LINCOLNSHIRE PRIMARY SCHOOL

* Real emphasis on great composers e.g. Mozart and other Western Classical Composers
* Progression needs to be explicit and threaded through everything
* A performance / music making related focus not enough…
* Pupils were asked about the inter-related dimensions of music – what is pitch? Also do they know why they're learning a particular module?
* Cultural Capital – How are they providing opportunities to build self-esteem, confidence to encourage risk taking etc.
* Composing was key and schools must provide opportunities for composition
* Technology – again a priority and how is it written into the schemes of work
* Documentation – The meeting was short with no formal observation of a lesson. In total it was only 15 minutes long. No documentation was formally requested however have everything to hand. No assumptions should be made, everything to be explicitly written into your planning.

NORTHAMPTON PRIMARY ACADEMY

* Sequence and progression e.g. how does a recorder project in Y5 look different to the recorder project in Y3?
* How does the use of notation progress e.g. from graphic to standard?
* Are school resources adequate –recommended having a ‘blue skies’ wish list ready when funds allow augmentation of percussion stock
* Inspector also spoke to children
* No questions re assessment or requests for evidence