs>

Queen's Croft is part of the Primitas Learning Partnership. Each school in the trust has its own individual music development plan.