

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404045  
F 020 7421 6855  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



08 February 2007

Mr MacFarlane  
Headteacher  
Robert Pattinson School  
Moor Lane  
North Hykeham  
Lincoln  
LN6 9AF

Dear Mr MacFarlane

Ofsted subject inspection programme – Music and Business  
Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit with Adrian Lyons HMI on 05-06 February 2007 to inspect work in music and business education.

As outlined in my initial letter, as well as looking at key areas of the subjects, the visit had a particular focus on the extent to which every pupil was benefiting from your provision in both subjects. In particular, it sought to explore the links you may have developed with other schools and agencies, in order to improve continuity and increase opportunity for all your pupils.

The visits 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 unless to highlight exceptional practice. In such circumstances the school would be contacted prior to publication to agree the exact wording. All feedback letters will be published on the Ofsted website at the end of each half-term.

## Music

The evidence used to inform the judgements made in music included: discussions with staff and pupils, other partners in the music provision, the vice chair of governors, two joint lesson observations with the deputy headteacher, scrutiny of relevant documentation, analysis of pupils' books and some audio and video recordings of the achievements of past pupils. Three extra-curricular groups were observed: the orchestra, the junior band and a rehearsal for the forthcoming annual show.

The overall effectiveness of music was judged to be good.

## Achievement and standards

Achievement and standards in music are good.

- Standards are good overall but higher in Key Stage 4 than in Key Stage 3 and the sixth form. Standards and achievement are constrained by an insufficiently sharp focus on progression through the Key Stage 3 scheme of work and by the extreme range of ability of students in the sixth form.
- Standards in the numerous extra-curricular groups are good and enhanced through joint rehearsals and performances with a nearby school. 'Jazz Vehicle' a senior community group including some older students who have left the school achieves outstanding standards.
- Pupils' personal development is outstanding. Pupils behave well in lessons, adopt positive attitudes to music and obviously enjoy the subject.

## Quality of teaching and learning of music

The overall quality of teaching and learning is good.

- Teachers prepare thoroughly and consistently make good use of questioning strategies. However, learning objectives are insufficiently focused on measurable musical outcomes. Pupils enjoy the practical aspects of the lessons and learn more when trusted to apply their developing musical knowledge.
- Assessment is regular and thorough if slightly over-generous at Key Stage 3, especially in composing. Pupils know their National Curriculum levels of attainment and what they need to do to improve.
- There is good support for instrumental pupils, for example the wide range of ensembles and opportunities to take part in county groups, but less evidence that instrumental pupils are sufficiently challenged and extended within curriculum music lessons.

## Quality of the music curriculum and extra-curricular provision

The overall quality of the curriculum is good.

- There is a wide range of musical opportunities provided for pupils at the school through the progressive quality of the bands, orchestras and choirs. Rock bands are largely self-supporting as, while help is given to these bands at key points such as showcase events, less structured support is provided for these groups on a regular basis.
- The Key Stage 3 curriculum, whilst clear in performing and listening activities, lacks a sufficiently clear progression of skills, knowledge and understanding in singing and composing work.
- The rigorous focus on musical outcomes is strong in extra-curricular work but less consistent across the Key Stage 3 curriculum.

## Leadership and management of music

Leadership and management are good.

- The director of music leads with purpose and determination and with good support from senior management is always keen to improve provision. However, departmental development planning requires a much stronger focus on measurable outcomes and more critical self-evaluation based on evidence.

## Subject issue

### Data Collection

Data collection is good. A range of data is collected over the course of the first term in Year 7 that informs future planning. Baseline assessment takes place during the first couple of weeks, but requires revision to ensure a secure baseline of musical ability.

### Partnership Links

Partnership links are good. Some very positive partnerships have been established with a neighbouring secondary school where joint ensembles, joint teaching and shared instrumental teachers are a regular feature. However, opportunities for more formalised primary music curriculum links would further raise standards.

### Inclusion

Inclusion is good. There is open access to an expanding music provision for individual instrumental teaching and to the wide range of extra-curricular groups.

Areas for improvement in music, which we discussed, included:

- revising the Key Stage 3 scheme of work to ensure a clear progression of musical skills through the units, especially in singing and composing
- ensuring that all lessons have clear and measurable learning objectives
- raising the profile and quality of departmental self-evaluation and developmental planning to further raise standards.

## Business Education

The overall effectiveness of business education was judged to be good.

### Achievement and standards

In the examination subjects provided in business education students' achievement is good.

- Across the range of courses offered, examination results are usually above national averages. Students generally reach and often exceed their expected grades. Results in the applied GCSE business are very high and achievement is outstanding.
- Students have good attitudes to learning and are well motivated. Classroom relationships are good and students are very positive about the subject.

### Quality of teaching and learning of business education

The quality of teaching and learning in business education is good.

- Students benefit from teachers' expert knowledge and their use of relevant and interesting examples drawn from the real world. Teaching is often good. Students are very positive about the quality of teaching on their business education courses. Particularly effective use is made of the local environment and business links on applied courses.
- Teachers deploy a wide range of teaching and learning styles, including teacher-led discussion, group work and presentations. In the sixth form, information technology is used effectively, both for research and for student presentations.
- Students feel very well supported and are made aware of how to improve their work through helpful written comments and oral feedback. Guidance for students is very good.
- A variety of competitions, visits and outside speakers connect the subjects to the real world.
- Lessons include a variety of learning activities but they do not always take sufficient account of the varied needs and abilities of different learners.
- In lessons where learning is less successful, questioning in written or oral form is sometimes superficial and aimed primarily at acquiring factual knowledge. Opportunities to deepen or question students' understanding are sometimes missed.

### Quality of curriculum

The quality of the curriculum in business education is good.

- Courses in Key Stage 4 and in the sixth form are popular and appropriately matched to the ability and interest of students.

- The planning for enterprise education is well established but it is still at an early stage of implementation and the learning outcomes are not sufficiently well defined.
- There is good provision for the aspects of economic and business understanding covered within a recently introduced and accredited course on the preparation for work, which is taken by all Year 10 students.

### Leadership and management of business education

The leadership and management of business education are good.

- Courses are very well structured and the strengths of the well qualified staff complement each other. Resources are good. Communication between staff working across the shared sixth form is effective because of good relationships.
- In the main school the management of business and enterprise education for all students has been strengthened considerably by giving the subject leader for business responsibility for the co-ordination of enterprise learning.
- The provision for business and enterprise education has been improved but the monitoring of the impact of this on students' learning is at an early stage of development.
- Departmental self-evaluation is mainly based on students' examination performance and does not judge explicitly the quality of provision.

### Subject issue: personal finance education

Provision is satisfactory.

- Students have had few opportunities to develop an understanding of personal finance. The situation has improved for some of the current Year 11 and all of the current Year 10 as aspects of personal finance are assessed and accredited through the certificate in the preparation for adult life.

### Inclusion

- An increasing range of courses meets the needs of different groups of learners.

Areas for improvement, which we discussed, included:

- ensuring that teaching matches the needs of different groups of learners and provides challenge for the most able, particularly in the sixth form
- developing greater coherence in the programme for business and enterprise education and identify the learning outcomes expected at each key stage

- developing more rigorous evaluation of the work of the curriculum area that goes beyond analysis of student examination performance.

I hope these observations are useful as you continue to develop both music and business education in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and Local Learning and Skills Council and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Clive Kempton HMI  
Her Majesty's Inspector