Sacred Heart.
RC Primary School Westhoughton
More than a school. A community of love.
Love | Learn | Serve | Shine

Music Development Plan Summary 2026-7

Published: October 2026
Review: July 2027, with an updated summary before September 2027
Music Subject Leader: Mr M. Stubbs
Leadership oversight: Executive Headteacher
Key partners: Bolton Music Service, through Music Service Direct, and the Diocese of Salford Schools Singing Programme

Our vision for music

Music helps children to discover their gifts, express themselves and experience the joy of creating something together. At Sacred Heart, we want every child to develop as a musician through singing, playing, listening, composing and performing.

As a Catholic school, music also enriches our prayer, worship and community life. We celebrate children's talents and encourage them to use their gifts in the service of others.

Our provision brings together a progressive music curriculum, specialist tuition, regular performances and memorable musical experiences beyond the classroom.

Part A: Curriculum music

Our own music scheme of work

Sacred Heart follows its own carefully sequenced music scheme of work, published on our Music CMAP. Designed for our pupils, it develops musical knowledge, understanding and skills progressively. Lessons give pupils opportunities to:

- Sing with increasing confidence, accuracy and expression.
- Play instruments individually and with others.
- Develop their understanding of pulse, rhythm, pitch, tempo, dynamics and musical structure.
- Listen attentively to music from different traditions, cultures and historical periods.
- Improvise, compose and develop musical ideas.
- Rehearse, perform and evaluate their work using appropriate musical vocabulary.

In the Early Years, singing, rhyme, movement, listening and exploration of sound provide the foundations for later learning.

Our own music scheme: Music CMAP – current scheme of work

Weekly whole-school singing

The whole school sings together weekly in assemblies. This regular shared singing develops confidence, listening and ensemble skills, builds a shared repertoire and enriches our prayer, worship and sense of community.

Showing what we have learned

Our half-termly music recitals give every class the opportunity to share its music curriculum learning. Children rehearse towards a meaningful outcome, perform for an audience and celebrate one another's achievements.

Performance is also part of the learning process. Children are encouraged to explain their musical choices, identify what went well and suggest how a performance could improve.

Music technology

We will continue developing the purposeful use of music technology. The previous action plan identified Purple Mash, CMPSR and GarageBand as resources to support musical exploration, practice and performance.

Participation and inclusion

Our aim is for every child to participate meaningfully. During 2026–27, we will review how teaching, instruments, resources and performance arrangements support pupils with SEND and those who may need additional encouragement or support.

Find out more about our curriculum

Part B: Music beyond classroom lessons

Music Service Direct

Bolton Music Service provides a regular timetable of specialist lessons in school through Music Service Direct, with many pupils participating. This provision enables children to develop their musical interests and instrumental or vocal skills beyond their classroom lessons.

Families should visit Bolton Music Service and select Parents & Pupils for current tuition charges, lesson options, booking information and terms. Instrument arrangements and any available financial support should be checked before booking. Families concerned about the cost of participation are encouraged to contact the school office so that available options can be explored.

Bolton Music Service: tuition and charges

Playing together

Building on our previous action plan, we will strengthen opportunities for instrumental learners to make music together. Our aim is for participating pupils to rehearse shared repertoire and contribute to an ensemble performance each term.

We will also help families identify suitable opportunities to continue their child's musical development through the music service and other relevant local provision.

Diocesan Schools Singing Programme

Children in Years 3 and 4 take part in the Diocese of Salford Schools Singing Programme, working weekly with a choral director.

These sessions develop singing technique, listening, musical understanding and confidence in singing together. Children also participate in programme events, experiencing the enjoyment and discipline of performing with others beyond their own classroom.

Part C: Musical experiences and enrichment

Opportunity	Our offer
Weekly whole-school singing	All pupils sing together weekly in assemblies, developing their voices and a shared repertoire.
Half-termly music recitals	Every class shares its curriculum music learning through a performance each half term.
Weekly specialist choral teaching	Years 3 and 4 work with a choral director through the Diocesan Schools Singing Programme and participate in its events.
Young Voices	Annual school participation at Co-op Live arena, giving participating pupils the experience of rehearsing and performing as part of a large choir.
Specialist tuition	A regular Music Service Direct timetable in school, involving many pupils.
Prayer, worship and celebrations	Singing and music contribute to the Catholic life of our school and bring our community together.
Live music and further enrichment	We will develop opportunities to hear live musicians, experience different styles of music and see possible next steps in musical learning.

Young Voices involves preparation and rehearsal over time. It helps children develop commitment, teamwork and confidence while experiencing a large-scale live musical event.

For events involving a particular group, families will receive information about eligibility, rehearsals, consent, transport and any costs in advance. Dates and arrangements will be shared through school communications.

Our development priorities for 2026–2027

These priorities carry forward relevant areas from the March 2026 action plan. They will be reviewed during the year rather than treated as already completed.

Priority	Planned action	How we will evaluate progress

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Strengthen ensemble playing	Coordinate shared repertoire with instrumental teachers and provide opportunities to rehearse together.	Participating instrumental learners contribute to an ensemble performance each term.
Improve pupils' evaluation of music	Model musical vocabulary and use structured prompts to review classroom work and recital performances.	Pupils explain musical choices and identify specific strengths and improvements.
Develop staff expertise	Provide practical support, demonstrations, recordings, backing tracks and examples of successful musical outcomes.	Staff teach with greater confidence and pupils demonstrate increasingly secure musical learning.
Use technology purposefully	Develop appropriate use of Purple Mash, CMPSR and GarageBand alongside singing and instrumental work.	Pupils use technology to create, practise, refine or perform music.
Broaden live music experiences	Explore performances by staff, visiting musicians and secondary pupils, including the previously identified link with St Joseph's High School.	Pupils encounter a wider range of live music and can discuss what they have heard.
Sustain singing and performance	Maintain weekly whole-school singing in assemblies, half-termly recitals, weekly Year 3/4 choral teaching, diocesan events and annual Young Voices participation.	Performance opportunities are delivered and pupil feedback informs future planning.
Review access and participation	Monitor participation in tuition, ensembles, singing and enrichment, including access for disadvantaged pupils and pupils with SEND.	Leaders identify barriers and take practical action to widen participation.

Monitoring and review

The Music Subject Leader and senior leaders will review the plan through lesson visits, discussion with pupils and staff, examples of musical work, performances and participation information.

We will consider both the quality of children's musical learning and the breadth of opportunities available to them. Findings will inform staff development, resources, partnership work and the next annual plan.

Further information

For questions about the curriculum, specialist lessons, performances or support with participation, please contact the school office.

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A paper copy of this summary is available free of charge from the school office.