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# THE MUSIC IN SECONDARY SCHOOLS TRUST

*The Andrew Lloyd Webber programme*

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*Annual Report 2020- 21*

**Sedgehill Academy**

## The Musical Year - Key Highlights

A difficult school year saw Sedgehill Academy aiming to make up for time away from the classroom, while trying to get music making back up and running in a safe way. Our students were delighted to be back in the music department and took full advantage of extra help and practice where they could. Ensembles were in tutor groups and our year 7 choir were in fine voice outside and socially distanced in the theatre space. Online platforms now integrated to what we do in the music department, continued to be used by all year groups.

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 clarinets introduced to year 7 lessons for the first time at the academy, 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 mini bubble groups tutor orchestras swing into action. Students were adamant that their music making was not to be disturbed during restrictions and were delighted to be back making music and having fun.

December saw a different type of Christmas concert with students submitting videos of independent work. Talent and hard work were still evident and it was a lovely reminder of the commitment of our students and teachers.

January saw the academy close its door once more due to restrictions with all students moving to a very detailed home learning timetable. Live online lessons meant students were still getting support with their music making with some very impressive success stories. Online MiSST resources were at the centre of everything we did.

February saw our choir Vocalize release a number of videos entitled from the studio. Students submitted recordings of themselves online with Andrew Gilbert putting it all together. The videos have racked up thousands of views online and been used by Jack Petchey and Lewisham music as part of their awards nights.

A number of our students took part in the online MiSST annual concert with teachers and families really proud of their resilience. It was great to see student's determination to have music remain a huge part of their life.

Students returned to the academy in March and quickly set about making up for lost time. Extracurricular and ensemble playing happened in tutor and year group bubbles. Students rose to the challenges and braved the wind and cold of performing outside.

One to one lessons returned after Easter with students and families excited to return. Ensembles met where allowed meaning that a few new ensembles began to take off.

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. To say their teachers were proud of their musical journey in such a short time is an

understatement.

The buzz around the music department in early June meant that ensembles were allowed back in full swing. It was evident that students could see how much music making meant to them and how much it was missed. On the back of this a music and well-being working party was set up that has supported student's reintegration into ensemble work.

A very proud moment for the school in June saw Lewisham music name a rehearsal space after Vocalize. This was in light of all the community work done by the choir since 2010.

## Annual Performance Calendar

Event	Who was involved	Date	Description
Open Day Online	Sedgehill School Orchestra	September 2020	Sedgehill Orchestra and Vocalize performed for the Open Day visitors.
Music for Youth Proms Postponed	Vocalize	November 2020	Vocalize was chosen to perform in the Music for Youth proms at the Royal Albert Hall
Carols on the Green Cancelled	School Orchestra members from Year 7- 11	December 2020	The School Orchestra performed for the local community on Bellingham Green.
Christmas Concert Replaced by online videos	100+ Sedgehill students Y7-13	December 2020	Performances from Sedgehill Orchestra, Superstrings, cello club, Vocalize, soloists from mixed year groups, dances accompanied by a live band
MiSST Concert Cancelled	School Orchestra/Vocalists	April 2021	Performance with students from other MiSST schools in choir and orchestra setup.
United Learning performances Cancelled	Y9/10 students	June 2021	Sedgehill Orchestra's older members were to perform alongside a professional orchestra
Lewisham Live Unplugged Cancelled	Selected soloists	June 2021 over two nights	Sedgehill were to host Lewisham Music's event involving 400 primary school children. Superstrings were to perform and represent the school.

Sedgehill Annual concerts Cancelled	Students from year 7 – 11	June 2021 – over two days	Sedgehills annual MiSST concert mornings.
Year 5 Primary Visits	Year 7 MiSST students	June 2021	A Year 7 ensemble perform for year 5s
Lewisham Music Summer Gala Cancelled	Vocalize	July 2021	Vocalize were to perform at Lewisham Music Summer Gala
Song Fest Cancelled	Y7-10 students	July 2021	Students were to perform with local primaries over two nights
Westminster Abbey Postponed to September	Vocalize	July 2021	Vocalize were invited to perform at Speaker for Schools conference
MiSST Play Day Postponed to October	10 students from KS3	July 2021	10 students who would have been attending Radley residential
Radley 2 Residential Cancelled	Students attending MiSST Saturday School and auditioned instrumentalists from Sedgehill who do not attend Saturday School	July 2021	3 night music residential. An opportunity to work alongside students from other MiSST schools in an orchestra. Nicola Benedetti performed and rehearsed with the students.
Radley 1 Residential Cancelled	13 Y7/8 students	July 2021	3 night music residential. An opportunity to work alongside students from other MiSST schools in an orchestra.
Open Mornings] Moved to online	Sedgehill Orchestra, Vocalize and Superstrings	Throughout the year	These ensembles performed to prospective students and their parents throughout the year.

## Case Studies

### Ellie James Jones – Year 7

Ellie joined Sedgehill in September and quickly showed us how talented she is. Music was Ellie's favourite lesson in primary school and she hit the ground running at Sedgehill. She has started the clarinet, signed up and MISST has made the transition to secondary school easy for Ellie. During open events while in year 5/6 her family could see how much Ellie would enjoy attending a MISST school. Ellie has begun to write her own music and gained a lot of confidence working remotely during lockdown. All of her teachers have seen Ellie soar in confidence and she has recently been involved in primary school visits and was able to share her successful stories with year 5s and 6s.



### Jada Palmer - Year 8

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. She puts music making at the center of her newfound confidence. Jada is now a student leader and leads before school flute ensembles. Jada hopes to audition for Saturday Music school early next year.



### Evan Willey – Year 9

Evan joined Sedgehill in 2019 having spent year 7 at a different school. Evan found it difficult to settle and make friends as friendship groups had already been formed in his class. It became evident that Evan was very musical, and his family explained he spent a lot of time practicing his viola in his bedroom. Evan was content in being an independent learner but the music team saw leadership qualities in him. With some encouragement Evan began to attend music lunchtime clubs and join some ensembles at the Academy. He quickly became a leader amongst his peers and his confidence grew. He felt part of a team with music allowing him to share his skills with his peers. Evan is a popular member of his year group and has helped his friends with practical and theory assessments. Evan is taking GCSE through MISST next year and has recently joined Saturday Music school.



## 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		1				
Year 8		1				
Year 9				1		
Year 10					3	
Year 11						
Sixth Form						
<b>Totals</b>		<b>2</b>		<b>1</b>	<b>3</b>	
From the total give the number eligible for either PP/FSM		0		0	0	
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	2019 - 2021
All	24
Boys	15
Girls	9
SEND	3
Pupil Premium	14
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	PP	GCSE Music Grade	Progress 8 Score	Average score– all subjects	Music / All subjects		
							Above	In line	Below
BARA Angela	F	White Other	Y						
BATES Zephaniah	M	Other Mixed Background							
BIGBY Isaiah	M	Black Caribbean	Y						
BIKOVSKA Valerija	F	White Other	Y						
BULL Michael	M	White - English	Y						
CLERGE Lucas	M	Black Caribbean							
GONCALVES	M	White Western							

Andre		European							
HAMMONDS Wayne	M	White - English	Y						
HARRIS MILES Alfie	M	White - English	Y						
HOLMES Pippa	F	White - English							
HUNTLEY Grace	F	White - English	Y						
HUSSAIN Akbar-Junior	M	White and Any Other Asian Background							
JOHN Byron	M	Black Caribbean	Y						
KABBA Mariama	F	African Asian	Y						
KINLOCK Joshua	M	Other Black African							
LAGZOULI Aziza	F	Other Black African	Y						
LAMONT Martin	M	White Other							
LITCHMORE Teegan	M	Black Caribbean	Y						
MOWOE Murphy	M	Black - Nigerian							
NILES MERRIFIELD Keyarah	F	Black Caribbean							
URRESTE GAMBOA Josue	M	Black Caribbean	Y						
WALSH Niamh	F	White - Irish	Y						
WILLIAMSON Aaliyah	F	Black Caribbean	Y						
WOODBURNE Larrell	M	Black Caribbean							
<b>Total</b>									
<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	97	10	5	5		Black Caribbean	White British	Other Mixed Background
Year 8	117	10	7	3		Black Caribbean	White British	Other Mixed Background
Year 9	119	22	14	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
Super Strings	1	10	2	6	19	8	11	3	White British	Black Caribbean	Other Mixed Background
Flute ensemble	1	8	1	0	10	2	8	3	Other Mixed Background	Black Caribbean	White British
Individual lessons	7	6	6	4	23	12	11	7	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**

I have been really impressed by the way my daughter's teachers have stepped up to deliver lessons online since lockdown and provided material to work with via YouTube. We are really looking forward to restarting more face to face contact in September.

### **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.

## Impact of Covid 19 on Children's Learning

School closures will undoubtedly have a profound impact on the education of our young people. A light was shed on various social and economic issues with the impact being more severe for disadvantaged children and their families. In response to this Sedgehill set up our home learning program, creating platforms to reach learners remotely to limit the disruption to learning. We have understood how crucial the home learning environment is for student's learning, whether that be access to resources and support and student engagement. Many of our students are disappointed that they are not able to sit their music GCSE or ABRSM exams as planned and have worked hard on since the beginning of the academic year. We need to limit the impact closures will have on future exam years. Considering this, we have put the following provisions in place to provide a consistent and engaging music education for students while they are studying from home. Where not perfect and not a straight substitution for face to face classroom time the music department planned to create a similar timetable of music making throughout the week. Sedgehill Music department is planning for both school and home learning from September 2021.

### Music Help Desk / Live Lessons

We continued to form groups throughout the week to discuss set work, instrument tuning and provide feedback for submitted work, to promote productivity from home. Before school closed, Music revision packs were sent out to all year 10s and every student from year 7-9 was given a MiSST and Vamoosh booklet and their instrument to take home. Anticipating that they may need servicing from time to time, we set up an instrument clinic where students could bring in their instruments and have them fixed by our peri's, conforming to social distancing regulations.

### Online Music Lessons

We continued weekly 1:1 instrument lesson's for students where possible. Students' parents were encouraged to be present during these lessons and were given resources and music scoresto support their child from home and keep their instrument skills up.

### Xfade Sessions

These sessions were aimed at members of our award-winning, highly successful choir, Vocalize. Using Microsoft Teams and music recording software, the students build on their singing and song writing skills and recorded original songs and music for their portfolio.

## Financial

<u>Headings</u>	<u>Amount</u>
Instrument costs	£2,803.54
Peripatetic staff costs incl Music Admin	£45,861.20
Music and booklets	£755.25
Consumable costs	£113.05
Cost on enhanced provision/specialist music school	£16,888.88
Other costs	£709.48
<b>Total</b>	<b>£67,131.40</b>
<b>MiSST Budget</b>	<b>£55,000.00</b>
<b>Difference</b>	<b>-£12,131.40</b>



Sedgehill Academy staff

Micheál Daly – Subject Leader (Music)

Georgia Bowen Evans – Teacher of Music (UL Trainee)

Zoe Cooper – Assistant Headteacher - Line Manager for Music

Peripatetic teachers

Thi Nguyen – Violin/Viola

Jack Welsh – Flute

Veronica Marziano – Strings

Gillian Wood – Cello/Piano

Guido Spannocchi – Woodwind

Margaret Rawlings – Brass

Roderick Hennessey- Littlejohns – Brass

Erin O’Hanlon – Voice

Nigel Thompson – Drums

Other

Andy Gilbert – Musician in Residence

Marta Goncalves – MISST Consultant