



Music development plan summary:

Booker Park School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	November 2025
Date this summary will be reviewed	November 2026
Name of the school music lead	Marianne Murphy
Name of the school leadership team member with responsibility for music (if different)	Marianne Murphy
Name of local music hub	Buckinghamshire Music Trust
Name of other music education organisations(s) (if partnership in place)	Chiltern Music Therapy

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.

Within our special school for children with severe learning difficulties, music is an integral part of our curriculum and is used to support communication, sensory engagement, emotional regulation, and creativity. Pupils experience a broad range of musical activities including:

- **Listening and responding** to different genres and live/recorded music.
- **Exploring sound** through instruments, voice, and technology.
- **Developing musical skills** such as rhythm, pitch, and dynamics at an appropriate level for each learner.
- **Creative expression** through composition and improvisation, often linked to themes across the curriculum.
- **Performance opportunities** in class, assemblies, and whole-school events.

Music is taught as a timetabled session at least weekly. There are additional opportunities embedded throughout the day (e.g., sensory stories, movement sessions, and therapeutic interventions).

Part B: Music tuition and Ensembles 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.

We have a music therapist from Chiltern Music Therapy who comes into school for two days a week. The therapist offers 1:1, 2:1 and small group sessions with some of our pupils. Music therapy benefits our pupils in many areas including behaviour, self-esteem, cognitive function and social interaction.

We have a weekly after school music club for ten pupils which is led by the music therapist and supported by teaching assistants.

Music is used throughout the school day e.g. sound cues, songs for learning concepts (numbers, phonics), celebrating festivals through music, expressive music making.

Part C: 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.

Each child has the opportunity to access assembly each week which includes opportunities to listen to and participate in music.

There is an annual whole school Christmas performance in which children sing and move to music, and come together to perform to parents, family and friends.

There have been regular pantomime visits to school which include music.

Children participate in a whole school “dance festival” during which each class performs a dance to a piece of music that they choose.

We have had visits into school from Hartbeats (African drumming workshops), Rock Steady, and Soundabout.

In the future: This is about what the school is planning for subsequent years.

- Audit the current provision.
- Pupil/staff/parent questionnaires.
- Extend the after school music club offer.
- Integrate technology into musical experiences, such as recording performances or creating digital portfolios of student work.
- Participate in Stocklake Park’s “Summer Jam” festival.

- Explore links with other music organisations.
- Explore collaborations with other local special schools.