

Music Development Plan Document 2025/26

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

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Music Lead: Claire Brook

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Date: 17th September 2025

Review Date: 1st July 2026

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](#)

<p>1. <i>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.</i></p>	
<p>Current Status</p>	<p>Music is taught across KS3 and KS4. Pupils in KS3 receive 1x 50-minute lesson a week across year 7, 8 and 9 (as recommended by MMC). Lessons are taught in mixed ability classes, average size 28 pupils. In KS4 there is 1 class (year 10 – 12 pupils) which follows the GCSE AQA specification. Pupils receive 3 x 50-minute lessons a week.</p> <p>All GCSE music pupils receive 1 x 20 minute peripatetic lesson on their chosen instrument per week, delivered by Bolton Music Service.</p> <p>The music department is going through a transition period. The department is 4 years old and recently there have been some staffing changes. Pupils have access to 2 music rooms, practice rooms and a performance space (theatre). Routines and high expectations within these spaces are established and embedded across all year groups.</p>
<p>Future Developments</p>	<p>To develop a 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>
<p>Timescale and Responsibility</p>	<p>5-year project</p> <p>C.Brook</p>
<p>Resources Necessary</p>	<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>

<p>2. <i>Curriculum – Music that is taught as a timetabled slot in the classroom on a regular basis.</i></p> <p><i>Things to consider:</i></p> <ul style="list-style-type: none"> ● 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

Current Status	<p>Schemes or Work (SoW) were written by J. Corrigan (currently on sabbatical). 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>97% (29 of 30) of the KS3 classes are taught by a music specialist (1 x year 7 class is taught by a non-specialist teacher). 100% (3 of 3) 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>
Future Developments	<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 to see what they are doing with their pupils from a similar context.</p>
Timescale and Responsibility	<p>Annual curriculum reviews (Summer Term)</p> <p>C. Brook</p>
Resources Necessary	<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>
<p><i>Use this space to go into more detail should you feel that it's necessary:</i></p>	

<p>3. <i>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.</i></p> <p><i>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.</i></p>	
Current Status	<p>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.</p>
Future Developments	<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> <p>To consider building core music into the curriculum for year 7 where pupils receive a core music lesson in addition to their normal curriculum music lesson.</p>
Timescale and Responsibility	<p>3 years – C.Brook</p> <p>2025/26 - plan core music into curriculum for Sept 2026, liaise with BMS re: staffing and resources, identify potential teaching spaces, discuss wider implications on curriculum offering</p> <p>2026/27 - core music to be taught to year 7, provision reviewed prior to the following year. Opportunities for pupils to continue with instrumental lessons in year 8 to be discussed and planned</p> <p>2027/28 - core music taught to new year 7 cohort. Year 8 pupils to continue with peri lessons</p>
Resources Necessary	<p>Time to write and discuss proposal for new initiative model</p> <p>Admin support to complete peri timetables/registers</p>
<p><i>Use this space to go into more detail should you feel that it's necessary:</i></p> <p>C.Brook has experience in successfully planning and implementing core music initiatives at two previous schools.</p>	

C.Brook has successfully worked with BMS to plan and deliver an effective core music provision in a previous school.

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

Current Status	<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 up to 9 hours of peripatetic provision across piano, vocal, guitar and drums.</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>There is increased demand this year for peripatetic lessons and therefore the music department is in consultation with BMS to extend the current offering to include Brass, Woodwind and String lessons. Peris are led and managed by C. Brook (Sharples) as well as D. Chandler (BMS).</p>
Future Developments	<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>
Timescale and Responsibility	<p>Review provision and model annually (C.Brook)</p> <p>May 26 - write SLA 2026/27 for BMS and propose to SLT. Get signed off then meet with D. Chandler to discuss and agree (C.Brook)</p> <p>July 26 - start planning timetables for Sept 26/27. (C. Brook)</p>
Resources Necessary	<p>Time to review and evaluate current provision.</p> <p>Time to write a proposal for instrumental tuition from Sept 26/27.</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 peri lessons have been proposed in September 25 with an additional practice room being made available to accommodate the lessons. Current

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.

Current Status	<p>The current lead teacher for music has over 20 years' experience as a music teacher with 18 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>The current lead teacher has attended local hub network meetings, regularly liaises with external music networks and is always seeking opportunities to network with colleagues through social media.</p> <p>1 external GCSE specific course was attended in person in 2025/26.</p> <p>Internal CPD sessions are attended weekly (generic and school specific T&L)</p> <p>Sharing good practice is a regular item agenda on departmental meetings and weekly ECT2mentor meetings occur within the department.</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> <p>During the summer term, work with a local school which delivers the same AQA GCSE music course took place to share resources and ideas for teaching the GCSE course for the first time.</p>
Future Developments	To book onto courses led by AQA to support the teaching and marking of the GCSE music components (composition, performance and appraising).
Timescale and Responsibility	<p>Ongoing</p> <p>C.Brook</p>
Resources Necessary	<p>Time to attend courses.</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.*

Current Status	<p>From Sept 2025 clubs on offer for all pupils included: Nasheed club, singing club, rock school, rock band, Legally Blonde rehearsals, orchestra and music club. In addition, year 10 GCSE pupils and KS3 pupils in receipt of per lessons are able to book one of 2 practice rooms to rehearse at break, lunch and after school, monday to friday. Finally, when not on duty, 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).</p> <p>GCSE pupils are due to watch the Halle Orchestra perform a short concert at the Bridgewater Hall in October 2025.</p> <p>Pupils have the opportunity to perform in Bolton Music Service concerts. In July 2024 the school choir 'Sharples Voices' performed in the leavers concert for Carolyn Baxondale.</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>
Future Developments	<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>

	Complete audit of staff music skills to seek opportunity/potential for non-specialist staff to host enrichment club at lunch or afterschool
Timescale and Responsibility	Ongoing C.Brook
Resources Necessary	Time to deliver the co-curricular activities during mill time, lunchtimes and after school. Space to deliver the activities.
<p><i>Use this space to go into more detail should you feel that it's necessary:</i></p> <p>All enrichment activities are delivered by C Brook and A Keegan currently</p>	

<p><i>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?</i></p>	
Current Status	<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&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>
Future Developments	<p>To analyse attendance and engagement to enrichment music activities</p> <p>To use pupil voice to develop and extend enrichment offering.</p>
Timescale and Responsibility	Ongoing C.Brook
Resources Necessary	<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?

Current Status

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 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.

Future Developments

To continue working with BMS and to further strengthen the relationship.

To become an active member of the local music secondary network.

To actively take part in BMS concerts and projects.

To seek further opportunities for Sharples pupils by using the BMS wider network of contacts.

Timescale and Responsibility

Ongoing

C.Brook

Resources Necessary

Time to attend all network meetings.

Time to complete outreach work by visiting local secondary music departments to see good practice.

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

<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>	
<p>Current Status</p>	<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) which should be reinstated at the earliest opportunity to re-establish the working relationship and to seek future opportunities for Sharples pupils.</p> <p>Sharples may already have strong and established links with local music providers however these are currently not known by the music leader.</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>
<p>Future Developments</p>	<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 6th 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> <p>To re-establish links with Runshaw College, UCLAN, More Music and Prime Agency.</p>
<p>Timescale and Responsibility</p>	<p>By July 2026 to forge contacts with local schools/post-16 providers/universities and to update contact details with current links KLAB have (C.Brook)</p> <p>By July 2026 to provide visit/collaboration opportunities at new venues/establishments for pupils. (C.Brook)</p>
<p>Resources Necessary</p>	<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>

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

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?

Current Status	<p>Pupils regularly performed internally at the 'Winter Concert' and 'Summer Showcase' as well as smaller internal events. Pupils have performed at a local church in a choir event at Christmas. 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>
Future Developments	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> a) Perform to peers (in the classroom, in assemblies and during lunchtimes) b) Observe peers performing (in the classroom, in assemblies and during lunchtimes) c) Perform to the local community (during internal concerts and at local venues) d) Watch professional performances (internally and externally) e) Collaborate with other musicians across Bolton and the surrounding areas to showcase their work
Timescale and Responsibility	<p>Ongoing</p> <p>C.Brook</p>
Resources Necessary	<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>

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

Ideal annual performance calendar:

Lunchtime concerts – October, November, December, February, March/April, June, July

Evening concerts – December, July

School production – annually, April

Carol Singing – December

Music Initiative concert – July

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