Music development plan summary:
Magna Academy

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	5th July 2026
Date this summary will be reviewed	1st July 2027
Name of the school music lead	Lynsey Webb
Name of school leadership team member with responsibility for music (if different)	Tabs Cook
Name of local music hub	Soundstorm (Music Hub for BCP)
Name of other music education organisation(s) (if partnership in place)	Solent, Bournemouth, Christchurch and Poole

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

Overall Academy Vision for Music provision

At Magna Academy, we aim to create the very best musicians. We challenge students to think, perform and discuss like those working in the music industry. This is achieved through high quality music teaching, challenging our students to understand different styles of music. They explore, discuss, and demonstrate their understanding and creativity through performance, composition, collaboration with peers, and self-evaluation of their work.

Music is incorporated throughout the curriculum, emphasising the acquisition of knowledge and the development of skills. The entire Key Stage 3 curriculum requires students to work collaboratively while being open to others' opinions and abilities. Developing the confidence of our students is another vital part of our curriculum, and

students are regularly challenged to present their ideas to each other while being encouraged to evaluate the success of these performances.

Although what happens in the classroom is important, it is only part of what our musicians do at Magna. While we aim for students to achieve the best possible exam results, we believe our curriculum extends beyond what can be examined. Through both the music department and collaboration with our colleagues in the Performing Arts department and across the academy, we provide a variety of enrichment opportunities for students interested in further developing their musical and performance skills beyond their classroom education. Our ensembles are varied, offering opportunities to a wide range of students, allowing them to collaborate with others and develop their performance skills, understanding, and love of the Arts. Individual instrumental lessons are available to all students throughout the academy.

Current provision: Curriculum Music

In Key stage 3, the music curriculum is planned for all year groups, with skills progressing systematically across the Key Stage in accordance with the National Curriculum. Students receive one lesson per week with a dedicated music specialist throughout this stage. Currently, our department is staffed by two full-time music teachers, both of whom hold degrees in the subject as well as qualifications in graded music exams on various instruments. Our Music curriculum and the Academy's age-related expectations for Music can be accessed on the Academy's website here.

All Key Stage 3 students take full part in the Music curriculum, including students with disabilities and SEND needs. Students have access to the full music curriculum, which teachers adapt to ensure each student can learn and achieve in line with their peers. Lessons are designed to accommodate students starting at different points, allowing teachers to add in scaffolding or extension activities as required to meet all students' needs. As a department we are proud that both Disadvantaged students and SEND students achieve in line with their peers at all levels.

As skills are clearly mapped progressively, it allows students to make clear progress throughout the Key stage on a variety of different instruments, including Keyboard, Guitar, Ukulele, various world percussion instruments and their use of music technology. In line with the National Curriculum and the National Plan for Music Education, singing is integrated into our schemes of work, emphasising the teaching of healthy singing practices and its lifelong benefits for students. This area has been evolving since the lifting of the COVID-19 restrictions, which previously limited our activities. We are now observing the impact of these restrictions being reversed.

Assessment is planned throughout Key Stage 3 and uses a variety of different methods (including video, audio and written tasks) depending on the task being completed to track pupil progress. Students are also assessed in a variety of scenarios, both as part of larger scale groups, smaller groups and as individuals. There are regular opportunities for students to self and peer assess their work to edit and improve their work. Feedback from both students and staff is in various formats, written and verbal.

In line with the Academy improvement plan, students are encouraged to develop their oracy skills by discussing music as musicians, using technical language frequently and accurately whilst assessing their work and others.

At Key Stage 3, students' work is recorded twice in a 6 week unit of work and is stored as a virtual portfolio of their progress as a musician. This enables us to evidence a student's progress throughout the key stage, whilst also allowing the department to standardise marking and progress across the department and teaching groups.

In Key Stage 4, Music is an option subject that has seen consistent numbers of students opting to study the subject. Numbers in each cohort are always above the national average of around 7% of a school's cohort and are frequently higher. As an academy, we do not put any requirements regarding playing an instrument before a student starts a course and have a good track record of supporting students who start their level 2 course as a beginner to achieve strong grades in their performance elements of their exams.

The Academy offers GCSE courses (Eduqas GCSE Music) for study at Key Stage 4. This allows the department to select the course studied based on the cohort's interests and abilities. Further details of the courses offered can be found in the options booklet on the Academy's website here.

Key Stage 5 Music is becoming established which allows our students to stay at the academy and study Music at level 3. Currently, Key Stage 5 Music students study RSL's Level 3 Subsidiary Diploma for Music Practitioners, further details of which can be found on the Academy website here.

Through our co-curricular model, students have access to other qualifications such as Instrumental Graded exams which they prepare for with members of our Peripatetic Music teachers. The Academy has also ensured that Disadvantaged students are able to take Graded Music exams by providing funding to ensure they can take their exams in line with their peers.

We deliver our curriculum by using our own resources and in collaboration with external partners such as our local Music Hub, Soundstorm who support us through additional funding and access to additional musical opportunities and workshops which allow us to extend our students' learning and make their Music education more authentic. For example, year 7 work with a West African musician as part of their curriculum and Year 10 Music students complete a project with a professional songwriter as part of their composition work.

Our other main partner is the Poole Lighthouse as we are an associate school with them. Not only does this allow us to expose our students to more live music and drama performances but it allows us to expose our students to the more vocational side of a large scale performing arts venue. For our older students it has meant that they can go backstage and see how live performance works and potential career pathways they could follow.

Part B: Music tuition, Choirs and Ensembles

Outside of curriculum music lessons, the department offers students one to one lessons on a range of instruments including; Piano/Keyboard, Woodwind, Violin/Viola, Acoustic/Electric Guitar, Bass Guitar, Ukulele, Drum Kit, Brass and Music Production. Around 7% of the Academy's population currently engage in formal instrumental tuition. All of our instrumental teachers are working professional musicians who have experience of teaching young musicians. This allows our students to make good progress in their instrumental lessons and taking graded music exams if they wish.

As an academy, we charge for instrumental lessons to cover their costs. We aim to keep these fees as low as possible to ensure accessibility for all students. Reduced prices are offered for group lessons where feasible. Additionally, the Academy subsidises lessons for disadvantaged students by 66% using Pupil Premium funding. This means that a significant number of disadvantaged students receive instrumental tuition, in proportion to their overall representation within the academy population.

In addition to this, a combination of Academy funding and part of our annual funding received from the Music Hub is used to provide further opportunities for our students to access instrumental tuition. The department pays for the instrumental teachers to run enrichment clubs to allow students to learn from a professional player of that instrument. This was put in place in response to the socio-economic context of the Academy to keep music accessible for all.

Alongside the instrumental tuition that the department offers, there is a comprehensive list of enrichment clubs and ensembles for students to join and develop their skills further. All of these groups are run by competent musicians, either members of the music department or instrumental teachers. There is also collaboration with other departments such as the Performing Arts department throughout the year.

Current ensembles offered include:

- Vocal Group
- School Musical (in collaboration with the Performing Arts Department)
- Guitar Club
- Keyboard club
- Ukulele Club
- Music Production club
- Theory Club
- 6th form Music Enrichment

These ensembles are free for students from any year group to join. The department also focuses a number of clubs during lunchtime and DEAR time to allow students who

have additional responsibilities after school to be able to access Music enrichment groups.

By working with the Performing Arts department, we fundraise to allow all students to take part in the school Musical with no additional charge. In the 2025-2026 academic year, we used our music hub funding to enhance the opportunities available to our students. In response to student feedback, this led to the establishment of a Music Production club, offering learning and development in an area of music that was previously unavailable to them. This initiative has been successful in engaging a new group of students.

Our students have a wide range of opportunities to perform in front of a live audience, in both a formal and informal context occurring regularly throughout the school year. These include large-scale, formal concerts in professional venues such as Poole Lighthouse as part of the Poole Schools Music Association Christmas concert, an academy based Christmas concert held at school, Magna's Got Talent, an annual talent show and the School Musical.

There are frequent informal performance opportunities on a regular basis throughout the academy year, including the fortnightly 'Lunchtime Live Lounge' which allows students to perform in front of a smaller audience, informal performances at the Academies community events such as Festive Friday and supporting community events such as the Canford Heath Christmas lights switch on.

Part C: Musical experiences.

As part of our ongoing Music provision for our students, there are a number of musical events and opportunities that are organised for students. These include:

- Performances as part of school events such as Open Evenings and Whole School Celebration assembly
- Specific Curriculum based workshops for year groups of students such as West African Music or Samba Music to extend classroom learning
- Opportunities to lead music making activities in different contexts - for example visiting local Primary schools to deliver workshops for younger students
- Department competitions as part of the Academies House competition linking to events in the year such as World Music Day
- Events and talks with people who are working in the Music industry giving our students insights into working in the Music industry. Recent examples have included recent Alumni and others working in industry. As an associate school of Poole Lighthouse students have also had access to technical training opportunities in areas such as sound engineering and lighting design.

- Both year 10 and year 12 students have been supported to find Work experience placements in a range of musical settings, supporting their aspirations to go into the music industry
- Through our partnership with Soundstorm we frequently engage with different projects throughout the year, this varies every year depending on what is offered
- Either as a Music department or alongside the Performing Arts department, our students are offered a number of opportunities throughout the academic year to watch live Music and Theatre to extend their classroom learning.
- Students are also signposted to other musical opportunities in our local area, these include:
    - Youth Music Wessex - https://www.youthmusicwessex.org/
    - SoundStorm's ensembles - https://soundstorm-music.org.uk/get-involved/orchestral-ensembles/
    - Local Competition opportunities such as BandStorm: https://soundstorm-music.org.uk/news/bandstorm-is-back-2024

As an academy, we acknowledge that studying Music comes with an element of cost to Parents and Carers. This could be due to the cost of going to watch live performances, buying instruments and equipment such as sheet music or for the cost of instrumental lessons. We support parents and carers in fostering their child's musical development and skills by ensuring the following measures to maintain inclusivity in the subject:

- Having a wide range of instruments and equipment available for students to use in lesson time and for enrichment groups.
- Supporting students developing further by allowing access to instruments and rehearsal spaces before and after the school day as well as at break and lunchtime. Staff make themselves available to support students where required.
- The Music department also maintains students' own instruments where required to allow them to keep playing outside of the academy.
- As mentioned previously, Disadvantaged students benefit from a subsidised price for instrumental music lessons. All enrichment opportunities are free to students and open to all year groups.
- To support the uptake of more endangered instruments, the Music Department funded a Year 7 Brass project allowing students to access lessons for free. A number of these students have continued their lessons this academic year.
- Our Music notation programmes are cloud based, allowing students to access them outside of school time, meaning they do not need to pay for additional software to create Music on.
- Disadvantaged students receive a reduction on the price of the cost of live Music/theatre trips by having their travel costs paid by the academy.
- Ticket prices for school performances are kept at a minimum to ensure affordability for students, parents, and the community alike.
- Through our music hub membership, students are able to hire instruments at a low cost to allow them to practise at home. The Academy also will lend

instruments to Key Stage 4 and 5 students for practice outside of term time where needed.

- Students and Parents are also signposted to additional funding to support their musical progress, this includes grants from Soundstorm (details here) or from Changing Keys Dorset (details here).

In the future

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

Area of NPME related to	Category of NPME related to	Overall idea and actions taken	Deadline	Evaluation Criteria
Curriculum	Curriculum Design	• To develop composition skills across all Key Stages. Specifically: • Key Stage 3 - look for more opportunities for students to develop compositions in depth. • Allow more lesson time to teach specific composition techniques and give students time to apply them to their work • Key Stage 4 - develop a 2 year Composition scheme of work to ensure students have skills to access the top band of the GCSE mark scheme. This includes students who may have a lower performance ability who traditionally struggle in this area of the GCSE course.	July 2027 July 2027	• Evaluate how extensively and deeply Music Composition is integrated into the KS3 music curriculum. • Ensure the Music Composition components align with national and local education standards and objectives. • Student voice taken about the unit. Questions to focus on the skills learnt in lessons. • Assess student participation and engagement in Music Composition activities, and measure the development of specific skills in developing motifs and chord sequence construction through formative and summative assessments. • Evaluate the level of professional development teachers have received in Music Composition and their proficiency in using and teaching these tools effectively.

Curriculum /Tuition and Ensembles	Instrumental and Vocal tuition/Singing	**Increase opportunities for students to perform in formal/informal setting across the Academy year:** ● Further develop the Christmas concert which was introduced last year. ● Take instrumentalists as well as Vocalists to PSMA concert ● Continue Lunchtime Live lounge to offer informal performance opportunities. ● Introduce performance opportunities for KS4/5 Students - e.g. GCSE Performance evening. ● Look for other opportunities for students to perform in and out of the Academy.	Dec 2026 Dec 2026 Ongoing throughout the year July 2027 Ongoing	● Measure the increase in both formal (e.g., Christmas concert, GCSE Performance evening) and informal (e.g., Lunchtime Live lounge) performance opportunities provided to students throughout the year. ● Assess the number and diversity of students participating in these performance opportunities, including instrumentalists and vocalists across different year groups (KS3, KS4, KS5). ● Evaluate the quality of the performances and events through audience feedback, student reflections, and observations of performance standards. ● Specifically track the development and impact of key events like the Christmas concert and participation in external events like the PSMA concert.
Curriculum /Tuition and Ensembles	Curriculum Design/Instrumental and Vocal ensemble provision	**Increase identification of talented students early and engage them in enrichment and musical activity. Particularly focussed on Disadvantaged students and use of academy subsidy.** ● Attend transition evening and introduce enrichment and instrumental lessons to new parents ● Highlight subsidy offered to disadvantaged students for instrumental lessons ● Audit KS4 students to allow instrumental support to be put in place to help them complete the Performance element of the GCSE course. ● Work with Phoenix to identify vulnerable students who may benefit from instrumental lessons.	June 2027 June 2027	● Measure the effectiveness of early identification efforts by tracking the number of talented students identified through transition evenings, feeder school contacts, and collaboration with Phoenix. ● Specifically monitor the identification and engagement of disadvantaged and vulnerable students. ● Assess the increase in participation of identified talented students in enrichment activities and instrumental lessons, with particular attention to disadvantaged students using academy subsidies. ● Track attendance and engagement rates in instrumental lessons and enrichment programs. ● Evaluate the impact of subsidies on the participation of

		● Contact local feeder schools and identify existing musicians as part of transition ● Instrumental lesson launch performance for year 7 ● Investigate Year 6 transition project, focussing on Music.		disadvantaged students in instrumental lessons. ● Gather feedback from students and parents about the effectiveness of the transition initiatives and the instrumental lesson launch performance for Year 7.