

Case study:

Longleaze Primary School



A primary school where the specialist Music Subject Lead supports non-specialist colleagues to deliver curriculum music to their own classes

Music Cluster: North Wiltshire

Longleaze Primary School is a local authority maintained school in Royal Wootton Bassett. There are currently 255 pupils on roll. Due to an annual intake of 37 pupils, many classes are organised in paired year groups.

The Music Subject Lead is Steph Tye, an experienced musician. Steph is a classically trained singer who has a music degree and is very involved in amateur dramatics, conducting and directing musicals.

How is this school addressing the 7 key features of high-quality music provision outlined in the National Plan for Music Education?

1 Timetabled curriculum music of at least one hour each week of the school year for key stages 1–3

Curriculum music is timetabled for one hour per week across all year groups. This is delivered by class teachers who have varying levels of confidence in leading music but are well supported by the Music Subject Lead in a number of ways.

Charanga is used throughout the school, and the Music Subject Lead has planned a curriculum for key stage 2 which involves alternating a term of Charanga curriculum resources with a term of Charanga instrumental learning, with Years 3 and 4 learning glockenspiel and Years 5 and 6 learning recorder. The school claims Wiltshire Music Connect First Access subsidies to support the cost of this whole class ensemble teaching. Feedback from class teachers has been very positive; they feel well supported by the Charanga resources and in particular welcome the breadth of styles, genres and traditions that pupils are exposed to in listening activities.

The weekly singing assembly is used as an extra teaching opportunity, with the Music Subject Lead incorporating elements of the music curriculum into her delivery, such as musical vocabulary. This is also used as an opportunity to develop the skills of class teachers through modelling best practice. Class teachers' skills are also developed through staff meetings dedicated to music, where the Music Subject Lead gives support on teaching more specialist aspects of the curriculum.

As well as providing support for the teachers at Longleaze Primary School, the Music Subject Lead recognises the value of participating in the North Wiltshire Music Cluster. This provides access to CPD, regular opportunities



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to connect with other teachers, and space to reflect on how the subject is progressing.

2 Access to lessons across a range of instruments, and voice

Longleaze Primary School uses Wiltshire Music Connect Associates to deliver peripatetic lessons. Instruments offered are guitar, drum-kit, trumpet, recorder and piano.

3 A school choir and/or vocal ensemble; and

4 A school ensemble/band/group

Longleaze Primary School has a key stage 2 choir led by the Music Subject Lead which rehearses once per week after school. The choir works towards various performances throughout the year, including performances with the North Wiltshire Music Cluster and the Wootton Bassett Music Festival. This year the choir participated in Young Voices at Wembley Arena, and the intention is to alternate each year between involving the choir in Young Voices or putting on a performance at school.

Longleaze Primary School does not currently have an instrumental ensemble, but the Music Subject Lead is keen to start one.

5 Space for rehearsals and individual practice

Peripatetic teaching is mainly delivered in a mobile classroom that is used for after school club. This space houses a piano and a drum-kit, and being situated away from the main building avoids issues with noise or interruptions from others needing to use the room. Curriculum teaching is carried out in classrooms, and the choir rehearses in the hall.

6 A termly school performance

At Christmas, all classes in key stage 1 take part in a nativity performance at school and all classes in key stage 2 take part in a carol concert at a local church. Parents are invited to both. Year 6 pupils give a performance at the end of the year for which Year 5 provides the choir.

An instrumental and vocal recital in the summer provides a performance opportunity for pupils who have lessons both in school and out of school. This performance is given both to parents and also to the rest of the school, as a way of inspiring other pupils to take up lessons.

7 Opportunity to enjoy live performance at least once a year

The school buys in a pantomime every year for the whole school to watch. Peripatetic teachers perform in assemblies to support recruitment, and



the jazz band from Royal Wootton Bassett Academy comes to perform at the school. Royal Wootton Bassett Academy also puts on performances of musicals, to which pupils in Years 5 and 6 at Longleaze Primary School are invited.

What support does this school access from Wiltshire Music Connect?

- The school accesses Challenge and Support visits for Music from Wiltshire Music Connect's Cluster Coordinator
 - Staff from the school attend Wiltshire Music Connect's CPD sessions
 - The school accesses funding from Wiltshire Music Connect to support the cost of First Access (Whole Class Instrumental Tuition)
 - The school benefits from a reduced price Charanga license subsidised by Wiltshire Music Connect
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What can other schools take away from this case study?

A specialist Music Subject Lead is a valuable resource in terms of upskilling other staff to teach music.

- Could opportunities be found for teachers to watch the Music Subject Lead teaching a curriculum music lesson or leading a singing assembly?
 - Could some staff meetings be dedicated to music, with the Music Subject Lead delivering CPD?
 - Can staff work together to identify areas of the music curriculum in which they would benefit from some additional support from the Music Subject Lead?
 - Can the Music Subject Lead identify suitable resources that will support non-specialist teachers in their music teaching?
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