

## **Music Development Plan Document 2026/27**

The [National Plan for Music Education v2](#) was published in June 2022, and recommended that all schools have a music development plan in place.

**School Name:** Sharples High School, A multi academy trust

**Address:** Hill Cot Road, Bolton, BL1 8SN

**Headteacher:** Ms C Molyneux

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**Music Lead:** Claire Brook

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**Date:** 5th September 2026

**Review Date:** 1<sup>st</sup> July 2027

Documents that you might find useful to refer to are linked below:

- [OFSTED Research Review in Music](#)
- [National Curriculum for Music KS3](#)
- [Model Music Curriculum KS1-3](#)

*1. Overall music provision – how do you feel about your offer, and where do you want it to go in general moving forwards? Your thoughts here should tie into other areas further down.*

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| <b>Current Status</b>               | <p>Music is taught across both Key Stage 3 (KS3) and Key Stage 4 (KS4). At KS3, pupils in Years 7, 8 and 9 receive one 50-minute music lesson per week, in line with the recommendations of the Model Music Curriculum (MMC). Lessons are delivered in mixed-ability classes, with an average class size of 28 pupils.</p> <p>At KS4, there are currently two GCSE Music classes: 12 pupils in Year 11 and 9 pupils in Year 10. Both cohorts follow the Eduqas GCSE Music specification and receive three 50-minute lessons per week.</p> <p>All GCSE Music pupils also receive one 20-minute individual peripatetic lesson each week on their chosen instrument. These lessons are delivered by Bolton Music Service.</p> <p>The Music Department is currently undergoing a period of transition. The department was established five years ago and has recently experienced a number of staffing changes. Despite this transition, pupils have access to two dedicated music classrooms, practice rooms and a performance space within the school theatre.</p> <p>Clear routines and high expectations have been established and embedded within these specialist spaces across all year groups. This provides pupils with a consistent and purposeful environment in which to develop their musical knowledge, skills and confidence.</p> |
| <b>Future Developments</b>          | <p>To develop an inclusive curriculum which meets the needs of the pupils and takes the context of the school into consideration.</p> <p>To review the current curriculum offer to ensure pupils have a broad and balanced curriculum which prepares pupils for GCSE music and beyond.</p> <p>To review the effectiveness of peripatetic tuition.</p> <p>To provide regular opportunities for pupils to experience music opportunities outside of the curriculum.</p> <p>To increase uptake at KS4 and to review the KS4 offering (inc. vocational courses and/or music technology)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Timescale and Responsibility</b> | <p>5-year project</p> <p>C.Brook</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Resources Necessary</b>          | <p>Time to review the current offering.</p> <p>Time to research, plan, implement and evaluate alternative core music and peri provision models.</p> <p>Money to purchase new resources, equipment and staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

2. *Curriculum – Music that is taught as a timetabled slot in the classroom on a regular basis.*

*Things to consider:*

- Frequency - e.g. weekly for 1 hr, fortnightly for 45 mins etc)
- Schemes of Work - Self written, Charanga, Kapow, Sing Up, Music Express etc)
- Staffing – Class teachers, music lead, outside specialists
- Think about your EYFS, KS1, KS2 and SEND curriculums for Primary
- Think about KS3, KS4 and KS5 (if applicable) in Secondary
- Consider your use of Music Technology in the classroom

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| <b>Current Status</b>               | <p>Schemes or Work (SoW) have been written by subject specialists within the school. Resources such as Musical Futures and Musical Contexts have been used to support the construction and delivery of the current curriculum. Developing music skills and knowledge are the fundamentals of the KS3 curriculum design. SoW builds on prior knowledge and links to some aspects of the MMC.</p> <p>100% of the KS3 classes are taught by a music specialist. 100% of the KS4 lessons are taught by a music specialist.</p> <p>Pupils have access to 12 stand alone desktop computers in the DT room with MIDI keyboards and Ableton software installed and there is a class set of chromebooks to access BandLab, Chrome Music Lab and Noteflight which can be booked in advance for use with classes.</p> |
| <b>Future Developments</b>          | <p>To support non-specialist with curriculum delivery</p> <p>To regularly review LTP and SoW.</p> <p>To purchase equipment to ensure there is a full class set of keyboards, ukuleles and xylophones.</p> <p>To seek CPD opportunities (external and within BMS) to develop subject knowledge and skills to support the quality of music education.</p> <p>To visit local schools serving similar contexts to observe their approaches and identify effective strategies for supporting and developing pupils.</p>                                                                                                                                                                                                                                                                                         |
| <b>Timescale and Responsibility</b> | <p>Annual curriculum reviews (Summer Term)</p> <p>C. Brook</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resources Necessary</b>          | <p>Money for CPD courses.</p> <p>Time to attend CPD courses and to implement CPD learning/research.</p> <p>Money to purchase resources (listed above).</p> <p>Time to implement curriculum changes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

*Use this space to go into more detail should you feel that it's necessary:*

3. *Whole Class Instrumental Teaching – sessions where the whole class is learning an instrument together. This could be provided in-house or by an external provider (e.g. local music service). These sessions are intended to be IN ADDITION to curriculum music time. It should also be noted that there is an underlying intention for there to be a progression route available for those pupils who wish to continue learning an instrument after their WCIT sessions have finished.*

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| <b>Current Status</b>               | There is no current provision for whole class instrument teaching where the whole class is learning the same instrument together. This is due to timetabling (some classes from the same year group are timetabled at the same time and therefore instruments are shared across two classes) and the sequence of SoW being taught (different year groups require the same instruments at the same time of year). Classes in KS3 are learning to play either the keyboard, guitar or ukulele however in the same lesson/SoW. |
| <b>Future Developments</b>          | <p>To consider timetabling where year groups are timetabled at the same time to support the sharing of equipment.</p> <p>To consider SoW sequencing over KS3 to ensure resources can be shared effectively.</p> <p>To consider turning one music room into a keyboard suite where all pupils have access to a keyboard</p> <p>To purchase another class set of ukuleles.</p>                                                                                                                                                |
| <b>Timescale and Responsibility</b> | 3 years – C.Brook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resources Necessary</b>          | <p>Time to write and review SoW</p> <p>Admin support to complete peri timetables/registers</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |

*Use this space to go into more detail should you feel that it's necessary:*

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4. *Individual/Small Group instrumental teaching – this is likely to be provided by external specialists (Music Service, private teacher(s), or another private company).*

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| <b>Current Status</b>               | <p>Currently all pupils have the option to pay for shared or individual instrumental lessons through the Music School Direct programme with Bolton Music Service.</p> <p>For PP pupils, the school has agreed a SLA with BMS to provide over 20 hours of peripatetic provision across piano, vocal, guitar, drums, brass, woodwind and strings.</p> <p>All pupils who opt for GCSE music currently receive a 20- minute weekly peripatetic lesson on their chosen instrument.</p> <p>All peripatetic tuition is delivered by Bolton Music Service. Pupils will be taught individually or in pairs. Pupils follow a timetable where lessons rotate to reduce the impact on other curriculum lessons.</p> <p>Peripatetic staff are led and managed by C. Brook (Sharples) as well as D. Chandler (BMS).</p> |
| <b>Future Developments</b>          | <p>To introduce graded examination opportunities for pupils.</p> <p>To identify musicians earlier (new intake) using transition data and opportunities to promote music at Sharples.</p> <p>To ensure pupils on the Furthering Talent programme at Primary School automatically continue on the programme at Sharples.</p> <p>To ensure those pupils (paying and PP) who receive instrumental tuition through BMS at primary school automatically continue their provision at Sharples.</p>                                                                                                                                                                                                                                                                                                               |
| <b>Timescale and Responsibility</b> | <p>Review provision and model annually (C.Brook)</p> <p>May 27 - write SLA 2027/28 for BMS and propose to SLT. Get signed off then meet with D. Chandler to discuss and agree (C.Brook)</p> <p>July 27 - start planning timetables for Sept 27/28. (C. Brook)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Resources Necessary</b>          | <p>Time to review and evaluate current provision.</p> <p>Time to write a proposal for instrumental tuition from Sept 27/28.</p> <p>Money to fund peripatetic lessons and examinations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

*Use this space to go into more detail should you feel that it's necessary:*

The current peripatetic provision has been inherited, observed, reviewed and changes suggested. Positive changes to meet demand for per lessons were proposed in September 25 with an additional practice room being made available to accommodate the lessons and rehearsals.

*5. Teacher CPD – how are you going to upskill your teaching staff? CPD can be provided by you as music lead, your local hub or another external provider.*

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| <b>Current Status</b>               | <p>The current lead teacher for music has 24 years experience as a music teacher with 20 years' experience as a head of department/faculty however there is always something new to learn. The current lead teacher for music is keen and willing to continue learning and developing her skills as a musician, teacher or leader.</p> <p>Music teaching staff attended local hub network meetings, regularly liaises with external music networks and seek opportunities to network with colleagues through social media.</p> <p>1 external GCSE specific course was attended in person in 2025/26. 1 external GCSE specific course booked for Nov 2026.</p> <p>Internal CPD sessions are attended weekly (generic and school specific T&amp;L)</p> <p>Sharing good practice is a regular item agenda on departmental meetings.</p> <p>Staff in the department are part of different 'Champions' groups which work with members of other departments in school to share good practice.</p> |
| <b>Future Developments</b>          | <p>To book onto courses led by Eduqas to support the teaching and marking of the GCSE music components (composition, performance and appraising).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Timescale and Responsibility</b> | <p>Ongoing</p> <p>C.Brook</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Resources Necessary</b>          | <p>Time to attend courses and hub network meetings</p> <p>Money to book onto the courses.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

*Use this space to go into more detail should you feel that it's necessary:*

6. *Co-curricular/Extra-curricular music – activities that are in addition to but compliment your classroom offer (besides instrumental lessons). These can be in the form of bands, choirs or other groups. They may be led by school staff, music service teachers, other private company teachers or individuals.*

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| <b>Current Status</b>               | <p>From Sept 2026 clubs on offer for all pupils included: Sharples voices (singing club), rock school, rock band, school production rehearsals (Seussical Jr), Sharpless Symphony (orchestra), Sharples Synth orchestra (keyboard club), Christmas choir, Musical theatre club and year 7 music club. In addition, GCSE pupils and KS3 pupils in receipt of peri lessons are able to book one of 2 practice rooms to rehearse at break, lunch and after school, monday to friday. Finally the music rooms are open every break time for pupils to attend an informal drop-in session where they are able to come and make music with their friends or to rehearse what they were doing in their music lesson.</p> <p>Pupils have regular opportunities throughout the school year to perform to each other and the wider school community (inc. open evening, primary transition days, freshers concert, winter concert, school production and summer concert, battle of the bands and Sharpchella).</p> <p>GCSE pupils get the opportunity to watch the Halle Orchestra perform a short concert (inc. set works) at the Bridgewater Hall in October.</p> <p>Pupils have the opportunity to perform in Bolton Music Service concerts.</p> <p>Staff across the department make pupils aware of opportunities with the local area for pupils to participate in or to watch as an audience member.</p> |
| <b>Future Developments</b>          | <p>To continue to offer a wide range of enrichment opportunities</p> <p>To regularly review the offering to ensure it meets pupil needs/interests</p> <p>To identify and provide regular opportunities for pupils to perform to peers and with peers</p> <p>To identify and provide regular opportunities for pupils to observe/experience live/professional performance</p> <p>Complete audit of staff music skills to seek opportunity/potential for non-specialist staff to host enrichment club at lunch or afterschool</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Timescale and Responsibility</b> | <p>Ongoing</p> <p>C.Brook</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resources Necessary</b>          | <p>Time to deliver the co-curricular activities during mill time, lunchtimes and after school.</p> <p>Space to deliver the activities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

*Use this space to go into more detail should you feel that it's necessary:*

All enrichment activities are delivered by C Brook and A Keegan currently

**7. Pupil Premium student engagement – how are you encouraging PP students to engage with music? Are PP funds used to subsidise individual music lessons and/or other activities?**

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| <b>Current Status</b>               | <p>All pupils, regardless of their starting point or background are encouraged to engage with music, both in the classroom through curriculum time and with enrichment activities.</p> <p>The music department is aware of which pupils are PP and uses this information to support T&amp;L (seating plans and peri lesson uptake).</p> <p>PP pupils attending music trips are paid for by the school.</p> <p>The music lead regularly updates peri staff of pupil information (PP, SEND, EAL) throughout the year (as required).</p> |
| <b>Future Developments</b>          | <p>To analyse attendance and engagement to enrichment music activities</p> <p>To use pupil voice to develop and extend enrichment offering.</p>                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Timescale and Responsibility</b> | <p>Ongoing</p> <p>C.Brook</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Resources Necessary</b>          | <p>Time to collect effective and purposeful pupil voice</p> <p>Time to analyse pupil voice and to research/implement changes</p> <p>Money to buy in one-day workshops from BMS/More Music to target small intervention groups</p>                                                                                                                                                                                                                                                                                                     |

*Use this space to go into more detail should you feel that it's necessary:*

**8. Engagement with your local Music Hub – your hub is there to support you with your offer. How is your school engaging with the hub, and how can you develop this relationship for the good of your pupils?**

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| <b>Current Status</b> | <p>Sharples and BMS have always worked very closely together. BMS invites Sharples to take part in a variety of music making/performance opportunities. C.Brook and A.Keegan regularly attend secondary network</p> |
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|                                                                                          | meetings provided by BMS. C.Brook regularly attends schools concert evenings to support Sharples pupils who are performing in them, to network and to identify opportunities for future collaborations/involvement from Sharples in these events.                                                                       |
| <b>Future Developments</b>                                                               | <p>To continue working with BMS and to further strengthen the relationship.</p> <p>To become an active member of the local music secondary network.</p> <p>To actively take part in BMS concerts and projects.</p> <p>To seek further opportunities for Sharples pupils by using the BMS wider network of contacts.</p> |
| <b>Timescale and Responsibility</b>                                                      | <p>Ongoing</p> <p>C.Brook</p>                                                                                                                                                                                                                                                                                           |
| <b>Resources Necessary</b>                                                               | <p>Time to attend all network meetings.</p> <p>Time to complete outreach work by visiting local secondary music departments to see good practice.</p>                                                                                                                                                                   |
| <p><i>Use this space to go into more detail should you feel that it's necessary:</i></p> |                                                                                                                                                                                                                                                                                                                         |

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| <p>9. <i>Links with external organisations – for primary these can be your local secondary schools that your school feeds, for secondary your local colleges, professional music organisations etc. How are you using them to provide opportunities for your pupils to help them engage with music outside of the classroom?</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Current Status</b>                                                                                                                                                                                                                                                                                                                | <p>The music leader has strong links with several well-established and successful music organisations (More Music, LMS, Drumroots, Halle Orchestra, NYO, Furthering Talent programme, Prime Music Agency) and institutes (Runshaw and Newman College, UCLAN, Manchester University, RNCM, Chethams School of Music, Pendleton College) and regularly explore these links to seek future opportunities for Sharples pupils.</p> <p>The music department plans and delivers at least one event per school year which targets the ‘aspiring’ cohort to provide them with opportunities to help them to engage with music outside of the classroom.</p> <p>The music department works closely with local feeder primary schools to offer taster sessions in music as part of the calendered whole school events.</p> |

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| <b>Future Developments</b>                                                               | <p>To make contact with main primary feed schools to discuss primary music curriculum and current/future music offering/projects</p> <p>To make contact with local colleges and 6<sup>th</sup> forms which offer KS5 music courses.</p> <p>To make contact with local universities which offer music courses.</p> <p>To make contact with local theatres.</p> |
| <b>Timescale and Responsibility</b>                                                      | <p>By July 2027 to forge contacts with local schools/post-16 providers/universities and to update contact details with current links Sharples have (C.Brook)</p> <p>By July 2027 to provide visit/collaboration opportunities at new venues/establishments for pupils. (C.Brook)</p>                                                                          |
| <b>Resources Necessary</b>                                                               | <p>Time to make contact with establishments/venues.</p> <p>Time to plan collaboration opportunities (writing risk assessments etc).</p> <p>Time to take pupils on visits/to deliver collaboration opportunities in-house.</p> <p>Money to take pupils to venues/establishments for open days/events.</p>                                                      |
| <p><i>Use this space to go into more detail should you feel that it's necessary:</i></p> |                                                                                                                                                                                                                                                                                                                                                               |

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| <p><i>10. Performance opportunities – what opportunities do your pupils have to perform? Do they have a chance to perform outside of the school environment as well as inside? How can you develop this to encourage participation and progression?</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Current Status</b>                                                                                                                                                                                                                                       | <p>Pupils regularly performed internally at the 'Winter Concert' , 'Summer Showcase', 'Battle of the Bands' and 'Sharpcella' as well as smaller internal events (rewards concerts). Pupils have performed to the local community in a choir event at Christmas and for Remembrance.</p> <p>Pupils perform in larger secondary music school concerts in Bolton through Bolton Music Service. Pupils have been taken to the theatre in the past to watch professional shows.</p> <p>Pupils have, in the past, represented Sharples in a local Battle of the Bands competition, as well as entering the Rotary Musician of the year competition.</p> |

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| <b>Future Developments</b>                                                                                                                                                                                                                                                                                                                           | <p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>a) Perform to peers (in the classroom, in assemblies and during lunchtimes)</li> <li>b) Observe peers performing (in the classroom, in assemblies and during lunchtimes)</li> <li>c) Perform to the local community (during internal concerts and at local venues)</li> <li>d) Watch professional performances (internally and externally)</li> <li>e) Collaborate with other musicians across Bolton and the surrounding areas to showcase their work</li> </ul> |
| <b>Timescale and Responsibility</b>                                                                                                                                                                                                                                                                                                                  | <p>Ongoing</p> <p>C.Brook</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resources Necessary</b>                                                                                                                                                                                                                                                                                                                           | <p>Time to plan and organise performance opportunities for Sharples pupils.</p> <p>Time to rehearse performers to ensure they are ready for public performances.</p> <p>Money for travel to take the pupils to and from external venues.</p> <p>Money to pay for professional performances in school</p>                                                                                                                                                                                                                                                   |
| <p><i>Use this space to go into more detail should you feel that it's necessary:</i></p> <p>Ideal annual performance calendar:</p> <p>Lunchtime concerts –as per school calendar can allow</p> <p>Evening concerts – December, July</p> <p>School production – annually, April</p> <p>Carol Singing – December</p> <p>Sharpchella Festival - May</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

#### **Anything else?**

*Use this space to make a note of anything else that you feel is important to you and/or your school:*

Consider employing a specialist technician who can support music day to day with the delivery of the curriculum as well as supporting staff and pupils during performance opportunities.