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18 May 2010

Mr M Shillito
Headteacher
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Dear Mr Shillito

Ofsted 2010-11 subject survey inspection programme: music

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 6 May 2010 to look at work in music.

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.

The evidence used to inform the judgements included: interviews with staff; a meeting with a member of the governing body; talking with selected pupils; scrutiny of relevant documentation; analysis of pupils' work; visits to three lessons; and observing extra-curricular activities.

The overall effectiveness of music is good. Goldsborough Primary is a musical school. Pupils make good progress and a significantly high proportion of pupils from all groups across the school benefit musically, personally and socially from regular and active involvement in the diverse range of additional activities provided outside of lesson time.

Achievement in music

Achievement in music is good.

- Pupils are taught in three mixed-aged classes. Children have had very mixed musical experiences before starting in Reception. By the end of Year 6, pupils make good progress and reach standards that are broadly average. Singing has a high profile in most lessons and, as a result, pupils' skills in this area are stronger than their creative skills.
- Music is a very popular subject as shown by the very high proportion of pupils, from all groups, having instrumental lessons and taking part in

extra-curricular activities. All pupils have regular opportunities to perform both within the school and in the local community; these significantly increase pupils' self-esteem and confidence together with other aspects of their social development and community cohesion.

Quality of teaching in music

The quality of teaching in music is good.

- Teachers successfully use their good subject knowledge and model good practice to engage pupils in music. The regular emphasis on aural development helps pupils to predict sounds and respond musically to teachers' well-directed questions.
- Despite careful planning and pupils' good understanding about what they are to learn in lessons, sometimes more able pupils are not challenged sufficiently.
- Performing is at the heart of most lessons and pupils are keen to lead and direct groups. This was seen very clearly in a lesson where pupils from Class 1 rehearsed their peers successfully as part of a lesson on pitch.
- The school recognises that audio recordings are not used regularly to help pupils hear how to improve their work.

Quality of the curriculum in music

The quality of the curriculum in music is good.

- Pupils are offered a wide range of musical opportunities. Every pupil benefits from a weekly class music lesson, regular assemblies where singing and performing have a high profile, and the opportunity to learn an instrument and to be involved in a very good range of extra-curricular groups.
- The scheme of work reflects a good understanding of musical progression. It has been adapted successfully to include the whole-class instrumental tuition for pupils in Class 3.
- The drums from different countries are very popular as shown by the numbers of pupils in the different percussion groups. However, the school recognises that a thorough audit of all tuned and untuned instruments is overdue. Currently, there are no computer programs to support music learning; nevertheless, the school has well-developed plans to provide appropriate programs for all pupils.

Effectiveness of leadership and management in music

The effectiveness of the leadership and management in music is good.

- Music is a very important part of school life, as shown by the large numbers involved in music activities. Links have been developed

successfully with other partners, which enable pupils to perform in the village and as part of larger groups at different venues across the county.

- Your vision for music is thoroughly shared by other staff, pupils and many parents. You have an accurate view of the current provision and a good understanding of what needs to be done to improve provision even further. For example, the school recognises that at present there has been a lack of formal monitoring.

Areas for improvement, which we discussed, include:

- ensuring that more able pupils are always suitably challenged in lessons
- finding ways to include audio recordings and computer programs more regularly in lessons.

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

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Marianne Young
Her Majesty's Inspector