

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



6 December 2011

Mr B Lawrance  
Frederick Gough School - A Specialist  
Language College  
Grange Lane South  
Bottesford  
Scunthorpe  
DN16 3NG

Dear Mr Lawrance

### **Ofsted 2011–12 subject survey inspection programme: music**

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 15 and 16 November 2011 to look at work in music.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and students; a meeting with the head of North Lincolnshire Music Service; scrutiny of relevant documentation; analysis of students' work; and observation of six class lessons, an instrumental lesson, and four extra-curricular musical rehearsals.

The overall effectiveness of music is satisfactory.

### **Achievement in music**

Achievement in music is satisfactory.

- Students enter Year 7 with skills that are broadly in line with those expected for their age, although many have had additional music experiences in their primary schools through the Wider Opportunities programme. By the end of Key Stage 3, students' attainment is broadly average.
- The proportion of students who continue with music in Key Stage 4 is above average. There is a trend of improvement in examination results, and work observed suggests that current Year 11 students are working at average levels of attainment. Overall progress is satisfactory although progress in performing is stronger than in other elements. This is because

performing is supported well by additional instrumental tuition, which GCSE students receive free, and participation in instrumental ensembles.

- During musical activities students show good levels of cooperation and behaviour. As a result, music makes a positive contribution to students' personal and social outcomes and the ethos of the school. The teachers' efforts are highly valued by the students and are a positive factor in students' choice of music in Key Stage 4.
- Participation in music activities is satisfactory. Although there is underrepresentation from students with special educational needs and/or disabilities, the school has been successful in engaging the participation of boys who participate equally to girls.

### **Quality of teaching in music**

The quality of teaching in music is satisfactory.

- Teachers are knowledgeable and competent musicians. Some lessons are characterised by clear sequential progression and modelling to show students what is expected. However, expectations are measured in criteria which do not focus sufficiently on musical outcomes.
- Lessons are well organised and students' good behaviour makes a positive contribution to learning. However, too frequently in lessons all students start from the same point and little account is taken of their different prior musical development and abilities. This is particularly the case in Year 7 where students' experience of the Wider Opportunities programmes are not taken account of in planning.
- Instrumental lessons are well organised and communication between instrumental teachers and the head of music is good. This makes a particularly positive contribution to students' standards of performance in Key Stage 4.

### **Quality of the curriculum in music**

The quality of the curriculum in music is satisfactory.

- The curriculum for Key Stage 3 is satisfactorily organised and provides appropriate breadth and depth of coverage. However, schemes of work do not indicate how musical skills are progressively built on within and between units of work. In particular, the use of information and communication technology (ICT) and the planning and development of singing is limited. The school has recognised this and begun to review the curriculum in Key Stage 3.
- A broad overview indicates what is to be taught in Years 10 and 11. This ensures that the main points of the syllabus are covered, but it does not indicate how additional material is to be included to ensure that lessons meet students' needs and that students make better progress.
- The music teachers supported by other musicians on the staff work hard to provide interesting extra-curricular activities which are valued by the students. A good range of ensemble activities is available, including a

choir, bands, a jazz band, a samba group and taiko drumming. All students are welcomed and there is a positive and encouraging atmosphere.

### **Effectiveness of leadership and management in music**

The effectiveness of leadership and management in music is satisfactory.

- The commitment to music and its role in the life of the school is strong. Leaders share a vision to improve students' learning and ensure that music has a higher profile within the school.
- Leaders have a realistic view of the department's effectiveness and are open and honest about what needs to be done to improve provision further. For example, the school is aware that provision for the use of ICT requires improvement and has correctly prioritised this in its development plans.
- Music leaders have detailed evaluations of students' performance at GCSE. However, there is insufficient overview of standards and progress in Key Stage 3.
- The school uses instrumental tuition from North Lincolnshire Music Service. Communication is effective with the peripatetic staff and they give their time generously to support the school in concerts.

### **Areas for improvement, which we discussed, include:**

- improving the quality of curriculum and lesson planning to ensure:
  - the development of students' musical skills is planned systematically as they move through the school
  - that sufficient and regular opportunities are planned to improve singing and to make musical use of ICT
  - that criteria to help students identify success in lessons are clearly focused on musical skills and attributes
- in partnership with feeder primary schools and North Lincolnshire Music Service, ensuring that students' prior musical learning and abilities including the Wider Opportunities programme, singing, and classroom curriculum work in Key Stage 2 are built on well in Key Stage 3.

I hope that these observations are useful as you continue to develop music in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection.

Yours sincerely

**Adrian Guy**  
**Her Majesty's Inspector**