

Subject Leader FAQs

Name: Natalie Catalano

Subject: Music



Question	Answer
1. How long have you been the subject leader?	I have been leading Music at Rickmansworth Park for over six years.
2. What are your strengths as Music subject leader?	I have enormous passion for music in school. I believe music changes lives and all children should have access to high quality provision, irrespective of their background. I have strong local contacts with expert Music teachers in Herts Music Service. I am on mailing lists for local primary music events, in which we take a leading part and I regularly catch up with our peripatetic music teachers at the end of lessons.
3. Give examples of the impact you have had on the quality of teaching and learning/standards?	I have spent time building strong relationships with our peripatetic music teachers, ensuring excellent provision for our pupils. The most impactful undertaking has been the establishment of whole class instrumental teaching in Year 3 (recorder), Year 5 (cornet) and Year 6 (mixed brass). I also lead a weekly singing assembly, which children frequently tell me is one of their favourite activities of the week. Pupil Voice interviews are overwhelmingly positive about music in our school and I often receive verbal and written feedback from parents praising the provision.
4. What are the key strengths in this subject?	We employ the services of some of the best local music teachers, we take a leading role in local schools music events and pupil voice outcomes are incredibly positive. Children enjoy music and feel proud of their achievements. Herts Music provides us with access to the acclaimed Charanga music scheme, which is fully resourced and provides the backbone of our music provision across the key stages.
5. What areas for development have you identified in this subject?	Ongoing CPD and sourcing of resources to ensure the staff confidence and enjoyment is as high as that of pupils. I would like to establish an electronic (audio/visual) portfolio of evidence of pupils' outcomes.
6. How do you know how well pupils are achieving?	In a small school such as ours, staff speak regularly and progress is a regular point of discussion. Formal monitoring takes place every term and as subject leader, I have an overview of children's outcomes in music right across the school. Discussions with the peripatetic music teachers also provide useful feedback on pupils' progress. During the academic year, we hold music concerts, a talent show, a KS1 production, a KS2 production, a Christmas concert and termly class assemblies where musical talent is show-cased for the wider school community. Our children also perform alongside local schools at the annual Schools Music Festival.
7. How does the school meet the needs of all groups within this subject?	Yearly Pupil Voice interviews are undertaken with all groups of children: boys, girls, SEND, EAL, disadvantaged, EYFS, KS1 and KS2. Views are listened to and planning and provision reflects the diversity of the needs of all our pupils.
8. What knowledge do Governors have about your subject? How have	I present an annual report to the Full Governing Body on the provision and outcomes in music across the school. We hold a Wider Curriculum Open Morning to which governors are invited. Governors are also invited to music concerts, assemblies and whole school productions.

Subject Leader FAQs

they been involved in your subject?	
-------------------------------------	--