

Music Deep Dive

What might a “Deep Dive” in Music look like for Primary schools?

A deep dive is an in-depth look by Ofsted inspectors at specific subjects in a school, based on the most recent Ofsted framework. It helps inspectors to get a feel for whether a broad and balanced curriculum is being offered, the quality of education the children are receiving, progression and sequencing, retention of prior learning and whether the curriculum at the school is doing what is intended.

n.b. a deep dive is not a judgement on the subject. It is used to establish practice within the school....?

A deep dive means looking at:

- **Curriculum Intent** – what are you trying to achieve through your music curriculum?
- **Implementation** – how is the curriculum implemented and delivered?
- **Impact** – what difference is the curriculum making and what progress do children make?

How are Music deep dives carried out?

Ofsted explains that deep dives into subjects includes:

- interviews with staff members including curriculum leaders, pupils and the leadership team
- examining pupils’ work – especially over time to check that there is progression
- lesson observations (though individual lessons will not be judged).

What is expected of music subject leaders?

Music subject leaders should:

- have a clear idea of their role and responsibility
- have good subject knowledge
- research and provide CPD opportunities for other staff
- have an understanding of the Music resources available in school, and whether they are effectively utilised
- regularly review the efficacy of their subject across the school
- ensure the Music National Curriculum is being covered
- ensure the curriculum is delivered according to the curriculum intent
- be an advocate and champion of their subject.

When observing music lessons, inspectors are looking for:

- Music lessons with pace that build on prior learning and knowledge
- Clear objectives using age related Music vocabulary
- Peer learning and peer assessment of learning.

Interview with the Music Subject Leader:

- It would be strongly advised that the Music Subject Leader is released to ‘visit’ lessons with the inspector. If the Music Subject Leader is also the music teacher, then this is a moot point.
- It is likely that it will be the Music Subject Leader (and/or the music teacher) that will be asked the questions, and therefore this person must have the subject knowledge needed to articulate responses to the inspector.

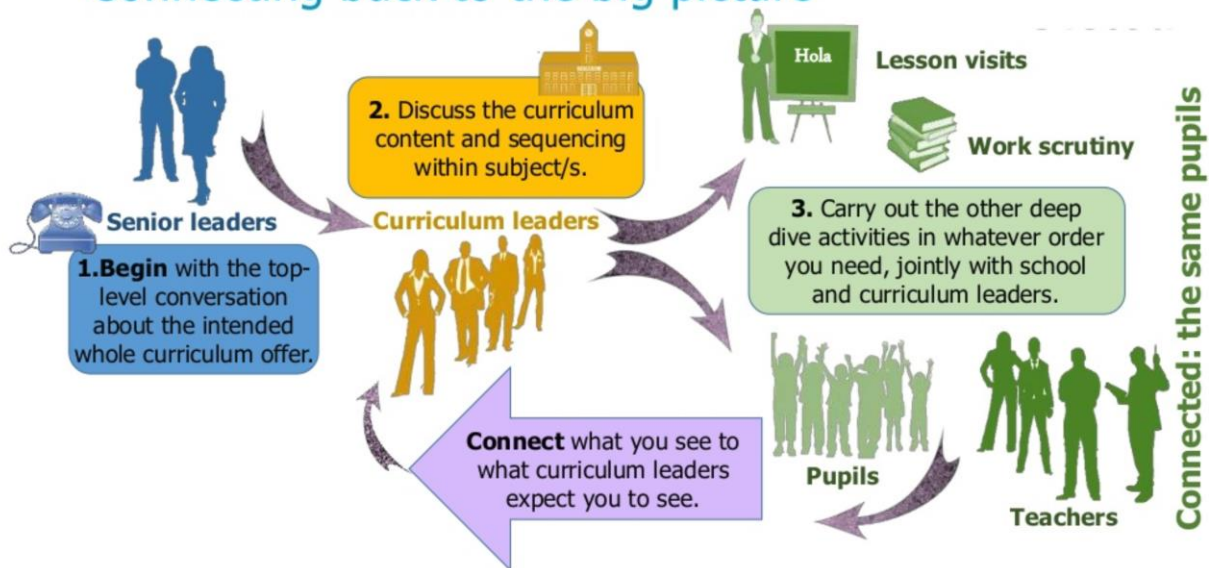
Curriculum 'deep dives': what do they include?



Herts for Learning - 23 September 2019

Slide 11

Connecting back to the big picture



Herts for Learning - 23 September 2019

Slide 12

Documentation that might be shared with inspector:

- Long-term plan for music
- Planning to show cross-curricular links across school
- Medium-term plans that show progression of knowledge and understanding of musical skills
- Skills development overview showing music skills to be taught in Years R-6
- Information for parents about instrumental learning including remissions, and sign-posting to external opportunities (e.g. Music Hub ensembles, choirs, community groups etc)
- Peripatetic timetable
- List of additional opportunities school engaged with including Music Hub events, and other partnership opportunities
- Audio/video examples of pupils' achievements throughout the year (in class and outside of class), including YouTube clips of participation in school/Hub/other events

Typical Music Ofsted deep dive questions

- How do you evidence progress in Music?
- Who teaches Music?
- How do you challenge your higher ability children?
- How can you assess and demonstrate progression across key stages?
- How is this monitored?
- How do you ensure the National Curriculum is being covered?
- What are children learning?
- Why do you teach what you do?
- How is the Music curriculum you teach particularly relevant to your children?
- How do you ensure there is a sequence of learning?
- How do you assess children's prior knowledge?
- How do you ensure that staff have good Music subject knowledge?
- How do you support staff that need it?
- What provision is there for Music across the curriculum?
- What scheme do you follow (if any) and why?
- What are the strengths and weaknesses in Music?
- How is Music taught?
- Do you have enough time to deliver the Music curriculum?
- What staff CPD do you have planned?
- What is your long term vision for Music in your school?
- What changes have been made to Music since the last inspection?
- What is the progression of knowledge and skills like in Music?
- How is this monitored?
- Show me an example of a skill children learn in Music and how it progresses from EYFS to year 6.
- How do you ensure correct use of vocabulary, and progression of vocabulary across the age ranges?
- In what way does the learning environment support learning?
- How is your Music curriculum tailored to the needs of the children in your school?
- How do you help children who need extra support with Music, as well as the children who are exceeding age related expectations?
- Do your Music lessons provide Cultural Capital?
- What opportunities do children have to link their learning to other subjects?
- What is it like to be a pupil at this school?
- What barriers and challenges do you face at your school?
- How do pupils remember what you've taught them?
- What did you think of the observed lesson/s?
- What do you want children to be able to do with their Music knowledge once they leave school?
- Do you feel like Music is one of your strongest subjects?
- What is behaviour like in Music lessons?