

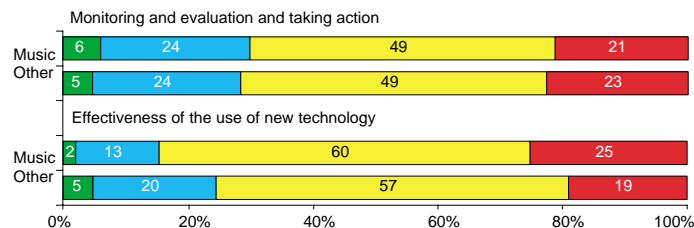


Office for Standards  
in Education

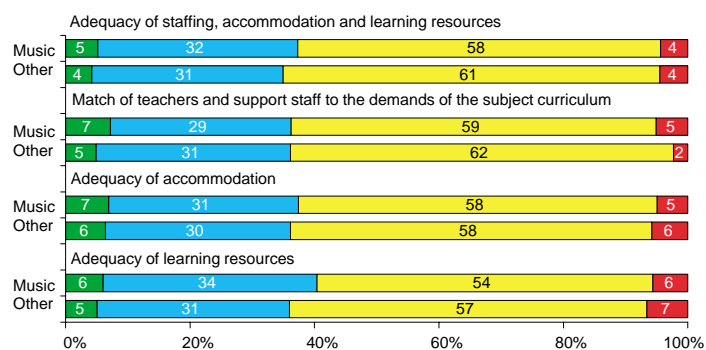
### Overview of music (percentage of primary schools)



### Aspects of leadership and management (percentage of primary schools)

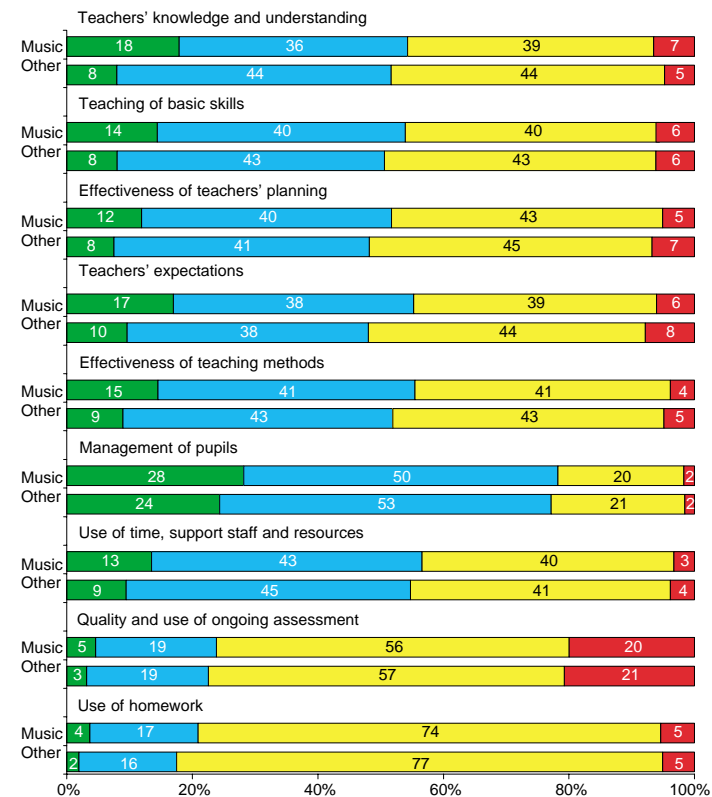


### Staffing, accommodation and resources (percentage of primary schools)

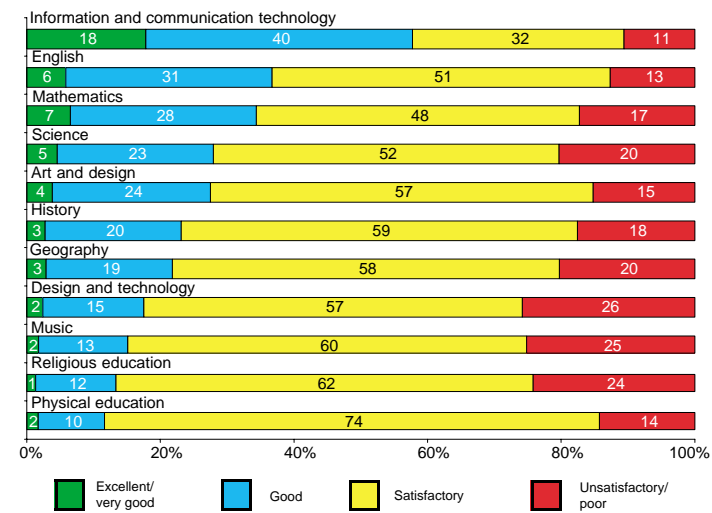


2002/03 inspection data based on full inspections only: not nationally representative  
These figures have been rounded and may not add up to 100%

### Quality of aspects of teaching (percentage of primary schools)



### Effectiveness of the use of new technology (percentage of primary schools)

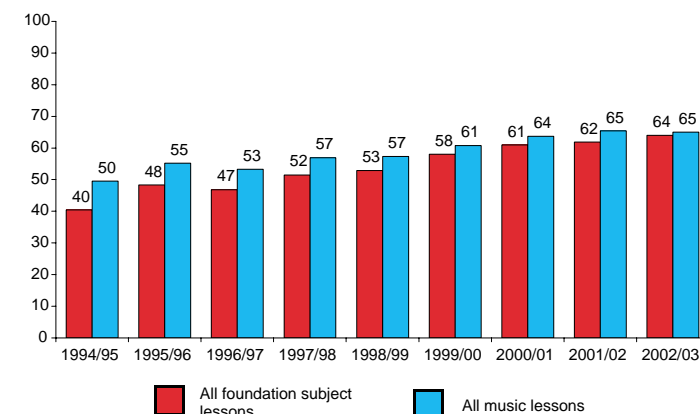


### Main findings for primary schools – 2002/03

- In the majority of primary schools, music has improved since the last inspection and in almost one third significant improvement has been achieved, maintaining recent trends. However, there has been insufficient improvement in almost one school in ten.
- Pupils' achievement in both Key Stages 1 and 2 is good or very good in four schools in ten, but in Key Stage 2 it remains unsatisfactory in one in ten.
- The quality of teaching is good in just over half of schools in Key Stage 1, which maintains the recent steady, but slow, improvement. In Key Stage 2, however, there was not as much good teaching as last year.
- Assessment and monitoring of pupils' work – in particular, with regard to logging pupils' progress in musical skills and understanding – remain unsatisfactory in one school in five in both key stages.
- The music curriculum continues to improve in Key Stage 1, but remains unsatisfactory in about one school in ten in Key Stage 2.
- There has been a slight improvement in the use of music technologies in primary schools, yet this remains an unsatisfactory aspect in over a quarter of schools.
- Leadership and management of music are good or better in just over four schools in ten and remain unsatisfactory in one school in ten.

A full version of the 2002/03 report can be found on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

### Quality of teaching in lessons over time (percentage of good or better lessons in primary schools)

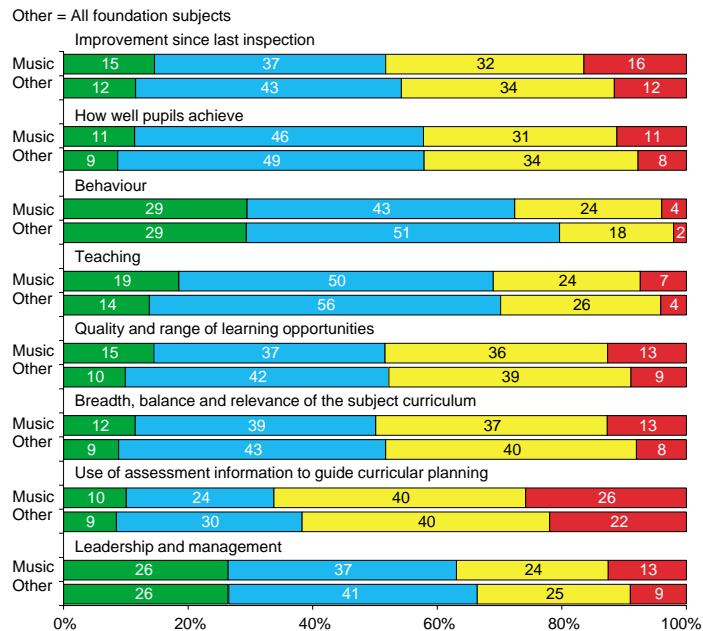


# Music at a glance 2002/03

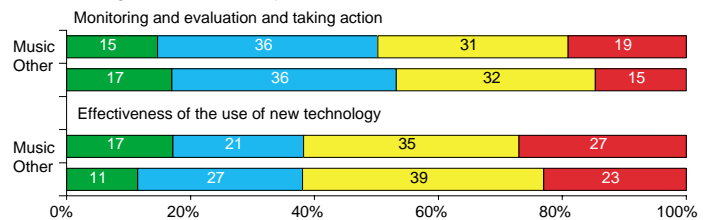
July 2004

Maintained primary and secondary schools in England

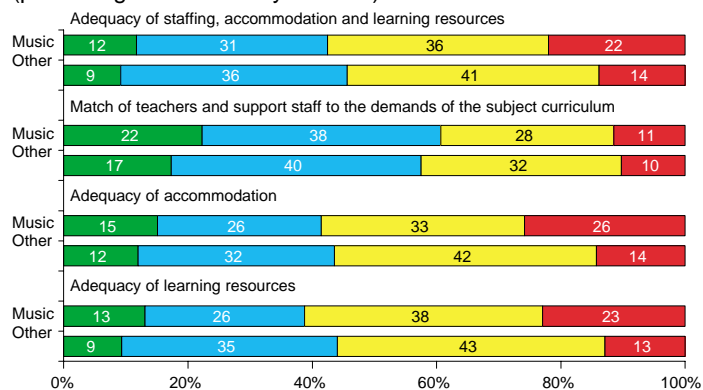
## Overview of music (percentage of secondary schools)



## Aspects of leadership and management (percentage of secondary schools)

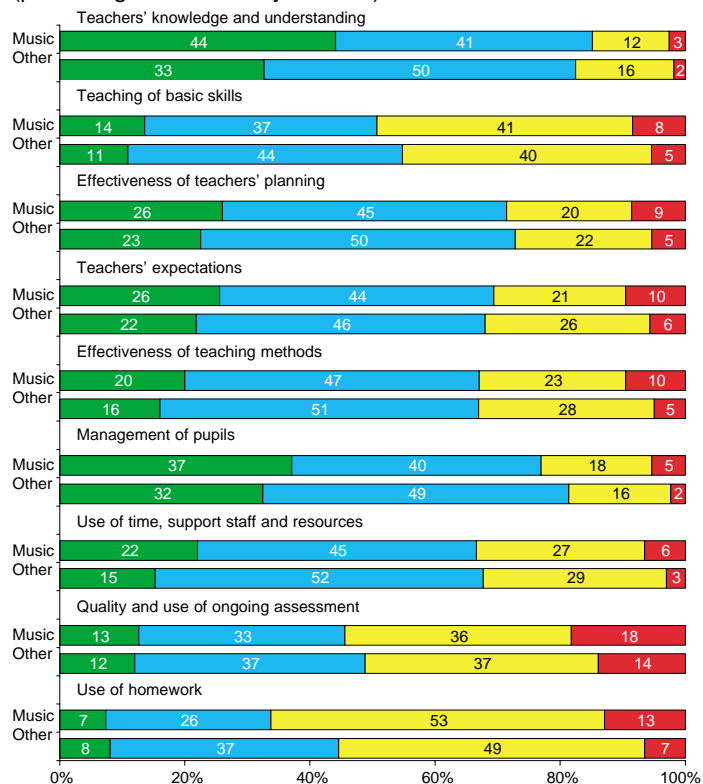


## Staffing, accommodation and resources (percentage of secondary schools)

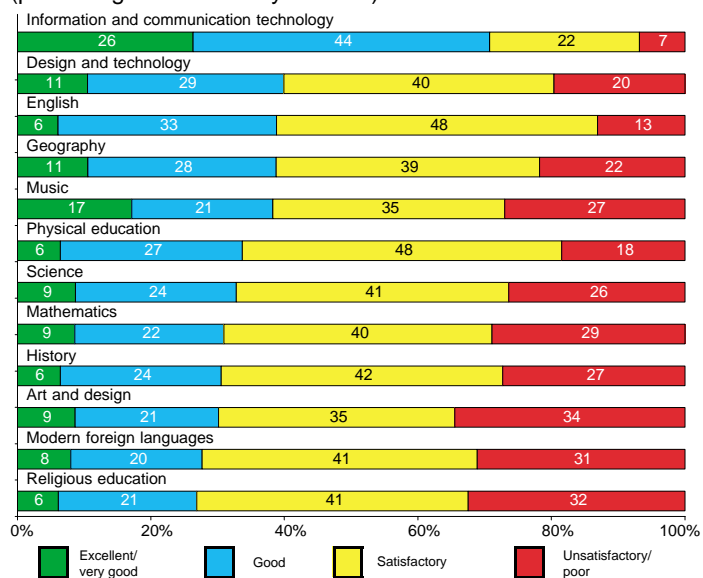


2002/03 inspection data based on full inspections only: not nationally representative. These figures have been rounded and may not add up to 100%

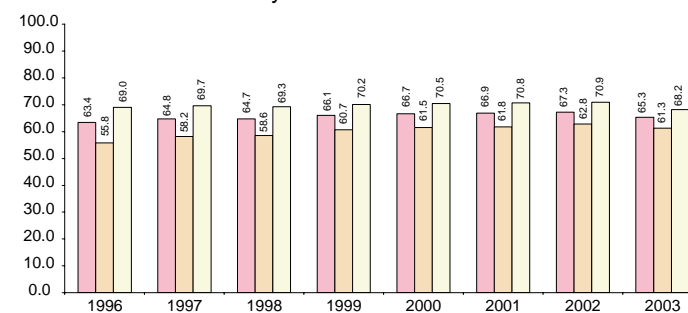
## Quality of aspects of teaching (percentage of secondary schools)



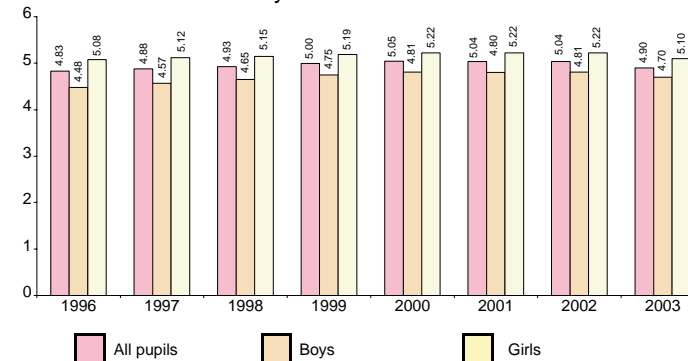
## Effectiveness of the use of new technology (percentage of secondary schools)



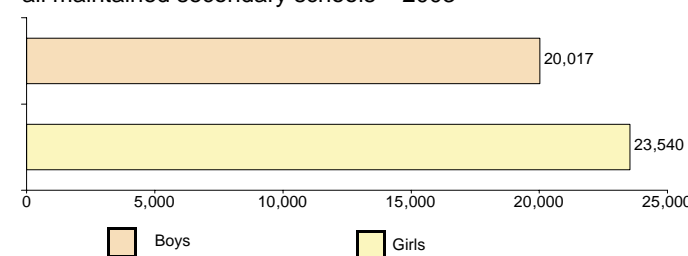
## Percentage of pupils obtaining A\*-C GCSE grades in music: all maintained secondary schools



## GCSE average points score in music: all maintained secondary schools



## Number of 15 year old pupils entered for GCSE music: all maintained secondary schools – 2003



## GCSE results for music: all maintained secondary schools

	A*	A	B	C	D	E	F	G	U
All pupils	7.2	15.5	22.4	20.1	12.1	8.5	5.7	3.3	3.7
Boys	6.0	14.0	21.4	20.0	12.5	9.4	6.4	3.9	4.8
Girls	8.2	16.7	23.2	19.9	12.3	8.1	5.1	2.8	2.5

## GCSE results for all subjects: all maintained secondary schools

	A*	A	B	C	D	E	F	G	U
All pupils	3.7	10.4	17.2	23.8	18.3	12.5	7.4	3.7	2.4
Boys	2.9	8.5	15.4	23.2	19.3	14.0	8.7	4.4	2.9
Girls	4.4	12.3	18.9	24.4	17.3	11.0	6.2	2.9	1.9

## Main findings for secondary schools – 2002/03

- Five schools in six have improved their provision for music since the previous inspection; in over half of schools this improvement has been significant.
- In General Certificate of Secondary Education (GCSE) music, two thirds of pupils achieved grades A-C, maintaining recent trends. There has been a welcome increase of more than 10% in the number of entries since 2001.
- Entries for Advanced Subsidiary (AS) Level and Advanced Level (A Level) music have increased and at both levels just over one third of candidates achieved grades A or B.
- Pupils' achievement in relation to their capabilities is good or better in just over half of schools in Key Stage 3, but is unsatisfactory in almost one school in eight. In Key Stage 4 it is good or better in six schools in ten and in post-16 classes it is very good in three schools in ten.
- The quality of teaching is good or better in two thirds and three quarters of schools in Key Stages 3 and 4 respectively. It is very good in almost half of schools in post-16 classes. The use of information and communication technology (ICT) in music teaching remains very variable.
- Assessment and monitoring of pupils' work in music continues to be weak in Key Stage 3 in one school in five. It is considerably better in Key Stage 4 and for post-16 pupils.
- The music curriculum is unsatisfactory at Key Stage 3 in almost one school in six and is good or better in less than half of schools. It is considerably better in Key Stage 4 and in post-16 courses.
- The use of homework is often unsatisfactory in Key Stage 3, but it is better in examination classes.
- Resources and accommodation for music are weak in around a quarter of schools and this is having a negative impact on pupils' work, particularly in Key Stage 3.
- The overall quality of leadership and management of music is good in nearly two thirds of schools, but is weak in one school in ten, often in small departments. In these small departments, staff need support from within and outside the school to develop the subject further.

A full version of the 2002/03 report can be found on the Ofsted website.

## Quality of teaching in lessons over time (percentage of good or better lessons in secondary schools)

