

Music development plan summary: Great Oaks Specialist 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	2024-2026
Date this summary was published	February 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Sarah Perrott
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Southampton
Name of other music education organisation(s) (if partnership in place)	South Coast Music Partnership

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.

Music is a highly valued part of Great Oaks School. Our Music curriculum is taught as part of the Creative Arts Faculty, incorporating Music, Art and Drama across the school. As the school is divided into 3 Pathways, this allows us to provide a more personalised curriculum, focused on our pupils' talents, skills and interests.

We are in a SEND setting, so we are in the fortunate position of having the freedom to develop a curriculum both in and outside of the classroom which is pupil centred. It spans the more able children in PW3, for whom the KS3 programme is like that of mainstream, through to creating schemes of work which link to thematic programmes of study or sensory explorations for a therapeutic approach in the lower Pathways.

Pupils have one lesson of Music per week with opportunities to take part in additional music-based activities through Friday afternoon clubs and instrumental lessons. Specialist teachers deliver the Music curriculum to PW2, PW3 and some PW1 classes; PW1 teachers have been trained and are continually supported to facilitate their teaching of Music to their classes. A Music Therapist delivers various individual sessions to pupils in PW1 and works with one of the music teachers to deliver bespoke training for individuals who deliver Music with their class.

Pupils follow a cohesive, thematic Music Curriculum that aligns with the Creative Arts Faculty's vision: *Music is for Everyone at Great Oaks*. Lessons incorporate listening to a diverse selection of musical genres and artists from all periods in history. Singing and performing activities are engaging and varied, including solo, paired, small group, and whole-class explorations. Composition techniques are developed primarily through improvised, in-the-moment responses to a stimulus.

Within the Creative Arts Curriculum, there are strong links to English and PSHE. For example, at the beginning of the Autumn Term Year 8 pupils study 'Spirited Away' in English. At the same time in Music (and Art) we explore the music used in the animation and the style of anime. In Year 7, the children study an animation of 'The Lighthouse', where there is no spoken dialogue. We then support this by encouraging the class to create their own

soundtrack to the film. When they study Kensuke's Kingdom in Year 9, we listen to various orchestral music which depicts the sea and learn melodies associated with this.

In all KS3 and most KS4 classes, singing and performing on various musical instruments is a key aspect of the weekly lesson. Our school's philosophy, PACE (Play, Acceptance, Curiosity, Empathy) supports these plans. Whole class instrumental lessons are delivered in ukulele, keyboard, tuned and untuned percussion (including tone chimes, bamboo tamboo, samba band and djembe drums) rock band instruments and singing. We are always very grateful to SMH for providing instruments on loan, both individual and as class sets.

In Music lessons, pupils are encouraged to explore, initiate, self-express, and become as independent as possible through learning skills and knowledge of Music, Art and Drama. We inspire individual growth through various accreditation paths, such as GCSE, Trinity Bronze Arts Award, Entry Level and ASDAN. Pupils become more resilient by reflecting on their own practice and making changes to their work.

A growth mindset is encouraged as pupils explore various aspects of the Creative Arts curriculum: recognition that skills are learned over time, and perceived mistakes are part of the learning experience, underpin the ethos of the teaching team. In other words, the emphasis is on the process and creative journey of the learner and is celebrated as such.

Accreditations offered are appropriate to our pupils' needs and talents.

PW3 Year 10 pupils opt to take Trinity Arts Award Bronze, specializing in Music and Drama, or AQA GCSE Art or OCR Entry Level Art. In Year 11, pupils will continue GCSE Art or follow a practical Music and Drama curriculum, focusing on performing skills.

PW2 pupils follow OCR Entry Level Art and are being introduced to Trinity Arts Award Explore. Where relevant and appropriate to the individual, PW1 pupils may follow Trinity Arts Award Discover with Music and Art being the primary focus.

Great Oaks is currently going through the application process to become a Music Hub Lead School for SEND Music in Southampton.

Part B: Extra-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.

There are many opportunities for students to immerse themselves in Creative Arts outside the classroom, with regular Music, Art and Drama clubs, as well as school productions which are focussed on inclusivity and fun!

At Great Oaks School, 72% of pupils are eligible for pupil premium funding. Through discussions with staff, pupils, and families, we have found that disadvantaged students often have fewer opportunities to develop cultural capital outside of school. Therefore, Music plays a vital role in our curriculum and is actively promoted to ensure accessibility for all pupils.

To address these barriers, Great Oaks School is committed to providing inclusive opportunities, including free or subsidised instrumental lessons, dedicated music lessons across all pathways, and the integration of music into the wider curriculum, ensuring all students can participate.

We have visiting instrumental teachers from Southampton Music Hub who provide lessons in woodwind, guitar, violin, and drums to a selection of pupils across all pathways. Most lessons are individual, while some take place in pairs or small groups, allowing for personalised learning tailored to each pupil's interests and needs.

These instrumental lessons help pupils develop transferable musical skills that enhance their classwork, performances in Musicians' Concerts, and accreditation achievements. Pupils whose parents or carers can provide a safe storage space at home may take their instruments home to practice between lessons. This provision is assessed based on individual pupil needs.

For those who wish to practice at school, space in the music room is arranged.

A number of Great Oaks pupils hold a Music Hub Award, which recognises their potential as a talented musician. The Music Hub provide lessons free of charge to those pupils in receipt of an Award; Award holders attend City ensembles in their own time, rehearsing and performing at a range of venues in the school year.

We run a weekly Wind Band for woodwind pupils, led collaboratively by the Music Hub and our specialist Music Teacher. Pupils showcase their talents at the Annual Musicians' Concerts, an event dedicated to inclusivity, celebrating talented musicians from all pathways. This provides pupils with the opportunity to shine in front of their peers and families.

The Friday Afternoon Music Club, run by two SSAs, is extremely popular. Last year, we had a whole-school music festival, GO Fest. Other music-themed Friday clubs have included the Christmas Show Club, Tone Chimes, and Singing Club.

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.

There are many opportunities for students to immerse themselves in Creative Arts outside the classroom, with regular Music, Art and Drama clubs, as well as school productions which are focussed on inclusivity and fun!

We have expanded our previous provision of one whole-school show per year into three separate productions, one for each Pathway. Any pupil who wishes to participate is welcomed.

Our PW3 show is led by Bronze Arts Award pupils, with opportunities for all other PW3 classes to participate in singing and smaller acting roles if they choose. This year's production was Cinderella, featuring a script written by our Drama teacher and music specifically chosen and arranged for the band and singers.

The PW2 show will take place in the early summer term and is themed around *It Takes a Village*, aligning with the school's overarching theme. Each class has chosen a specific country to explore, focusing on what it is like to learn music as a child and experience family life there. The final performance will be a combination of pre-recorded classroom drama and live performance.

The PW1 show this year, *A Riot of Colour*, is inspired by *The Wizard of Oz* and will also feature recorded performances from the ENO composition task, involving all Year 7 pupils, including those in PW1, as the project is centered around the theme of colour.

As the school has grown in recent years, we are in discussion with SLT about reintroducing more whole-school events while maintaining the specific Pathway opportunities.

In recent years, children have enthusiastically performed with other mainstream schools at the MAST Theatre in the Southampton Secondary Schools' Concert. Plans to visit and perform at local Elderly Care Homes and the Music Man Project (national music sessions for adults with learning difficulties) are currently being explored.

We have a strong and positive relationship with Southampton Music Hub and eagerly engage with every opportunity they offer. Over the years, we have participated in rap workshops and performances, performed at the Secondary Schools Music Concert, and attended Children's Concerts. Three years ago, we took part in the Aurora project, and we have also benefited from visiting workshops led by SMH staff.

For the past two years, we have loved participating in a joint Hub project with the English National Opera—a creative composition initiative that culminates in a multi-school celebration event, where pupils can hear and see animations of their compositions. This event, held at our school, was particularly special as it was highly inclusive, welcoming both mainstream and SEND pupils.

Recently, we were approached by the Welsh National Opera to host Opera Tutti, an exciting concert for GOS and other SEND schools. This was an excellent event, giving pupils across all Pathways the opportunity to meet and perform with professional musicians.

GOS Creative Arts Week is an annual event, which is sometimes extended to a Creative Arts Fortnight, which involves the entire Faculty. This whole-school celebration of the Creative Arts features Musicians' Concerts, drumming workshops, and a variety of vocal activities. Students always look forward to this event, which allows everyone to experience, explore, showcase their talents, or simply find joy in one of life's greatest gifts, music.

All students have the opportunity to access performances, shows, and events without financial barriers. Great Oaks School is committed to ensuring inclusivity by subsidising or fully covering costs when needed, so every pupil can participate in music events.

In the future

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

Great Oaks is currently undergoing an expansion plan, which will lead to more facilities being provided for the Music department. On the Vermont Site, current plans indicate a new Music classroom and a practice room for use by pupils based on that site. This provision will allow us to offer ensemble work and smaller groups to work on focussed tasks during music lessons.

We hope to be selected as the Lead School for SEND Music in Southampton, to enable us to reach out and support other schools, collaborating on practical projects and building relationships across the City and beyond.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.