

Music development plan summary: Cowes Enterprise College

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Anthony Ferns
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Southampton and IOW Music Hub
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

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.

Music plays a central part in the cultural life of Cowes Enterprise College. The music department boasts state of the art equipment and facilities where students are free to explore and develop their musical understanding.

Music forms part of an individual's identity and enables personal expression and reflection. As an integral part of culture, music helps pupils appreciate themselves, relate to others and develop their cultural understanding.

Music at Cowes Enterprise College will give students all the tools required to become accomplished music performers, composers and critics.



Ks4



Students in [Key Stage 3](#) have at least one one-hour Music lesson per week, equating to at least six hours of music curriculum each half-term.

In Key Stage 4, students have the opportunity to undertake a GCSE in Music with AQA.

GCSE Music focuses on these four Areas of Study and each have a set work and suggested listening. The AOs and set works are as follows:

1. Western classical tradition 1650–1910 (Beethoven - Symphony No.1, Movement 1: Adagio molto – Allegro con brio)

2. Popular music (Queen - 'Bohemian Rhapsody', 'The Seven Seas of Rhye' and 'Love of my Life')

3. Traditional music (Esperanza Spalding - 'I Know You Know', 'Little Fly', and 'I Adore You')

4. Western classical tradition since 1910. (Bartók: Hungarian Pictures – the following four movements: Movement 1: Evening in the Village, Movement 2: The Bear Dance, Movement 4: Slightly Tipsy, Movement 5: Swineherd's Dance)

At [Sixth Form \(Key Stage 5\)](#) students have the opportunity to study A-Level Music or A-Level Music Technology.

Music also forms a key part of the [Cowes Charter](#).

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams

(all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

Part B: Extra-curricular music

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.

Cowes Enterprise College offers a number of music clubs including (but not limited to) marching band, choir, musical theatre, drumming, ukulele club and more.

Cowes Enterprise College is also pleased to work with a number of peripatetic music teachers from the local IOW Music Hub who offer a range of music lessons such as piano, woodwind, drums, guitar and brass.

The academy benefits from a dedicated music area with a selection of music practice rooms and instruments for students to use. There is also a recording studio on site.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

Part C: Musical experiences

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.

Cowes Enterprise College is pleased to offer regular musical performance in school, often at lunch times, for all students to take part in. These feature student bands or performers. The academy also hosts an annual Remembrance service with musical performances and singing.

We also regularly take part in community music events such as Christmas concerts or carol singing in the community as well as musical theatre productions.

As part of the [Cowes Charter](#), students are encouraged to take part in a performance of some kind and this can include a musical performance in school, such as at an event or in assembly.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

In the future

This is about what the school is planning for subsequent years.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2025 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.