

KWS Music Report

Summer 2 – July 2022

Summary of Main Findings

Key Areas to Celebrate:

- Coverage is significantly improved from last year.
- Charanga Units organised and distributed across each year group and knowledge mats/skills mats created to support Charanga Units
- Staff voice indicates that Toolkit is making an impact upon quality of teaching and knowledge retention.
- Positive learning walks, work scrutiny and pupil voice support subject SEF judgement of Good.
- Opportunities to perform built into Enrichment and Enhancement opportunities.
- Pupils speak positively about Music and their learning experiences. Most enjoy Music and speak passionately about it.
- Children respond to and revisit the End of Unit quizzes to check knowledge retention.
- Pupil data is more accurate the previous data collections and broadly in line with core subject outcomes.

Part 1: Discussion with Senior Leaders / Subject Leaders

- Leaders confidently articulate their approach to the sequential teaching of Music across the school. There is a skills and knowledge progression document in place to support teachers in understanding the required knowledge and skills to be taught in each year group. This includes a guide to support composition and the expectations for vocabulary and music notation to be used.
- The school uses a Local Authority approved scheme which it has adapted to create progression documents.
- Each year group covers 2 units of contemporary music and 1 unit of historical music. The toolkit contains knowledge mats to reflect this.
- The teacher toolkit is designed to follow a whole school intent model of PROVIDE, ENHANCE, ENRICH, BE.
- Planning ensures the incremental building up of the knowledge and skills. This is mapped out in medium term plans which identify the Knowledge Mats being taught in each half term, as well as which skills will be taught to acquire the knowledge. and when they are being taught. It also provides opportunities to see where learning is linked to other subject areas. E.G Year 3 Egyptians, Exodus and Reggae.
- Prior learning is identified in the toolkit. Teachers are able to see the skills and knowledge that was taught in previous year groups to inform their own planning.
- Evidence for progress and attainment is found in end of year teacher assessments, as well as through a range of monitoring activities such as work scrutiny, pupil interviews and learning walks.
- End of unit quizzes have been created to support teacher assessments.

- The subject leader cites evidence of disadvantaged pupils achieving broadly in line with their non-disadvantaged peers. Data collection occurs at the end of the year and is informed by the assessments identified above.
- From a range of evidence, leaders believe that achievement in Music is broadly comparable to achievement in Maths and English.
- Leaders provide a clear example of identifying a weakness – i.e. resourcing, providing opportunities for more support. CPD for staff to support to support subject knowledge.
- To quality assure delivery of Music and to support colleagues, the subject leader conducts learning walks, conducts observations, checks planning, talks to pupils, carries out work scrutiny and provides training inputs.
- Improvement plans for Music are clear and concise. This includes improvements identified above.
- The subject facilitator attends the subject networking group across ASPIRE MAT and supports the Music facilitator in managing and auditing the curriculum.

Part 2: Book Scrutiny: Coverage and Achievement

- There is work in books to indicate that teachers have been delivering according to their curriculum plans. Topics indicated on the planning are evident in books. New topics have been introduced/adapted based on this monitoring.
- Regarding achievement, pupils' work provides evidence of the building up of understanding - e.g. there are differences in challenge and expectation between KS1, LKS2 and UKS2.
- The scrutiny provides clear evidence that teachers have been following the vocabulary and skills progression document.
- Quality and amounts of work have improved following feedback from work scrutiny and staff discussions.

Part 3: Discussion with Pupils

- Pupils express an enthusiasm for Music, especially for acquiring new knowledge and for practical activities:
 - "I like listening to different types of music and learning about the composers"
 - "I liked learning about Bob Marley and signing Three Little Birds."
 - "I liked playing the glockenspiels and we played along to ABBA."
 - "Mrs. Cantrill makes music fun and she taught us lots about rapping."
 - "We get chance to sing on stage in the production. I can't wait to do Annie."
 - "We have chance to sing in the choir with Mrs. Clay at lunchtime."
 - Mrs. Harman took us to sing at Amazon at Christmas to make the people that work there happy."
- Pupils were clear that they are getting better at Music.
 - "I can read some music notes now. I couldn't do that before."
 - "I can answer the questions on the knowledge mat at the end of the topic and I can't do that at the start."
- Pupils could identify the topics they had been taught previously.
 - "We sang in the nativity in the infants."
 - "We learned about ABBA in year 4 and learned the song and the glockenspiels"

Part 4: Discussions with Teachers

- Teachers can discuss how Music units are planned and how they know what to teach.
- Teachers are able to explain a child's journey both within their year group and beyond using the toolkit to identify prior and future learning.
- Teachers identified that learning is important to the school and supports a comprehensive production program and opportunities for choirs in Key Stage One and Two.
- Teachers' responses make it clear that the school's progression and planning documents greatly support the incremental journey from Early Years to Year 6.
- Teachers talk passionately about the importance of linking learning across multiple subject areas to broaden children's understanding and commit learning to long term memory more often.

Conclusion: Whilst a single subject deep dive is never going to provide enough evidence for a secure Quality of Education judgement, the key question we ask on each deep dive is the same: "Does the evidence of this deep dive support or challenge the school's self-evaluation for Quality of Education?"

I feel this Music curriculum review supports the school's self-evaluation of good.

Recommendations:

THIS SUBJECT AREA HAS BEEN IDENTIFIED FOR CURRICULUM IMPROVEMENT IN ACADEMIC YEAR 22-23

- Continue to develop opportunities for performance and composing opportunities. Find ways of collecting evidence to show this.
- Developing pupil vocabulary – talking during the topic and when recalling taught information.
- Pupils articulating metacognition in Music "How are you getting better and how do you know?"
- SEN Pupils achievement – How can we assess this more effectively if written and spoken communication are not strengths?
- Continue to develop links across the MAT – "what does expected standard look like? How are we measuring it?"