



THE MUSIC IN SECONDARY SCHOOLS TRUST
THE ANDREW LLOYD WEBBER PROGRAMME



Entitled to Excellence

ANNUAL IMPACT REPORT

2023 – 2024

Contents

Introduction	03
MiSST schools	04
Measuring the impact of MiSST	
What is a MiSST school?	05
Impact of MiSST at KS3	06
Impact of MiSST on self-confidence and resilience	07
Impact of MiSST in music departments and wider school communities	08
Highlights of the Year	
MiSST Play Day	09
MiSST Together Days	09
MiSST Music Academy (MMA)	10
MiSST 11th Anniversary Concert	12
Gresham's Residentials	13
Professional Development	
MiSST Conference	16
In the words of our students	
Helenka	17
Bitia and Fabio	18
New in 2023-24	
A Spotlight on Dormers Wells High School, Ealing	19





Introduction

Previous annual reports have referred to MiSST's desire to expand the reach of its schools across the country. A study of the map of partner schools in this year's report reveals that there are now nearly as many situated outside of the capital than in London itself. This means that not only is MiSST continuing to close the opportunity gap between young people in affluent and less affluent neighbourhoods of the capital city, but is also actively raising aspiration in regional and coastal towns, including some previously cut off from easy access to the arts and cultural activity. In these neighbourhoods, more than one headteacher has noted how locals now remark on the many students they see carrying an instrument to and from school each day. This is not a surprise, as a musical instrument has been given to every one of our current 12140 Key Stage 3 students studying the Andrew Lloyd Webber Programme. Together with weekly instrumental lessons, and access to a stretching range of Programmes of Excellence, these remain the key building blocks on which the MiSST programme supports all its students.

MiSST opens doors to future careers in music for those that desire it, but our research also reveals how following our programme helps students to aspire to a much more eclectic range of ambitious professional careers. MiSST builds resilience and self-discipline, and creates confident and determined students, regardless of their starting point in life. This Annual Report, for 2023-4, highlights the myriad of opportunities our young people have once again experienced over the past twelve months, and reveals the impact of our work. MiSST is delivered by a skilled core team with dedicated partner school staff, and continues to be supported generously by our trustees, patrons, ambassadors, alumni, parents, carers and friends.

Andrew Wolfson
Chair of MiSST

Rachel Landon
CEO



Lord Andrew Lloyd Webber

"Engagement in the arts changes lives. The positive impact of the arts on health, social mobility and wellbeing are now irrefutable. I passionately believe that everyone in this country, particularly those from disadvantaged backgrounds, should be able to participate and I am thrilled MiSST's music programme will make the difference for these young people. I know it works. Headteachers and the staff in MiSST's partner schools know it works. It has been proven to be the common denominator in schools where often over over sixty languages are spoken."



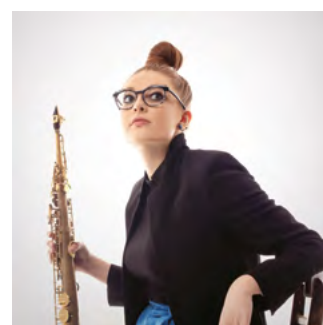
Nicola Benedetti CBE
MiSST Patron

"MiSST continues to provide excellence throughout all the work it does. I am delighted to be Patron, and to work closely with the young musicians in the MiSST orchestra. The Andrew Lloyd Webber Programme enables children to follow a robust, challenging and progressive curriculum that enables school children to move from being a non-player to Grade 3 level by the end of Year 9. I believe all children should have the opportunity to access this programme regardless of background."



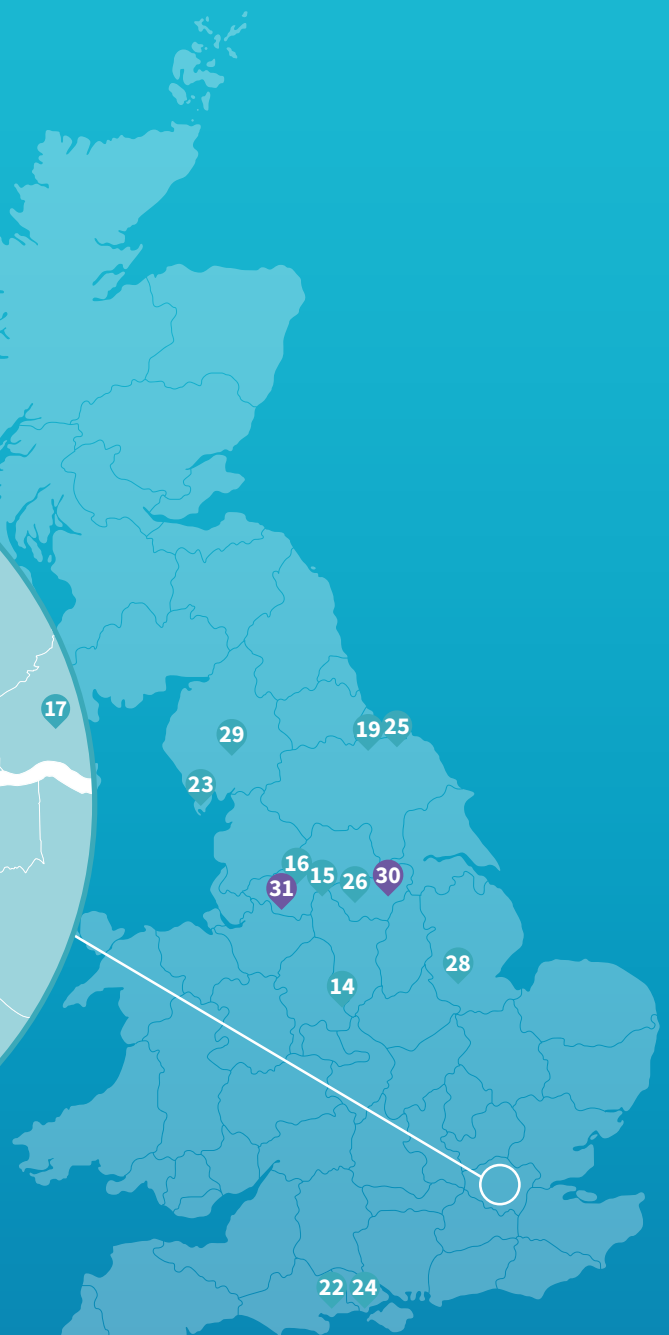
Dr Kadiatu Kanneh-Mason
MiSST Trustee

"Music is an academic subject. It does demand intellectual rigour. Learning to read music or play or sing are incredibly developed skills. But music is also part of what makes us human. Music is a gift, a privilege and an education, an education that should be open and accessible to everyone."



Jess Gillam MBE
MiSST Patron

"We must make sure that every child has the opportunity to experience a quality music education. I believe passionately that every child has the opportunity to experience a quality musical education. I believe passionately that access to music brings empathy, deepens our understanding of what it is to be alive and creates a world of generous, musical citizens who are equipped with the skills needed to adapt in an ever changing world. Music helps individuality, creativity and innovation, and the more that we can take it to people in a way that they can experience it viscerally and personally - whether that's listening or playing - the more we can improve people's lives."



MiSST schools

1. City of London Academy Highbury Grove, Islington, London (Joined 2013)
2. Lister Community School, Newham, London (Joined 2013)
3. City of London Academy Highgate Hill, Islington, London (Joined 2014)
4. Frederick Bremer School, Walthamstow, London (Joined 2014, alumni)
5. Sedgehill School, Lewisham, London (Joined 2014)
6. St Mary Magdalene Academy, Islington, London (Joined 2015)
7. The New North Academy, Islington, London (Joined 2015, alumni)
8. Beacon High, Islington, London (Joined 2016)
9. Samuel Rhodes School, Islington, London (Joined 2017, alumni)
10. Whitefield School, Barnet, London (Joined 2017)
11. Central Foundation Boys' School, Islington, London (Joined 2018)
12. Elizabeth Garrett Anderson School, Islington, London (Joined 2018)
13. Harris Academy Peckham, Peckham, London (Joined 2019)
14. Nicholas Chamberlaine School, Bedworth, Warwickshire (Joined 2019)
15. The Hathershaw College, Oldham, Greater Manchester (Joined 2020)
16. The Radclyffe School, Oldham, Greater Manchester (Joined 2020)
17. The Sydney Russell School, Dagenham, London (Joined 2020)
18. Chelsea Community Hospital School, London (Joined 2020)
19. The Kings Academy, Middlesbrough (Joined 2021)
20. Platanos College, Stockwell (Joined 2021)
21. Harris Invictus Academy, Croydon (Joined 2021)
22. The Bourne Academy, Bournemouth (Joined 2022)
23. Furness Academy, Barrow in Furness, Cumbria (Joined 2022)
24. The Grange School, Christchurch, Dorset (Joined 2022)
25. Outwood Academy Riverside, Middlesbrough (Joined 2022)
26. Barnsley Academy, Barnsley, South Yorkshire (Joined 2022)
27. Dormers Wells High School, Ealing (Joined 2023)
28. Thomas Middlecott Academy, Lincolnshire (Joined 2023)
29. Essa Academy, Bolton (Joined 2023)
30. Astrea Academy Woodfields, Doncaster (Joined 2024)
31. Burnage Academy for Boys, Manchester (Joined 2024)
32. The Charter School, Bermondsey (Joined 2024)

Thank you to our MiSST Schools for your ongoing passion and commitment to transforming young people's lives through classical music education.

Measuring the impact of MiSST

What is a MiSST school?

All MiSST partner schools are selected following a rigorous process to demonstrate that in addition to meeting a range of indicators of deprivation, school leaders are committed to using music as a vehicle for transformation.



“I love the fact that I can play in a full orchestra!”



“I can tell people I play the violin. It makes me really proud of myself.”



“MiSST has helped me hear a wide range of music that I had never heard before.”

“Playing the trumpet has made me realise that I am good at something.”

“Music is a part of my life and personality, and I hope to one day have a career involving music.”

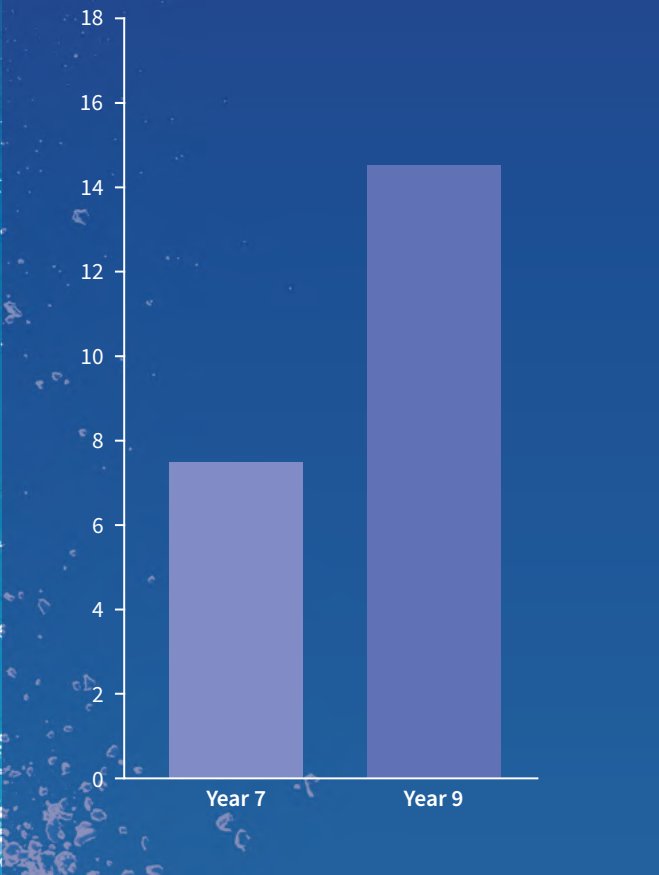
“I like how learning my instrument challenges me and helps me to become the best version of myself.”



Impact of MiST at KS3

The 2023-24 KS3 cohort demonstrated an impressive 93.1% increase in their end-of-KS3 performance attainment compared with their Year 7 assessment.

Y7-Y9 Trajectory: Solo performance assessment



MiST has continued to succeed in narrowing the gap which exists nationally between disadvantaged students and their peers. In 2024 solo performance assessments, just two marks separated disadvantaged students eligible for pupil premium funding, and those with special educational needs and disabilities, from their peers; less than three marks separated those with English as an additional language.

Impact of MiSST on self-confidence and resilience

A sample of students who have been learning their instrument through the Andrew Lloyd Webber Programme were asked a series of questions assessing their self-confidence, self-efficacy and resilience. Responses this year indicated that:



79%

of students feel that playing their instrument helps to improve their mood



83%

of students feel that their general self-confidence has improved since they started learning an instrument



85%

of students feel that since learning to play an instrument, they feel more able to overcome any difficulties they may come across



98%

of students feel that their confidence in their musical abilities has improved since they started learning an instrument





Impact of MiSST in music departments and wider school communities

The following quotations are taken from individual MiSST schools' annual reports. They reveal the wide, varied and valued impact of the organisation's work with their students:

“ Our students are exposed to talented and dedicated professional musicians on a weekly basis irrespective of their socio-economic background and this sends a clear message that everybody can be a musician and be successful in life.”
– Head of Department at a MiSST school

“ Through the financial support, access to high quality peripatetic staff and resources provided by MiSST we have been able to make our vision for a music curriculum a reality, and the results have been transformative.”
– Headteacher at a MiSST school

“ Levelling the playing field is at the heart of what we do at our school, and MiSST is at the very centre of that.”
– Headteacher at a MiSST school

“ The atmosphere in the music department during social times is one of purpose from the students as they come to work together to make progress on their instruments.”
– Head of Department at a MiSST school

“ Participation is high, and the progress made by students from all different backgrounds is quite frankly remarkable.”
– Headteacher at a MiSST school

“ Music has brought people together and fosters a sense of community within the school.”
– Headteacher at a MiSST school

“ Our second cohort of MiSST students finished Year 13 last year and they achieved our best ever set of A-level Music results. We believe that the musical experience these students gained in their early years helped to build the kind of creative and resilient skill sets required to achieve such excellent results.”
– MiSST Lead at a MiSST school

“ The rigour of practice and rehearsal have taught students in concrete ways the importance of resilience and determination for personal gain and equally how to be part of a group – not competitive but collegiate.”
– Headteacher at a MiSST school

“ My child has learned so much this year: about music, hard work, teamwork and the joys of making music with peers.”
– Parent

“ MiSST has fostered a strong sense of belonging, and my child is now proud to be a part of a supportive school and community.”
– Parent

“ As a parent, it has been immensely rewarding to witness my child's progress. The discipline they have applied to their studies, coupled with the invaluable guidance and encouragement from their dedicated tutors, has culminated in a remarkable boost to my child's self-belief.”
– Parent

“ My son is really enjoying being a part of MiSST, both at school and at MMA. He loves playing the violin, but is also really valuing the fact that he has been able to make lots of friends through music too.”
– Parent

Highlights of the Year



MiSST Play Days

During the Autumn Term MiSST held three Play Days in Barrow-in-Furness, Islington and Barnsley with around 350 children attending across the three days. These are days of inspiration for the MiSST students, many of whom have never previously played in a large ensemble. The day consisted of a combination of tutti and sectional rehearsals with an informal concert at the end for parents, carers and staff from the host school. The students were rightly proud of the intense work they put in and the outcomes they achieved as a result of this. This year the repertoire included Dance the Night Away by Dua Lipa, Byzantine Dances by Carol Brittin-Chambers and Oye Como Var by Tito Puente, continuing MiSST's commitment to performing music by ethnically diverse and female composers.

MiSST Together Days

Building on the success of the Autumn Play Days, MiSST held eight MiSST Together Days during the Spring Term - five in southern England and three in the north. The expansion of MiSST in the north of the country necessitated an additional event this year. Middlesbrough Town Hall hosted six schools, accommodating 20 students from each, totalling 120 students.

The remaining two northern MiSST Together days welcomed similar numbers, hosted by individual schools and attended by up to four schools per event. The southern days built on the existing model, engaging numerous new schools and fostering collaborative musical experiences. We were able to increase the number of invited students per school, meaning that collectively, the MiSST Together days engaged approximately 1000 students.

Each MiSST Together Day was led by a member of the MiSST Team, following a structured programme comprising warm ups, tutti orchestral rehearsals, sectionals, and a choir and body percussion session. The day culminated in a student-led presentation and performance to an audience of students, staff, and parents.

The repertoire from the Play Days was revisited, allowing a broader range of students to engage with progressive, scaffolded music arrangements. A select number of students involved in the initiative were invited to perform in MiSST's 11th Annual Concert in April at "The Roundhouse", Camden.

The MiSST Together days not only expanded our reach and engagement, but also provided invaluable opportunities for students to develop and showcase their musical talents.

MiSST Music Academy (MMA)

The MiSST Music Academy had another very successful year, highlighted by its students' extensive and skilled contributions to the Annual Concert at the Roundhouse in April and the Annual Residential at Gresham's School in July. These events showcased the success and growth of the Saturday provision. Audience feedback has praised the incremental improvement of orchestras, student conductors, and choir, reflecting the dedication of all involved.



Key Developments:



Student Conductors

12 students, representing the full diversity of students in London partner schools; notable achievements include conducting at the Annual Concert, sharing the conducting for the entirety of Wiliam Grant Still's Symphony No. 1, and conducting Trinity Laban's Sinfonia Strings.



Chamber Music

Enhanced through partnerships with Trinity Laban and Academy of St Martin in the Fields; advanced quartets tackled challenging pieces including Shostakovich's 8th String Quartet.



Composition and Music Production

Weekly sessions led to notable performances, such as one student's "Lost in the Moonlight" being performed at our annual concert.



MiSST Academy Orchestra

Increased membership, impressive performances, and progression into the Symphony Orchestra for the residential.



Instrumental Lessons

Increased provision allowing for fast-tracking students' progress.



MiSST Voices Choir

Gained confidence, especially in pieces with 3-4 part harmony.



MiSST Symphony Orchestra

Tackled more challenging repertoire, including performing an entire symphony for the first time.



The Academy Orchestra's impressive growth has allowed students to advance to the Symphony Orchestra, improving its diversity to better reflect partner schools' demographics. Early engagement and consistent rehearsals with two parallel orchestras have been key to accelerating student progress and achieving outstanding results.

MiSST 11th Annual Concert

MiSST's 11th Annual Concert took place at The Roundhouse on 22nd April — a perfect celebration and reflection of MiSST's amazing achievements with 274 students performing, with every MiSST partner school represented

The concert began with Holst's Jupiter, from the Planets suite, with both the MiSST Symphony Orchestra (MiSO) and the MiSST Voices Choir. The 180-strong MiSST Together Orchestra performed Byzantine Dances by Carol Brittin-Chambers and a fun rendition of Oye Como Va by Tito Puente. The MiSST Voices Choir gave us a special performance of "One Day Like This" by Elbow and Louis Armstrong's "What a Wonderful World". Then MiSO performed Sibelius's Symphony 1, before the finale consisting of a massed choir and orchestral performance of "One Day More" from Les Miserables.

Two Musician of the Year awards were presented at the concert. This has become a prestigious and sought after title, with the students chosen for their commitment to their music development, adopting a team approach and for exemplary attendance on Friday and Saturday rehearsals. MiSST also presented two Spirit of MiSST Awards to younger students who have excelled in MiSST partner schools on their instruments.





Leith The Spirit of MISST Award



Bitia and Helenka Musician of the Year award



Jorja The Spirit of MISST Award



Gresham's Residentials

Two residential courses took place in July 2024, with a return for a second consecutive year to Gresham's School, Holt, Norfolk. The first was attended by students from 22 partner schools, the target group being Key Stage 3 students for whom schools receive the pupil premium. Schools chose their students on the basis of aptitude and interest shown whilst studying the Andrew Lloyd Webber Programme. This intensive course was a tremendous boost to the musical development, with intensive sectional and full ensemble tuition and rehearsal taking place across all three days. The students were divided into two orchestras, with both joining together for the final concert to play some compositions as a combined orchestra whilst also performing their unique piece to each other.

The students also enjoyed team and confidence building evening activities, including climbing, zipwire and 'spherobots' alongside craft sessions and team sports.

The second residential was attended by MiSST Music Academy (MMA) students, again allowing students the opportunity to develop their musical abilities through intensive music tuition and rehearsal.



This year, the decision to move the final performance back to London proved to be a positive development - a large audience of parents, friends and MiSST alumni attended a very special evening, experiencing the sound of a large, talented youth orchestra. Many of the performances were led by MiSST student conductors, reflecting the wider emphasis of the MMA to develop students as leaders.

Student comments

“The teachers took their time to help us to understand things we weren't confident with.”

“It has helped me to understand how to perform in a large group – even though we were playing different parts, we worked together to make a piece of music.”

“My sight reading got so much better!”

“I just loved playing nice music with more people. It sounds so much better when lots of people join together.”



“It gave me room for error and improvement which has really helped me.”

“I loved the final orchestra concert because it showed us how far along we'd come and I was so proud of myself.”

“I was able to put forward more of my own ideas and suggestions which helped me to gain more confidence.”

“By helping me learn new skills, the course made me feel good and proud of myself.”



“It allowed me to bond with people I have never met, just because we play the same instrument.”

“The evening activities helped to clear our mind before playing the next day.”

“I feel like I can do things I didn't think I could do.”

“It opened me up to the real world as I got to meet students from different parts of the country.”

Students were asked a series of questions at the start and end of each residential, allowing MiSST to measure the impact of the experience in the following areas:



Musical attainment, knowledge & understanding



Skills development



Engagement

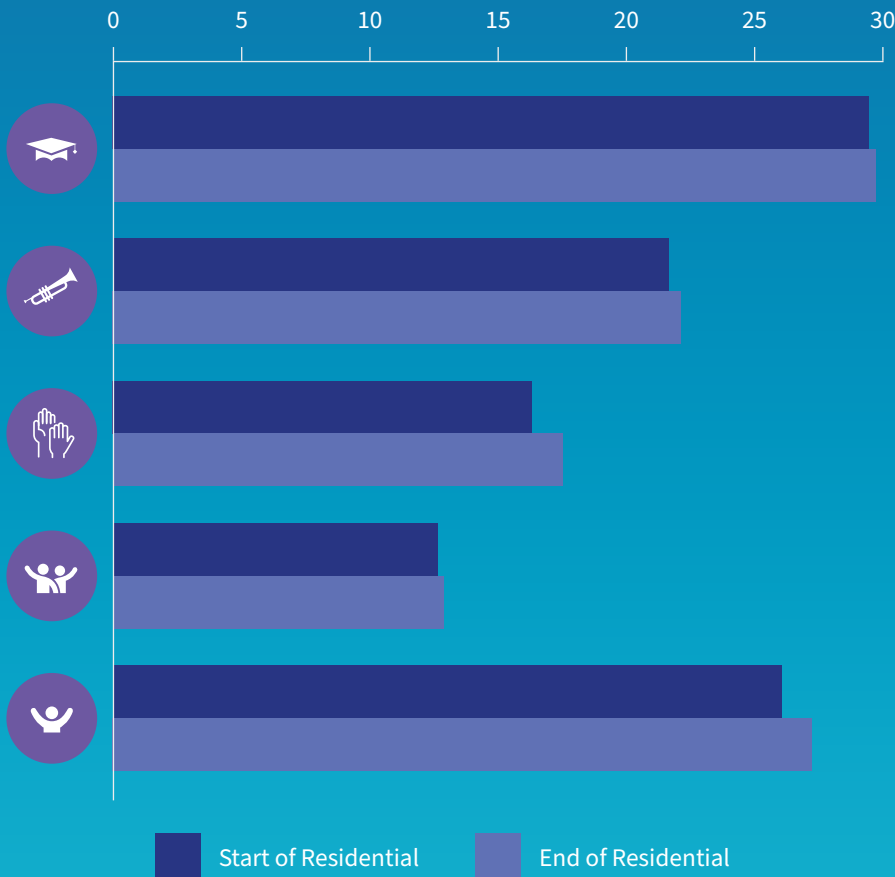


Getting on with each other



Confidence/wellbeing

Start of Residential vs End of Residential



100%
of students said they enjoyed the residential at Gresham's.

Once again, comparisons demonstrated a positive improvement in all of these areas after three days. This improvement was especially noticeable in the areas of **engagement** (more than 7% increase) and **confidence/wellbeing** (nearly 5% increase).



Professional Development

MiSST Conference

“Thank you for the best CPD I have attended all year”

“It’s always great to meet with other teachers delivering MiSST to discuss things that work well and to find solutions.”



“It was great – very useful and impactful!”



“I loved the new approach to composition which we’ll definitely look into trying out in a phased approach.”

“I was able to take the work in the workshops and try it out on my classes this week – everything has worked well.”

“It was a really creative day.”

In June 2024 MiSST held its annual teacher conference, this year with a central focus on singing and composition. This theme was chosen in response to the Department for Education’s (DfE) music subject report, “Striking the Right Note,” which highlighted concerns regarding the teaching of these crucial areas in schools.

Key highlights included:

- **Singing Workshop:** This session addressed the national decline in singing from primary to secondary education. Attendees participated in warm-up exercises and discussed curriculum strategies to revitalize singing in schools.
- **Improvisation Session:** Led by guest speaker Tim Steiner, this practical workshop demonstrated how to encourage improvisation, starting from the basics, even for students not yet proficient with their instruments.
- **Composition Workshop:** Participants explored the historical success of 16th-century Neapolitan orphanages in producing elite composers. The session provided a practical understanding of the pedagogical techniques used and their application in modern classrooms.

Other notable sessions included:

- **Music Production in the 21st Century:** An exploration of contemporary techniques and tools
- **ALWP Toolkit:** Practical strategies to help new schools integrate smoothly into the MiSST framework
- **Building Excellence:** Sharing successful strategies and experiences from partner schools

The conference concluded with an informal performance by the conference orchestra, showcasing the day’s learnings on improvisation, and a presentation of new compositions by the delegates. Tim Steiner closed the event with a passionate keynote, emphasising the importance of connecting familiar music styles to those that are less known to students.

This enriching day underscored MiSST’s commitment to enhancing music education and addressing the challenges highlighted in the DfE’s report.

Attendees once again expressed their satisfaction at being together with fellow music teachers to share ideas and experiences, and were particularly grateful for the specific focus on improvisation and composition in a way that allowed direct and immediate translation into the classroom.

In the words of our students

Three recent Year 13 MiSST students turned alumni have reflected on their learning and experiences whilst being supported by MiSST through secondary school, and whilst accessing a variety of Programmes of Excellence.



Helenka

now studying music at Manchester University

“ Before MiSST, I had been taking piano lessons for five years. In Year 7, I was thrilled to be allocated the flute at school through MiSST’s Andrew Lloyd Webber programme, an instrument I had always wanted to learn. I remember clearly my early experiences – working through the first pieces in the Vamoosh book and working hard to try and produce a good sound.

My progress on flute was helped by joining the MiSST Music Academy (MMA) in 2021. The MMA residentials quickly became highlights of my year, offering intense training that greatly improved my playing. They also helped me to bond with other orchestra members, contributing to a sense of community and teamwork. The MiSST Leaders Orchestra (MiLO) has been particularly impactful. I have enjoyed the opportunity to choose the pieces and lead rehearsals, and each concert I have played in, particularly Queen Elizabeth Hall, has reinforced my commitment to music.

My involvement with MiSST has led to significant personal growth. While I always had good attendance and punctuality, my engagement and enjoyment surged once I started learning the flute. I took on new challenges, such as leading the annual quiz at Gresham’s (the location of recent MiSST residentials) and assuming a leading role in MiLO. The biggest transformation, however, has been my confidence. Things that once seemed too daunting such as conducting an orchestra or playing solos became achievable milestones. The repertoire’s challenges, which previously would have overwhelmed me, became opportunities for growth, thanks to the support and encouragement I have received along the way.

MiSST has provided opportunities that my family couldn’t afford, opening doors to so many different experiences. This has solidified my passion for music, so much so that I have been offered a place to read music at Manchester University from September. I know that the skills I have developed through MiSST have laid a strong foundation for the next steps in my music education. ”



Bitá

now studying architecture at Reading University

“ I have benefitted greatly from attending a MiSST school, but the impact of MMA, particularly the MiSST Create and MiSST Conduct programmes, is hard to put into words.

Two years ago, I started conducting lessons through the MiSST Conduct programme. Conducting gave me a platform through which I could become more comfortable leading others. At the same time, MiSST Create sessions allowed me to share my musical ideas and emotions with our composition teacher who guided me in turning these ideas into full compositions using music software. These sessions transformed me into a better composer, teaching me how to take a simple idea and develop it into a fully realised piece.

One of my proudest moments came when I participated in the MiSST Composition Competition, creating a piece that would be judged by Lord Andrew Lloyd Webber—something I never would have imagined before MiSST. I was so grateful when my piece won, and hearing it performed by the symphony orchestra remains one of the most unforgettable experiences of my life. MiSST also gave me the incredible opportunity to conduct my own piece, something I never thought I'd be doing while still at school! Conducting my own composition with a full symphony orchestra felt like a dream. I still can't believe how surreal and fantastic that night was—it's an experience I will cherish forever.

MiSST has also had an impact on my social skills. When I first joined, I loved connecting with people but often felt shy. Through my involvement with MiLO and the MMA, I started to come out of my shell. Volunteering as a student leader during our annual residential gave me the chance to help younger students with everything from learning repertoire to leading sport activities.

Through these experiences, I gained a new sense of self-assurance which has helped me in so many areas of my life, even during my university interviews! Before MiSST, the idea of meeting new people and making friends was intimidating. But through MiSST, I found others who shared my interests, and now all of my closest friends are people I met through MiSO and MiLO.

Thanks to MiSST, I've had incredible opportunities to grow as a musician, a conductor, and a leader. Even though I am now studying Architecture at Reading University, I know the experiences and friendships I have made through MiSST will last a lifetime. ”



Fabio

now studying violin at the Royal Northern College of Music

“ I started learning guitar at the age of four, but when I joined secondary school and was given the opportunity to learn a classical instrument through MiSST, I chose the violin. Initially, I assumed there might be similarities to the guitar, but I quickly realized how different they were. While my left hand adapted easily thanks to my guitar experience, my right hand struggled to master the bow. It was awkward at first, but as I practised, the hard work paid off. The sense of accomplishment that came from mastering the bow was incredibly rewarding.

In Year 12, I joined MiSST's Music Academy (MMA) and immediately felt at home in its warm, encouraging, and energetic environment. I never felt out of place or hesitant to say hello to anyone. My favourite memories come from my time with MMA, especially the annual residential trips. These experiences helped boost my confidence during rehearsals and allowed me to build stronger connections with my peers.

MiSST has had a huge impact on my musical journey, and one of the most transformative experiences has been the conducting programme. Finding conducting lessons for school-age students is rare, and it's even harder to find teaching at the level I received through MMA, let alone for free. Although I'm now studying violin at the Royal Northern College of Music, conducting has become a core passion of mine, and I hope it will continue to play a major role in my musical career.

MiSST hasn't just helped me grow as a musician; it has also helped me grow as a person. Back in Year 7, I lacked confidence and often felt anxious about being judged by others. Over time, as I became more comfortable in my abilities, my confidence grew—not just in my playing but also in my interactions with others. By the end of Year 13, I was actively contributing to rehearsals, leading sectionals, and taking on a much more involved role. This newfound confidence has extended beyond music into all areas of my life.

I am incredibly grateful to MiSST for sparking my love of conducting and for nurturing both my musical ability and my self-confidence, and for ultimately helping me to pursue a Bachelor of Music degree at one of the country's leading music colleges. ”

New in 2023-24

ESSA Academy (Bolton), Thomas Middlecott Academy (Lincolnshire),
Dormers Wells High School (Southall, Ealing)

Context

MiSST welcomed three new schools in September 2023 from various regions around the country - Bolton in Greater Manchester, Lincolnshire and Ealing. All three schools have made a tremendous start to the programme and are already reporting a significant impact on their school communities. At ESSA Academy, a number of students have not only embraced music in school, but have joined an extra-curricular ensemble at Bolton Music Service. At Thomas Middlecott Academy, students have performed in the David Ross Education Trust Secondary Music Festival. Dormers Wells students will be performing at their forthcoming Awards Evening for the first time.



A spotlight on Dormers Wells High School

"The first year of MiSST has been exciting for our school and I am so proud of our year 7 in how they have risen to the challenge of learning a new instrument. We are really pleased with their progress and know that very soon we will be adding viola and clarinet to our repertoire, so hopefully our young people will begin to perform in greater numbers to an audience of parents and carers."

Roisin Walsh,
Headteacher at DWHS

Statement from Parent

"We are so proud of our daughter's progress with the violin in the MiSST programme. She has made a lot of progress in a short space of time and regularly practises at home. The highlight of the year was her performing in the Annual Concert at the Roundhouse in April. We invited some of our friends to watch and we were impressed by the talent. We have been so inspired we intend to take my daughter to watch the BBC Proms! My daughter's confidence has grown since she has been taking part in the MiSST programme. She used to be quite shy but now she is more confident and happier to perform."

"This year has been a demanding, but exciting and enjoyable year for our Year 7 students at Dormers Wells High School. Since the MiSST launch in September, students have risen to the challenge of learning to read music and play the violin or flute.

Overall, they have demonstrated good organisational skills by taking responsibility for their instruments and remembering to bring them to the lessons. They have shown real curiosity, maturity and commitment in their approach to learning to play a musical instrument and have proven to be quite resilient when faced with the challenges that come with learning a new skill. Students have thoroughly enjoyed the opportunities to participate in all the MiSST events and perform with students from other schools in various locations, that would not have been possible if they hadn't participated in MiSST. They loved performing in school in front of their peers and would very much like even more opportunities to take part in these kinds of events in the future.

Overall, it has been received very positively and students have found participating in the MiSST programme to be a worthwhile, enriching and enjoyable experience and we look forward to seeing how they continue to gain in confidence and make progress over the next few years."

Natalie Mulligan,
Head of Department at DWHS

Statements from Students

"Amazing programme, fabulous opportunity, and a wonderful experience! My daughter has really enjoyed the MiSST programme, especially the Saturday school. The lessons and Saturday school have helped my child excel in her instrument in a short space of time. She always compliments the staff and regularly mentions what a great teacher she has and how kind and helpful she is."

"It has helped me stay focused when I'm bored at home and it makes me feel more responsible as I am able to take care of my violin. Furthermore, it helps me by getting into after school activities to learn the violin. Lastly, it helps me experience new music programmes, meet new people and learn how to get over my fear of meeting new people. MiSST has made my life better. Thank you."



MiSST in Numbers



13,945

STUDENTS BEING TAUGHT ON
THE ANDREW LLOYD WEBBER
PROGRAMME IN SEPT 24-25



22,445

STUDENTS REACHED TO DATE



127

AVAILABLE ONLINE HOURS



17,500+

INSTRUMENTS PURCHASED



99,000+

FACE-TO-FACE HOURS OF TUITION



1500

STUDENTS ON RESIDENTIALS



450

HAVE BEEN PART OF MISST MUSIC
ACADEMY (FORMERLY SATURDAY
MUSIC SCHOOL)

To contact MiSST, please email: info@misst.org.uk

Music in Secondary Schools Trust, c/o City of London Academy Highbury Grove, 8 Highbury Grove, N5 2EQ
Charity No: 1151662