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Mrs P Knight  
Headteacher  
Lydbury North CofE (A) Primary School  
Lydbury North  
Shropshire  
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Dear Mrs Knight

### **Ofsted 2012–13 subject survey inspection programme: music**

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 11 July 2012 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 pupils; a telephone conversation with the head of Shropshire Music Service; scrutiny of relevant documentation; and observation of two class lessons and an assembly.

The overall effectiveness of music is satisfactory.

### **Achievement in music**

Achievement in music is satisfactory.

- Given their varied starting points, most pupils in the two mixed-age classes make satisfactory progress. The standard of singing overall is satisfactory. Some pupils sing very well while others, particularly boys, have more limited vocal range and tone. Pupils play untuned percussion instruments with suitable control of rhythm and tempo.
- The school does not provide additional instrumental tuition although around one third of pupils take private lessons outside school. The school has a small recorder group, but no boys participate in this. The school has identified this as an area for development and has plans to provide whole-class ukelele lessons and additional tuition on guitar after school from September.

- Parents and carers and governors speak highly of musical productions and concerts which take place in the village hall and are attended by the community. These are enjoyed and valued by pupils and make a positive contribution to their personal and social development as well as their community.

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

The quality of teaching in music is satisfactory.

- The part-time teacher who teaches music across the school displays enthusiasm for teaching music and has a secure understanding of music terminology which is used regularly in lessons. While singing, playing and composing opportunities are planned into most lessons, at times some lessons are over-directed by teachers, which limits pupils' engagement.
- Singing is modelled well. However, the modelling of music learning is not a regular feature in all lessons and too often pupils are asked to respond verbally rather than demonstrating what they know through music.
- Limited use is made of audio recordings, and of information and communication technology (ICT), to assess pupils' progress and enable them to improve their work in singing, playing and composing. This is a key area for further improvement.

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

The quality of the curriculum in music is satisfactory.

- Class music activities are enriched by whole-school opportunities to create and perform music in workshops with visiting musicians. Pupils speak enthusiastically about learning about music from other cultures. However, all these events are currently not integrated into an on-going scheme of work. Planning does not clearly indicate how pupils' skills will develop as they move through the school and as a result they make uneven progress.
- The curriculum covers an appropriate breadth of styles, genres and periods of music although older pupils say that they would like to sing more popular music and 'up-tempo' songs. Music is taught weekly for younger pupils and in thematic blocks in Key Stage 2. However, from September all Key Stages will receive weekly music lessons.
- Currently opportunities for extra-curricular clubs and instrumental tuition in school are limited. Improvements are planned for September.

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

The effectiveness of leadership and management in music is satisfactory.

- All those involved in leading and managing music bring enthusiasm to their roles. They value the subject and ensure that it is generally well resourced. Both you and the subject leader show an emerging understanding of the issues that affect pupils' progress.

- Your evaluation of music provision is honest and accurate, and as a result the school has already planned to teach weekly music to all Key Stages. Furthermore you are keen to develop this further in partnership with Shropshire Music Service and ensure that greater opportunities are provided for pupils to learn a musical instrument and engage more pupils, particularly boys, in extra-curricular activities.

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

- ensuring that the music curriculum meets the needs of all pupils by:
  - establishing a clear progression of pupils' musical skills as they move through the school
  - making sure opportunities for singing, playing and composing are maximised in lessons and less focus is on verbal explanations
  - using audio recording and ICT to assess pupils' progress and enable them to improve their work
- improving extra-curricular provision by:
  - increasing opportunities for pupils to learn a musical instrument
  - increasing participation of boys in musical activities.

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. A copy of this letter is also being sent to your local authority.

Yours sincerely

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