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Mrs C Sharp
Headteacher
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Dear Mrs Sharp

Ofsted Subject Inspection Programme – Music

Thank you for your assistance and hospitality and that of your staff and pupils, during my visit on the 30 April 2009. 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 any 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 pupils, observations of lessons, an assembly and extra-curricular activities together with scrutiny of relevant documentation and analysis of pupils' work.

The overall effectiveness of music is satisfactory. There are some good aspects of music provision, particularly the regular performing opportunities that all pupils enjoy and the workshops and projects with professional artists. These projects are not only accessible to all pupils, but also reflect a variety of musical styles.

Achievement and standards

Overall, achievement and standards are satisfactory with good features.

- When children join the Early Years Foundation Stage, they have limited knowledge of singing and using instruments. Through well structured music activities, using a good range of instruments, they make good progress and attain as expected for children of their age.
- By the end of Year 6, pupils reach standards broadly similar to those expected nationally and their progress overall is satisfactory. Within that overall picture, pupils make better progress in developing their singing and performing skills which particularly helps to raise their confidence and self-esteem.
- Regular performing opportunities are provided, for example the class assemblies, however creativity is a weaker feature of pupils' musical development.
- Pupils make good progress in their personal development especially through participation in projects and performances with visiting professional musicians. These events also do much to develop community cohesion and give pupils a broader view of music from different countries.
- A small number of pupils receive instrumental tuition in school. The school has plans to increase both the number of pupils having lessons and range of ensembles.

Quality of teaching and learning

The overall quality of teaching and learning is satisfactory with good features.

- The best teaching has a clear, simple focus on the musical progress pupils are to make in lessons. Challenge is well matched to the needs of individual pupils and good records are kept which are successfully used to inform the next stage of music learning. Musical skills are developed systematically and pupils are given time to explain and demonstrate their understanding musically.
- However these features are not consistent in all lessons. Activities are not always matched to pupils' needs and lessons are over directed by teachers which restrict pupils' creativity and their individual responses.
- Relationships in lessons are good which leads to consistently good behaviour.
- Although assessment is used successfully in the Early Years Foundation Stage, it is not as yet, replicated throughout the school. As a consequence, pupils are only just beginning to be involved in peer and self-assessment of their work. Audio recordings are made but not consistently in each class.

Quality of the music curriculum and extra-curricular provision

The overall quality of the curriculum is satisfactory with good features particularly in extra-curricular activities.

- Singing features regularly in lessons and all pupils have many opportunities to sing in school and at the various venues out of lesson time. Materials from the Sing Up programme have been enthusiastically received by teachers and pupils. Older pupils spoke excitedly about singing with pupils from other schools at a concert held at the Bridlington Spa.
- The curriculum is successfully enriched by a number of well structured workshops run by professional musicians.
- The school is planning to move away from the commercial scheme of work currently used. Senior leaders recognise that activities within the scheme are not always sufficiently adapted by teachers to meet the needs, interests and abilities of the pupils. As a result there is insufficient planning for pupils' progressive acquisition of musical skills and knowledge. Teachers do, however, make good use of music to support other subjects, for example in drama and history lessons.
- Almost half of the pupils in school are involved in music clubs, although at present there are twice as many girls who take part than boys.

Leadership and management of music

Leadership and management of music are satisfactory with good features.

- The school's self-evaluation of music is accurate. Appropriate development areas have been identified to improve provision and to ensure that all pupils make good or better progress. You are rightly proud of the links that have been made with professional artists and the benefits these have brought to pupils' creativity, self-confidence and understanding of community cohesion. You recognise that there is a need to strengthen the quality of teaching and the curriculum offered so that pupils can develop and improve their musical skills progressively.
- All those involved in leading and managing music bring good enthusiasm to their roles. They value the subject and ensure it is well resourced, introducing different instruments to provide a good variety of sound sources.
- Staff changes have restricted the amount of monitoring undertaken recently. Nonetheless you have ensured that the school is to be involved, from September, in the instrumental programme funded

by the Government. Plans are also in place to offer pupils additional instrumental tuition and ensembles as soon as possible.

Subject issues:

Partnership Links

- Links with the local music service and the community are strong and contribute well to the quality of music provision. Visiting teachers and workshop leaders make an important contribution to the musical life of the school.
- There are at present no links with the local secondary school and the school is exploring how to develop contacts.

Areas for improvement, which we discussed, included:

- enabling pupils to make good or better progress by planning curriculum activities that are increasingly more demanding, in relation to specific musical skills and knowledge, ensuring appropriate challenge and making effective use of assessment
- making sure that pupils are involved in, and know how to, improve their work
- considering how more ensembles can be developed.

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

Marianne Young
Her Majesty's Inspector

