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## THE MUSIC IN SECONDARY SCHOOLS TRUST

*The Andrew Lloyd Webber programme*

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# Sedgehill Academy

*Annual Report 2021-22*

## The Musical Year - Key Highlights

It was great to see all things music back up and running again. We aimed to make up for time away from the classroom, while trying to get music making back up and running in a safe way. Record numbers of students signing up for one to one lessons and rescheduled events meant we had a busy start to the school year.

Lifted restrictions throughout the year meant one to one lessons, choirs and ensembles could meet in person once again. Even though we missed out on performance opportunities throughout the year, we still have lots to celebrate and be proud of. The resilience and can-do attitude of our students and staff is something that we're grateful for here at the Academy.

September saw our biggest cohort through the doors in four years with students learning woodwind, string, and brass instruments. Students quickly set out to impress with preparation underway to perform at our annual MiSST concerts. All year 7 students formed a choir that met every Thursday morning. It was wonderful to see all year 7 working well together and singing every week.

November saw our much-anticipated MiSST Play Day with Harris Academy Peckham and Harris Invictus visiting us for a day of music making. Students enjoyed tutti and sectionals and performed to all of year 7 at the end of the day. November also saw the beginning of our XFADE records Spotify and iTunes journey with students writing music to be released later in the year.

The MiSST Annual concert returned in March and what an inspiring evening it was. The Academy had students from all year groups involved with the rehearsals including Saturday rehearsals all paying off. Our parents were astounded by the levels of musicality our students can reach with dedication and hard work. We were all proud of their hard work. Students were delighted to see Andrew Llyod Webber make up part of the audience.

May brought a number of primary schools visit to the academy. Our students were very proud to tell year 5s about MiSST and the fantastic opportunities that learning an instrument brings. It was an emotional time as many of our year 7s did not say goodbye to their primary teachers. Our students were fantastic role models and excited to tell our visitors about all things MiSST.

Sedgehill Arts festival was June's highlight as 148 students from all year groups put on a wonderful evening of Music, Art, Dance, Drama and textiles. It was great to see audience members back to usual numbers with 600 members of our wider school community enjoying an unforgettable evening.

## Annual Performance Calendar

<b>Event</b>	<b>Who was involved</b>	<b>Date</b>	<b>Description</b>
Open Day	Sedgehill School Orchestra	September 2021	Sedgehill Orchestra and Vocalize performed for the Open Day visitors.
Fellowship and Star Opening	Vocalize	September 2021	Vocalize have a room named after them at the Fellowship and Star studios
Music for Youth Proms	Vocalize	November 2021	Vocalize were chosen to perform in the Music for Youth proms at the Royal Albert Hall
XFADE Writing camp	20 students Y8 - 13	November 2021	Students took part in a two-day writing camp at the Fellowship studios
MiSST Play Day	30 students Y8 - 13	November 2021	Students from Sedgehill, Harris Invictus and Harris Academy Peckham came together to form an orchestra
MiSST Annual Concert	20 students Y8 – 11	March 2022	MiSST annual concert performance at Queen Elizabeth Hall

Sedgehill Academy Arts Festival	148 students	June 2021	Sedgehill's annual arts festival saw an audience of 650 experience a taste of our Arts provision
Year 5 Primary Visits	Year 7 MiSST students	June 2021	A Year 7 ensemble perform for year 5s
Bellingham Festival	Rap Collective	June 2022	Our Rap Collective performed on stage at Bellingham Festival
Westminster Abbey (cancelled for to rail strike)	Vocalize	July 2022	Vocalize were invited to perform at Speaker for Schools conference
SongFest 2022	Two evenings of 500 primary school students and 20 Sedgehill students	July 2022	20 Sedgehill students performing for primary parents
Lewisham Peoples Day	15 students performing on stage as part of Saturdays events	July 2022	15 students perform at south east London's longest running festival
Future Makers 2022	Girls Rap Collective	July 2022	Sedgehill students were chosen to audition in the Royal Albert Hall
Radley 2 Residential	6 students attending MiSST Saturday School	July 2022	3-night music residential. An opportunity to work alongside students from other MiSST schools as an orchestra.
Radley 3 Residential	9 students from years 7 and 8	July 2022	2-night music residential. An opportunity to work alongside students from other MiSST schools as an orchestra.
Open Mornings,	String quartet, Vocalize and instrumentalists	Every Friday throughout the year	These ensembles performed to prospective students and their parents throughout the year.

## Case Studies

### Toby Carpenter - Year 7

Toby joined Sedgemoor in September and quickly showed us how talented he is. Toby comes from a very musical family but chose to come to Sedgemoor knowing that he would be exposed to so much more. He has started the trumpet, started a rock band and has recently been a star performer at the MFY festival. Toby a quiet shy student has really come out of himself due to his ensemble work. He encourages others to follow in his footsteps by sharing his story. All of Toby's teachers have seen him soar in confidence and develop his leadership skills. Toby is attending Radley residential this year and can't wait to be part of an orchestra.



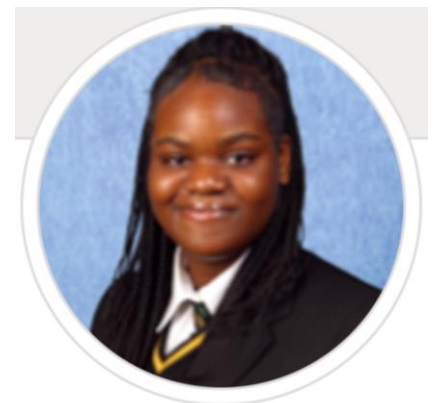
### Jada Palmer - Year 9

Jada joined the academy in September 2019 and was given a flute. She had never played an instrument before but made huge progress before lockdown. As online platforms replaced in person lessons this did not affect Jada's progress. She used Kineract and MiSST YouTube videos and showed her peers how to get the most out of home learning. Jada was adamant that if you rise to the challenge of learning an instrument you can do anything in school. Socially Jada was quiet and distant, rarely mixing with other students but this all changed when she joined the school flute ensemble. Jada became confident, made friends and we saw improved engagement across all her subjects. Jada puts music making at the center of her new found confidence and is looking forward to GCSE music. Jada is now a student leader and leads before school flute ensembles. Jada attends Saturday Music School and has started to learn the violin.



### Katrina Ayoola – Year 9

Katrina joined Sedgemoor in 2019 and found it difficult to settle at secondary school. Friendships were not easily made, and school became lonely. Katrina had a love of music but was always too shy to take the next step needed to take part – MiSST changed this for her. Within a few weeks of learning the violin she was part of something, part of a team. She came to practice in the music department at lunchtimes and quickly formed a friendship group. Her confidence and resilience soared. Katrina auditioned for the school choir a total of four times before she was successful. She has won scholarships with Lewisham music and receives violin lessons outside school. Katrina is taking ABRSM exams this year and is looking forward to GCSE music.



## Musical Progress – ABRSM Exams and GCSE Music Outcomes

ABRSM (or equivalent) exams	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5+	Grade 6+
Year 7		2	1	1		
Year 8		1	1			
Year 9			1	1	1	
Year 10		2			1	
Year 11						
Sixth Form						
<b>Totals</b>		<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>	
From the total give the number eligible for either PP/FSM						
Name the top 3 ethnic groups and the number from each						
1 – White English						
2 – White and Black Caribbean						
3 – N/A						

## GCSE Music

Music GCSE	2020 - 2022
All	15
Boys	11
Girls	4
SEND	5
Pupil Premium	8
GCSE Grades	
9 - 1	Tbc
9 - 4	Tbc
9 - 5	Tbc
9 - 7	Tbc

### Breakdown of results in 2021 for Music GCSE students against their average grade

Give names	Gender	Ethnicity	P P	GCSE Music Grade	Progress 8 Score	Average score– all subjects	Music / All subjects		
							Above	In line	Below
Connor Bradley	M	White English							
Tyrell Buckham	M	Black Caribbean	PP						
Kriston Davis	M	Black Caribbean	PP						
Sorayah Dehaney	F	Black Caribbean	PP						
William Domingos	M	Black Caribbean	PP						
Ava Drew	F	White -English							

Madalin Enache	M	White Eastern European							
Nathaniel Nana-Ampaw	M	Black and any other ethnic group							
Jayvyn Nicely	M	Black Caribbean							
Precious Olowosaga	F	Black Nigerian							
Rico Reid	M	White and Black Caribbean	PP						
Rio Reid	M	White and Black Caribbean	PP						
Favour Sanya	F	Other Black African	PP						
Nile Sebigaju	M	Other Black African	PP						
Leon Wray	M	Black Caribbean							
<b>Total</b>	15		8						
<b>Music Department</b>	<b>Progress 8 Score:</b>								

## Responsibility for Instruments

Year Group	Number on roll	Average number who forget their instrument each week	Male	Female	Number of PP / FSM	Ethnic Group 1	Ethnic Group 2	Ethnic Group 3
Year 7	141	10	5	5		Black Caribbean	White British	Other Mixed Background
Year 8	111	10	7	3	59	Black Caribbean	White British	Other Mixed Background
Year 9	115	18	10	8		Black Caribbean	Other Mixed Background	White British

## Student Engagement in Additional Regular Musical Activities

Provision Number of students	Year 7	Year 8	Year 9	Y10/11 Y12/13	Total	Data Breakdown – current year					
						M	F	PP / FSM	Ethnic Group 1	Ethnic Group 2	Ethnic Group 3
School orchestra	10	16	3	12	41	20	21	8	White British	Black Caribbean	Other Mixed Background
String Quarter			2	2	4	3	1	2	White British	Black Caribbean	Other Mixed Background
Flute ensemble	1	8	1	0	10	2	8	3	Other Mixed Background	Black Caribbean	White British
Brass ensemble	1	1	6	0	8	5	3	4	Other Mixed Backgr ound	Black Caribbean	White British
Individual lessons	13	5	7	5	30	17	13	8	White British	Black Caribbean	Other Mixed Background
Vocalize choir)	11	12	6	25	54	15	29	15	Black Caribbean	White British	Other Mixed Background

### Headteachers Statement

We continue to be extremely grateful for MiSST support in our school. Sedgehill School has seen over 1,000 students access the programme, be given an orchestral instrument and tuition. This is a rare opportunity that most secondary school students are not exposed to. It gives our students the opportunity to develop academically and socially.

As a result of the MiSST programme our teachers have seen an improvement in commitment, engagement and discipline. Developing accountability and working together as a team as well as building students' cultural capital. MiSST plays a vital role in our Culture Capital journey with both access and exposure to performances inside and outside school. We're proud to say that Sedgehill School is now renowned in the local community as somewhere students get a once in a lifetime opportunity.

### HOD Statement

MiSST continues to give our students the wonderful opportunity to learn an orchestral instrument. This often-new experience has proven to give students stability both in school and at home. Over the years MiSST has become embedded within whole school policy, teaching student's responsibility and accountability around the school and in the community. These life skills are essential for our young people both while in school and in the world of work. Students have opportunities to perform both in the local community and further afield throughout their time at Sedgehill. Invaluable opportunities that our students and their families wouldn't be exposed to. MiSST allows students take all the benefits of music making and apply them to all walks of life. This once in a lifetime opportunity teaches students how to work both independently and collaboratory during their time at school. Our students are exposed to talented and dedicated professional musicians on a weekly basis irrespective of their socio – economic background.

The MiSST programme comes together each week in our school to create something truly special and is an integral to our community and the families we serve.



## **Parent Statement**

### **Parent of Year 9**

My son is really excited about his music lessons and is proud to be part of MISST.

It has given him an insight and motivation to learn new music - difficult music. It teaches resilience and accountability throughout his week. He has recently joined Saturday school and already made lots of new friends. After lockdown I like every other parent is delighted to have young people connecting with the real world again after a difficult year and a bit.

### **Parent of Year 7, 11 & 13**

I have 3 children who have participated in MISST at Sedgehill.

My oldest child (year 13) has always been reluctant to have instrument lessons in Primary school, but with the support of MISST, went on to learn an additional instrument, further develop his skills and take music at GCSE.

My middle child (year 11) discovered that music is very important to her. She has benefitted from performing with schools from across the programme, at Cadogan Hall and participated in a residential scheme at a time when our family finances meant we weren't able to offer travel experiences to her. She has continued to enjoy music and also took music GCSE.

My youngest (year 7) has loved learning violin and has benefited and been lucky to experience the school's strong commitment to the arts. The opportunity to learn music and perform with her friends has helped her settle into her new environment, and at a time when there is so much focus on traditional academic success, my dyslexic daughter has been able to build on a range of strengths and interests including music which has bolstered her confidence.

As a parent, I have been so impressed with the coordination and delivery of MISST at Sedgehill and the opportunities it has given my children, I can only hope that it continues for many more years.

### **Parent of Year 8**

My son is making so much progress in Music lesson. The main barrier to his learning is his discipline. He's not that focused, this is because of his statement. Misst has been pointing him in the right direction, and I am so grateful for this. MISST has been so important in his development as a student inside and outside the music classroom.

### **Parent of Year 8 and year 11**

MISST has been a wonderful opportunity for both our daughters. They had taken violin lessons in primary school but we never imagined that we would see them in concerts at the London Palladium and Cadogan Hall in just a few years' time.

They attend a free weekly Saturday morning school where they play as part of an orchestra with children from other London schools. They have been taught by professional musicians and been on workshops with Nicola Benedetti. The residential trip to Radley college is a highlight of the year.

Both are quite shy by nature and learning an instrument and playing on stage has helped them to develop social skills, perseverance, resilience and confidence.

They would never have had these kinds of opportunities had it not been for this programme.

## **Pupils Statement**

### **Year 7 Student**

MiSST has been great fun and I've really enjoyed learning a new instrument. I'm looking forward to fully joining the orchestra when we're allowed to all play again. I've made lots of friends in year 7 and I really enjoy ensemble work with my class. We help each other and sound great together. I also play drums and now that I am better at reading music I plan on getting a band together. Learning clarinet has given me the confidence to play piano at lunchtimes. I understand scales and chords now. I attend lunch time club every day and really enjoy making music with my friends. MiSST has given me the opportunity to try new instruments and play different styles of music.

### **Year 9 Student**

MiSST has given me the opportunity to go on a music residential trip to Radley College. I almost did not accept the offer as I didn't think I would have the confidence or the skills to be successful. Once I got there the first day showed me that it didn't matter how good I was, it was about the experience. I learnt to be resilient, to be confident in my talents and how to be a successful member of an ensemble. I also learnt that sometimes it's just as easy to learn from my friends as from the teacher. The music was challenging but everything is possible with a little bit of practice. Radley showed me how to manage my time better. We had a strict timetable throughout the day with no parents telling us to get ready. We had to work as a team to be organised for the entire day. Radley has been my favourite trip so far.

### **Year 8 Student**

MiSST has given me the opportunity to reach my potential in music. My behaviour often stopped me from engaging and being a positive ensemble member. Music lessons have given me something to look forward to each day and created given me some structure to my time. Music calms me and gives me the opportunity to show others that I am talented. Recently my teachers and I have seen an improvement in all of lessons across the academy. I am proud to say that I am now enjoying my time at school and regularly stay after school taking part in extracurricular activities.

### **Year 9 Student**

I am very proud to have been part of MiSST. It's made me a confident musician and given me the confidence to independently learn a piece of music. My favourite part was the trips and performances throughout the year. If you told me, I would get the chance to play at the Royal Festival Hall when I started violin, I would have laughed at you. It was a difficult journey, but I embraced the experience. I have made some amazing friends through MiSST and we're still in contact today. We plan on meeting up when we are allowed. I am a tour guide during school open evening, and I love talking about my amazing experiences in music. All thanks to MiSSt.

## **Financial**

<b><u>Headings</u></b>	<b><u>Amount</u></b>
Instrument costs	£12,134.52
Peripatetic staff costs incl Music Admin	£8,360.43
Consumable costs	£113.05
Books and Music	£1921.20
Other costs	£591.80
<b>Total</b>	
<b>MiSST Budget</b>	<b>£23,110</b>



## Staffing

### Sedgehill Academy staff

Micheál Daly – Subject Leader (Music)

Zoe Cooper – Assistant Headteacher - Line Manager for Music

### Peripatetic teachers

Thi Nguyen – Violin/Viola

Jack Welsh – Flute

Gillian Wood – Cello/Piano

Margaret Rawlings – Brass

Roderick Hennessey- Littlejohns – Brass

Erin O’Hanlon – Voice

Nigel Thompson – Drums

Sam Ward – Guitar

Kieran Butler – Music Tech

### Other

Andy Gilbert – Musician in Residence

Stephanie Bissell – MiSST Consultant

