

# Music development plan summary: Kingfisher Hall Academy

## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	November 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Nii Okine
Name of school leadership team member with responsibility for music (if different)	Ben Merritt-Hall
Name of local music hub	Enfield Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

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.

At Kingfisher, children from reception to year 6 are taught a weekly music lesson by a specialist music teacher. In key stage 1 and key stage 2, these lessons vary between 40 and 50 minutes. The music teacher also leads a weekly, 25-minute singing assembly that alternates between years 1 to 3 and years 4 to 6 from week to week.

In EYFS, the children have access to a range of instruments in their outdoor environment. They also enjoy regular opportunities to sing and respond to music, as well as their weekly carpet session with the specialist music teacher, in line with the early learning goals for expressive arts and design.

Our bespoke curriculum fulfils the statutory requirements of the National Curriculum for Music (2014), which aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Our intent is 'to nurture children's appreciation for the universal language of music, empowering them to develop their creativity and self-confidence'.

Our school music curriculum is also informed by the Model Music Curriculum, the *Charanga* scheme and our cross-curricular 'learning journeys'. Although it is taught discretely, links to other areas of learning are also established where appropriate.

Over the academic year, through specialist music lessons our learners explore and develop the skills of **listening, singing, performing, composing** and **improvising**. From years 2 to 6, children also spend one term developing their proficiency and confidence in at least one particular instrument through whole class instrumental teaching. These are as follows:

**Year 2 – glockenspiel**

**Year 3 – recorder**

**Year 4 – ukulele**

**Year 5 – guitar**

**Year 6 – djembe** (for half a term), **keyboard**

After this term of intensive instrumental study, our children then return to these instruments for the performing, composing and improvising aspects of subsequent curriculum lessons.

Our school is an inclusive environment, where learning is adapted to provide not only additional challenge but also scaffolding and support where needed.

For our children with additional needs, these adaptations include:

- Ear defenders for our learners with audio hypersensitivity, who may struggle with activities that involve louder/higher-pitched sounds.
- Incorporating pictures and videos for visual support and emphasising the practical elements of musicianship, rather than relying heavily on textual comprehension.
- Adjustments to instruments to facilitate playing, e.g. isolating the required notes when playing a tuned percussion part or labelling the keys on a keyboard.

- Modifying scores to facilitate reading, e.g. by colour-coding notes according to their colour on a chime bar or glockenspiel.

The children who attend the Nest, our dedicated special needs intervention, also work with the school's music and PE teachers, who coordinate a weekly carousel of music, movement and indoor/outdoor play sessions to promote their fine/gross motor skills and expressive arts development.

## 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.

Outside of lesson time, we currently offer weekly keyboard tuition, taught in one-to-one or small group lessons of 20 minutes. These are arranged in collaboration with our hub, Enfield Music Service, taught by a peripatetic teacher and partly funded by school.

At the moment, there are two ensembles that children can join, in the form of the following afterschool clubs:

- **Music Explorers** (for years 1 to 4)
- **Samba band** (for years 4 to 6)

Pupils can join the above ensembles by signing up via Arbor at a fee of £2 per session or free of charge for targeted pupil premium and SEND children.

## 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.

In addition to weekly singing assemblies, we plan a range of musical experiences over the course of the academic year, where children get to sing/perform in different settings and/or watch high-quality performances.

The following events are organised in collaboration with Enfield Music Service and provide an opportunity for our children to sing alongside those from other local schools:

- In spring term 2, our **Year 1** cohort attend the Spring Partnership singing festival
- In spring term 2, our **Samba club** attend the Schools Showcase at Millfield Theatre
- In summer term 2, our **Year 4** cohort attend the Summer Partnership singing festival

The following experiences are music workshops delivered by external specialists to enrich their curricular learning, mark events on the school calendar or other dates of cultural significance:

- In autumn term 1, **Years 3 & 4** attend steel pan workshops as part of a programme of activities for Black History Month (delivered by Inspire Works)
- In autumn term 1, **Year 6** attend India music workshops to mark Diwali (delivered by SW Music)
- In autumn term 2, **Years 3 & 4** attend STEAM-based workshops combining music with science and technology (delivered by Conductive Music)
- In summer term 1, **Years 5 & 6** attend Cuban percussion workshops as part of a programme of activities for 'Hispanic Culture Day' (delivered by DrumJam)
- In summer term 2, **Reception, Year 1 and Year 2** attend Turkish percussion workshops as part of our 'Cultural Day' (delivered by Red Panda)

We have carefully planned these opportunities based on the demographics of our highly multi-cultural and diverse school. They are delivered in partnership and/or funded largely by the annual grant from our local hub, Enfield Music Service.

The following performances are also scheduled over the academic year:

- **EYFS 'Spring Songs'** performance to parents and carers
- **Year 1 Nativity** performance to parents and carers
- **Year 5** visit to the **Young Voices** singing event at the **O2 Arena**
- **Year 6** end of year production at our trust secondary school Heron Hall
- Vocal and **Samba band** performances at our **Winter Fair** and **Summer Fair**

We do not charge parents/carers for their/their child's participation in any of the above, with the exception of Young Voices. As it is a ticketed event, families have to pay to attend as an audience member.

## In the future

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

We plan to develop and extend our music provision over the next two years by:

- Raising the profile of our co-curricular music provision by continuing to promote our clubs via the school website and newsletter and identifying performance opportunities for them to showcase their learning
- Delivering some staff training so that our teachers and support staff feel better equipped to lead on aspects of teaching and learning in music
- Offering a wider range of extracurricular music opportunities that are not only led by the specialist music teachers but by other staff, enabled by the training above

- Purchasing/leasing instruments and music-making tools designed to enhance access for SEND learners, such as the CMPSR tool by Digit Music
- Working closely with the music team at our trust secondary school, Heron Hall Academy, to ensure continuity and progression from key stage 2 to key stage 3
- Facilitating termly moderation sessions for the music teachers across our trust primary schools to further develop the robustness and consistency of assessment in the subject

## 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 to for support beyond the school.

Kingfisher Hall maintains close links with our local hub, **Enfield Music Service**:

[www.enfield.gov.uk/services/children-and-education/enfield-music-service](http://www.enfield.gov.uk/services/children-and-education/enfield-music-service)

Our one-to-one and small group keyboard lessons are delivered by one of their tutors and the school is an active participant in their schools events.

Kingfisher Hall is part of the **North Star Community Trust**, a multi-academy trust comprised of 2 other primary schools and a secondary school, all Enfield-based:

<https://www.northstartrust.org.uk/>

To ensure that our students have access to as wide a range of opportunities as possible, we share resources and space where required. We also plan occasions where children from our different schools can come together and sing/perform alongside one another, such as at the partnership singing festivals (see Part C).