Penketh High School

Music Development Plan 2026-2027

Overview

This document is a summary of how Penketh High School delivers music education to all pupils, focusing on several areas – curriculum music, co-curricular provision, musical experiences, leadership and management and community and partnerships. Changes we are planning in future years have been included to continue to drive and improve music provision for the school. This information is to help pupils and parents/carers understand what Penketh High School offers and who we work with to support our pupils' music education.

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	June 2026
Date this summary will be reviewed	June 2027
Name of the school music lead	Adele Booth and Anna Jones
Name of school leadership team member with responsibility for music (if different)	Ian Farrar
Name of local music hub	Accent Music Hub/Resonate Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

Vision

The purpose of Music at Penketh High School is to provide a safe and inclusive environment that nurtures students' passion, understanding and appreciation of music from a range of cultures, whilst ensuring progress is made in the three main musical skills performing, composing, listening & appraising. Music is an integral part of our everyday lives, and we aim to engage and inspire students to develop an awareness of this, developing dual curriculum skills including confidence, creativity, listening, communication, and teamwork.

Music lessons at Penketh provide inclusive and accessible musical opportunities for all students, ensuring students can express themselves in a safe and welcoming environment. As a department we nurture students love for music and provide challenge in every lesson, ensuring students make excellent progress in music. We broaden their musical experience and interests, develop imagination and foster creativity, ensuring that all students believe that they can achieve.

Music Department Self-Evaluation

According to the National Plan for Music Education, a school delivering a high-quality music provision should include the following:

- Time tabled curriculum music of at least one hour each week of the school year for key stage 3
- Access to lessons across a range of instruments, and voice
- School choir or vocal ensemble
- School ensemble, band or group
- Space for rehearsals and individual practice
- Termly school performance
- Opportunity to enjoy live performance at least once a year

Penketh High School Music Department currently hits all these criteria. Further details on these aspects are detailed below in the evaluation of the department.

Part A – Curriculum Music

In The Classroom

Current Level: Secure

- Music is a timetabled subject, with weekly 1 hour lessons in place at KS3 and 4/5 lessons a fortnight at KS4.
- The Music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum. Students develop their technical, constructive and expressive skills in music.
- Schemes of work, resources and assessments are all in place to support curriculum delivery.
- Curriculum sequencing is clear and all students are able to access the full curriculum in KS3. An overview of the curriculum and skills taught can be found on the school website here
- Singing and vocal work is frequent in the curriculum with whole class and small group singing taking place.
- Progression routes are in place at KS4 with GCSE Music (Academic) pathway offered. Further information can be found in the school options booklet here.
- Students have a clear understanding of their progression routes and are signposted to post-16 music options at local sixth forms and specialist music colleges e.g. LIPA Sixth Form, LMA. Careers options in the wider music progression are also regularly shared and referred to throughout curriculum delivery.
- Pupils with SEND are able to participate, thrive and progress well, supported by technology and instruments within the department

Actions to be taken

Space (rooms) and quality of resources (class sets of tuned and untuned instruments/music technology provision) can impact on the effectiveness of delivery of the curriculum and require;

- Further adequate space required to teach two classes simultaneously in specialist music rooms.
- Additional music accommodation to house more resources to ensure two classes have access to instruments at the same time, to aid sequencing and progression
- The school is currently in transition towards a improve and enhanced facility in conjunction with the DfE in which these areas will be addressed.

Part B – Co-Curricular **Music**

Beyond the Classroom – Extra-Curricular Music

Current Level: Secure

- The Curriculum Leaders for Music facilitates and manages one to one peripatetic tuition in Woodwind, Piano, Drum Kit, Guitar/Bass/Ukulele and Voice which is chargeable for parents.
- Pupil Premium students are supported with free peripatetic lessons in their chosen instrument and free additional resources such as guitars, piano books.
- Graded Music exams (e.g. ABRSM, Trinity) are offered to students through their peripatetic lessons and the department fully supports students who wish to take exams in their chosen instrument.
- Music enrichment provision is diverse, valuing all musical styles genres and traditions. Music making is high quality drawing on the skills, talents and interests of staff.
- All pupils are given the opportunity to participate in Music enrichment as it is offered within the school day, twice a week, as well as afterschool.
- School tracks and monitors engagement in enrichment, via registers and Learning Scores, ensuring that there is a large proportion of students engaging in music in and out of school
- Students from all age groups can join Harmonix (Choir), The E18's (Instrumental Ensemble), Samba Band or take part in Music Tech Club.
- Music practice rooms are available for students to rehearse either as soloists or ensembles before school, during break/lunch and afterschool.
- Students from Year 7-10 can be part of the School Production in collaboration with Drama, which takes place in May each year, with 4 consecutive performances.

Actions to be taken

Students need to be nurtured and supported to join local and regional ensembles

- Local opportunities are signposted for students including new Resonate ensembles to replace Accent ensembles, and students are identified to be put forward for these.

Part C – Musical Experiences

Beyond the Classroom – Musical Events & Performances

Current Level: Secure

- Students study a variety of high-quality, age-appropriate repertoire, drawing on recommendations from the Model Music Curriculum as well as ensuring a wide range of genres and cultures are studied.
- Music performance is a prominent component of school life in all key stages, with music being performed in numerous events throughout the academic year.
- In-school musical events take place at least termly with all students having the opportunity to perform – Christmas Concert, Spring Concert/School Production, Summer Concert. Further events including recitals of GCSE Music performances to be introduced 2027.
- Music collaborate fully with the Drama department to produce Performing Arts performances including a school production.
- Students perform beyond school in local events, for example TCAT Live, TCAT Performs and Penketh Community Christmas. They also perform within the local community at nursing homes and in the local town centre at Christmas time.
- Trips to external concerts occur throughout the academic year with visits to watch the Halle Orchestra at the Bridgewater Hall and KS5 Musicians at LIPA Sixth Form as audience members.

Actions to be taken

Singing and vocal work needs to be embedded into the life of the school and into every student's experience. All staff in the school should be able to support singing through assemblies and events.

- Vocal work to be integrated more frequently in the music curriculum throughout KS3 and KS4 to support in school performances.
- Singing to be included in a range of assemblies for different year groups, supported by year group staff.

Part D – Leadership and Management

Leadership and Management

Current Level: Secure

- There are two members of staff who share the role of Curriculum Lead for Music. They are trained and experienced subject leads who collaborate with other CALS across the school.
- Curriculum Leaders are supported by a senior leader advocate in school who understands the National Curriculum and is aware of the National Plan for Music Education.
- The Music department development plan drives continuous improvement of music throughout the school.
- All staff delivering music invest in their own development and receive annual training, addressing specific CPD needs. This has a positive impact on outcomes.
- All music staff are active advocates for music, modelling musical behaviours and encouraging all students to engage positively with music.
- Staff deliver training beyond their own school setting, sharing their expertise more widely including at other high schools both within TCAT and through local network music hub events. Curriculum Lead also leads TCAT Performing Arts Hub
- Staff train students teachers from local univeristies including MMU which runs a specialist PGCE in collaboration with RNCM
- The department has been approached by local music hub Accent/Resonate to be a lead school.

Actions to be taken

A named member of the Local Governing Body needs to take a special interest in subject provision, supporting strategic development and holding leaders to account

- Member of the Local Governing Body identified and allocated to support development of music within school

Part E – The Community and Partnerships

The Community and Partnerships

Current Level: Secure

- Penketh Music department makes the most of a wide range of opportunities from Resonate hub, working as an active partner in the Music Hub, taking part in concerts and supporting hub events. Opportunities within the hub are signposted for students.
- Meaningful partnerships are established with the music team and the local and wider community, including schools within the TCAT Academy Trust. Regular events take place throughout the school year.
- Students understand that there are clear civic and moral benefits to engage with the community, linking to whole school dual curriculum development.
- Parents and carers actively support music making through attendance at events and through home learning.
- Penketh Music department has links to the wider music eco-system with students benefitting from interactions with those working in the profession through events and trips so that they can gain insight on careers.

Actions to be taken

There is a co-ordinated programme of community events, planned in partnership with stakeholders, giving students the opportunity to engage in volunteering.

– Liaise with Senior Leadership Team to establish links with local stakeholders. Plan community events which will showcase music and provide opportunities for students to be actively involved in the process.

In the Future

Summary of plans for subsequent years

Timely

- Vocal work to be integrated more frequently throughout the curriculum to support in school performances in assemblies – Sep-Jan 2027
- Member of the Local Governing Body identified and allocated to support development of music within school – Jan 2027

Long term

- Research more potential external visits that allow students to see music performed in out of school contexts, linking to careers within the industry – June 2027
- Liaise with Senior Leadership Team to establish links with local stakeholders. Plan community event which will showcase music and provide opportunities for students to be actively involved in the process. – 2027/2028
- Adequate space required to teach two classes simultaneously in specialist music rooms. New facility for the school should include plans for multiple music rooms including ICT facilities for composition at KS3 and KS4. Plans have been discussed with SLT and developers - 2029
- Additional spaces will provide additional resources to ensure two classes have access to instruments at the same time, to aid sequencing and progression. Increase in student numbers means money needs to be invested into additional equipment and instruments - 2028

Further Information

- Local Music Hub Partners – Accent Music Hub and Resonate Music Hub
- Local Music Education Organisations –
- Department for Education – Music Education: Information for Parents and Young People
- Accent Music Hub – Local Plan for Music Education
- The Challenge Academy Trust (TCAT) – Music Development Plan