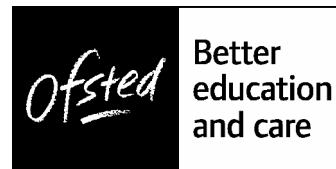


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26 February 2007

Mrs L Redfern  
Headteacher  
All Saints Primary School  
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LN6 9AB

Dear Mrs Redfern

Ofsted subject inspection programme – Music

Thank you for your hospitality and co-operation, and that of your staff, during my visit on Wednesday 7 February 2007 to look at work in music. It was good to meet you and share some of the music making at All Saints.

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

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 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.

The evidence used to inform the judgements made included: interviews with you and the music subject leader, scrutiny of relevant documentation, analysis of pupils' work including audio and video recordings, observation of three lessons, a singing assembly and a recorder session.

The overall effectiveness of music was judged to be satisfactory.

## Achievement and standards

Achievement and standards in music is satisfactory overall, although standards in singing are good.

- Standards in singing are good because pupils have many opportunities to sing. Appropriate repertoire is selected and there is a tangible sense of enjoyment when pupils sing.
- While standards within the curriculum are satisfactory there is a lack of sufficient focus on the learning intentions of each lesson and this results in insufficient progression through the school.
- Standards in instrumental work are satisfactory. However, there are very few instrumentalists and limited opportunities for extra-curricular music making.
- Pupils' personal development is good. Pupils adopt positive attitudes to music.

## Quality of teaching and learning

The overall quality of teaching and learning in music is satisfactory.

- All music lessons contain some good teaching features such as secure classroom management and thorough planning for a range of different activities. However, the planned learning objectives are too broad and insufficiently focused on measurable learning outcomes. As a result, progress is difficult to measure.
- Assessment is satisfactory. While assessment is regular, there is currently insufficient reference to National Curriculum levels and not enough focus on measurable musical gains.
- Support and guidance are satisfactory. Pupils are well supported in developing their vocal work but instrumentalists, both those who learn an instrument in and out of school, are less well supported.

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

The music curriculum is satisfactory.

- All teachers are growing in their confidence to use the new music scheme, although there remains insufficient focus on a clear progression of learning through each lesson.
- Pupils use classroom instruments regularly and with care. They are encouraged to be creative. All report their enjoyment of playing instruments in class.
- Extra-curricular opportunities are currently limited due to the small number of instrumentalists, although the annual show is popular and achieves good standards.

## Leadership and management

Leadership and management of music are satisfactory.

- The school has an accurate view of the effectiveness of its music provision and is aware of its strengths in singing, and the areas of the curriculum that require further development. It is also aware that standards should be higher and that there should be more extra-curricular opportunities for pupils.
- The subject leader is keen and committed, has good subject knowledge, and keeps secure evidence of past achievements.

## Subject issue

### Data

Data collection is satisfactory. The school has data on instrumental pupils and records pupils' achievements, but currently does not regularly collect data of outside musical interests.

### Partnerships

Partnership working in music is satisfactory overall. The school has some formalised links with an external music agency providing instrumental tuition. There are some good links with a local secondary school which provides the use of their theatre for the annual show. Performances in this theatre enhance performance standards.

### Inclusion

Inclusion in singing is strong. All pupils are involved and all achieve good vocal standards.

Areas for improvement, which we discussed, included:

- ensuring that all learning objectives are more sharply focused on measurable musical outcomes
- expanding the range of extra-curricular provision, not only instrumentally, but also to consolidate the high achievement in singing.

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

As I explained in my previous letter, a copy of this letter will be sent to your local authority 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  
Her Majesty's Inspector