

Music development plan summary: Wilbury Primary School Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	9 th September 2026
Date this summary will be reviewed	9 th September 2027
Name of the school music lead	Luke Roberts
Name of local music hub	Enfield Music Services

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.

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.

The music curriculum at Wilbury is planned and taught by a specialist music teacher and musician, ensuring progression, expert instruction and regular exposure to high quality instrumental performance. We use the National Curriculum and the model music curriculum non-statutory guidance as the basis of our music curriculum.

Music learning focuses on performing, listening, composing and music history. The music curriculum is planned so that all the indicative musical features (elements) and knowledge of the constituent parts of musical notation are taught in a systematic manner. Our aim for children by the end of their time at Wilbury is for them to be confident musicians who have a lifelong love of music.

Singing and the use of the voice underpins the learning from EYFS, with increasing opportunities to use untuned and tuned instruments as the children progress through KS1 and KS2. In Year 5 the children receive whole class instrumental lessons on the guitar run by Enfield Music Services. Children in KS2 also have the opportunity to learn to play the recorder, xylophone and keyboard, which is integrated into their regular music lessons. Lessons are fully differentiated enabling access for disabled pupils and those with SEND.

The music specialist leads weekly music sessions in the Early years classes and the Inclusion Bases. From Y1-6, children at Wilbury have a 45-minute lesson of music every week as well as a 30-minute weekly singing assembly. The weekly singing assembly is planned carefully as an opportunity to consolidate and build on the learning from class 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.

Children at Wilbury have opportunities to join a number of different extracurricular clubs run by the music specialist teacher and other supporting staff. The following clubs are run weekly over the course of the academic year:

- Choir for KS1
- Choir for KS2
- Recorder group for LKS2
- Advanced recorder group for UKS2
- African drumming group at lunchtime for UKS2

Children in the recorder group borrow school recorders to practise at home.

Enfield Music Services also offer private weekly individual or small group instrumental tuition for children at Wilbury on the piano or keyboard during school time.

The school informs parents regularly of any music opportunities offered by Enfield Music Services in the local area.

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.

Children at Wilbury have the opportunity to take part in many musical events throughout the year. All the children take part in a weekly singing assembly, which is a fantastic opportunity to sing as a large choir. During this time individuals and small groups also regularly perform musical numbers that they have either prepared outside school or during their music lessons.

The Harvest Celebration, Christmas Concerts and end of year Celebration are opportunities for the whole school to sing together. Reception children all take part in a

musical nativity, and Year 1 and 2 have an annual show where they sing together; Year 6 performs an end of year musical. Class assemblies regularly include musical performances, and the children also get to hear live professional music on their trip to a local Christmas pantomime performance. The music specialist is a trained musician and regularly performs for the children.

There are many planned musical events for children who have chosen to take part in an extracurricular music activity at school. The KS1 choir performs in a number of concerts at school and in local singing festivals run by Enfield Music Services. The recorder and African drumming groups have several concert opportunities each year. The KS2 choir attend the Young Voices event at the O2 each year as well as attending local singing festivals.

In the future

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

Priority 1: Vocabulary, Notation and Retrieval

Rationale: Pupils are learning notation and musical language successfully but these skills need to become embedded more rapidly. Every lesson should explicitly revisit key vocabulary and notation from previous learning.

Actions: Introduce a retrieval starter in every lesson; display key vocabulary and notation on learning slides; create year-group vocabulary banks; use quick-fire notation reading activities; include notation and vocabulary in end-of-unit assessments.

Success Criteria: Pupils increasingly use accurate technical vocabulary and recognise notation more fluently across all year groups.

Priority 2: Develop Part Singing in Years 5 and 6

Rationale: Singing is a strength through weekly assemblies. The next stage is to develop two-part singing and simple harmony.

Actions: Introduce partner songs, ostinato vocal lines and rounds; divide Year 5 and 6 pupils into two ensemble groups; progressively teach harmony singing; use repertoire from Young Voices, Enfield Music Service and choral resources.

Success Criteria: By the end of the year pupils can sustain an independent vocal part when performing.

Priority 3: Curriculum Development

Rationale: The curriculum is broad and ambitious but selected units could be strengthened through high-quality professional resources.

Actions: Audit current units; embed ENO, Royal Opera House and other resources into appropriate topics such as film music, storytelling, opera and composition; introduce greater exposure to live performance and professional musicians.

Success Criteria: Pupils demonstrate deeper understanding of music as a performing art and make stronger cross-curricular connections.

Priority 4: Strengthen Composition

Rationale: Composition is taught well but can be made more successful through greater clarity of structure.

Actions: Ensure every composition task has explicit success criteria, models and worked examples; provide scaffolds such as rhythm grids, ostinato structures, melodic frameworks and question prompts; increase opportunities for drafting, reflection and refinement.

Success Criteria: Pupils compose with greater independence and can explain their compositional choices using musical vocabulary.

Priority 5: Develop Musical Games in KS1

Rationale: Repetition through carefully chosen games can accelerate musical development.

Actions: Introduce a bank of musical games linked to pulse, rhythm, pitch, listening and notation. Draw on Donna Minto's Primary Music resources and Kodaly-inspired approaches. Repeat core games through the year to build fluency.

Success Criteria: Younger pupils rapidly develop pulse, rhythm and listening skills and show stronger retention of learning.

Further information

Below are some useful links:

[Enfield Music Services Hub](#)

[Young Voices](#)

[Wilbury Music Plans and Documents](#)

[Department for Education Music Resources](#)