

Action Plan 2025-2026
The Flying High Academy Ladybrook

Subject:	Subject Leader:
Music	Ria Harrison, Kelly Rose

Current position:
<p>Key strengths:</p> <ul style="list-style-type: none"> • Clear progression of skills from F1 to Y6 • Music Express used across school to deliver music • Music lessons delivered by external provider, Rock Steady • Extra-curricular opportunities (Young Voices; parent carol event in FS, Nativity in Year ½, Harvest Performance in Year 3/4, Easter Performance in Year 5 and end of year performance in Year 6) <p>Even better if</p> <ul style="list-style-type: none"> • Music scheme used • Children get the opportunity to learn a range of instruments • End performance assessment pieces

Subject Question (Line of Enquiry):
<p><i>In my subject this year I want to know:</i></p> <p>a) Is the music scheme accessible enough for teachers to use? b) Are children given the opportunity to play a range of instruments?</p>

Subject Question Success Criteria:
<p>a)</p> <ul style="list-style-type: none"> • Music lessons are easy to teach from • Students achieve LO, use a range of instruments and are exposed to musical vocabulary <p>b)</p> <ul style="list-style-type: none"> • Subject map and MTPs show a range of instruments are planned in • Lesson visits show the planned objectives are being taught

Development areas	Action(s)	Who	When	Resources	How will this be evidenced (Focused Review, MSR)	Intended Impact:	Actual Impact on Development Area:
1. Is the music scheme accessible enough for teachers to use?	1.1 – Observe how Music is taught in lessons 1.2 – Assess at the subject map and assess ease/specificity 1.3 – Research other schemes used in FHP schools 1.4 – Share with staff 1.5 – Take staff and pupil voice 1.6 – Change scheme over if necessary/record amendments needed to improve teaching through Charanga	KR KR KR All staff All staff/pupils KR	Aut 1 Aut 1 Aut 1 Aut 1/2 Aut 1/2 Aut 2	FHP adaptations doc Music PLC; CST FHAL’s Toolkit Leadership time Part of FR Part of FR	MSR Leadership folder MSR Change of scheme	To ensure all children at FHAL get the best offer from our music curriculum.	We found that Charanga was not the easiest scheme for teachers to access. To ensure that the children receive the best offer, we will change the music scheme over to Music Express.
1. Are children given the opportunity to play a range of instruments?	2.1 – Audit of instruments in school 2.2 – Check if budget allows to purchase what we need 2.3 – Staff questionnaire/interviews on confidence to teach 2.4 – Arrange CPL for staff (in-house) 2.5 – Lesson visits 2.6 – Pupil interviews 2.7 – Post-staff interviews	RH/KR RH/KR/Office RH/KR/Office All staff RH/KR/staff RH/KR RH/KR RH/KR	Spr 2 Spr 2 Spr 2 Spr 2 Sum Sum Sum	Storeroom Budget Lunchtimes and instruments Part of FR Part of FR Part of FR	Part of Focused Review Part of Focus Review Part of FR/leadership folder Leadership folder MSR/FR	To ensure all children at FHAL get the best opportunities from our music curriculum.	

Evaluation Against Subject Question Success Criteria – What Do I Know Now?

Term 1: Change from Charanga to Music Express

Term 2:

Term 3:

Initial Thoughts for Next Academic Year

Tweaks to subject map including redistribution of KKPDs

Consider whole class scaffolds and adaptations