# Hill View School
# Music Development Plan

## Overview

| Detail | Information |
|---|---|
| Academic year that this summary covers | 2026/27 |
| Date this summary was published | October 2026 |
| Date this summary will be reviewed | September 2027 |
| Name of the school music lead | Stu Lambert |
| Name of school leadership team member with responsibility for music (if different) | |
| Name of local music hub | Somerset Music |
| Name of other music education organisation(s) (if partnership in place) | None at present |

This is a summary of how our school delivers music education to all our learners 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 learners and parents carers understand what our school offers and who we work with to support our learners' music education.

Hill View is a specialist Social, Emotional and Mental Health (SEMH) school within The Oak Partnership Trust. Our learners often join us after significant disruption to their education, so our first priority is helping every young person feel safe, regulated and ready to learn. Music at Hill View is shaped by that context: it is used flexibly, often one-to-one or in small groups, to build confidence, support regulation and give learners a positive way to express themselves.

## 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 learners can achieve.

At Hill View, music is not currently taught as a discrete, timetabled subject. As a specialist SEMH school, our curriculum prioritises learners' social, emotional and mental health needs, alongside core literacy and numeracy, and we follow a primary-style model in which class teachers teach across the curriculum. Music is instead woven into wider learning where it supports learners' engagement and wellbeing. This includes using music within topic work, as a calming or regulating tool in classrooms, and as a reward or motivational activity. Learners have access to a range of musical instruments in school and to our recording studio, where they can explore creating, recording and producing music with adult support. Access is planned around individual learners' needs and interests rather than a fixed scheme of work. We do not currently offer music qualifications or awards. We recognise that this is a narrower offer than the National Curriculum and Model Music Curriculum describe, and that music is not a current school development priority. We will keep this under review as part of our annual curriculum evaluation.

## Part B: Co-curricular music

This is about opportunities for learners to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how learners can make progress in music beyond the core curriculum.

Hill View does not currently run music clubs, choirs, ensembles or bands, and we do not offer instrumental lessons through peripatetic tutors. Large-group and performance-based activities are often not the right fit for many of our learners, and we have no current plans to introduce a choir or similar group. Learners who show an interest in music can use our instruments and recording studio during unstructured or enrichment time, with staff support, so that they can practise, experiment and develop their skills at their own pace. Where a learner shows a particular interest or talent, we will talk with them and their parent carers about opportunities in the wider community. Locally, Somerset Music, our music hub, runs a range of county ensembles and activities, and we are happy to signpost families to these.

## 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.

Musical experiences at Hill View are informal and responsive to learners' needs. Learners can use our recording studio to write, record and produce their own music, which many find motivating and which helps build confidence, teamwork and a sense of achievement. Musical instruments are available across school and are used in classrooms and during enrichment time. Staff also use music to support emotional regulation, for example calming music during transitions or as part of a learner's individual regulation strategies. Music features in school events and celebrations where appropriate, and learners who wish to can share music they have created with staff and peers. We do not currently organise concerts, shows or trips to professional performances as a regular part of our offer. Any performance opportunity is always optional, so that no learner feels pressured to perform.

## In the future

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

Music is not a school development priority for 2026/27, and we are not planning significant new investment, timetabled lessons, clubs or a choir. Our focus will be on making the best use of what we already have. Over the coming year we will continue to make our instruments and recording studio available to learners and encourage staff to use music where it supports engagement and regulation. We will make sure families know about the opportunities offered by Somerset Music, so that learners with a strong interest can pursue it outside school. We will review this summary in September 2027 and consider whether our school development priorities allow us to extend our music offer in future.

## Further information (optional)