



Greyfriars Music Strategy 2026

Context

Music is a growing subject at Greyfriars with the consistency and quality of teaching and experiences increasing every day. Music is a fundamental part of the Catholic life of the school: it supports worship, is a part of our classroom curriculum and also supports the wider development of the individual.

As a subject, Music is undergoing some existential challenges from multiple directions - it is difficult to recruit staff due to a lack of available workforce and it is challenging for families to engage with instrumental and vocal lessons due to the financial constraints of a cost-of-living crisis. This plan is built with these things in mind.

Aims

The primary aim of this strategy is to develop the opportunities available to children in our community, focusing on the following things:

- To improve the quality of musical education across the school.
- To improve the quality and variety of ensembles.
- To increase the wider opportunities for music-making and experiences.

Progress so far

Since the first plan in 2024 for Greyfriars, the school and Music have made significant progress based on previous objectives.

- KS3 outcomes for students have improved significantly due to consistency of the curriculum and a change from focusing on group projects to more individual projects.
- This has been achieved through the introduction of technology to the classroom: every keyboard now has an attached chromebook with students using DAWs on a regular basis across all key stages.

- There is now a consistent option of GCSE Music for students going into Year 10. As of the year 2026/27, there will be a GCSE class in both Year 10 and 11.
- Vocal group has improved in both numbers and quality. They have participated in a range of performance opportunities this year, including with the PFMAC at the Oxford Town Hall and with the Oxford Bach Choir at the University Church and the newly opened Schwarzman Centre in Oxford. The group are now confidently performing in multiple parts.
- The school has now appointed a Music teacher to start in September 2026 which will result in all KS3 students now receiving 1 lesson a week of Music.

Strategy

Quality of Music Education

Objective	Action	Impact	KPI	RAG
To build on the improved KS3 curriculum and consolidate the new weekly Music entitlement, now that all KS3 students receive one lesson a week with a full-time specialist teacher.	- Induct and integrate the newly appointed Music teacher (from September 2026) into curriculum delivery and departmental planning. - Continue to refine the assessment model, building on the shift to more individual project work. - Ensure consistent curriculum sequencing now that every KS3 student receives weekly teaching.	- A fully staffed department with consistent capacity raises the reliability and quality of teaching for every student. - Clear sequencing across KS3 supports readiness for the optional GCSE course.	- Sustained or improved KS3 assessment outcomes. - Successful induction of the new teacher, evidenced through the school's QA processes (e.g. Steplab, observations).	
To embed and deepen the use of	- Audit current use of keyboards,	- Technology becomes an	- Technology	

Music Technology so that it strengthens learning, rather than remaining a novelty.	Chromebooks and DAWs across KS3 to check for consistent quality of use, not just access. - Build a technology-specific strand into curriculum planning and assessment criteria. - Explore how technology can support GCSE coursework and non-exam assessment preparation.	embedded pedagogical tool rather than a novelty. - Stronger preparation for the technology-based elements of GCSE Music.	use visible and assessed consistently across KS3 schemes of work. - Evidence of technology contributing to GCSE outcomes.	
To grow GCSE Music, now running in both Year 10 and Year 11, into a sustainable and well-recruited option with a view to progression beyond KS4.	- Actively promote GCSE Music at options evening and KS3-4 transition points. - Monitor and support outcomes closely for the first full cohorts. - Begin scoping post-16 music opportunities, in school or through partnership, for students who wish to continue.	- Increased or stable uptake secures the long-term viability of the option. - Students have a genuine pathway beyond KS4.	- Number of students opting for GCSE Music, year-on-year. - GCSE Music outcomes data.	

Musical ensembles

Objective	Action	Impact	KPI	RAG
To continue to develop the quality, size and profile of the school Vocal Group.	- Build on this year's partnerships (PFMAC, Oxford Bach Choir) and secure further high-profile performance opportunities.	- Higher-profile performances raise the status of music and the school within the wider community. - Multi-part singing continues to	- Number and profile of external performance opportunities	

	- Continue to develop confidence and skill in multi-part singing, with a diverse and challenging repertoire. - Actively recruit to sustain and grow membership.	raise technical skill and challenge for students.	- secured. Vocal Group membership numbers.	
To establish an instrumental ensemble. This was a 2024 objective that did not get off the ground, and is carried forward as a priority for this strategy cycle.	- Identify a realistic starting point given current instrumentalist numbers, for example an informal or drop-in ensemble ahead of a formal one. - Use the capacity and specialism of the new full-time Music teacher to lead recruitment and rehearsal. - Link ensemble participation to instrumental lesson uptake, which has increased since 2024, to build a pipeline of players.	- Provides a performance outlet for the growing number of students learning instruments. - Addresses an unmet 2024 objective rather than allowing it to be quietly dropped.	- Instrumental ensemble established and running regular rehearsals. - Number of students participating.	
To increase the diversity of opportunities for students to perform, both in ensembles and as soloists.	- Continue the music-specific concert, showcasing the Vocal Group and, once established, the instrumental ensemble. - Build further external partnerships beyond those already secured this year. - Create soloist opportunities for higher-attaining instrumentalists and vocalists.	- A wider range of performance experiences builds skill and confidence. - Showcases the growing strength of music across the school.	- Number of performance opportunities per year. - Range of opportunity types offered (internal, external, solo,	

			ensemble).	
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Wider musical opportunities

Objective	Action	Impact	KPI	RAG
To continue to increase the uptake and retention of instrumental and vocal lessons, building on the growth already achieved since 2024.	- Continue to fund lessons for students who are FSM. - Continue working with the music service and at PCEs to keep lessons visible and accessible. - Track and publish uptake data to evidence continued growth.	- Sustained growth supports both individual outcomes and the pipeline into ensembles. - Lessons remain financially accessible despite cost-of-living pressures.	- Number of students taking instrumental/vocal lessons, year-on-year. - Retention rate.	
To continue to increase the range and frequency of musical experiences outside the classroom, building on the trip increase already achieved.	- Maintain a varied annual programme of trips (theatre, concerts, workshops). - Link trips explicitly to curriculum and ensemble experiences where possible.	- Regular exposure to live and professional music inspires and informs students' own music-making.	- Number and variety of trips per year.	