

Music development plan summary: *Holland Park School*

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	01.09.25
Date this summary will be reviewed	01.09.26
Name of the school music lead	Amy Chapman
Name of school leadership team member with responsibility for music (if different)	Olivia Tukacevska
Name of local music hub	Tri-Borough Music Hub
Name of other music education organisation(s) (if partnership in place)	Youth Action Alliance

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.

Intent

Music at Holland Park School is an inclusive subject that is designed to allow all learners to develop a love of music and fulfil their musical potential through inspiring and engaging experiences. We wish to empower students with special educational needs and disabilities to access all musical opportunities at the school, providing support where needed, celebrating their strengths and differences, and setting them up for success in adulthood: <https://www.hollandparkschool.co.uk/life-at-holland-park/send>

Music as an art form is an important part of cultural identity, and it offers our students a creative output of expression in a language that is recognised universally. The music curriculum is coherently planned and sequenced, developing students’ skills in listening, performance, composition, singing and music technology across a range of historical periods, genres, styles and traditions. We prepare our students for lifelong musical learning and appreciation for the subject, both in and out of school, including an understanding of progression routes and careers in the wider music profession.

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.

Implementation

At Key Stage 3, students receive one hour of discrete music teaching each week of the school year. Our school follows the United Learning Trust-wide curriculum framework and we have adapted this locally to meet the needs of our learners. Our curriculum can be found here on the [school's website](#). We work with our subject advisers to ensure that both the curriculum intent and implementation is having an impact, and we can seek support from this team throughout the year.

Students have an opportunity to learn to sing and use their voices during lesson time, as outlined in our school's [Singing Strategy](#). The Singing Strategy ensures that singing and vocal work is embedded into the life of the school and into every student'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. Furthermore, our weekly singing assemblies for all Key Stage 3 students ensure that students participate in regular performances, building on our sense of community. Music technology also plays an important role in the delivery of the Key Stage 3 curriculum, with Digital Audio Workstations, GarageBand and Logic Pro X being regularly used by our students.

We have taken special care to ensure that playing instruments is a prominent feature of our curriculum. This is because we aim to ensure that all students have access to learning a musical instrument through the curriculum, and they can specialise on one instrument as they move through Key Stage 3. For example, in Year 9 they can choose whether to approach units as a music producer, keyboard player, singer etc, and the foundation for these has been provided earlier on in the curriculum.

The curriculum also encompasses activity from outside of the classroom, with our students being given access to lessons across a range of instruments and voice, a school choir and a school orchestra. As a result, progress in music comes from formal, non-formal and informal musical experiences.

The curriculum is based on a mastery model, in which the ambition is that all students are taught and achieve the essential knowledge and skills in each of the years of the curriculum so that both knowledge and skills can be re-used effectively in future learning to attain a greater depth of musical learning and outcomes. Students should begin to specialise as they progress through their school curriculum, choosing an instrument to 'master' over time. We also recognise that it is more important for our students to fully understand the key concepts presented to them than to cover lots of curriculum content. By working in this way, the dangers of a 'shallow musical odyssey', where students travel from genre to genre without making links between styles or building on their skills, are also avoided.

At KS4, students study GCSE Music (AQA). More information can be found on this via our [website](#).

At KS5, students study A Level Music (AQA). More information can be found on this via our [website](#).

We support all Key Stage 3 students who are receiving instrumental lessons at the school to study and achieve graded qualifications on their chosen instrument. For more information on our peripatetic teaching, please see our [Music Handbook](#).

Part B: Extra-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.

In partnership with the Tri-Borough Music Hub, we offer one-to-one and small-group tuition for instruments. The instruments which students can learn are the following:

Strings: violin, viola, cello

Brass: trumpet, trombone, French horn

Guitar: acoustic, electric, bass

Woodwind: clarinet, saxophone, flute

Percussion: drum kit

Piano

Music lessons are offered as a 10-week programme of 30-minute lessons. Instrumental lessons take place during the day, and the rotas are designed to ensure that students do not miss the same classroom lesson every week. Timetables are displayed in room 4.18 (Ms. Chapman's classroom), and a hardcopy of the same timetable will be provided to each student at the start of the programme. Students **MUST** be fully prepared for their lesson, remembering to bring their instrument, sheet music and other relevant equipment each week.

If students are participating in paired lessons, we will ensure that both students are at a similar level.

We expect all students taking lessons to pass ABRSM practical exams from grades 1 to 8. A student would normally pass one grade per year. Therefore, if commencing the lessons in Year 7, by the end of Year 9 all students should have passed their grade 3 exam. The school will support some of the cost of entering these exams but the parents themselves must organise their student's registration for each exam.

Fee Structure

The fee structure for instrumental lessons is dependent on whether a lesson is individual; paired; taken in support of study for music GCSE or A Level; or for a student who is eligible for Free School Meals (FSM), as follows:

- Individual Instrumental Lesson (not FSM): 10 thirty-minute lessons for £220
- Paired Instrumental Lesson (not FSM): 10 thirty-minute lessons for £110
- GCSE, A Level or Free School Meal students: 10 thirty-minute lessons (individual or paired) for £50*

If a student needs to hire an instrument for the term, there will be a flat charge of £25.

Our current instrumental uptake (as of September 2025) is:

56/1389 (4%)

Female = 20 (36%)

Male = 36 (74%)

PP [Pupil Premium] = 22 (39%)

SEND [Special Educational Needs and/or Disabilities] = 18 (32%)

Choirs and Ensembles

Beyond the classroom, students are able to contribute to collaborative music-making with their peers by joining our school orchestra and choir. The orchestra rehearses on Mondays at 15.15 in 4.18 and the school choir on Thursdays at 15.15 in 4.18. We also work in association with Youth Action Alliance, who support our students in three key disciplines: musical theatre, band development and vocal coaching:

<https://www.youthactionalliance.org/vocalized>

The 12-week programme begins in the Autumn Term and is an open invitation to all of our students.

Our students also have access to Saturday Music School and they can apply to take part via the Tri-borough Music Hub's website: <https://www.triboroughmusic hub.org/out-of-school-music-tuition-24-25/saturday-music-school/>

In addition to the school orchestra and choir, we also present an annual school production at the end of the Autumn Term. This year, 100 students are contributing to our school production of Beauty and the Beast:

100/1389 = 7%

Female = 63%

Male = 37%

PP = 30%

SEND = 33%

Students can join any of our ensembles by simply attending the after-school club on the designated days, which are advertised [here](#).

During the academic year of 2025-26, we are also introducing a Samba Drumming Club which will be an opportunity to create Samba music while being led by our peripatetic percussion teacher, Guy Courtie (an expert in Latin American music). This after-school ensemble will be aimed at the most disadvantaged and those with special educational needs and/or disabilities (SEND) and high needs. Funded by our United Learning 'Good to Great' grant, this tuition in Samba drumming is free of charge.

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.

At Holland Park School, music performance is a prominent component of school life in all key stages. Music is performed in year assemblies and events, and there is collaboration with other subjects, such as Drama in our annual school production. The school production is advertised to all students, parents and friends of the school in our weekly Parent Bulletin.

Students can also perform beyond school in local/regional events (for example, Music Hub events and local festivals). Last year, 35 Holland Park School students participated in United Learning's production of The Magic Flute, which has recently been named as a finalist in the 'Outstanding Music Education Initiative' category for the Music & Drama Awards.

In-school musical events take place at least twice a term. In the Music Department, we also have four practice rooms that are positioned between classrooms 4.18 and 4.20 for students to use at lunchtimes and after school. This is all provided at no cost to students, and we carefully target students who may need additional encouragement to attend.

The following [Music Calendar](#) outlines the musical experiences that are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

The calendar dates are shared with students in the Student Planner at the start of the academic year so that they are made aware of the events taking place. Each music event is also advertised to students and parents through our school's newsletter 'In the Know' where details are shared as to how students may get involved and from which year groups. We also advertise upcoming events in the Winter and Summer issue of our music magazine '[Live From Holland Park](#)', which signposts key dates to students in the 'Yellow Pages' section of the publication.

In the future

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

With the support of United Learning, we have reviewed ourselves against the Music Teachers Association self-evaluation framework. In doing this we identified that singing could be further developed in our school, so that we can expand the breadth of the curriculum for all students within the classroom.

In order to address this, in 2025-2026 we will:

-Use the grant from United Learning's 'Good to Great' programme to introduce a Samba ensemble in the Autumn Term to be led by our peripatetic percussion teacher (an expert in Latin American music). The after-school ensemble will be aimed at the most disadvantaged and those with special educational needs and/or disabilities (SEND) and high needs. We will aim to attract 30 regular attendees of the Samba club who meet the criteria mentioned above.

-Students will perform at whole-school summer events, e.g. the Colour Run; PTA Summer Fair; Sports Day and the Summer Recital.

-We will improve the facilities in our practice rooms, to be able to offer space for music practice at lunchtime or after lessons. This could be crucial for a student without an appropriate space at home, or where parents and carers would be concerned about sending them to venues external to the school.

-We will track and monitor students' engagement in enrichment, ensuring that there is a large proportion of them who are able to engage in music in and out of school. Provision should be targeted, thereby demonstrating a wider impact.

- A [five-year strategic vision](#) for music will be created that is in line with the National Plan for Music Education.

Further information (optional)

Our partners include:

[United Learning](#)

[Tri-borough Music Hub](#)

[Youth Action Alliance](#)

[PTI](#)

HPS Trust

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.