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Ms J Popplewell  
Acting Headteacher  
Burnt Yates CofE Primary School  
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Dear Ms Popplewell

Ofsted Subject Inspection Programme – Music

Thank you for your assistance and hospitality and that of your staff and pupils, during my visit on the 24 June 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: observation of lessons, an assembly and extra-curricular ensembles; scrutiny of relevant documentation and pupils' work. Discussions were also held with members of staff, pupils and members of the governing body.

The overall effectiveness of music is good. Music is a highly valued subject in the school as demonstrated by the regular and well received productions which involve all the pupils. Careful planning combined with energetic teaching enables all pupils to be suitably challenged in lessons and to make good progress.

## Achievement and standards

Achievement and standards in music are good.

- Children start school with musical abilities generally below that expected for their age. Pupils in the infant class enjoy a good range of music activities, including singing, which helps them to use instruments successfully and understand how to put different sound sources together. Overall, by the end of Year 2, pupils make good progress.
- Pupils continue to make good progress in Key Stage 2. Standards are broadly average overall and highest in singing and performing. The end of term whole school productions contribute significantly to these aspects of music learning.
- Pupils in the infant class effectively create their own music. The school however, recognises that this aspect is less well developed in the junior class.
- Pupils sing confidently, they are able to sing unaccompanied and follow directions well. Occasionally their tone becomes a little harsh especially as the music gets louder.
- Pupils strive to be involved and lead activities. They relish the opportunities provided to use their instruments in lessons and are self-assured when performing before their friends and families.

## Quality of teaching and learning

The overall quality of teaching and learning is good.

- 'You don't realise you are learning things, because teachers make the lessons fun'. This sentiment summed up the enjoyment pupils have when learning music. Older pupils are supportive of younger ones in lessons and as a result all pupils have confidence to participate, learn from their mistakes and make good progress in lessons.
- Teachers have high expectations and lessons are well planned, especially taking into account the wide age and ability range in each class. Activities are well-sequenced and lessons have a good sense of progression.
- Pupils' work is assessed regularly; however it is not yet shared fully with pupils so that they can set themselves targets for improvement. The school also recognises that insufficient use is made of audio recordings so that pupils can listen to and make musical improvements to their compositions.

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

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

- The curriculum is well-balanced and carefully planned to meet the differing needs and abilities within the two classes. While well chosen topics appeal to the pupils, the school recognises that multi-cultural music is under-represented.
- The school has chosen this year to place more emphasis on singing and performing in order to involve all pupils in productions which has led to their increased enjoyment and participation in music. Planning indicates that composition will have a more equal focus next year.
- Classroom music activities are well-supported by enrichment clubs and performances. The Oc Club is very popular and together with the choir, pupils perform regularly in school and for the local community.

## Leadership and management of music

The leadership and management of music are good.

- Senior leaders have a very clear vision for music. They have made good use of the latest Ofsted music report to help them make accurate judgements about the overall quality of provision. There are areas for development, which you recognise and identify in your development plan.
- Opportunities are taken to involve the overall quality of provision and resources. For example, through the recently established partnership with a school in Bradford, you recognise the chance to develop multi-cultural music especially. Other improvements include the new microphones and recording equipment which are used particularly during performances.
- Approximately one fifth of all pupils learn a music instrument, and the school is actively investigating ways to increase this number. As a result, for example, from September 2009 all pupils in Key Stage 2 will learn an instrument as part of the instrumental programme funded by the Government.

## Inclusion

- The school's belief that music should be accessible to all pupils is clearly supported by its actions. Classroom activities motivate pupils and as a result both boys and girls are taking leading roles in music.
- Information about pupils' musical interests and involvement in instrumental lessons is kept.
- Enhancements to the basic curriculum, together with well-established partnerships and links with other schools ensure that all pupils are regularly involved in a wide range of music activities.

Areas for improvement, which we discussed, included:

- providing more opportunities, particularly in Key Stage 2, for pupils to create their own music
- making use of audio recordings to help pupils understand how to make musical improvements to their work.

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

