



**Pool Academy**

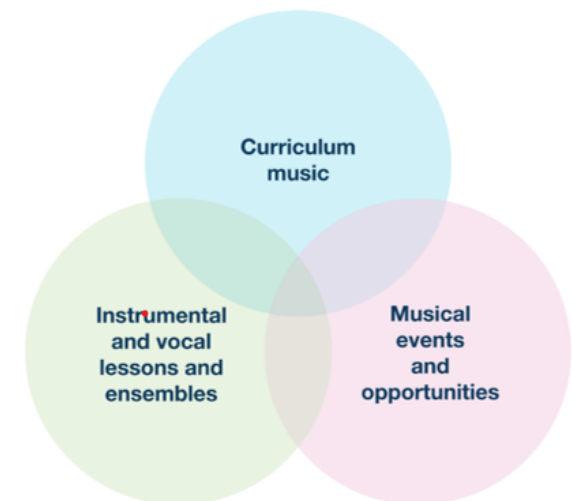
Part of the Athena Learning Trust

# POOL ACADEMY MUSIC DEVELOPMENT PLAN

**Completed by: Lydia Day**

**Date: January 2026**

**Review date: January 2027**



This template supports the DfE vision set out in the refreshed [National Plan for Music Education](#) 2022 for all schools to have a published School Music Development Plan by September 2023.

**Focus area 1: Curriculum**

Not yet in place	Emerging	Established	Embedded
<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>
<p>Our Curriculum best fit is: <b>Emerging</b></p>			

Music is a timetabled subject at Pool Academy, with schemes of work and assessment in place to ensure all students can access the curriculum across all year groups. Each year the group receives a 55 minute lesson every 2 weeks, our KS4 students who study BTEC Level1/2 Tech Award in Music Practice receive 5 x 55 minute lessons across 2 weeks. This course gives students the opportunity to develop knowledge and technical skills in a practical learning environment. Students develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments along with developing an understanding of the music industry. With the recent appointment of a new Head of Faculty, the Music curriculum is at the beginning of an exciting phase of development and improvement. While much of the established provision is securely in place and reaches the expectation for 'Established', there is a clear ambition to further strengthen progression and breadth.

Currently, the curriculum is structured around the musical elements, with progression from identification in Year 7, to description in Year 8, and practical application in Year 9 , supporting secure and incremental development of technical, constructive, and expressive musical understanding. Students also explore a range of musical styles and genres, including Blues, and engage in appraising, performing and composing, demonstrating good progress over time.

Pupils with additional needs are supported to participate and progress well ensuring inclusive access for all through our 12 teaching fundamentals. The department benefits from adequate teaching spaces and resources, with an ambition for the development of a music technology suite to enhance curriculum delivery and expand opportunities for digital and DAW-based projects.

### Action Plan: Curriculum

Set your school some actions here	Review date	Status
Year 9 term 3 to encompass further exploration of styles/genres and apply these to a musical product	Jan 2027	
Continued conversation regarding budget and our goals for a music technology suite of Apple Macs with software Logic and Garage Band.	Jan 2027	
Continued conversation around budget to increase our music equipment to allow for more whole class ensemble work	Jan 2027	
To explore how we could further embed classical music into our curriculum	Jan 2027	

## Focus area 2: Instrumental and Vocal Lessons and Ensembles

Not yet in place	Emerging	Established	Embedded
<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition through respected and proven music tutors. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, large scale events.</p>
<p>Our Instrumental and Vocal Lessons and Ensembles best fit is: <b>Established</b></p>			
<p>Singing and vocal work are embedded across school life through assemblies, curriculum lessons, school events, and performances such as the Christmas Showcase and Festival on the Field, with vocal development also supported through Drama and future school productions. Year 7 write songs and perform at Christmas as a class ensemble.</p>			

Music performance is a strong feature of the school, with students performing regularly in assemblies, open evenings, and in-school showcases. Provision is broad and inclusive, valuing a range of musical styles and reflected in enrichment such as choir, samba, and beginners guitar, alongside contemporary performance opportunities offered through our Pool Academy Plus enrichment programme.

Pool Academy works in partnership with Cornwall Music Service Trust to provide instrumental tuition outside of what is taught in lesson time. This includes one-to-one, small-group and large-group tuition for instruments or voice. Peripatetic lessons are offered through both paid provision and fully funded places for Free School Meal students, ensuring equitable access. The department also funds targeted intervention sessions for Year 10 and 11 BTEC Music students, supporting skills development and progression. As a result, a good proportion of students engage in music-making across the school with 100 students taking part in our Christmas Showcase December 2025.

Instrumental tuition is provided on a wide range of instruments. Further information about cost, remissions, subsidies (including for parents or carers in particular circumstances e.g. pupil premium eligibility) on the Cornwall Music Service trust website [here](#). Students who wish to rehearse or practice individually or in groups can book a practice room at lunchtimes or after school.

#### Action Plan: Instrumental and Vocal Lessons and Ensembles

Set your school some actions here	Review date	Status
Continue to promote FSM free CMST lesson sign ups aim of 15 by Easter	Jan 2027	
Further contact with AsOne to seek support regarding students access to classical instruments and opportunities to complement our established contemporary offer	Jan 2027	

### Focus area 3: Musical Events and Opportunities

Not yet in place	Emerging	Established	Embedded
<p>Engagement with the hub is limited.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from the Hub (such as the Songfest event) and signposts opportunities for students.</p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting the AsOne Hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music eco-system and actively encourages students to join the area ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making</p> <p>The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully</p>
<p>Our Musical Events and Opportunities best fit is: <b>Established</b></p>			

The school makes use of opportunities provided by the AsOne Music Hub, with music staff attending the AsOne Music Teachers' Conference and taking music students to their Bournemouth Symphony Orchestra opera event. Students benefit from strong partnerships with Cornwall Youth Choir, including participation in Gabrielli Roar, where Pool hosted a vocal workshop involving five local primary and secondary schools, and planned attendance at the Cornwall Youth Choir's upcoming 'Jamboree' at Falmouth Princess Pavilion, with our school choir taking part next term.

Meaningful partnerships are established with the local community, with a large proportion of students engaging and understanding the benefits of participation, supporting personal development and character education. Music provision is shaped by the views of students, parents, and carers, and highly positive community feedback from events such as the Christmas Showcase and Festival on the Field. This Academic year sees the return of our two hugely popular community events. All students in all year groups are welcome to volunteer to perform in both, through contact with our Community Performance Lead and Music Teacher.

The school maintains strong links to the wider music ecosystem, actively encouraging students to join local and area ensembles. Students also benefit from regular interaction with music professionals through workshops and performances, supporting progression and raising aspirations.

**Action Plan: Musical Events and Opportunities**

Set your school some actions here	Review date	Status
AsOne Hub contact regarding how to increase classical music opportunities amongst our established contemporary offer.	Jan 2027	

Area	Detail
What <b>Budget and/or Resources</b> do you need to achieve your action plan?	Dream big: Apple Mac Suite with Logic and GarageBand More musical equipment to allow for whole class ensembles
What <b>CPD</b> might be required to achieve your action plan?	Cross school contact with Music specialists within Athena to further explore the potential of our curriculum and sequencing.
What <b>Partnerships</b> will you put in place to achieve your action plan?	CMST AsOne Hub workshop classical instruments and seek advice regarding increasing classical music within our curriculum.