

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404040  
F 020 7421 6855  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



04 July 2007

Mrs C M Gibson  
Headteacher  
Crigglestone St James' CE (VC) Junior & Infant School  
St James' Way  
Crigglestone  
Wakefield  
West Yorkshire  
WF4 3HY

Dear Mrs Gibson

Ofsted Subject Inspection Programme – Music

Thank you very much for your assistance and hospitality and that of your staff and pupils, during my visit on Tuesday 12 June 2007.

At the end of the inspection I fed back my judgements and this letter is to confirm my findings. 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 is benefiting from your music provision. It also explored the links you have developed with other schools and agencies, such as the local music service.

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 members of staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons and extra-curricular activities.

The overall effectiveness of music in your school is outstanding.

Achievement and standards

Achievement in music is outstanding overall.

- Standards are at least in line with national expectations throughout the school for all pupils. Some pupils attain well above national expectations at the end of Key Stage 2.

- Pupils make excellent progress overall in their musical development. Pupils really enjoy their music throughout the school and experience a wide range of musical styles and breadth of musical activity.
- Music significantly raises the confidence and self-esteem of all pupils, and is central to the school's sense of community. Older pupils develop good leadership skills and are proud of their musical achievements.
- There is a strong school choir. The after-school African music club is well-supported. Good numbers of pupils receive additional instrumental tuition.

### Quality of teaching and learning

The overall quality of teaching and learning is good overall. It is outstanding in Key Stage 2.

- Teaching is outstanding in Key Stage 2 because it is consistently focussed on the pupils' musical skills and aural development. Class teachers lead and model musical activities with confidence and, in turn, pupils respond creatively and with much enjoyment.
- In Key Stage 1, class teachers confidently take responsibility for curriculum music. They have good subject knowledge and understanding. The Key Stage 1 leader takes a major role in teaching recorder performance skills throughout the school. In lessons, pupils learn to represent sounds with simple graphic symbols although sometimes the symbol is not related sufficiently to the sound it represents. As a result, some opportunities are missed to reinforce pupils' listening skills, for example when composing.
- Singing is developed effectively throughout the school. Pupils commented particularly on the way that teachers help them to improve their singing in class and in whole-school singing practices.

### Quality of the curriculum

The overall quality of the music curriculum and extra-curricular provision is good.

- Throughout the school there are appropriate schemes of work that ensure complete coverage of all curriculum requirements. These are based on published resources and are adapted well by class teachers to meet the needs, interests, and abilities of pupils as appropriate.
- There is a thriving choir and recorder ensemble that perform to a good standard. An after-school club has introduced pupils to African musical styles and is very popular. However, ensemble opportunities for students who have instrumental lessons are restricted to end-of-term special performances, and these pupils would benefit from more regular rehearsals where they can perform together.

### Leadership and management of music

The leadership and management of music are outstanding.

- A key reason for this judgement is the quality of ongoing musical leadership in your school. You appointed and developed an able music coordinator in the early

stages of her career and have given her the time and space to work alongside colleagues as they teach music to their own classes. There is now strength and depth in music teaching, particularly in Key Stage 2. You have also recently appointed a newly-qualified teacher who will be taking over the role of music coordinator with your support. He has benefited considerably from the mentoring he has received from the current music coordinator.

- Music is extremely well resourced, with a dedicated music room that is equipped with an excellent range of instruments. There is a very generous annual budget for the purchase of new music resources.
- There is a strong ethos of music for all at your school. Whilst there are good extra-curricular opportunities, you rightly place most importance on the development of music in the curriculum so that all pupils can benefit and make progress. This vision for music is shared by you, your deputy headteacher, and your governors.

Subject issues: Data collection and partnerships

The local authority music service plays an important part in your music provision through specialist instrumental tuition and curriculum development. You also have good links with external music groups and have used some of your funding for whole-class instrumental work to bring in community music groups. Assessment of pupils' progress is accurately matched against National Curriculum levels, and there is good liaison with your local secondary school.

Inclusion

Music is extremely inclusive because whole-class curriculum work is at the heart of what is done. However, boys are under-represented in the choir. Pupils enjoy cooperating with each other through their performing and composing, and recognise the strength of this inclusive ethos. One pupil commented "there are no stars, because everyone is important".

Areas for improvement, which we discussed, included:

- ensuring that all Key Stage 1 lessons place an appropriate emphasis on pupils' aural development through, for example, making sure pupils relate symbols to sounds
- providing further opportunities for ensemble music-making, particularly for those pupils who receive additional instrumental tuition and for boys.

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

A copy of this feedback will be sent to your local authority, will be available to the next institutional inspection team, and will be published.

In 6-12 months after the inspection visit, we would like to gather information on the impact of this inspection on the improvements in this subject in your school. To this

end you may be contacted by telephone or sent a questionnaire to complete. We appreciate your co-operation in this evaluation.

Yours sincerely

Mark Phillips  
Her Majesty's Inspector of Schools