



Christ the King CVA - Music Action Plan 2025-2026

Author: Ruth Shardlow

Area for Improvement:

Music will improve by:

- Develop/adapt the KS3 curriculum to meet the demands of a 3 year KS3 model from September 2026
- Continue working on links between KS3 curriculum and KS4 BTEC curriculum – in line with NC guidelines
- Explore Level 3 courses options for 2026 – promote retention Post 16
- Reducing the attainment gap between Disadvantaged and PP students and non Disadvantaged/PP students.
- Continue to use Catholic Character more audibly in lesson
- Focus on Moderation – Moderator's Report for C1 highlighted significant concerns about generous marking.
- Continue to develop links with BTEC leaders in other schools through network meetings.
- To raise the number of students achieving higher grades (L2D*, L2D, L2M) in line with FFT targets
- To host live music events in line with OLOL requirements (led by RSH in the interim)

Success Criteria:

- To continue to offer/sustain/grow the instrumental/vocal peripatetic lessons through OLOL Music Service, which impacts on cohort and lessons
- Adapted KS3 curriculum – structure: music theory, group composition, individual composition (SoundTrap)
- Continue to offer a wide variety of extra-curricular activities, that develop cultural capital
- Foster positive relationships with students – new Subject Leader for Music
- Increased retention at KS4 and KS5
- Actual results more in line with FFT
- Attainment gap reduced between Key Groups
- Accurate assessment of BTEC Component 1 and 2 – better outcomes in line or exceeding targets – RSH to support with moderation

	Action	Milestone	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
1.0	Curriculum							
1.1	Moving to a 3 year KS3 – adapt the curriculum	Curriculum Plan Adapted Curriculum Intent	Sept – ongoing	RSH and new Subject Leader (SL)	Students gain broader experience of KS3	Existing SoW, SoundTrap resources	RSH	
1.2	Explore KS5 options	Meet with Music Leaders across the Trust.	Summer term	RSH and SL	Retention of a Post 16 group in Music	Time to meet other leaders Online research and	RSH	



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		Short-list potential courses. Conduct Student Voice for general interest				reading of specifications		
1.3	Promote the Catholic ethos of the school	Following on from Year 7 CCE, introduce it to Year 8 and the new Year 9 model – lesson links to scripture/virtues	Sept - ongoing	RSH and SL	Living with faith in music lessons.	EW shared the virtues	SL	
	Action	Milestone	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
2.0	Teaching							
2.1	Develop KS3 curriculum to support content of KS4 BTEC	New SL teaching the improved curriculum, sequence of topics, particularly Soundtrap – digital and tech aspects of contemporary music.	Sept – ongoing	SL	Improved retention at KS4 (and on to KS5) Knowledge rich students Broader range of experiences in music from traditional to digital	Sharing good practice at Network Meeting NC and Pearson support materials Planning time	RSH	
2.2	Use strategies to reduce the attainment gap of disadvantaged students to non in 2026. 48.4% of disadvantaged students underperformed in 2025 compared to FFT targets.	Regular moderation of Disadvantaged students work. Cold calling in lesson, targeting disadvantaged students. 3 disadvantaged students picked for intervention.	Sept - ongoing	SL	PSA C1 and C2 results – decrease in attainment gap from 2025 actual results	Moderation time Culture walk observations QA process	RSH and SL	
2.3	Use strategies to reduce the attainment	Regular moderation of PP students work.	Sept - ongoing	SL	PSA C1 and C2 results – decrease in attainment	Moderation time	RSH and SL	



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	gap of PP students to non in 2026. 50% of PP students underperformed in 2025 compared to FFT targets.	Cold calling in lesson, targeting PP students. 3 PP students picked for intervention.			gap from 2025 actual results	Culture walk observations QA process		
2.4	To raise attainment of higher ability students – strategies implemented to target L2D*, L2D and L2M grades	Use of critical thinking skills questioning Modelling Scaffolding Using exemplar work	Sept - ongoing	SL	PSA results QA analysis of exam results	Moderation time QA process Exam analysis	SL	
	Action	Milestone	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
3.0	Assessment							
3.1	To develop accuracy of marking of PSA BTEC components	Refer to the advice in the Moderator's report Introduce thorough moderation process Make links with other schools delivering the BTEC	December to July	SL	No changes in marks from the exam board Confidence in marking	Moderation time	SL and RSH	
3.5	Develop knowledge and skills of SoundTrap software in more detail	Year 7, 8, 9 now have end of year assessments in Soundtrap – embed this approach to assessment at KS3	On-going	SL	To enable fluency, autonomy and agency with this software, lower down the school.	SoundTrap	SL and RSH	
	Action	Milestone	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
4.0	Leadership							
4.1	To ensure OLOL Music Service staff deliver outstanding	Regular QA feedback from Simon Hooley from OLOL Music Service	Sept - ongoing	RSH	Encourages students to choose music at KS4, improves their theory and performance skills	Practice rooms RSH to post timetables	RSH with Simon Hooley	



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	lesson to all students					RSH to be CtK contact		
4.2	Plan and host live events including the Christmas and Summer shows, Mass and Celebrations of the Word	RSH to lead on the organisation of the Christmas and Summer shows in the absence of a permanent Head of Music. RSH to liaise with Drama lead, Music supply, marketing and PTA. RSH to liaise with chaplains about music requests for Christmas Mass.	Sept – Christmas (longer if no Subject Leader for Music appointment is made)	RSH	Living with faith through music Music presence in school Links with wider communities (Christmas show, invited parents, artists etc) Expose of students to cultural capital Increased love/pleasure of music	Planning time Rehearsal time IT tech time – already agreed.	RSH	