

Music development plan summary: Stanton Vale School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Rachel Beckett
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Derbyshire
Name of other music education organisation(s) (if partnership in place)	Derbyshire Music Hub

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.

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.

At Stanton Vale School, the music curriculum is designed to be inclusive, meaningful, and tailored to the diverse needs of pupils across the school's five curriculum Pathways and Avenues, spanning from Early Years Foundation Stage (EYFS) through Year 14. These pathways—Discover, Support, Explore, Nurture, and Aspire—cater to pupils with varying levels of sensory, learning, and developmental needs, ensuring that every pupil accesses a broad, balanced, and ambitious musical education.

Music is linked to thematic topics and taught discreetly within the Support, Nurture, and Aspire Pathways, while in EYFS and Explore Pathways it is delivered predominantly through play-based and sensory approaches. The curriculum is underpinned by the school's core drivers of communication, independence, and physical and emotional development (CID), which are adapted to meet each pupil's individual needs.

The curriculum incorporates four key musical elements: listening, instrumental skills, improvisation, and composing. Pupils engage with a wide range of musical styles and genres from around the world and across different historical periods. Opportunities to experience live music are facilitated through visits to local concert venues and digital performances. Instrumental teaching is delivered in whole-class settings, enabling pupils to develop their vocal and instrumental skills progressively, including learning to read staff notation alongside improvisation and composition. Improvisation encourages creative expression, while composing fosters collaboration and individual creativity.

Stanton Vale celebrates a vibrant musical culture that aligns with the school's vision and values. Music supports the values of Working Together through ensemble activities, Respect by embracing diverse musical traditions, Aspiration by celebrating achievements, and Potential by personalising learning to meet individual goals. The school community values music as a key way to motivate, empower, and inspire pupils for life beyond school.

Potential next steps:

- *Develop a more structured progression framework for music skills and knowledge tailored explicitly to each curriculum Pathway and Avenue, ensuring clear milestones for technical, constructive, and expressive development.*

- *Increase integration of visual and auditory scaffolding within lesson plans to enhance accessibility and reinforce musical concepts for pupils with complex needs.*
- *Expand opportunities for pupils to engage with a wider variety of musical instruments, including adaptive instruments, to broaden their technical fluency and creative expression.*

Part B: Co-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.

Stanton Vale School offers a range of co-curricular music activities designed to complement and enrich the formal curriculum. Weekly enrichment sessions provide pupils with opportunities to develop vocal skills in a supportive environment, led by familiar staff who encourage participation and enjoyment. The Stanton Vale Open Orchestra meets weekly, fostering instrumental skills and building pupils' confidence and self-esteem through performing for peers and the school community.

Assemblies serve as additional platforms for pupils to develop listening, movement, singing, and performing skills, reinforcing musical learning in a communal setting. For pupils on the Support Pathway and Avenue, sensory music activities such as sound baths, dance massage, and music cues are used weekly to support engagement and link music to other learning areas.

These co-curricular offerings provide valuable social, emotional, and developmental benefits, aligning closely with the school's values of Working Together, Respect, Aspiration, and Potential.

Potential next steps:

- *Introduce additional inclusive music clubs or groups during enrichment periods to broaden co-curricular participation and cater to diverse interests and abilities.*
- *Develop partnerships with local music organisations or visiting musicians to provide varied co-curricular experiences and specialist input.*

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.

Stanton Vale School is committed to providing pupils with rich musical experiences that extend beyond the classroom. Throughout the academic year, pupils have multiple opportunities to perform and experience high-quality music. Assemblies offer regular occasions to share, discuss, and perform music, promoting musical appreciation and confidence.

The school enhances pupils' cultural and musical awareness by arranging trips to local theatres and concert halls, allowing pupils to witness professional performances and engage with music from around the world and across genres. Stanton Vale also hosts inclusive school shows at key points in the year where all pupils are encouraged to perform. These events are often performed multiple times to accommodate audiences that include parents and the local community, reinforcing the school's ethos of celebration and aspiration.

Potential next steps:

- *Increase the frequency and variety of live music experiences, including workshops and interactive performances, to deepen pupils' engagement with music.*
- *Develop a pupil-led music ambassador or committee group to help plan and promote musical events, fostering leadership and ownership.*
- *Create digital portfolios or recordings of performances to track progress and share achievements with families and the wider community.*

In the future

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

Stanton Vale School's vision for music development is to empower all teaching staff, including both specialists and non-specialists, to deliver high-quality music lessons where pupils achieve their full potential. By September 2026, the school aims to embed a cohesive and consistent music curriculum that runs across all terms and year groups, supported by a comprehensive music scheme of work from EYFS through Year 9.

Future development plans include the introduction of whole-class ensemble projects to foster collaboration, the expansion of performance opportunities throughout the school year, and increased participation in extra-curricular music activities for all pupils. The school also aims to develop our dedicated inclusion room as a music teaching space to enhance both curricular and ensemble activities.

In the short term, Stanton Vale will source adaptive instruments, explore music enrichment opportunities and receive whole school CPD from the Esteem EPIC

Specialist for the Arts, welcome external performances, and continue to grow the Open Orchestra.

Medium-term goals include purchasing adaptive instruments, embedding music fully into the curriculum, hosting music festivals, and ensuring long-term planning reflects national curriculum outcomes where developmentally appropriate.

Long-term ambitions include offering professional music tuition, fully embedding the Open Orchestra and music curriculum, and providing instrument specific Continuing Professional Development (CPD) opportunities for staff at Stanton Vale and other special schools.

Potential next steps:

- *Establish a formal professional development programme for all teaching staff to build confidence and expertise in delivering the music curriculum.*
- *Develop a detailed progression map linking adaptive instruments and technology to curriculum objectives, enhancing accessibility and inclusion.*
- *Strengthen partnerships with external music providers and special schools to share best practice and extend CPD and performance opportunities.*

Further information (optional)

Inclusion is a cornerstone of Stanton Vale School's music provision, ensuring that all pupils, regardless of ability or additional needs, have equitable access to high-quality musical learning. The curriculum and co-curricular activities are adapted to meet diverse sensory, cognitive, and physical needs through differentiated teaching, use of adaptive instruments, and multi-sensory approaches. Staff receive ongoing training to build confidence in inclusive music pedagogy, including strategies for communication, behaviour support, and engagement.

The school actively recognises and values pupils' prior musical experiences, including those gained outside the classroom, and incorporates these into personalised learning plans. Collaborative planning between music specialists, therapists, and support staff ensures that individual targets align with broader communication and independence goals.

Music activities are designed to foster social inclusion by promoting teamwork, respect for diversity, and shared achievement. Regular reflection on inclusion practises through pupil voice, staff feedback, and monitoring of participation supports continuous improvement.

- **Potential next steps:**

- *Further develop and embed personalised music learning pathways that explicitly link individual education plans (ILPs) with curriculum and co-curricular music goals.*
- *Expand training and professional development focused on inclusive music teaching strategies and adaptive technologies.*
- *Strengthen collaboration with external specialists, including music therapists and inclusive music organisations, to enhance provision and share expertise.*