

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)



17 October 2008

Mr D K Wilmot  
Headteacher  
Cams Hill School  
Shearwater Ave  
Fareham  
PO16 8AH

Dear Mr Wilmot

Ofsted Subject Inspection Programme – Music

Thank you for your assistance and hospitality, and that of your staff and students, during my visit on 13-14 October 2008. 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 student is benefiting from your music provision. It also explored the links you have developed with other schools and agencies.

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: discussions with members of staff and students, scrutiny of relevant documentation and observation of lessons.

The overall effectiveness of music is good. Students enjoy their music and make good progress in lessons because teaching effectively motivates and engages them in their learning. As a result of effective self-evaluation the school has identified areas for development which will contribute to improving the quality of provision and raise standards further.

## Achievement and standards

Achievement and standards in music are good.

- Attainment on entry to the school is below the national expectations for music. During Key Stage 3, students make good progress and by the end of the key stage they attain broadly in line with national expectations. Students' listening skills are well developed they have particularly good understanding of how music from different periods and styles relates to its context.
- In Key Stage 4, students make good progress and the proportion attaining higher grades in GCSE examinations is above average. The number of students studying music at GCSE is generally high and many others also take a Performing Arts course which includes music.
- A good proportion of students are involved in a range of other experiences including instrumental or vocal tuition and extra-curricular activities where they achieve well.
- Students have very positive attitudes to music and enjoy what they do. They help and support each other, responding positively to the tasks given.

## Quality of teaching and learning

The overall quality of teaching and learning is good.

- Teaching engages and motivates students to be effective learners. Lessons have a clear sense of purpose and activities are generally appropriate and well-sequenced. There is a particularly strong focus on developing students' listening skills, including their understanding of the historical and social context of the music they are studying.
- In a few cases, however, especially in Key Stage 3, activities during lessons do not link well to each other. Also, the proportion of time spent on listening activities limits the extent to which all students are able to develop their skills as composers or performers.
- In most cases teachers identify clearly what students are intended to learn. However, where objectives are not clear or precise enough, students are not able to assess their own progress and identify what they need to do to improve.
- Information and communication technology (ICT) is used effectively to enhance students' experiences in Key Stage 4. In Key Stage 3, as identified by the school, opportunities for using ICT are more limited.

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

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

- The curriculum is well-balanced and includes a wide range of musical styles. Students enjoy their music because they are interested in the topics they study. The department is in the process of adapting the curriculum in Key Stage 3 to meet new national requirements and reflect recent initiatives. It recognises that it is important to ensure that the balance of time spent on different activities

enables all students to develop breadth and depth across the subject as a whole. In addition to a GCSE course in Key Stage 4 the school also offers a course in Performing Arts.

- The opportunities provided beyond the classroom include instrumental and vocal lessons and a large number of extra-curricular activities. The range and quality of these are good. Students value these opportunities and say that they enjoy taking part in them.

## Leadership and management of music

The leadership and management of music are good overall.

- The school's vision for music is clear and is firmly based on ensuring access for all students to good quality provision. The school's systems for evaluating the quality of provision include external validation which helps to bring rigour and a wider perspective to the school's own judgements.
- The school is constantly seeking to improve the quality of its provision and has identified appropriate key areas for development. These include the need to establish more secure links between instrumental or vocal tuition and curriculum provision in order to draw together the different strands of students' learning. The school has recognised that improvements are needed in the resources for ICT and plans are in place to resolve this during the next financial year.
- The subject leader is working effectively to improve provision and raise standards. For example, overall curriculum planning is being thoughtfully developed in response to national requirements and initiatives. Effective strategies for assessment are being implemented and students' progress is carefully tracked.

## Subject issue: Inclusion

- The school believes that music should be accessible to all students. It meets this aim effectively. All students in Key Stage 3 have equal access to music within the curriculum. Courses in Key Stage 4 are carefully chosen to meet the needs of different students. The school provides a good range of instrumental tuition and extra-curricular activities that enhance the basic curriculum.
- Information about students' interests and previous involvement in music making is identified when they enter the school in Year 7. Good records are kept of the progress made by students in music lessons. Additional information is collected about the attainment of those receiving instrumental or vocal tuition. Good opportunities exist for them to use these skills in some of their class music lessons and in a good range of public performances.

Areas for improvement, which we discussed, included:

- planning stronger links between different musical activities and ensuring that students always know what they need to do to further improve their work
- improving the resources for, and the use of, ICT

- strengthening the relationship between instrumental / vocal tuition and the school's overall music provision.

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

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

David Williams  
Additional Inspector