

Ormiston Bushfield Academy Music Development Plan



Overview

Detail	Information
Academic year that this summary covers	2025/26
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Malachi Ferreira
Name of school leadership team member with responsibility for music (if different)	Chris Bishop/Gemma Flavell
Name of local music hub	Cambridgeshire and Peterborough Music Hub
Name of other music education organisation(s) (if partnership in place)	Peterborough Centre for Young Musicians (PCYM)

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

At Ormiston Bushfield Academy (OBA), we prioritise a comprehensive and accessible music curriculum that caters to all students, including those with SEND. Our music curriculum is available online in the curriculum section of the OBA website.

To ensure that all students can engage with the music curriculum we adapt resources as needed. This includes providing scaffolding and helpful resources such as worksheets, and guides to support skills such as keyboard playing. Our classrooms are designed to be content-rich environments, filled with key terms, instrument information, and other supportive materials.

Key Stage 3: Students receive one 50-minute music session each week.

Key Stage 4: Students have three 50-minute sessions each week.

Our music curriculum is informed by the Model Music Curriculum, ensuring that we adhere to best practices in music education.

In lower Key Stage 3, we incorporate singing into the majority of lessons during the first half term. Across all key stages, students engage with various instruments, including keyboards, xylophones, glockenspiels, and African drums.

Our music technology classroom is equipped with MIDI keyboards connected to Logic Pro, providing students with a robust industry standard learning experience. Most students have individual access to a MacBook Pro and their own MIDI devices. Students begin to use this classroom from Year 7. We also have a midi guitar in the department which is used by KS4 GCSE guitarists.

We work closely with the Cambridgeshire and Peterborough Music Hub, and OBA is proud to host the Peterborough Centre of Young Musicians, which takes place every Saturday. These partnerships provide students with access to state-of-the-art equipment and a variety of instruments from all instrument families and access to multiple workshops which take place across the academic year to enhance their musical exposure and skills.

For students in Key Stage 4, music is offered as an option for the GCSE qualification. We currently follow the Eduqas exam board for this course. Additional details about our music qualifications can be found on the Eduqas website.

Part B: Co-curricular music

These are 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.

At OBA, we offer a vibrant range of music tuition and co-curricular opportunities to enhance our students' musical experiences beyond lesson time.

We provide one-to-one music lessons for all students from Year 7 to Year 13, available at a comprehensive rate. The following instruments are offered:

Voice

Drums

Electric Guitar

Bass Guitar

Violin

Piano

Lessons are charged at £10 for a 20-minute session, with students typically taking 10 lessons per term. We are proud to offer a 50% subsidy for GCSE music students, and we aim to subsidise students identified as eligible for pupil premium where possible.

Students at OBA have the opportunity to join various extra-curricular ensembles.

We offer:

OBA Voices: A choir open to all students across year groups.

OBA Bands: Two bands specifically reserved for Key Stage 4 and Key Stage 5 students.

There are no fees associated with joining these ensembles making participation accessible to all.

Students can make further progress in music through instrument loans, which are available with signed agreements from students and parents. Additionally, students can attend the Peterborough Centre for Young Musicians (PCYM) on Saturdays, allowing them to continue their musical development and prepare for graded music examinations.

OBA is privileged to have three dedicated practice rooms equipped with pianos, electric and acoustic drum kits, and amplifiers for guitars. We also feature a recording studio and live room for content creation, editing, and mastering.

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.

OBA is committed to providing a rich array of musical experiences throughout the academic year. Our programme includes regular performances, concerts, and unique opportunities for students to engage with music in a vibrant and supportive environment.

We host five major performances each academic year:

Creativity 7s: This event is exclusively for Year 7 students, and showcases their talents through performances that span the entire performing arts department. It's a fantastic introduction to the vibrant arts culture at OBA.

Christmas Concert: A highlight of the year, this concert features a delightful mixture of solo and ensemble performances, complemented by dance displays. It is a joyous celebration that brings together the entire school community.

Breaktime Performances: These informal performances occur during charity days throughout the academic year, providing students with an opportunity to showcase their talents in a relaxed setting.

School Production: Over the past three academic years, our school production have involved casts of over 100 students. This inclusive event is open to all, fostering a sense of community and collaboration among participants.

Creativity Evening: Set across two stages this is one of our biggest events across the year. This evening event showcases performances from the performing arts department, alongside exhibits from food technology and a walk-through gallery featuring the art department's work. It's a true celebration of creativity at OBA.

In addition to these performances, we organise one annual trip to a culturally enriching musical event. This year, students will have the exciting opportunity to attend a performance by the English National Opera, building on previous experiences such as attending the Royal Ballet. In addition we have included a trip to the London Westend for KS3 students. These outings not only expose students to high-quality performances but also inspire their own creative journeys.

Students can get involved in musical performances by showcasing their talents during lessons, speaking with staff from the performing arts team, or auditioning for the school production. While the primary focus is on performing, we also encourage students to support their peers by attending performances and cheering them on.

All performances are free to attend, with the exception of the school production, which has a charge to cover costs.

Our collaborations with professional musicians and music organisations enhance the musical experiences available to our students. In addition to performance opportunities, these partnerships allow for increased engagement in technical roles, such as assisting with tech, lighting, and audio-visual elements, providing valuable learning experiences behind the scenes.

The Future

This is about what the academy is planning for subsequent years.

We are committed to enhancing our music curriculum and co-curricular offerings to ensure a high-quality musical experience for all students.

We are focused on evolving our curriculum by incorporating modern and inclusive musical examples throughout our modules. Our approach to layered teaching allows students to build upon their prior knowledge of both basic and complex theory and technique.

In response to student interests, we have access to a range of instrumental teachers who can offer additional instruments based on requests. This flexibility helps us tailor our provision to the needs and desires of our students.

We have already made significant changes this year, including the introduction of Logic Pro in Year 7, Virtual DJ and Film Music in Year 9, and we are currently in the process of designing a Samba module for Year 9, set to launch the next academic year.

Looking ahead, we aim to establish a guitar club that will be open to all students, which will encourage more participation and increase the number of guitar players across the academy. We are proud to maintain our tradition of termly school performances, providing students with opportunities to showcase their talents.

We are also expanding our equipment inventory, with the addition of brand-new drum kits and a small selection of MIDI guitars to enhance our instrumental offerings.

We have begun and continue to work with our local primary feeder schools to create a smooth transition of performing arts students and to support the schools in delivering a sequenced and developed curriculum to aid the transition into Year 7.

To ensure a high-quality music provision, we have implemented a key stage-wide initiative to foster a keyword-rich environment when discussing and appraising music. We employ the acronym MADTSHIRT to guide discussions: for Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instruments, Rhythm, and Tempo. This aids students in analysing pieces of music and learning how to discuss music techniques. Additionally, we utilise Lexoniks, a school-wide approach, to define and break down vocabulary used in our music lessons, enriching students' understanding and engagement.