

Music development plan summary: The Burgess Hill Academy



The Burgess Hill Academy is a secondary school in Burgess Hill, West Sussex, with 1081 students. 165 students are eligible for free school meals. 15.3% are eligible for Pupil Premium.

Dear reader,

The document below outlines the Music development plan for The Burgess Hill Academy for the academic year 2024-2025. This is a summary of how our school delivers music education to all our pupils across curricular and extra-curricular music. This information is to help students and parents and carers understand what our school offers and who we work with to support our students' music education.

I hope you enjoy reading this music development plan, and should you have any further questions, please feel free to email me at h.frean@theburgesshillacademy.org.uk.

I am proud to have worked at TBHA for the past twenty-four years. Our Music Department aims to guide all of our students through our curriculum to build a life-long love of music, whatever that might look like in the future.

Yours Musically,

Mrs Hannah Frean

Head of Music and Performing Arts

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	December 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Hannah Frean
Name of school leadership team member with responsibility for music (if different)	Lizi Sparasci/Tiff Cole
Name of local music hub	West Sussex Music
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Every student in KS3 at the Burgess Hill Academy receives a weekly, one-hour, timetabled music lesson, delivered by a subject specialist. This is taught in mixed-ability classes, allowing the teacher to cater for, and challenge, all. The teaching staff are experienced and have deep expertise in a number of areas, plus many years of teaching and performance experience. The teaching staff comprise: Mrs Hannah Frean (Head of Department) & Mr Kieren Gallagher (0.6 fte), plus eight visiting instrumental teachers.

The Music Department has two well-equipped rooms, nine rehearsal rooms, a recording studio and two store cupboards. Each music class room is equipped with fifteen keyboards, fifteen pc's, and two teaching pianos. There are approximately twenty acoustic guitars, ten electric guitars, five bass guitars, thirty ukuleles and a full Samba kit, including a variety of tuned and untuned percussion. Each of the rehearsal rooms is fitted out with an acoustic or electronic drumkit, a keyboard or piano and a variety of amplifiers. There is an audio system linked up to each of the teaching classrooms so that work can be monitored and two-way conversations can take place. Each of the teaching classrooms has a bespoke audio monitoring system, which is used when students are completing keyboard schemes of work.

It is acknowledged that with students arriving at TBHA from over 15 feeder schools, prior experience, knowledge and skills in music will vary. However, the KS3 curriculum is informed by the [Model Music Curriculum](#) (2021) and aims to give students as broad as possible experience without sacrificing the need for deep knowledge and understanding. One area of focus this year is developing confident readers across the school. This is linked to our TBHA Improvement Plan (priority 6) and all lessons feature explicit reading. Students are provided with Knowledge Organisers for each and every unit of work, to enhance and develop the correct use of subject-specific vocabulary. Students have the opportunity to learn instruments in a whole-class setting, including a ukulele scheme of work in Year 7, Samba percussion and performance in Year 8 and Band Skills in Year 9.

Our KS3 curriculum has been designed to engage, inspire and motivate students focusing on **composing, performing, listening and appraising**. By being creative, experimental and inventive, our students are encouraged to work individually, in pairs, or within a group ensemble to equip themselves with knowledge, understanding and skills within various genres. Students also begin to understand and recognise how music shapes their daily emotions, whether being through diverse cultures, history or daily life.

Students make use of the latest technology to compose music in varying styles from: Drill/Underground Trap, Video Game Music, composing a leitmotif for Film Music. In KS3 students use Bandlab for Education. In KS4 students use Soundtrap.

Lessons at KS3:

Students are issued with a topic booklet that our lessons are built around. Subject knowledge focuses on keywords, characteristics, performance and/or compositional tasks with detailed grading criteria for each unit. Students are given exemplary work to aid their assessment preparation. Each lesson starts with a 'Do Now' task. This may be a listening task, developed in a similar style to the GCSE appraising paper, or a retrieval task. All lessons are created using the Learning Loop template. Learning walks show that practice across the department is very consistent, linked to priority 1 on our Academy Improvement Plan.

Starter activities enable teachers to check for students understanding and assists to consolidate future learning. Further strategies for students to remember what they have learnt includes thorough, effective questioning and explanations. Teachers use a variety of questioning strategies to ensure all students participate actively during lesson time. Modelling of tasks is also key when introducing, supporting and reinforcing students learning as they improve their work using the success criteria that is set and the lesson challenge.

The department has developed a comprehensive set of guidelines for assessment. At the end of each scheme of learning (approximately 6-7 lessons) students receive a feedback sheet, which is stored in their booklet.

Lessons at KS4:

Our KS4 Music curriculum follows the Eduqas specification which includes 3 components: performing, composing and appraising skills. Our aim is to actively engage students in the creative process of performing and composing to GCSE level and to develop effectively into true musicians. The curriculum provides an opportunity for students to take a personal interest in the areas of study relating to the listening examination and to be inspired and engaged as students are introduced to different cultures and musical styles. Whether this is through performing, composing or listening, students will develop creative, imaginative and intuitive capabilities to become confident musicians.

We are proud to have received Music Mark status.

Please see our [Learning Journey](#) for further information on our curriculum. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Beyond our class teaching, students are given the opportunity to expand their musical experience by attending extra-curricular lessons within school and West Sussex Music Service.

We have a thriving extra-curricular timetable and we currently offer the following activities free of charge:

- Academy Singers
- Music Production Club

- Singspiration!
- Guitar & Ukulele Club
- GCSE Support in composition and revision
- Concert Band
- Musical Theatre Club
- Steel Pan (*small charge applies)
- Rehearsal room bookings during lunchtime and after school
- Concert Band tours to local feeder schools
- Performing at local community events
- Hosting the West Sussex Rotary Young Musician competition

Instrumental Provision:

We are proud that we give access to peripatetic lessons with private teachers delivering flute, clarinet, saxophone, cello, piano and drum lessons, and county teachers delivering; violin, trumpet and tenor horn lessons. When appropriate, students are given the opportunity to work towards either Associated Board of the Royal Schools of Music (ABRSM), Trinity or Rockschool (RSL) examinations. Students can also hire an instrument at a very subsidised rate. A recent purchase of five electronic drum kits and four flutes has been made available to PP students.

The Head of Department has arranged a bursary scheme, with the kind and generous funding of the Humphrey Richardson Taylor Trust, to substantially reduce the cost of music lessons.

Any Pupil Premium student wishing to access instrumental lessons can do so free of charge. Priority 5 of our Academy Improvement Plan is to ensure that more PP/SEN students achieve end of phase expected attainment levels. This year the number of PP students attending music lessons has increased by 67%.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Students have the opportunity to take part in two large-scale concerts each year; Christmas Sounds and Summer Sounds. Previously bi-annually, we now aim to put on a large-scale Musical Production every year. Previous shows have included 'School of Rock' (2024), 'Sister Act' (2022), 'Annie' (2019), 'Cats' (2017). This is accompanied by a live professional orchestra or band. Approximately 50-80 students take part each year.

Each year we run at least one trip to London to enable students to experience live Musical Theatre. In the past we have seen 'Wicked', 'Hamilton', 'Hairspray', 'Legally Blonde'. There are free spaces available for PP students.

Annually, we host the Rotary Young Musician of the Year Competition, with five students representing the academy. They are joined by students from St Pauls Catholic College and Burgess Hill School for Girls.

Students are also asked to perform at school events including: Open Evening, local Business networking morning, Presentation Evening and during assemblies.

In the future

This is about what TBHA is planning for subsequent years.

- We would like to re-introduce a termly lunchtime concert series, to allow students to gain valuable performance experience.
- In addition to the Young Musician Competition we would like to create our own in-house competition for KS3 and 4.
- We would like to introduce a residential performing arts trip in the summer term.
- The creation of a SEND instrumental scheme similar to Young Sounds Connect (currently being piloted in the north of England).

Further information (optional)

Raising Standards Plan – Music 2024-5

- Creation of individual feedback sheets for KS4 = ✓
- Creation and implementation of appraising booklet for KS4 = ✓
- Embedding ABRSM theory content into one lesson per week for KS4 = ✓
- Creating a bank of exemplary work for KS3 students.
- Focus on use and understanding of key words in KS3.

TBHA Improvement Plan 2024-5

Priority 1: Broaden and deepen teaching expertise

In the department all lessons are delivered using the Learning Loop template. This can be seen in all learning walks.

Priority 2: Increase the quality and range of alternative provisions

N/A

Priority 3: Grow SEND capacity and delivery

Continue to develop our KS3 curriculum to ensure we have an adaptive curriculum for students with behavioural and sensory needs.

Priority 4: Increase student numbers across the Academy

To continue to forge existing relationships with our local feeder primary schools – including the creation of a Concert Band tour (currently in existence with London Meed).

Priority 5: Ensure more pupils, particularly disadvantaged pupils (PP/SEND) achieve end of phase expected attainment levels and the gaps to other pupils diminish further. (OFSTED 2019)

Continue to promote free instrumental lesson to PP students.

Priority 6: Ensure that the curriculum is fit for purpose and meets DfE requirements. All subjects to focus on reading, academic literacy and extended writing opportunities. (OFSTED 2019)

Learning walks to continue to show explicit reading in all lessons.

Priority 7: To ensure more pupils attend school regularly and persistent absence reduces to be in line or better than national figures.

N/A