

Music Development Plan

Bents Green School

Academic Year that this summary cover	2025-2026
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Name of the school music lead	N/A
Name of school leadership team members with responsibility for music (if different)	Richard Cusworth – Gleadless, Enterprise Works and Hubs Vivien Bradley – Ringinglow
Name of local music hub	N/A

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

Bents Green School (Gleadless, Enterprise Works and the Hubs) currently delivers music to Pathways 1 and 2 through Expressive Arts drop-down days, where students participate in workshops led by staff or external professionals.

Bents Green School (Ringinglow) currently delivers music to Engagement and Independence pathway students during weekly lessons on the timetable, with additional visitors, performances and workshops provided throughout the year, sometimes linked to religious studies days or key events.

However, there is no formal music qualification currently offered. To strengthen the curriculum music provision, we could consider the following potential next steps:

- Develop a progressive, sequenced music curriculum that is mapped across each key stage, ensuring students build upon their knowledge and skills over time.
- Explore the possibility of introducing an accredited music qualification, such as GCSE or BTEC Music, to provide students with the opportunity to deepen their musical understanding and gain a recognised qualification. For the engagement and independence pathways, AQA unit awards or similar certifications could be considered and mapped to the thematic curriculum.

- Allocate dedicated curriculum time for music lessons for pathways 1 & 2, rather than relying solely on drop-down days, to allow for more consistent and sustained musical learning.

Part B: Co-curricular music

Bents Green School currently offers a range of music-related workshops and performances during the Expressive Arts, Religious Studies and other drop-down days, including keyboard, percussion, singing, and music production, and performances from choirs, folk groups, carol singers, religious organisations and many more. These experiences provide students with valuable opportunities to engage with different musical activities, and music from a range of cultures, religions and parts of the world.

Bents Green School (Gleadless) currently offers a weekly music club as an elective option within the Wednesday Club initiative, where students can choose to take part in one afternoon session per week on a half-termly basis.

To further enhance the co-curricular music provision, we could consider the following potential next steps:

- Establish regular, ongoing music clubs and ensembles (e.g., choir, band, drumming group) that meet weekly or bi-weekly, allowing students to develop their musical skills and perform together.
- Explore opportunities for students to learn a musical instrument, either through one-to-one or small group lessons, to support their individual musical development.
- Collaborate with local music organisations, such as music hubs or community groups, to provide students with access to a wider range of musical experiences and performance opportunities. This practice is already working well at the Ringinglow site.

Part C: Musical experiences

Some musical experiences, such as a staff pantomime, student Christmas concert, and a live folk band performance have been provided. These events have contributed to the students' exposure to different musical genres and performances. To further enrich the musical experiences for students, we could consider the following potential next steps:

- Organise regular school concerts, showcases, or musical productions that allow students to perform and share their musical talents with the school community. The music teacher at Ringinglow could share contacts with the other sites to enrich provision across all sites, and where possible arrange for visitors to visit multiple sites (this may not always be possible due to time and distance between locations)

- Arrange visits to local theatres, concert halls, or music venues to expose students to professional musical performances and broaden their understanding of the wider musical landscape.
- Encourage student participation in local or regional music festivals, competitions, or community events to foster a sense of pride and achievement in their musical accomplishments.

In the Future

The school's future plans for the music curriculum, aim to provide more structured and personalised learning opportunities for students.

We intend to incorporate weekly music lessons for Pathway 1 & 2 (Gleadless, Enterprise Works and the Hubs), led by professionals, such as guitar, violin, or keyboard instruction, and arrange visits to theatres to watch shows.

For the Engagement and Independence pathways (Ringinglow), we seek to enhance the wider curriculum offer of interventions and personal development opportunities such as groups and clubs. Additionally, the school plans to tailor the workshops to better suit the needs and interests of the students, as informed by student voice.

To further enhance the future direction of the music provision, the school could consider the following potential next steps:

- Develop a long-term strategic plan for music, outlining clear goals, resources, and professional development opportunities for staff to ensure sustainable growth and improvement.
- Explore partnerships with local music hubs, conservatories, or universities to provide students with access to a wider range of musical expertise, resources, and performance opportunities.
- Implement a comprehensive monitoring and evaluation system to regularly assess the impact of the music curriculum and co-curricular activities, allowing for data-informed decision-making and continuous improvement.