

Developing a Love of Music in Primary Schools

HARTING CHURCH OF ENGLAND PRIMARY SCHOOL

NICK TIDEY



Come and see us in action!



- ▶ Music should be an integral part of every child's developmental journey. No matter the barrier, or challenges you will face in reaching this goal, you have the power to make this a reality for your children.
- ▶ If you, your staff or senior leaders would like to come and see music in action at the school please get in touch. We would love to welcome you to the school and show that this is possible in Primary Schools.
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Background



- ▶ BA Jazz
- ▶ Conducting and arranging for a Youth Band in Camden, London.
- ▶ Leading holiday music courses
- ▶ Achievement for all music teaching (SEND focus)
- ▶ Wider Opportunities music teacher
- ▶ Peripatetic Music Teacher, London and Surrey.
- ▶ Teacher and Assistant Head Kings Cross, London
- ▶ Deputy Headteacher in Surrey
- ▶ 4 Years Headteacher at Harting.



How did this start?



- ▶ Achievement for all
 - ▶ Supporting those with SEND through music
- ▶ Back in 2009 – Wider Opportunities music in Camden
 - ▶ Whole class recorder
 - ▶ Whole class clarinet
 - ▶ Whole class melodica
 - ▶ Whole class violin
 - ▶ Whole class brass



When did it work best?



- ▶ **When music is seen, heard, understood and valued by the whole school community.**
- *Must be supported by the leadership team both verbally in their actions.*
- *Must have a clear vision*
- *Someone driving the vision*
- *Outcomes and impact seen by all*
- *Must be fun*
- *Must be integral to the school offer*



When did it not work well



- ▶ Lack of support from SLT.
- ▶ Not linked with the school's vision.
- ▶ When music is seen as an 'added extra'.
- ▶ No buy in from the community.
- ▶ Seen as something nice to do.
- ▶ When the team have not seen it work before.



Recent headteacher conference 'This is great, but we don't all have you in our schools'

Barriers to success



- ▶ Children being taken out of lessons
- ▶ Not enough time in the timetable
- ▶ We don't have the resources
- ▶ It just not a priority for our school
- ▶ I can't practise at home because my cat doesn't like it.
- ▶ My house is too small to play music in
- ▶ My parents are working at home



Music needs to be seen and valued for its wider impact on the development of every child and not 'just music'.



Why Brass?



- ▶ Impact seen in children and families
- ▶ Connections and community
- ▶ Giving pupils a voice
- ▶ Quietest child the loudest instrument
- ▶ Bringing people together
- ▶ Inspiring others
- ▶ Culture of togetherness
- ▶ Vehicle for teaching Year 5/6 music curriculum.



How did Brass arrive at Harting?



- ▶ Initially children playing violin in Year 4. Little excitement and passion from the children.
- ▶ Teacher moving on – opportunity to change approach.
- ▶ School needed something different to ‘get us out there’.
- ▶ November 2021 - Fundraising – secured funding from Parish News and PTFA.
- ▶ Connected with Brass Foundations at Brass Bands England.



Empowering the community



- ▶ Launch 2nd February 2022
 - ▶ Year 5/6 workshops
 - ▶ Performance to parents
 - ▶ Teacher training



Being Brave



- ▶ 10 weeks later... 28th April 2022 – Performance at European Brass Band Festival, Birmingham
- ▶ Children comfort zones challenged – all excelled and performed on stage.



Our Approach and Opportunities



- ▶ Weekly Brass Lessons – Vehicle for teaching the Year 5/6 music curriculum – Staff learn with pupils
- ▶ Termly BBE workshops
- ▶ Yearly Performance Opportunities
 - ▶ *Proms in the playground*
 - ▶ *Midhurst Rotary Youth Music Festival*
 - ▶ *Rother Valley Arts Festival*
 - ▶ *Leavers Service*
 - ▶ *Playground at pick up*
- ▶ Unique performance opportunity annually.
 - ▶ *European Brass Bands Festival 2023*
 - ▶ *Proms in the Playground 2024*
 - ▶ *National Youth Brass Festival (North London) 2025*
 - ▶ *West Sussex Music Conference 2025*
- ▶ Pupil designed logo and emblem.



Connection with others



Impact – so much more than music



- ▶ Pivotal in achieving the school's revised vision.
- ▶ Impact on children's SEMH has been significant.
- ▶ Transformative for children
- ▶ Growth Mindset and wiliness to take risks.
- ▶ Created strong cohesive school community.
- ▶ Universal sense of pride
- ▶ Parents openness to allow children to access new and unique opportunities.
- ▶ Boys' engagement in music and singing.



Impact



Pupil Voice

- ▶ 'I like how we play **as a team** in our own parts'
- ▶ 'I love **coming together** once a week and communicating with others that you wouldn't normally be with.'
- ▶ 'It's really nice to play as it **takes your mind off of other things** going on'
- ▶ 'I like how you **just focus on playing** and the music comes out.'
- ▶ 'I like people watching as it **makes me feel really professional.**'
- ▶ 'It has made me **much more confident** in being in front of others and performing (not just music)'
- ▶ 'It has made me know that **I can do more than I think I can.**'

Impact



► Ofsted January 2025

'...all pupils in Years **5 and 6 thrive** on the opportunity to **learn a brass instrument** and are all **proudly part of the school's brass band**'.

'Brass Band and its impact on the whole school is an **example of exemplary practice** and something that is **noteworthy of sharing with other schools**'.

► Wider School

Children join wanting to play in the school's brass band

► Staff – not just me!

Staff have been empowered to learn the instrument and are able to now lead sessions with groups and class.



Music in other areas



- ▶ Whole school daily singing
- ▶ School choirs
- ▶ Rocksteady
- ▶ Children accessing the West Sussex Tomorrow's Orchestra Program
- ▶ Peripatetic guitar and piano lessons
- ▶ Pupil piano recitals



Questions?

