

MUSIC DEVELOPMENT PLAN

2026–2027

Nurture. Support. Aspire. Achieve.

Plan information	Details
School	Bennerley Fields School, Stratford Street, Ilkeston, Derbyshire, DE7 8QZ
Age range	2–16
School context	Special school for pupils with a range of SEND; all pupils have an EHCP
Academic year	2026–2027
Publication / review	September 2026 / July 2027
Music Lead	Claire Dunne
SLT link	Gabriella Marchini
Local Music Hub	Derby & Derbyshire Music Partnership

Purpose This plan is the school's working Music Development Plan and improvement document. A concise summary should be published on the school website and updated annually, while this fuller version can be used by staff, SLT and governors. The DfE template is not mandatory and can be adapted to a school's context.

Our musical vision

At Bennerley Fields, every pupil is a musician. We will provide ambitious, inclusive and progressive music education that enables pupils to listen, sing, play, create, improvise and perform. We will adapt the route into music—not the expectation that pupils should have access to high-quality musical experiences.

Music will contribute to our wider mission of preparing pupils for life Beyond Bennerley by developing communication, confidence, independence, creativity, collaboration and cultural capital, while remaining a subject with its own knowledge, vocabulary and progression.

What success will look like in July 2027

- Every pupil has a clearly identified and regular entitlement to curriculum music appropriate to their phase and needs.
- The school can demonstrate musical progression through its BF Engagement Framework and BF Progress Steps approach, with appropriate musical evidence.
- Pupils routinely sing, listen, play, compose and/or improvise, with meaningful opportunities to perform.
- Pupils who need adaptations can access music through visual/tactile resources, adapted instruments, AAC, switches or music technology as appropriate.
- There is a sustainable programme of choir/vocal and ensemble opportunities beyond lessons.
- Pupils experience live music and develop awareness of musical opportunities beyond school.
- Staff confidence and consistency in inclusive music-making improve through CPD and partnership working.
- The school can evidence participation, progress, quality and impact rather than relying on event photographs alone.

1. Context, entitlement and DfE alignment

DfE position. The National Plan for Music Education (NPME) sets a national vision for children and young people to learn to sing, play an instrument and create music together, with opportunities to progress their interests and talents. The DfE asks all schools to have a Music Development Plan and publish a summary annually. The published DfE template is optional and may be adapted.

Special-school context. The NPME explicitly states that high-quality music is the right of every pupil, including pupils in special schools. Special schools should provide a broad and ambitious curriculum including music, while adjusting the curriculum to pupils' needs. Quality should not be compromised by SEND; access may require differentiated resources, specific equipment, adaptations or technology.

NPME / DfE expectation	Bennerley Fields commitment	2026–27 evidence
Broad, ambitious curriculum including music	Music is protected as curriculum learning across the school's different curriculum pathways; delivery is adapted to need.	Curriculum map; timetable; planning; learning walks
At least 1 hour classroom music in KS1–3	Audit current provision and move towards the NPME expectation, using the school's special-school curriculum model and recording any block delivery transparently.	Timetable audit; provision statement
Learn to sing	Regular singing is taught and embedded through lessons, assemblies and vocal opportunities.	Planning; participation; recordings
Learn to play instruments	Progressive instrumental experiences using classroom instruments and targeted tuition where available.	Instrument audit; tuition/ensemble register
Create music together	Composition and improvisation are explicitly planned, including accessible digital approaches.	Recorded compositions; pupil work
Choir / vocal group	Provide an accessible recurring vocal opportunity. (Makaton choir)	Register; repertoire; performance
Ensemble / band	Provide differentiated ensemble roles so every pupil can contribute.	Register; rehearsal/performance log
Performance	Build authentic performance into curriculum and wider school life. (XFactor, Christmas concert)	Annual performance map; evidence
Live music at least annually	Plan at least one accessible live-music experience per pupil, in school or off-site.	Visit/workshop log; pupil voice
Partnership with Music Hub	Develop purposeful collaboration with Derby & Derbyshire Music Partnership.	CPD, tuition, instruments, workshops or performances

Bennerley Fields curriculum context

The school's published curriculum information shows a bespoke, adapted curriculum across EYFS, KS1/2, KS3 and KS4. At KS3, music is incorporated into the topic-based curriculum alongside a subject-based approach; classes personalise learning around individual learning, sensory needs and interests. The school's early learners use the BF Engagement Framework, while pupils working at subject-specific level use outcomes booklets. Music development should therefore fit naturally into existing curriculum and assessment systems rather than creating an unnecessary parallel assessment burden.

Important wording for governors/website The NPME and DfE template provide expectations and guidance rather than a prescribed school-plan format. This plan therefore states clearly what Bennerley Fields will provide, what it will improve, and how it will evidence impact.

2. Curriculum Music

Curriculum principles

- Music is taught for its musical value: pupils acquire musical knowledge and skills, not simply participate in enjoyable activities.
- Lessons are practical, active and multisensory, with purposeful use of singing, body percussion, instruments, movement, listening, notation and technology.
- Pupils encounter a broad range of musical styles, cultures, traditions and composers/performers, including music that reflects and extends their own experiences.
- Every pupil has a route to success: a pupil may demonstrate musical understanding through singing, playing, movement, visual response, technology, composition, conducting or another appropriate musical role.
- Progression is secured through revisiting, sequencing and increasing independence rather than simply changing topics.
- Where classes use topic-based learning, music objectives remain identifiable so that music is not lost within the wider theme.
- KS4 provision continues to develop musical knowledge, practical skills, cultural capital and meaningful accreditation where appropriate to pupils' pathways.

Whole-school progression

Phase / pathway	Core musical knowledge and skills	Examples of appropriate evidence
EYFS / early learners	Explore and respond to sound; vocalise/sing; move to pulse; make choices; anticipate familiar songs; explore cause and effect.	BF Engagement Framework evidence; observation; audio/video; pupil choice/response Outcomes booklet; recordings; annotated work; performance
KS1 / early subject-specific	Pulse and rhythm; loud/quiet; fast/slow; high/low; singing; listening; selecting and controlling sounds.	Outcomes booklet; recordings; annotated work; performance
KS2	Steady beat; rhythmic patterns; pitch; ensemble roles; instrument technique; simple notation; listening and describing; composing short ideas.	Outcomes booklet; recordings; annotated work; performance
KS3	Developed performance; ensemble independence; musical vocabulary; notation/graphic notation; composition and improvisation; styles and traditions; music technology.	Outcomes booklet; recordings; annotated work; performance
KS4	Personal musical goals; performance/creation; functional and cultural applications; accreditation where appropriate; transition and lifelong participation.	AQA Unit Awards/other appropriate accreditation; portfolio; performance; transition plan

2026–27 curriculum actions

ID	Priority	Action / implementation	Lead	When	Resources	Success / impact
C1	Entitlement audit	Establish a phase-by-phase baseline of curriculum music minutes, block delivery, staffing and access. Identify gaps against the NPME expectation and agree a realistic minimum entitlement.	Music Lead + SLT	Aut 1	Timetable; staffing	100% of classes have a documented music entitlement; gaps have actions.
C2	Progression map	Create a one-page progression map covering singing, listening, performing, composing/improvising, musicianship and vocabulary from EYFS to KS4.	Music Lead + phase leads	Aut 2	Staff time	Staff can identify prior learning and next steps.
C3	Music curriculum quality	Review planning and lessons for musical learning, appropriate challenge and active participation; sample pupil work/recordings.	Music Lead + SLT	Termly	Release time	Monitoring shows consistent musical intent and engagement.
C4	Composition & improvisation	Build at least one explicit creating/improvising sequence into each phase each year, using acoustic and digital methods.	Music Lead	Spr 2	Instruments/technology	All phases produce evidence of original musical decision-making.
C5	Listening & repertoire	Develop a representative repertoire/listening spine, including diverse traditions and high-quality music from different periods and cultures.	Music Lead	Spr 1	Resources	Pupils encounter a broad musical diet and use developing vocabulary.
C6	KS4 pathways	Review musical learning and accreditation opportunities at KS4 so that pupils have appropriate next steps, including non-qualification participation.	Music Lead + Careers Lead	Sum 1	Hub/community links	Individual musical next steps identified where relevant.

3. Inclusive Music: SEND, access and participation

Principle: No pupil should be excluded from music because of their SEND. The NPME is explicit that special schools should maintain quality provision and use adjustments, equipment and technology to make music accessible.

Barrier / need	Adaptive response	What we will monitor
Communication	Symbols, signing used in school, visual choices, gesture, modelling, repeated song structures and clear musical cues.	Independent choice/response; communication during music
Cognition / learning	Small-step sequencing, repetition, overlearning, concrete musical experiences, simplified/graphic notation without removing musical intent.	Progress from individual starting point
Autism / sensory	Predictable lesson structure, visual timetable, controlled volume, choice, quiet space, gradual exposure and sensory-aware transitions.	Engagement; regulation; sustained participation
Physical / motor	Accessible positioning, adapted beaters, alternative playing techniques, switches, touch interfaces and suitable instrument selection.	Ability to initiate/control sound
Visual / hearing access	Large/clear visual materials, tactile cues, appropriate positioning, amplification and vibrotactile/visual approaches where suitable.	Access to musical information
Attention / regulation	Short purposeful tasks, movement, pulse, turn-taking, clear endings and opportunities for active musical leadership.	Time engaged; independence
Financial barriers	Use school/Hub support, targeted funding so cost is not the reason a pupil cannot participate.	Participation by pupil group

Inclusive music actions

ID	Priority	Action	Lead	When	Resources	Success / impact
I1	Create an adaptive music toolkit	Audit and collate visual/tactile notation, symbol-supported repertoire, accessible instruments, switches, stands, headphones and digital music tools.	Music Lead + SENCO	Aut 2	Existing + targeted budget	Staff have practical adaptations ready to use.
I2	Pupil musical profiles	For pupils requiring significant adaptation, identify effective musical access strategies within existing pupil-profile/EHCP processes rather than creating duplicate paperwork.	Music Lead + class staff	Aut 2 / ongoing	Existing systems	Staff know how each pupil can access music.
I3	Participation audit	Track who accesses lessons, clubs, tuition and performances and investigate barriers where participation is lower.	Music Lead	Half-termly	Simple tracker	Gaps in access are identified and addressed.
I4	Pupil voice	Gather accessible pupil views about music, instruments, repertoire and performance using symbols, choice boards or discussion.	Music Lead	Termly	Pupil voice tools	Provision reflects pupil interests and choices.
I5	Leadership by pupils with SEND	Create opportunities for pupils to lead a musical warm-up, choose repertoire, conduct, introduce a performance or operate technology.	Music Lead + staff	Ongoing	None / technology	Pupils with SEND are visibly active contributors and leaders.

Music and therapeutic provision

Music therapy and curriculum music are complementary but distinct. Therapeutic work may support individual communication, wellbeing or other therapeutic outcomes when delivered by an appropriately qualified practitioner. Curriculum music remains planned subject teaching. Bennerley will use its integrated therapeutic ethos to support access and regulation, but therapeutic activity will not replace pupils' entitlement to music education.

4. Wider / Co-curricular Music

Aim: To create a musical pathway beyond the classroom so that pupils can develop interests, friendships, confidence and practical skills. Opportunities will be accessible, voluntary where appropriate and designed so pupils with different levels of musical experience can participate together.

ID	Area	Action	Lead	When	Resources	Success / impact
W1	Choir / vocal group	Establish or strengthen a regular inclusive vocal group with differentiated parts and visual supports. (Makaton choir)	Music Lead	Aut 1	Staffing; repertoire	Regular attendance; increasing independence; performances.
W2	Ensemble / band	Develop a recurring ensemble using differentiated roles: pulse, ostinato, melody, percussion, vocals, movement, conducting or technology.	Music Lead	Aut 2 / Spr 1	Instruments	Pupils make music together with increasing independence.
W3	Instrumental tuition	Explore Hub/partner tuition and targeted school-funded opportunities; prioritise pupils who face barriers or show sustained interest.	Music Lead + Hub	Aut 2	Hub funding / school budget	Number and range of pupils accessing tuition increases or is sustained.
W3	Instrumental tuition	Continue the partnership with Ruth the music therapist who offers keyboard tuition to targeted students	Music Lead + Hub	Aut 2	Room/Equipment	Number and range of pupils accessing tuition increases or is sustained.
W4	Practice / creative spaces	Identify supervised spaces/times for rehearsal, exploration and music technology.	SLT + Music Lead	Aut 1	Room/equipment	Pupils can practise safely and purposefully.
W5	Music technology	Audit tablets/computers/software and develop accessible recording/composition opportunities.	Music Lead + Computing	Spr 2	Existing devices; software	Pupils create/record music using technology.
W6	Musical pathways	Identify community, Hub, college and lifelong music opportunities relevant to pupils' post-16 pathways.	Music Lead + Careers	Sum 1	Partnership time	Relevant next steps recorded where appropriate.

Participation and equity

- Monitor participation by class/phase and, where useful, by groups identified by the school as at risk of reduced access.
- Use targeted support rather than assuming that lack of attendance reflects lack of interest.
- Where fees apply, investigate subsidies, loan instruments and Hub support before excluding a pupil from an opportunity.
- Ensure clubs and ensembles have a clear access offer for pupils who communicate non-verbally or need physical/sensory adaptations.

5. Performance, cultural capital and live music

ID	Priority	Action	Lead	When	Resources	Success / impact
P1	Termly musical sharing	Each phase/class contributes to at least one meaningful musical sharing opportunity across the year, adapted to pupil readiness.	Music Lead + staff	Each term	School calendar	Every pupil has at least one meaningful sharing opportunity.
P2	Whole-school events	Build singing, ensemble, composition, sound design and/or performance into appropriate celebrations and school events. (X Factor, Christmas concerts)	Music Lead + SLT	Ongoing	Event support	Performance log shows broad participation.
P3	Live music	Secure at least one live professional/community music experience for every pupil, in school or through an accessible visit. (Music/theatre visits by stages or classes)	Music Lead + Beyond Bennerley	By Sum 2	Hub/tickets/transport	100% of pupils experience live music or an equivalent high-quality live experience.
P4	Community links	Work with Derby & Derbyshire Music Partnership and suitable local/community providers to create authentic opportunities.	Music Lead	Ongoing	Partnerships	At least 2 purposeful external/Hub links or activities.
P5	Digital showcase	Where consent and safeguarding arrangements permit, create recordings/digital sharing of pupil music.	Music Lead + staff	Sum 2	Recording device	Pupils hear/reflect on their own work; families can see musical achievement where appropriate.

6. Workforce, Music Hub and partnership development

Partnership principle. The Music Hub should be used strategically, not only for one-off workshops. The NPME expects Hub partnerships to support schools with high-quality music education, inclusion, instrumental learning and wider musical opportunities.

ID	Action	Implementation	Lead	When	Resources	Success / impact
H1	Named Hub relationship	Establish a named contact with Derby & Derbyshire Music Partnership and identify the school's inclusion contact/route.	Music Lead	Aut 1	Hub contact	Annual partnership plan agreed.
H2	Staff CPD	Provide at least two focused opportunities for staff development in inclusive music-making, including practical strategies for communication, adaptive instruments and technology.	Music Lead + Hub	Aut/Spr	CPD time	Staff confidence improves; strategies appear in practice.
H3	External expertise	Use Hub/qualified practitioners for targeted tuition, ensemble development, workshops or curriculum support where this adds value.	Music Lead	Ongoing	Budget/Hub	External input is linked to clear pupil outcomes.
H4	Evaluate providers	Before repeat commissioning, review accessibility, musical quality, pupil engagement and value for money.	Music Lead + SLT	After each project	Existing evaluation	Decisions are evidence-led.

7. Resources, equipment and funding

Priority	Action	Measure of success
Instrument audit	Complete annual inventory of instruments, percussion, keyboards, guitars/ukuleles where appropriate, recording kit and adaptive equipment.	Safe, usable and sufficient core equipment identified.
Accessibility	Prioritise equipment that removes barriers: adapted stands, beaters, switches, accessible interfaces and visual/tactile resources.	Pupils can access a wider range of musical roles.
Maintenance	Create repair/replacement schedule and identify equipment approaching end of life.	Fewer cancelled/limited activities due to equipment failure.
Funding	Use school budget, Hub offers, instrument loans and relevant grants/subsidies where available.	Financial barriers do not prevent reasonable access.
Value for money	Evaluate paid provision against participation and musical impact.	Spending is linked to plan priorities and impact.

8. Monitoring, assessment and impact

Assessment principle. Assessment should show what pupils know, can do and are beginning to do musically. It should be proportionate and align with the school's existing BF Engagement Framework and BF Progress Steps systems.

ID	Area	Method	When	Lead	Impact measure
M1	Curriculum entitlement	Timetable and planning audit	Autumn / Spring	Music Lead + SLT	Clear entitlement by phase; identified gaps closed or actioned.
M2	Musical progress	BF Engagement Framework / BF Progress Steps evidence, outcomes booklets, recordings	Termly	Music Lead + staff	Pupils show measurable next steps from individual starting points.
M3	Teaching quality	Learning walks, planning review, pupil voice, work/recording scrutiny	Termly	Music Lead + SLT	Consistent musical intent, challenge and inclusion.
M4	Participation	Register/engagement tracker	Half-termly	Music Lead	Increasing or sustained participation across pupil groups.
M5	Performance	Performance and live-music log	Ongoing	Music Lead	Every pupil has meaningful performance/live-music experience.
M6	Inclusion	Access audit + pupil voice	Termly	Music Lead + SENCO	Barriers identified and reasonable adaptations implemented.
M7	Staff development	CPD record + staff confidence survey	Termly	Music Lead	Staff report greater confidence and apply strategies.
M8	Partnership impact	Hub/provider review	Termly	Music Lead	Partnership activity has clear pupil/staff benefit.

ID	Area	Method	When	Lead	Impact measure
M9	Annual evaluation	End-of-year report against actions, evidence and pupil outcomes	July 2027	Music Lead + SLT	Next year's priorities are evidence-led.

Impact dashboard for governors / SLT

Measure	2026–27 target	Actual / evidence at review
Curriculum entitlement	100% of classes have documented regular music provision; KS1–3 provision reviewed against NPME expectation.	[Complete July 2027]
Progression	Whole-school progression map implemented and used.	[Complete July 2027]
Participation	Participation monitored each half-term; barriers acted upon.	[Complete July 2027]
Choir/vocal opportunity	Regular accessible provision established.	[Complete July 2027]
Ensemble/band	Regular ensemble opportunity established.	[Complete July 2027]
Instrumental learning	Hub/school tuition route available and promoted.	[Complete July 2027]
Live music	All pupils experience at least one live music experience/equivalent.	[Complete July 2027]
SEND access	Adaptive resources/technology audited and used where needed.	[Complete July 2027]
Staff CPD	At least two focused CPD opportunities.	[Complete July 2027]
Partnerships	Purposeful Hub/community activity evidenced.	[Complete July 2027]

9. 2026–2027 Implementation Calendar

Period	Key actions	Evidence / milestone
September–October	C1 entitlement audit; confirm Music Lead/SLT link; equipment/space audit; establish choir/ensemble; contact Hub; baseline participation.	Baseline report; timetable; action tracker.
November–December	C2 progression map; staff CPD; first performance/sharing; begin targeted tuition/Hub activity; adaptive toolkit phase 1.	Progression draft; CPD evidence; participation data.
January–February	C3 curriculum quality review; I3 participation review; W2 ensemble development; P4 partnership activity.	Monitoring report; pupil voice; performance evidence.
March–April	C4 composition/improvisation focus; W5 music technology; adaptive toolkit phase 2; live music planning/visit.	Recorded compositions; access audit.
May–June	KS4 musical pathways; live music experience if outstanding; community performance; review pupil progress and next steps.	Pathway records; live-music evidence.
July	Annual evaluation; governor/SLT review; resource audit; identify 2027–28 priorities; prepare website summary.	Impact report; revised priorities.

10. RAG review system

RAG	Meaning	Required response
Green	Action complete / securely embedded; evidence shows positive impact.	Maintain, evaluate and identify next improvement.
Amber	Action underway but impact or consistency is not yet secure.	Clarify barriers, support, timescale and responsible person.
Red	Action not started, blocked or provision is not meeting intended entitlement/access.	Immediate SLT review and recovery action.

11. Website publication summary – parent-friendly version

Our Music Development Plan 2026–2027

At Bennerley Fields School, we believe every pupil can be a musician. Our music curriculum is ambitious, inclusive and adapted to the needs of our pupils. Music supports pupils to develop knowledge and skills through singing, listening, playing instruments, composing, improvising and performing.

- Music is planned across our different curriculum pathways from early learning through KS4.
- We use accessible approaches, instruments and technology so pupils can take an active role in music-making.
- We are developing choir/vocal and ensemble opportunities and exploring instrumental tuition with our local Music Hub.
- Pupils have opportunities to perform and share music in school and, where appropriate, in the wider community.
- We will provide at least one live-music experience during the year for every pupil, with appropriate accessibility arrangements.
- We will continue to develop staff expertise and partnerships with Derby & Derbyshire Music Partnership and other suitable music organisations.
- We monitor participation, musical progress and the impact of our provision so that our music offer continues to improve.

The full Music Development Plan is available from the school. It is reviewed annually and updated for the start of each academic year.

12. Review and approval

Role	Name	Date / review
Music Lead	[Insert]	September 2026
SLT link	[Insert]	September 2026
Headteacher	Jenni Wright	[Insert]
Governor / committee	[Insert]	[Insert]
Annual review	Music Development Plan 2027–2028	July 2027

Sources and policy basis

This plan has been strengthened using: DfE/Department for Culture, Media and Sport, The Power of Music to Change Lives: A National Plan for Music Education (2022); DfE School Music Development Plan: Summary Template (published 15 May 2024); DfE Teaching Music in Schools / Model Music Curriculum (2021); Bennerley Fields School's published curriculum, KS3, KS4, pupil progress and careers information. The plan preserves the school's special-school context and uses proposed actions where current provision could not be verified from the supplied example or public information.