

MUSIC DEEP DIVES

A Wakefield Perspective



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A PRIMARY SCHOOL EXPERIENCE

The Deep Dive was a very intense day for those staff involved and included:

- **Pre-School Interview** with the Music Leader
- **Observation of the Music Lead observing 2 lessons.** Followed by a meeting to compare feedback, findings and next steps for the teachers that I had observed.
- **Meeting with Children** - Conversation with a group of children that had been chosen by the inspector. Pupils were also more informally questioned in the playground and at other times of the day. *The Inspector refused to observe the HLTA who is a music specialist and usually delivers the music lessons to the classes!*
- **After School Meeting** - With inspector, music lead and the two teachers that had been observed. The two members of staff were asked for their opinions on their lesson, why they had taught the lesson that they had, which scheme of work they follow the Scheme, what was the previous music lesson, have they had CPD, are they supported?

- Who delivers the Music within your school?
- What is your Scheme of Work and how do you know that it meets the basics of the Curriculum? Medium and Long Term Plans and expectations at various stages.
- How do you know Music is being delivered effectively, appropriately and that the Music curriculum is covered across school? How do you know that teachers have bought into the ethos of delivering Music.
- How do you ensure children are making progress, the correct progress and how do you assess and monitor this?
- How do you monitor children's understanding and what do you do to address any gaps in learning?
- How do you cater for SEND and Equal Opportunities
- What do you do to broaden children's knowledge beyond the National Curriculum - Assemblies, performances, Instrumental Lessons, Cross Curricular, additional hub opportunities etc. What is your vision for music?
- How long have you been in your role and when have you and other staff received CPD?
- What evidence do you have to support what you are saying – NC and Extra-Curricular? Recordings, pictures, videos, lesson plans, assessments, pupil voice etc.

The music leader also commented that the inspectors valued the support from the Music Hub, attendance at Network Meetings and the hubs Music Self Evaluation Tool.

A SECONDARY SCHOOL EXPERIENCE

The Deep Dive was a also very intense day for those staff involved and followed a very similar programme to the Primary Inspection. Interesting points to note include:

- All music teachers were observed and interviewed at the end of the day
- The inspector was particularly interested as to whether all staff were subject specialists or not
- He was very much focused on how we cover the national curriculum at KS3 and want to see that pupils are being taught the National Curriculum in breadth and depth
- He picked up on how listening isn't explicitly focused on and made the school justify it by writing out a list of composers studied throughout KS3
- The inspector look at a wide range of things including Pupil Premium, SEND, Instrumental lessons, Extra-Curricular and uptake at Key Stage Four
- Undertook a work scrutiny of GCSE and BTEC and looked at the quality of written work, terminology used and understanding shown
- He was not interested at all in marking, more interested in reading what low, middle and high attainers had written
- He liked the fact that GCSE and BTEC courses and instrumental lessons aren't restricted and anyone can take part

WHAT ARE WE DOING TO SUPPORT SCHOOLS?

- Collate and share as much local and national information and feedback with schools
- Run our usual programme of training and CPD centrally and bespoke for schools
- Bring teachers together through our termly primary and secondary network meetings
- Additional Deep Dive Music twilights for HTs, Governors and Music Leads
- Continued conversations and promotion and use of our Music Self Evaluation Tool with schools
- Updating of supporting documents and resources that have been developed over the years. Highlight the wealth of material on Charanga that a significant number of schools use and update of a generic Musical Progression Map
- Raising awareness and understanding with all Music Service/Hub staff, how they fit in and how they can support staff

Many thanks to the schools and teachers for sharing their experiences