



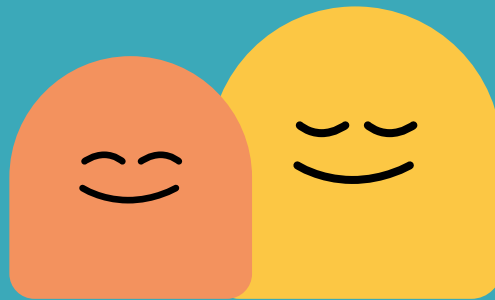
The Music in Secondary Schools Trust
The Andrew Lloyd Webber programme

Entitled to Excellence



Annual Impact Report

2024 - 2025



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MiSST in Numbers:



24,235

Students reached to date



150

Available online hours



12,340

Students being taught on the Andrew Lloyd Webber Programme in SEPT 25-26



500+

Have been part of MiSST music academy (formerly Saturday Music School)



130,000+

Face-to-face hours of tuition



1,750

Students on residencies



19,000+

Instruments purchased



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

Introduction

MiSST systematically measures the impact of its many varied programmes, striving for continued improvement in outcomes and experiences for the 14885 students currently attending partner schools. Much of that evaluation is summarised in this year's Annual Impact Report. However, this year several headteachers have also been in touch, delighted by their newly obtained glowing Ofsted reports. They were keen to point out how this robust, external quality assurance body has highlighted the role music education has played in their school to support a strong purposeful ethos and creative culture. This year's report includes a feature on some of these newly 'Ofsted Outstanding' MiSST schools.

2024-5 has again seen the expansion of the MiSST family, now covering more schools in areas of disadvantage across England. More students than ever studied the Andrew Lloyd Webber programme in their schools over the past year, over 250 performed at the Barbican and a similar number attended one of our residential courses at Gresham's School in Norfolk. Our MiSST Music Academy residential was also attended by some of our schools outside London for the very first time, reflecting the admirable commitment and progress of students in schools who joined the programme in more recent years. It remains a pleasure to lead a charity which makes a difference every day to so many young people, working alongside a skilled core team with dedicated partner school staff, and supported generously by our trustees, patrons, ambassadors, alumni, parents, carers and friends.

Andrew Wolfson **Rachel Landon**
Chair of MiSST 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 sixty languages are spoken."



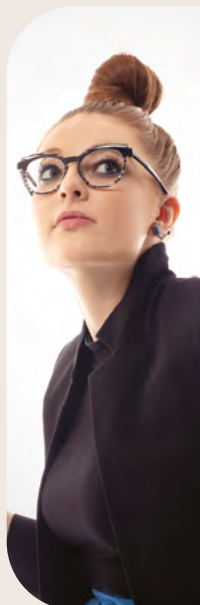
Nicola Benedetti CBE
MiSST Patron

"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."



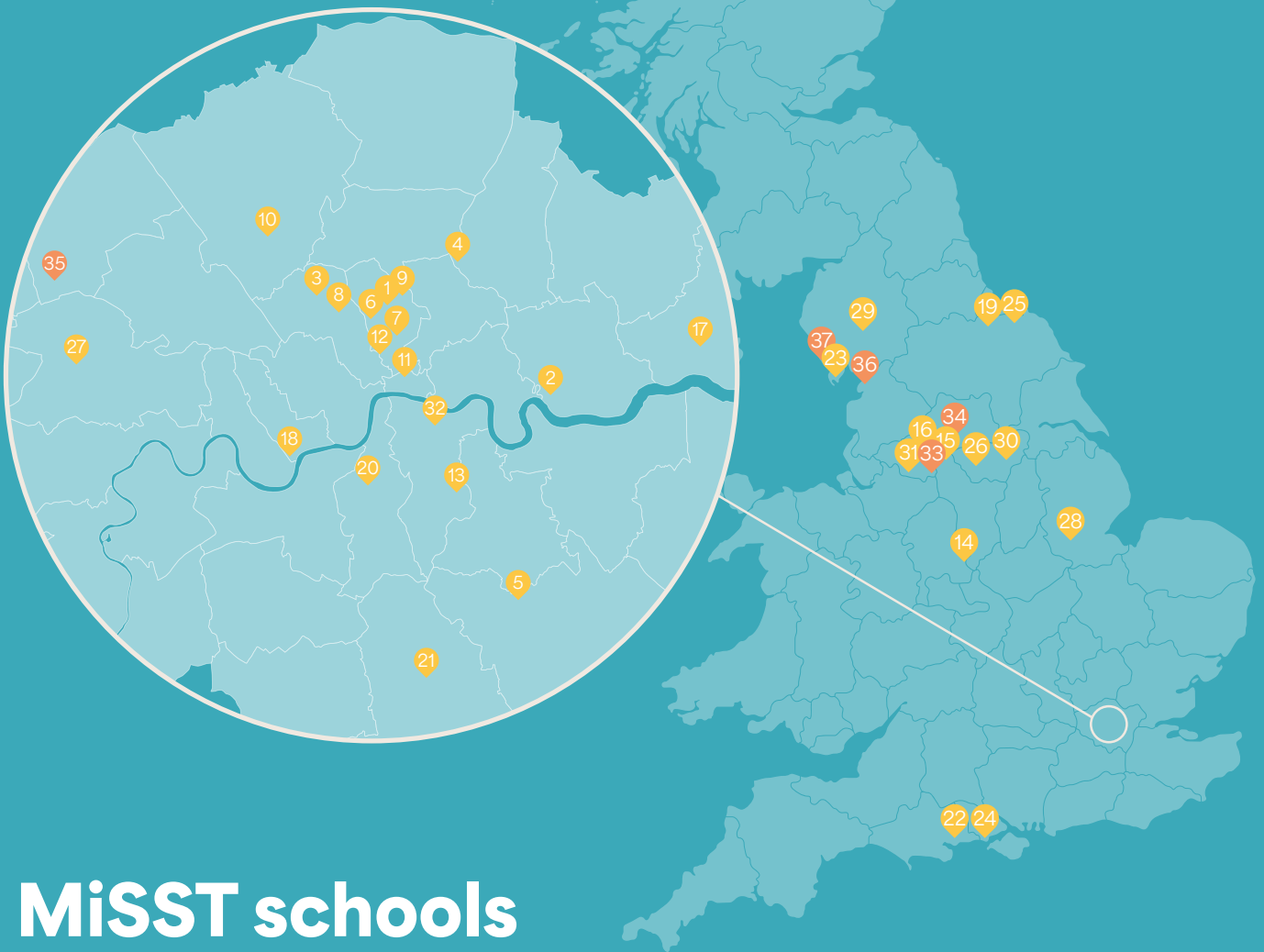
Dr Kadiatu Kanneh-Mason MiSST Trustee

"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

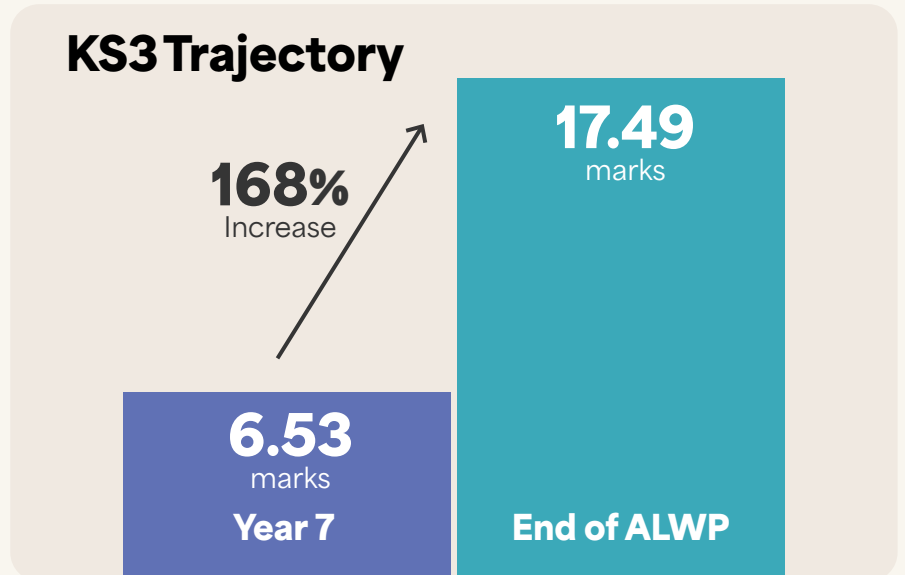
- | | | |
|--|---|--|
| 1 City of London Academy Highbury Grove, Islington, London (Joined 2013) | 13 Harris Academy Peckham, Peckham, London (Joined 2019) | 25 Outwood Academy Riverside, Middlesbrough (Joined 2022) |
| 2 Lister Community School, Newham, London (Joined 2013) | 14 Nicholas Chamberlaine School, Bedworth, Warwickshire (Joined 2019) | 26 Barnsley Academy, Barnsley, South Yorkshire (Joined 2022) |
| 3 City of London Academy Highgate Hill, Islington, London (Joined 2014) | 15 The Hathershaw College, Oldham, Greater Manchester (Joined 2020) | 27 Dormers Wells High School, Ealing (Joined 2023) |
| 4 Frederick Bremer School, Walthamstow, London (Joined 2014, alumni) | 16 The Radclyffe School, Oldham, Greater Manchester (Joined 2020) | 28 Thomas Middlecott Academy, Lincolnshire (Joined 2023) |
| 5 Sedgehill School, Lewisham, London (Joined 2014) | 17 The Sydney Russell School, Dagenham, London (Joined 2020) | 29 Essa Academy, Bolton (Joined 2023) |
| 6 St Mary Magdalene Academy, Islington, London (Joined 2015) | 18 Chelsea Community Hospital School, London (Joined 2020) | 30 Astrea Academy Woodfields, Doncaster (Joined 2024) |
| 7 The New North Academy, Islington, London (Joined 2015, alumni) | 19 The Kings Academy, Middlesbrough (Joined 2021) | 31 Burnage Academy for Boys, Manchester (Joined 2024) |
| 8 Beacon High, Islington, London (Joined 2016) | 20 Platanos College, Stockwell (Joined 2021) | 32 The Charter School, Bermondsey (Joined 2024) |
| 9 Samuel Rhodes School, Islington, London (Joined 2017, alumni) | 21 Harris Invictus Academy, Croydon (Joined 2021) | 33 The Lowry Academy, Manchester (Joined 2025) |
| 10 Whitefield School, Barnet, London (Joined 2017) | 22 The Bourne Academy, Bournemouth (Joined 2022) | 34 Kingsway Park, Rochdale (Joined 2025) |
| 11 Central Foundation Boys' School, Islington, London (Joined 2018) | 23 Furness Academy, Barrow in Furness, Cumbria (Joined 2022) | 35 Islip Manor High School, Northolt (Joined 2025) |
| 12 Elizabeth Garrett Anderson School, Islington, London (Joined 2018) | 24 The Grange School, Christchurch, Dorset (Joined 2022) | 36 Bay Leadership Academy, Lancashire (Joined 2025) |
| | | 37 Walney Academy, Walney (Joined 2025) |

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

Impact of MiSST at KS3

When comparing students' performance on their instrument between the start and end of the Andrew Lloyd Webber Programme, the average mark increased from 6.53 to 17.49, demonstrating a percentage increase of nearly **168%**:

MiSST's data reveals that learning a musical instrument consistently mitigates disparities between disadvantaged students and their peers, thereby bucking the widening national disadvantage gap. In the 2024-25 performance assessments, students qualifying for the Pupil Premium marginally outperformed their more advantaged peers. Furthermore, no discernible difference was observed in the performance of EAL students relative to their peers, and students with SEND were separated by fewer than two marks from their peers.



Student comments reported by our partner schools:

"I practice all the time because I absolutely love my instrument."

"Music has made school fun for me and helped me believe in myself. Now I look forward to coming in each day, especially when we have rehearsals or performances coming up."

"I've discovered that the more I learn, the more opportunities come my way, which motivates me to constantly improve"

"If I were to speak to a year 6 pupil I would say MiSST is one of the greatest things in our school."

"I feel proud to be part of something so special."

"Music has given me a sense of purpose and direction, and I'm proud to say that I hope to be the first person in my family to go to university."

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:

76%

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

79%

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

73%

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

When students attending the MiSST Music Academy were asked the same questions, the results revealed an even greater impact. This highlights the positive impact of regular participation, consistent coaching, ensemble experience, and the social benefits of sustained engagement:



92%

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



84%

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



92%

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

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:



"The combination of the high quality curriculum, diverse offer of extra-curricular and wider opportunities has certainly helped to elevate the ambitions and courage of students in the department while contributing towards the character of the wider school community."

- Head of Department at a MiSST school

"The enthusiasm for music has translated directly into curriculum choices: our GCSE cohort has more than tripled, rising from 8 students in the current Year 10 to 26 students enrolled for next year."

- Head of Department at a MiSST school

"The MiSST curriculum has once again provided a consistent, structured, and inclusive foundation for music learning across KS3, and we are already seeing its long-term benefits in the quality of our GCSE cohorts and the musical maturity of our young performers."

- Head of Department at a MiSST school

"From the day my daughter brought her violin home in Year 7, something changed—she began to practise daily, talk about her lessons with excitement, and set goals for herself in a way I hadn't seen before."

- Parent

"The opportunities provided by the programme for our students to visit and perform at large-scale venues alongside highly skilled musicians has been genuinely life-changing"

- Headteacher at a MiSST school

"The structure, encouragement, and sense of belonging my daughter has gained through MiSST have had a huge impact, not just in music but across school life."

- Parent

"The impact of widespread involvement in MiSST has marked a significant difference to the cultural identity, enriching the school community and enhancing the educational journey of many students"

- Head of Department at a MiSST school

"The level of independent practice and collaboration that we see in school continues to be a testament to the impact of MiSST's structure and philosophy."

- Head of Department at a MiSST school

"My son carries himself with a new sense of pride and purpose, and I truly believe that being part of MiSST has played a significant role in shaping his character and aspirations."

- Parent

"MiSST has helped my daughter find her voice, build resilience, and believe in herself—and as a parent, that's the most valuable thing of all."

- Parent



Highlights of the Year



MiSST Play Days

This year's MiSST Play Days brought together 269 students from 13 MiSST schools across three regional events. Hosted by Elizabeth Garrett Anderson School, Barnsley Academy, and Hathershaw College, each day provided students with intensive ensemble experiences, including full orchestral rehearsals and sectional coaching, culminating in a performance at the end of the day. The repertoire ranged from Miley Cyrus to Grieg, with some choral singing also included.

In line with MiSST's entitlement model, the Play Days were a strong demonstration of inclusion, with students eligible for Pupil Premium representing over 40% of the participants and a significant number of students being from diverse ethnic backgrounds. The musical content was carefully scaffolded, ensuring all students could access and progress through the repertoire confidently.



MiSST Together Days

In the Spring term, MiSST Together days offered transformative musical experiences to over 650 students through seven separate events – four in the South and three in the North. These days delivered high-quality music-making through a consistent structure combining engaging warm-ups and body percussion with rigorous tutti orchestral rehearsals, sectionals, and choir sessions led by expert facilitators. Each day built up to a final student-led performance to peers, staff, and families. The days also served as rehearsals for the Annual Concert repertoire, with a select number of students attending from each school being invited to perform the same repertoire (Grieg In the Hall of the Mountain King and Prado Mambo no. 5) at the Annual Concert in April. The MiSST Together days continue to play a vital role in uniting students across regions, raising musical standards, and offering performance opportunities in an inclusive and productive environment.



MiSST Music Academy (MMA)

The MiSST Music Academy (MMA) has had an outstanding year of growth and musical achievement. The Annual Concert at the Barbican and the Summer Residential at Gresham's School showcased the increasing quality and ambition of MiSST's Saturday provision.

The Symphony Orchestra reached new heights tackling challenging repertoire in preparation for the Annual Concert. The Academy Orchestra grew rapidly, with many students progressing into the Symphony Orchestra via the Gresham's Residential, fulfilling MiSST's mission to fast-track emerging talent. This reflected the very purpose of its two-orchestra model: to identify talent early, challenge and channel it appropriately, and accelerate musical development. An increasingly diverse cohort of students formed the MiSST Music Academy, as it strived to fully reflect the school communities MiSST serves. This reinforced the strategy of talent-spotting students from across partner London schools as early as possible in their secondary careers and instilling a long-term love of learning and

playing music with like-minded others through membership initially of the MMA's Academy Orchestra.

MiSST Conduct saw 14 student conductors this year, the majority female and from ethnically diverse backgrounds. Three students conducted pieces of music at the Annual Concert, while others led professional musicians from Chromatica Orchestra in bespoke workshops. Chamber music flourished through partnerships with the Morassi Quartet and Trinity Laban, while the emerging MiSST Big Band has opened new opportunities to explore different genres. In composition, Temi's original work stood out as a highlight of the Annual Concert, showcasing the impact of MiSST Create. Across the year, 15 students received one-to-one lessons, accelerating their progress through personalised tuition.

By engaging students from all backgrounds while they're still part of the Andrew Lloyd Webber Programme, and supporting them through regular rehearsals and tailored opportunities, the MMA continued to widen access and raise aspirations.



MiSST 12th Anniversary Concert

This year's Annual Concert at the world-renowned Barbican Centre in London, featuring 314 students, was MiSST's largest to date, both in scale and demand. Highlights included the Symphony Orchestra's powerful performance of Mahler's epic 3rd Symphony, and the first full concerto performed by both the Symphony Orchestra and a MiSST student soloist - Gershwin's Rhapsody in Blue with Joa at the piano. This also featured standout solos from MiSST student Thomas on clarinet.

The MiSST Together Orchestra featured over 200 students from MiSST schools across the country, with MiSST student Leith conducting. The concert also saw a MiSST world premiere: Tempestuous Journey, an original composition by Temi, conducted by fellow student Kiri. It was an evening that celebrated excellence, ambition, and student leadership on an unprecedented scale.



Gresham's Residentials

The Gresham's Residentials once again welcomed a diverse cohort of students, many of whom reported limited exposure to cultural experiences prior to the trip. Survey data revealed that over half of the attendees had visited a theatre, concert hall, museum, or art gallery fewer than once every five years. When focusing specifically on music concerts, this figure rose to nearly 60% attending less than once over a five year period. These findings highlight the low levels of cultural capital among students and underscore the vital role the residentials play in broadening horizons, fostering cultural engagement, and offering enriching experiences that may otherwise remain inaccessible.

Two residential courses took place in July 2025, with a return for a third consecutive year to Gresham's School, Holt, Norfolk.



Gresham's 1: Schools' Residential

This course was attended largely by students eligible for the pupil premium from 23 partner schools. Schools chose their students on the basis of aptitude and interest shown whilst studying the Andrew Lloyd Webber Programme. The intensive programme of music allowed students to gain self-confidence and make rapid gains in their musical abilities. 'Team Blue' and 'Team Purple' each formed an orchestra and performed with, and to, each other in the concert finale to the trip.

Team building activities in the evening this year included outdoor pursuits, indoor craft and technology activities, plus a choice of popular sporting activities.

When asked a number of questions assessing the impact of the Schools' Residential on students' confidence and engagement, there was a staggering 9.36% improvement from the start until the end of the course.



"The students and I were blown away by the offering of evening activities, with my students participating in swimming, robotics, zip lining, crafts and climbing. Gresham's really was a beautiful setting for this 3 day residential trip, with large classrooms for sectionals, a theatre for tutti orchestra, (and) playing fields for social time. We were all well looked after. The rehearsals were intensive, but it was broken up so well, and this always helped to keep momentum for students and staff alike. We finished our first day tired but feeling like we had achieved a lot. After two more days of rehearsals, we performed to the Saturday School Orchestra and staff members. We were all very tired, it was intense, but as we settled back for our journey home, we remembered how much we had achieved in three days. We had mastered four pieces of music, from nothing to a full orchestral performance, we had made new friends, tried new activities, learnt new skills, and came away feeling like we'd all accomplished a lot. Feeling proud, feeling like a team... and feeling quite full!"

Teacher in Charge of MiSST and Key Stage 3 Music at a partner school



"It proved to me that, even if I make a mistake, I should never stop playing!"

"It showed me that I don't have to be scared to ask questions if I need help"

"Even though I didn't want to do rock climbing at first I saw my friends do it so I gave it a go and it was amazing!"

"I met people from other parts of England who became my friends"

"I can understand music more and I feel proud to play my violin"

"The music was challenging, but I was able to keep up, and I managed to play all the music"

"It taught me that practice makes perfect, as after the residential I feel much more confident in music"

"I worked hard and it was worth it."

"I learned lots of new pieces that I never thought I would be able to play"

"I found that I had lots of similar interests with the people in my section"

"I learned new skills like flutter tongue"

"I have many new friends now"

"It taught me to be confident in my abilities"

"My favourite part was making memories that will last a lifetime"

"My favourite part was playing all together in tutti because I got to hear all the different parts together"



Head of Department statement:

Over the course of several days, our students took part in a wide range of orchestral clinics, sectional rehearsals, and collaborative workshops. The learning environment at Gresham's was vibrant and inspiring. Our students returned having made long-lasting friendships, expanded their musical understanding, and grown immensely in confidence. They spoke glowingly about the progress they made, the leadership skills they developed, and the supportive community they became a part of. The Gresham's residential has undoubtedly become a pinnacle event in our musical calendar, offering a once-in-a-lifetime opportunity to grow both musically and personally.



Gresham's 2: Advanced MiSST Music Academy Residential

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. A very well attended post-residential concert was held back in London, which also proved to be a fitting final celebration of the exceptional musical abilities of many Year 13 students who have experienced MiSST programmes for the full duration of their time at secondary school. Many of the performances were again led by MiSST student conductors.



Executive Headteacher statement:

The MiSST residential has had a profound impact on our students, introducing them to opportunities and awareness of their capability that no classroom could ever do. It has brought them a sense of achievement and self-worth that is hard to define. It has allowed them to study alongside students of other ages and cultures which we would not have the ability to do in school. Most importantly, it has shown them that they have the potential to succeed, regardless of background, as long as they work hard, are resilient and have ambition. As a head, I am delighted that they have had the chance to participate.

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 skills development



Confidence and engagement



Getting on with each other



Resilience and wellbeing

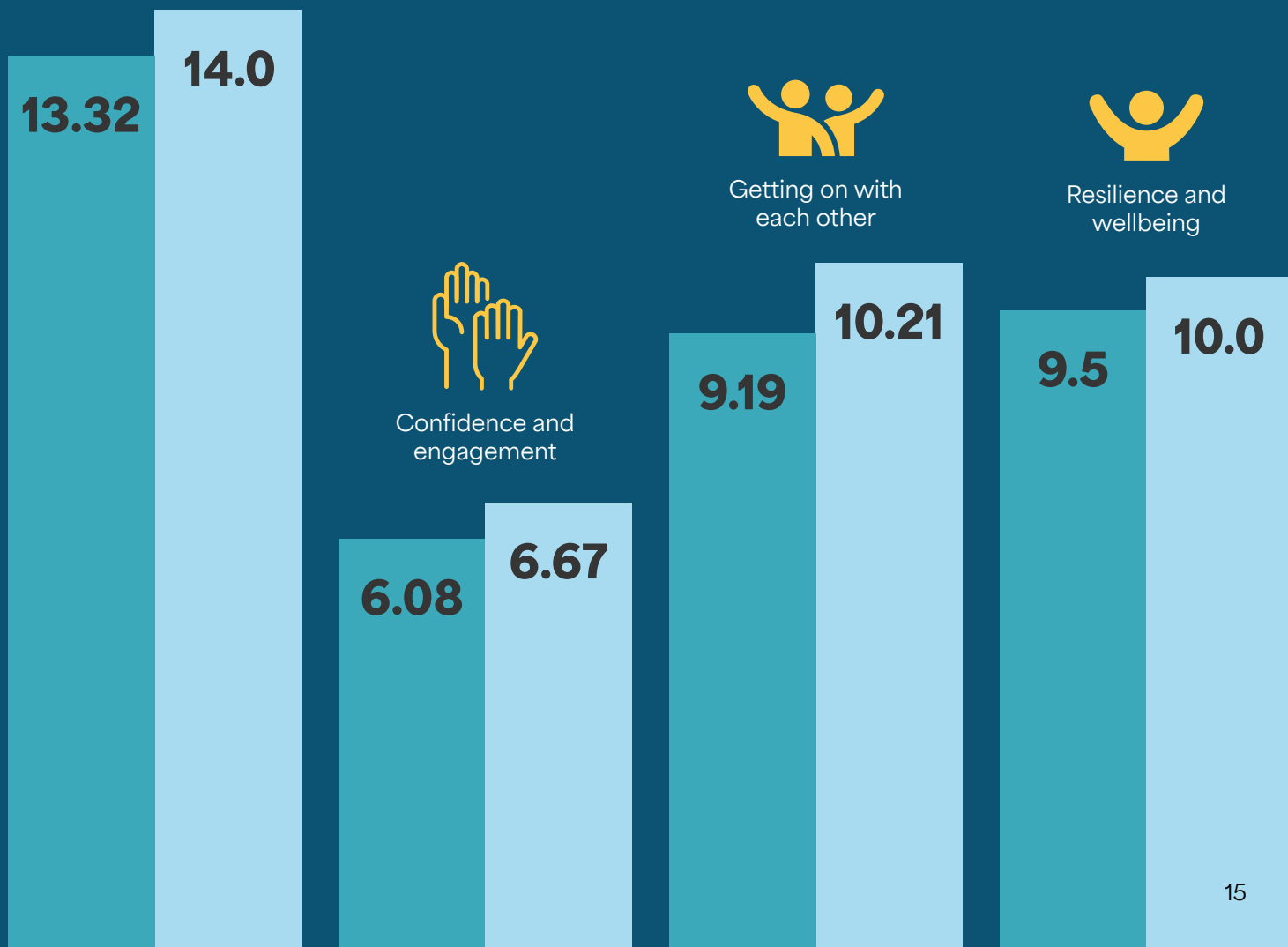
As has previously been the case, comparisons demonstrated a significant improvement in all of these areas after three days, reinforcing the positive impact of regular involvement in MiSST's Excellence Programmes, in particular the MiSST Music Academy. This improvement was especially noticeable in the areas of **confidence and engagement** (nearly 10% increase) and **getting on with each other** (over 11% increase).

Start of Residential vs End of Residential

- Start of Residential
- End of Residential



Musical skills development



Professional Development

MiSST Conference

This year's MiSST Annual Conference saw a dynamic shift in format, placing greater emphasis on collaboration and the sharing of ideas, strategies, and resources among teachers across MiSST schools.

A central theme was the concept of 'sound before symbol', encouraging delegates to explore how musical understanding can first be embedded aurally and organically before being represented in notation.

The conference featured a mix of discussions and practical workshops. Schools from Bolton to Barrow-in-Furness, and Islington to Peckham shared the transformative impact MiSST has had within schools and local communities. Practical workshops then gave teachers tools to bring this philosophy to life.

Stuart Overington (Hallé Youth Choir) led an energising session on the power of singing, Jenny Brand (Lister Community School) offered guidance on teaching using Kodály principles, and keynote speaker Pete Churchill (Royal Academy of Music) inspired delegates by demonstrating how simple songs can unlock musicality by getting the music into the child before the instrument releases it.

The day was a celebration of the passion and dedication that is evident in all MiSST partner schools, and provided a valuable platform for connection and collaboration.

Feedback demonstrated that attendees left feeling heard, challenged, and inspired.



Instrumental Tutor Conference

MiSST held its first ever Instrumental Tutor Conference online on 4th September 2024, bringing together 22 tutors from across the country. The day featured four key sessions designed to inform, inspire, and support tutors in delivering the Andrew Lloyd Webber Programme. The Bigger Picture explored MiSST's vision, research, and a general overview of the programme. In Practice provided practical insight into ALWP fundamentals, classroom roles, assessments, and resources. The Behaviour Management session tackled specific case studies, and Building Excellence gave tutors information on MiSST's Excellence Programmes and was also a platform for the testimony of a tutor who goes the extra mile for their students.

"I liked the engaging delivery, clear structure, and useful content"

"The speakers all gave clarity to the topics they were talking about, had a lovely manner, and everybody was able to answer any queries"



In the words of our students

Three recent Year 13 students have reflected on their learning and experiences while being supported by MiSST throughout secondary school.



Joa

Now studying Languages at Oxford University

I was already learning piano before joining a MiSST school, but then started learning double bass. This was harder to practise as it took more set-up and physical strength, which made it tough at first. I joined the MiSST Music Academy in 2021 when I was in Year 9, and my favourite memories have to be the rehearsals and concert of Rhapsody in Blue which I was lucky enough to perform as soloist with the orchestra. The residential comes a close second as I loved the chance to play chamber music on really good instruments and spending time with other students from MMA.

Sometimes it's been difficult to stay motivated. A lot of double bass parts can be really simple, and with the physical effort it takes to play, while balancing A levels and other commitments, there were times when I didn't always want to attend. But MiSST gave me a safe environment to make mistakes, and being challenged by harder pieces definitely built my confidence, both musically and personally. I even got to help young beginner students at MiSST Play Day, and it felt great to share what I'd learned and explain it in my own words.

I am looking forward to carrying on playing music alongside my studies. I'd love to carry on performing with friends, as well as playing double bass in orchestras. I've been teaching myself more jazz to make sure I can join in with small gigs and informal sessions.



Kiri

Planning to study joint Mathematics and Music at university

I first started learning an instrument in primary school, but when I joined secondary school, I could choose the instrument I wanted to play through MiSST. At first, I found it really hard to motivate myself to practise, but everything changed when I began playing in orchestras. Wanting to play well in rehearsals and concerts gave me the push I needed, and I actually began to really enjoy the challenge.

I joined the MiSST Music Academy in 2018, and some of my best memories are of making friends who also love playing music together. Saturday rehearsals became something to look forward to each week, and the residential were always a highlight. MiSST gave me so many experiences that I wouldn't have had, like playing chamber music, performing in big concerts, and getting to lead sectionals.

Since Year 7 I've become more confident. I started conducting at MMA, became a student leader, ran the tuck shop, and supported other students on residential. Standing in front of a whole orchestra used to feel terrifying, but now I'm more used to it and have even been able to lead rehearsals as a conductor, which is something I never thought I'd be able to do.

After taking a gap year, I'm planning to apply to university. Even if I don't follow a career in music, it will always be an important part of my life, especially through the connections and opportunities MiSST offers for alumni.



Thomas

Now studying Physics with Astrophysics at Newcastle University

I had only been playing clarinet for about a year before joining a MiSST secondary school. At first, it was really difficult and sometimes frustrating to learn the clarinet, but with patience and practice it got easier. Along the way I realised how much I loved both the clarinet and music in general. I joined the MiSST Music Academy at the end of year 7, and some of my favourite memories since then have been the concerts. Performing in amazing venues I'd never have had the chance to play in has been unforgettable. The residential has been highlights too as they gave me the chance to meet other students who loved music just as much as I did, and we built great friendships.

At the start of my time at MMA, I wasn't the most serious attendee and my punctuality wasn't great, but around Year 9 or 10, something clicked for me and I started to enjoy music properly and just wanted to improve. This made me so much more committed. Over time, MiSST has definitely helped me to become more confident and resilient, both as a musician and a person.

I've also been a student leader at the residential where I've led sectionals and helped other students. It felt great to give back and support others the way I was supported and I plan to keep playing music throughout my time at university.

MiSST Schools in the Spotlight: OFSTED

Recent Ofsted inspections have highlighted the impact of MiSST's music programme in partner schools, recognising the role of music education in raising standards and enriching school life.



Central Foundation Boys' School

"All pupils play music to a high standard, and many join the school's orchestra."

"All pupils are taught to play a musical instrument competently"

– Ofsted report, 11-12 March 2025

Harris Academy Peckham

"Pupils [are] provided with free musical instruments and tuition. Pupils have performed at prestigious concert venues, such as Drury Lane Theatre and the Southbank Centre."

– Ofsted report
11-12 February and 11-12 March 2025



A spotlight on The Bourne Academy

At The Bourne Academy in Bournemouth, MiSST has been a driver of whole-school transformation, cultural enrichment, and student aspiration. The most recent Ofsted inspection celebrated the school's outstanding provision in the visual and performing arts, and these successes are underpinned by the Academy's deep and evolving partnership with MiSST.

Throughout this academic year, over 200 Bourne Academy students participated in more than one public performance, and over a third of the student body performed at least once. The MiSST Proms alone featured nearly 200 performers and attracted an audience of over 350. The school's orchestra is thriving, now welcoming students up to Year 9, and plans are underway to expand its instrumental offering to include cello and percussion.

The transformative power of MiSST is particularly evident in individual stories. One Year 8 student with complex SEND and behavioural needs, typically unable to attend mainstream lessons, connected with music through violin during MiSST Proms rehearsals. Supported by staff, he eventually performed publicly – an achievement that marked a turning point in his school engagement and self-confidence.



“The MiSST partnership has been truly transformational for our students. It not only provides high-quality music education but also builds resilience, confidence, and a sense of achievement that reaches far beyond the classroom. We're proud to be part of a programme that opens doors and raises aspirations.”

– Mark Avoth, Principal, The Bourne Academy

“In particular, pupils are effusive about the quality and provision for the visual and performing arts at the school. For example, every pupil in key stage 3 learns to play an instrument and read music. Pupils relish the opportunity to play in the school orchestra.”

– Ofsted report, The Bourne Academy, 11-12 February 2025



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

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Charity No: 1151662