

Drumming and the school curriculum

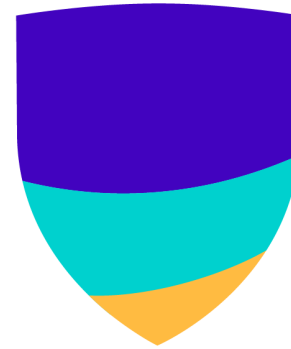
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**Thames
Valley
School**

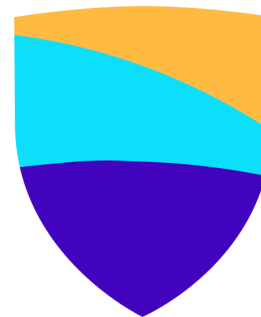
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**Vanguard
School**

Overview

- Over the past decade research has demonstrated learning to play the drums can have a positive effect on an individual's physical and mental health.
- These findings are of particular interest to those working in education, especially SEND school providers.
- In 2024, Liberty Academy Trust funded a 6-week drumming project at Thames Valley School.



Overview

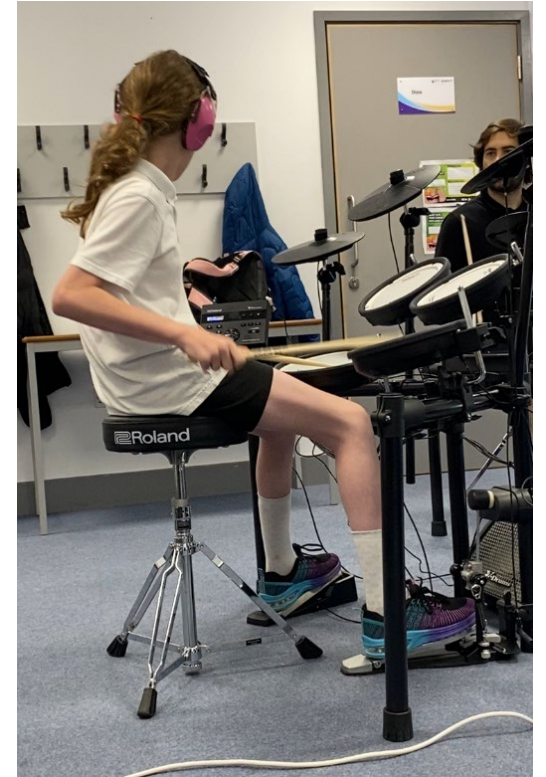
- Findings showed the creation of a supportive learning environment that encouraged autonomy and creativity, which lead to:
 - **Improved prosocial behaviour and motor skills**
 - **Increased confidence and resilience**
 - **Calming effect and behavioural regulation**
- This presentation reports on the outcomes of a 6-week drumming programme undertaken at two Liberty Academy Trust schools in June-July 2025.



Method

Participants:

- Recruited from two SEND schools:
Thames Valley (Reading, UK) and Vanguard (Lambeth, UK).
- Participants selected by staff:
Thames Valley: Year 7 (9 boys and 0 girls, age = 12yr, $n=9/12$).
Vanguard: Year 7 ($n=3$, 2 boys and 1 girl, age = 12yr),
Year 8 ($n=4$, 3 boys and 1 girl, age = 13yr) and Year 9 ($n=2$, 2 boys and 0 girls, age = 14y, $n=9/12$).
- All participants had a formal diagnosis of autism, as identified in their Education Health and Care Plan (EHCP).
- Selection criteria used existing, recorded, educational profiles of their strengths and weaknesses (e.g., social, emotional and/or motor difficulties) and availability to take part in the research project (e.g. regular school attendance).



*Permission given to
share image

Method

Procedure:

- Ethical approval was sought and granted by the University of Chichester Ethical Review Committee prior to recruitment (*Ethics number: 2425_44*).
- Each selected pupil's parents were contacted by letter, outlining the aims of the research project and the nature of their child's involvement.
- Questions arising from the letter were dealt with by school staff and the principal researcher before written consent from the child and parent was collected.



Method

Procedure:

- School staff completed an initial Strengths and Difficulties Questionnaire (*SDQ*) (Goodman 1997) for each participant.
- A Drumming Goal Sheet was completed by each pupil pre drumming intervention.
- A rating of drumming ability was completed by the drum tutor for each participant pre and post drumming intervention.
- 4 staff from Thames Valley school, 3 staff from Vanguard school, plus both drum tutors, took part in a follow-up interview post drumming intervention.



Method



Strengths and Difficulties Questionnaire

T-4-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name Male/Female
 Date of Birth:
 Not True Somewhat True Certainly True

Strengths and Difficulties Questionnaire

T-4-17 FOLLOW-UP

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last month.

Child's Name Male/Female
 Date of Birth:
 Not True Somewhat True Certainly True

Name: _____

Make music	Work on my own	Play loud	Focus more	Have fun
Work in a group	From my drum lessons I would like to ...			Talk to others
Learn with a drum teacher				Try new things
Sing and play	Please colour in as many as you would like			Feel better
Use tech (computer)	Choose the music I want	Feel calmer	Not worry about mistakes	Show others my skills
Other: _____				

For the teacher:

Name: _____

Please circle: Pre Mid Post

Date: _____

Please note any other responses from the pupil:

Measures:

- A Roland TD-02KV drum kit, DAP-3X V Drumsticks, PM-01 amplifier and RH 200 headphones (*Roland UK Ltd, Swansea*) was used for the drumming lessons.
- Social behaviour was rated by the behaviour coordinator using the Strengths and Difficulties Questionnaire (*SDQ*).
- The SDQ consisted of 25 items, measuring 5 subscales, with 5 items for each subscale (*conduct problems, hyperactivity, emotional symptoms, peer problems, and prosocial behaviour*).
- Participants were rated on certain behaviours using a three-point Likert scale (*i.e., not true, somewhat true or certainly true*) in terms of the last 6 months of the school year. An example item would be “Restless, overactive, cannot stay still for long”.
- The Drumming Goal Sheet was headed ... **‘From my drum lessons I would like to ...’** and comprised 16 choices. Participants were invited to indicate their preferences by colouring in each relevant item.

Method

Drumming intervention:

- Intervention phase consisted of 2, 30-minute drumming lessons per week, held on a Tuesday and Thursday, for 6 weeks (*i.e. a total of 12 lessons or 6 hours of tuition*).
- All lessons held in same school classroom between 0920-1200.
- Participants allocated, and remained in, one of 3 groups, maximum group size of 4.
- The 6-week drumming programme began with basic instruction on holding drumsticks, sitting at the kit, and recognising drum and cymbal sounds. Simple hand and foot patterns were taught first, with activities becoming more complex as participants improved.
- Six drumming attributes (*grip of drumsticks, posture at drum kit, ability to follow verbal instruction, ability to follow visual demonstration, ability to communicate with tutor and ability to communicate with peers*) were evaluated using a 10-point Likert scale (0 = Unclassified to 10 = Outstanding).
- Participants were invited by to each drum tutor write a list of songs they would like to play along too.



DRUM LESSONS - PUPIL SCORING CHART

Name of pupil:	Date:		Week (1-6):					Lesson (1 or 2):		
Unclassified	Unsatisfactory	Extremely Poor	Very Poor	Poor	Average	Good	Very Good	Extremely Good	Excellent	Outstanding
0	1	2	3	4	5	6	7	8	9	10
Grip of drum sticks										
Posture at drum kit										
Ability to follow verbal instruction										
Ability to follow visual demonstration										
Communicate with tutor										
Communicate with peers										

Method

Data analysis:

- *Strengths and Difficulties Questionnaire (SDQ) and drum tutor ratings:*
Depending on whether the data showed a deviation from normality, either a Paired Sample T-test or Wilcoxon Signed Rank test was used to analyse SDQ and drum tutor ratings, with a significance level set at $P < 0.05$.

- *Interviews:*

Each interview was conducted and transcribed verbatim by the principal researcher. This was verified by an independent researcher at the University of Chichester.

An inductive thematic analysis was conducted.

Quotations were identified and summarised to provide initial codes with similar codes combined to form themes and subthemes where appropriate.

On completion of this coding process a final thematic diagram was made to summarise the findings. Discrepancies were resolved through discussion until agreement of identified themes was 100%.

- *Drumming Goal Sheet:*

The selection of items for each participant were collated pre drumming intervention.



Results

Strengths and Difficulties Questionnaire (SDQ):

Thames Valley

	Pre	Post	Sig
Emotional symptoms	0.55	0.52	0.666
Conduct problems	0.48	0.42	0.203
Hyperactivity	1.06	1.14	0.268
Peer problems	0.86	0.86	1.000
Prosocial behaviour	0.97	0.98	1.000
Total difficulties	19.62	19.62	1.000

Vanguard

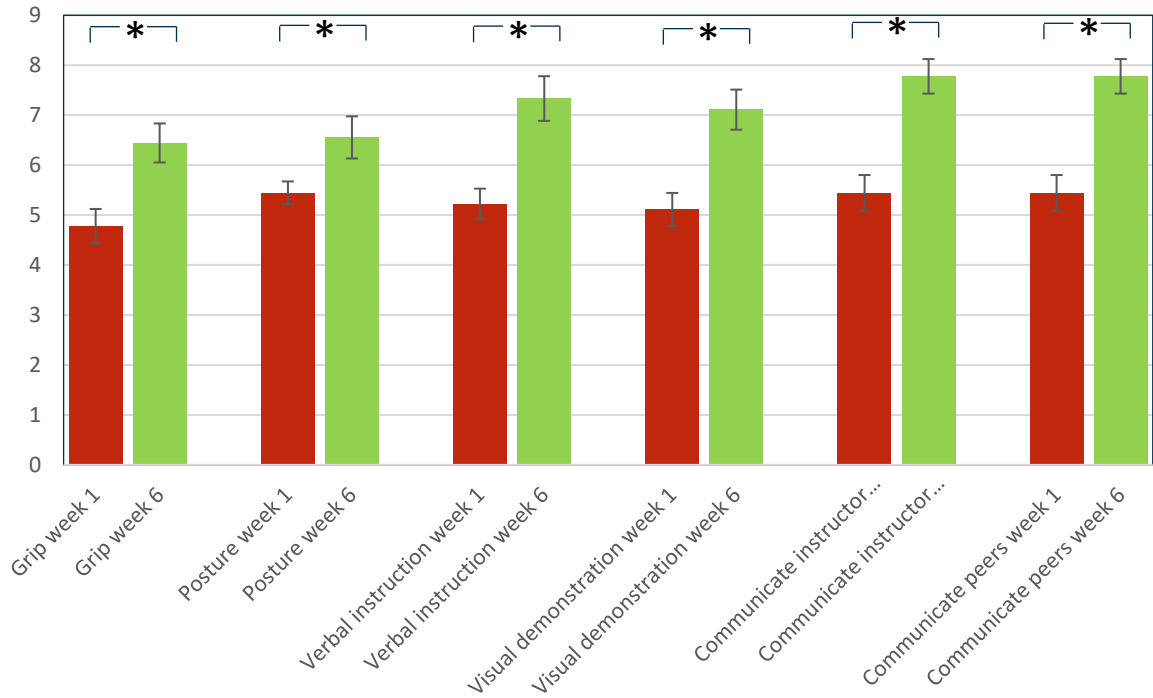
	Pre	Post	Sig
Emotional symptoms	0.97	0.69	0.070
Conduct problems	0.46	0.37	0.289
Hyperactivity	0.83	0.89	0.631
Peer problems	0.86	0.94	0.289
Prosocial behaviour	1.23	1.43	0.058
Total difficulties	21.71	21.57	0.915

- **No significant difference for any attribute, pre versus post intervention, for either school ($P > 0.05$).**
- **Two attributes approached significance:**
 - **Emotional symptoms ($p = 0.070$) and Prosocial behaviour ($p = 0.058$), both at Vanguard school.**

Results

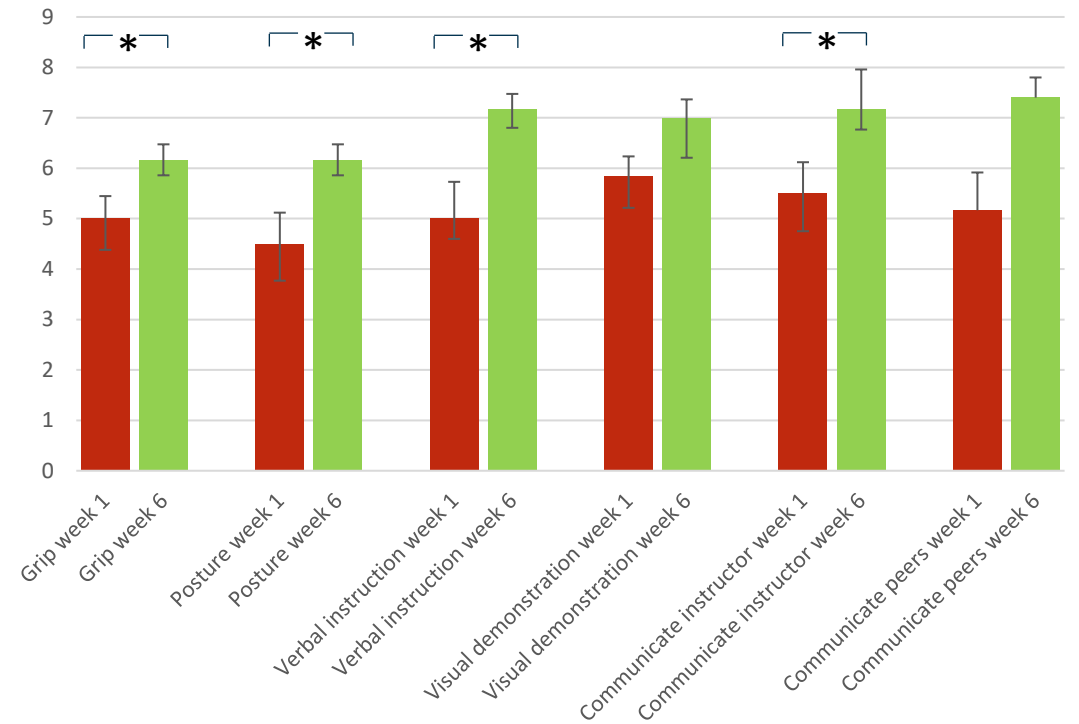
Drum tutor ratings:

Thames Valley



- Significant difference in all 6 items (*P<0.05).

Vanguard



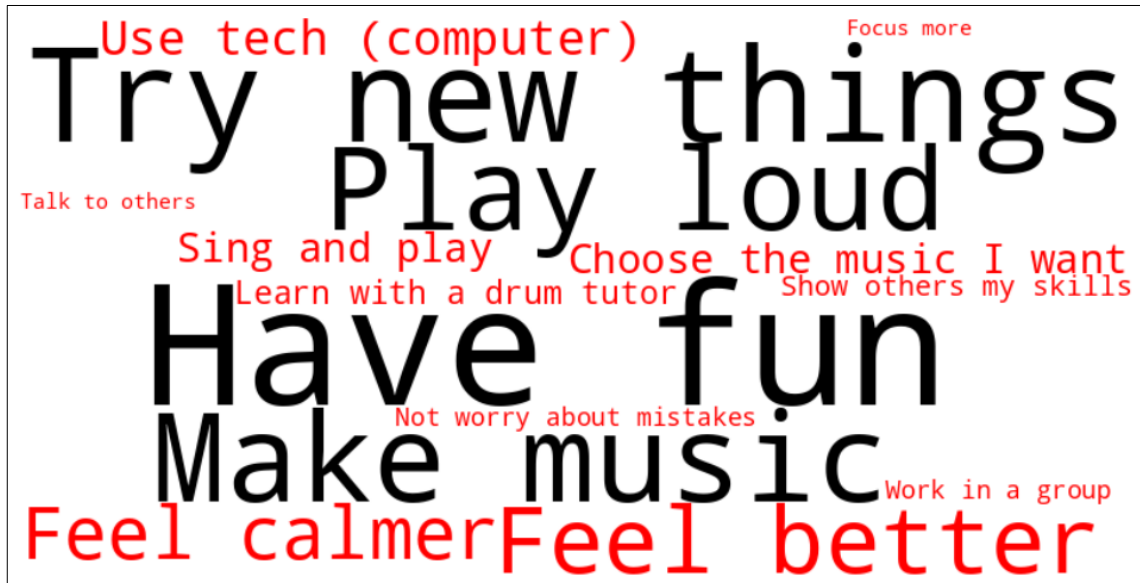
- Significant difference in 4 out of 6 items (*P<0.05).

Results

Drumming Goal Sheet (size of font reflects the popularity of each item selected).

- Colour coding (black/red) used for illustrative purposes only.

Thames Valley



Vanguard



- Evident participants wanted a variety of outcomes from the drumming programme.
- ‘Have fun’, ‘Make music’, ‘Feel better’ and ‘Try New Things’ popular in both schools.

Results *(selected quotes)*

Involvement in delivering the project (1)

Thames Valley

'We definitely, as a school, felt more confident in running it [2nd project]. The first time round it was very much a learning curve around not just setting up and packing down equipment but also how we support the pupils to access it and the information that we share with them. How we prepare them for the change in timetables, that kind of thing. So, in terms of confidence of delivery and participation I think staff felt far more confident with that.' (CJ)

Vanguard

'I'm incredibly grateful that we were able to take part in the project. I think it's been a fantastic opportunity for our students, many of whom have wanted to have music lessons for a long time, and we've not for whatever reason been able to facilitate it. So, for a starters, just having that opportunity to offer music to our students is great. But then also to know that it's a project that's tailored towards meeting their autistic needs.' (JN)

Results

Change in pupil characteristics (1)

Thames Valley

Vanguard

'Because they're a very different set of pupils I think the outcomes have been slightly different.' (CJ)

'I think the biggest change this time round from my perspective would be that there's a bit more understanding of other people's differences and abilities and how they can be encouraging towards each other.' (CJ)

'I think it's made a lot of difference.' (DG)

'It was a way in for those students to be able to talk, to open up their friendship groups.' (DG)

'Also, what I noticed was students who didn't necessarily get along, it was a talking point, a positive talking point for them.' (DG)

'Occupational therapy wise, you could see that students were getting better dexterity in their hands, better flexion and extension in their hands also. So, it had a really big impact.' (DG)

Results

Highlights and observations (1)

Thames Valley

Vanguard

'Pupils weekly participation. Their excitement. The way they talk so positively about the project. I would say that is probably the nicest thing, is hearing them excited about participation.' (CJ)

'The camaraderie. There were a lot of differences in the way the peers interact with each other and that can sometimes get a little bit contentious in the classroom. But I would say, it was quite a nice surprise that in this space, that was different. Yeah, definitely.' (CJ)

'I was really surprised at how much the students who do not talk a lot were freely talking within that social space. They seemed less inhibited in terms of social interaction and that's a nice thing to see.' (DG)

'When you see a student in the class, who in the classroom setting and going through their timetable throughout the day being quiet and reserved. But then coming out of their shell in in the drumming group. I think that was something that's really amazing you know.' (DG)

Results

Highlights and observations (2)

Thames Valley

'It's a unique opportunity that normally kids don't have. I'd say almost everyone enjoyed it and they're happy, mostly just to have the opportunity. It was really good.' (Mr C)

'I'd say the biggest thing I've learned, is we get bogged down in schools in what learning should look like and how lessons should run. We can be a little bit more innovative, and we can be a bit more creative. So, I think this project definitely made people kind of go, oh we can do things a little bit differently.' (CJ)

Vanguard

'Students that were not paying attention in class in terms of their attention and concentration, you saw those students really concentrating, really paying attention. And if they've made a mistake, they weren't shy to try again. So, it had a lot of impact, a lot of positive impact.' (DG)

Results

Highlights and observations (3)

Thames Valley

'The project has definitely given us some wider questions for our therapy team, for our teachers and just our staff in general, in terms of how we bring enriching activities a little bit more into the classroom where possible.' (CJ)

'It's made us consider whether music can be a part of emotional regulation sessions and how we balance that with it becoming an avoidance strategy. How we differentiate, when they are starting to get dysregulated.' (CJ)

Vanguard

'A lot of the time in class, we can't really play music. He will say 'no' and then he will go into the quiet room. Whereas, since drumming, we've been allowed to put music on.' (Miss T)

'Yesterday we were in food tech and usually we have to watch master chef, otherwise he will be dysregulated and yesterday, during food tech, we had music, reggae music on all day and he started dancing. He was dancing to 'Three little birds' because he knows it from drumming, in rhythm as well yeah. That was brilliant.' (Miss T)

Results

Highlights and observations (4)

Thames Valley

Vanguard

'He had a ball. I've not seen him be so happy alongside music before. Never, since almost a year I've been working with him. I've not seen him be so happy. He was dancing and rapping over the beat. That was the greatest thing, to see him coming up with something different. He's introduced his own element to the drumming. He's owned it yeah, yeah, yeah and it was priceless to see.' (Miss T)

Half of them people that come here, seeing him, not even heard him talk before. But now, when they've come in, they've heard him talk.' (Miss T)

Results

Highlights and observations (5)

Thames Valley

Vanguard

'I think there were two people [Ofsted examiners]. They sat and just watched. They loved it. I could see, the students playing the songs, putting a performance on. They were like, OK let's show these people what we can do. It was amazing, like they were playing a gig for those two people.' (DA)

'We cannot talk about the result of Ofsted because it's not been published yet. I will say that the inspectors were impressed that we were looking at more creative ways to help all students recognise themselves. We couldn't stop talking about it.' (JN)

Results

Challenges and difficulties (1)

Thames Valley

'The only main difficulty this time was the reduced amount of time we could fit the sessions into. We had to squeeze it into a short period of time, which in terms of timetabling just meant that there were a couple of groups that had to come during a break time, which the pupils who really enjoyed and loved the drumming were happy to do. But for those who were a little bit more like, I'm missing break time, that was more of a struggle.' (CJ)

Vanguard

'I think one of the problems that we had was having staff on board. I met with (DG) a week or so before it was due to start, so we could talk about staffing and at that point she had only two members of staff that had really gone through the whole process of doing it, and both of those members of staff were agency. One of them moved onto another school, the other one is still here.' (JN)

Results

Challenges and difficulties (2)

Thames Valley

'So, I know two of the kids didn't want to do the drumming after a couple weeks just because they were missing their break time, yeah, they wanted to play their football.' (Mr A)

'I think possibly it would be timetabling. This year like we said, with it falling over break time. And then possibly the transitions, because it's been less time to transition them.' (ES)

Vanguard

'I think the main challenge happens when people missing lessons. So that's the tricky part for me to kind of quickly get the people that missing lessons up to speed, at the same time not let too much time pass by because you know the others might get bored. So that was the big challenge.' (DA)

Results

Challenges and difficulties (3)

Thames Valley

'This time round it was a bit more like, you come out of the lesson at this time, and then you return, and potentially you're either in a different lesson or you're going into break time. I think that was a bit more difficult for people to get their heads around. It just wasn't necessarily as suited to the way our timetable runs.' (CJ)

Vanguard

'The schedule changed for the kids. So, it means some of them couldn't attend because they didn't want to miss their favourite subject. Or they didn't want to miss staying with their friends. If they sign up, they should be able to turn up every time.' (DA)

'There have been some moments where I couldn't access the drums because I couldn't find people around in the morning. Just when I need to set up in the morning. So that could be a little bit stressful because obviously there's a lot to set up.' (DA)

Results

Challenges and difficulties (4)

Thames Valley

'I've taught one lesson that they've transitioned back into, and they've needed 5 minutes of acknowledgement. What they've got to say about it. They need support to transition back in. They are so excited. They've got so much to say, how they feel, how they've done. It's nice that they want to talk about it. But they definitely do need time to say it, before you start the transition back to the lesson. Like you probably can't go straight back, it needs that space for them to do that.' (Mr A)

Vanguard

Results

What would you do differently?

Thames Valley

Vanguard

'With the first project, the impact on the parents was profound. I would say, just for the reactions from them. But it didn't work with the summer fair this time. I guess this group of individuals have sort of missed out on that this time round you know. Next time, we'd be able to organise something, and that would be nice.' (CJ)

'I'm thinking maybe a different environment where there's no windows or people passing to distract him. That's what I would suggest, but away from that, I think the environment was fine.' (Miss T)

'Make sure everyone can express their song.' (DA)

Results

Advice to others running a project?

Thames Valley

'Make sure you've got staff buy in. So, make sure you've got staff who were excited about it, and you know they want to see the outcomes for the pupils.' (CJ)

'Make sure, parents and families have as much information before as possible beforehand.' (CJ)

Vanguard

'Really publicising it. Like weekly, and staff briefings before you even think about putting together the pack. Say when the drumming project is going to be starting.' (DG)

'Can you start phoning up the parents? Who would actually get the forms back? But yes, really publicising it. Getting all staff on board as much as possible and really linking into that staff knowledge. Use the staff in the school, if you are the person leading it.' (DG)

Results

Value of music in a school (1)

Thames Valley

Vanguard

'I definitely think there needs to be more music in the curriculum, just being creative in general. And, I mean, we've managed to start like a karaoke club and things like that in school, which the kids have absolutely loved.' (CJ)

'It's difficult because of the pressures that we have, you know, governmental pressures around what the curriculum should look like. But we are in the 21st century and so why aren't we trying to get creative with it and thinking about the wider experiences of our young people. Definitely food for thought.' (CJ)

'I'm shocked in a special needs school; we haven't got any music.' (Miss T).

'Not to have music is unbelievable. I think we should have. I mean I'm asking about a choir because I think it's healthy for the students to be singing, it will transform a lot of their behaviour if we just had music you know.' (Miss T)

'Every time we have something to do with music, it's always successful.' (Miss T)

Results

Value of music in a school (2)

Thames Valley

Vanguard

'Taking part in a musical activity has had an impact on students in terms of supporting them to manage the difficulties they have and that is very different difficulties. So, it supported in so many different ways.' (DG)

'Not being someone who's a musician at all, it's just been amazing to see the students interact with the music and also what music can do for students. In terms of so many different aspects, attention, concentration, body movements, and just being happy as well.' (DG)

Results

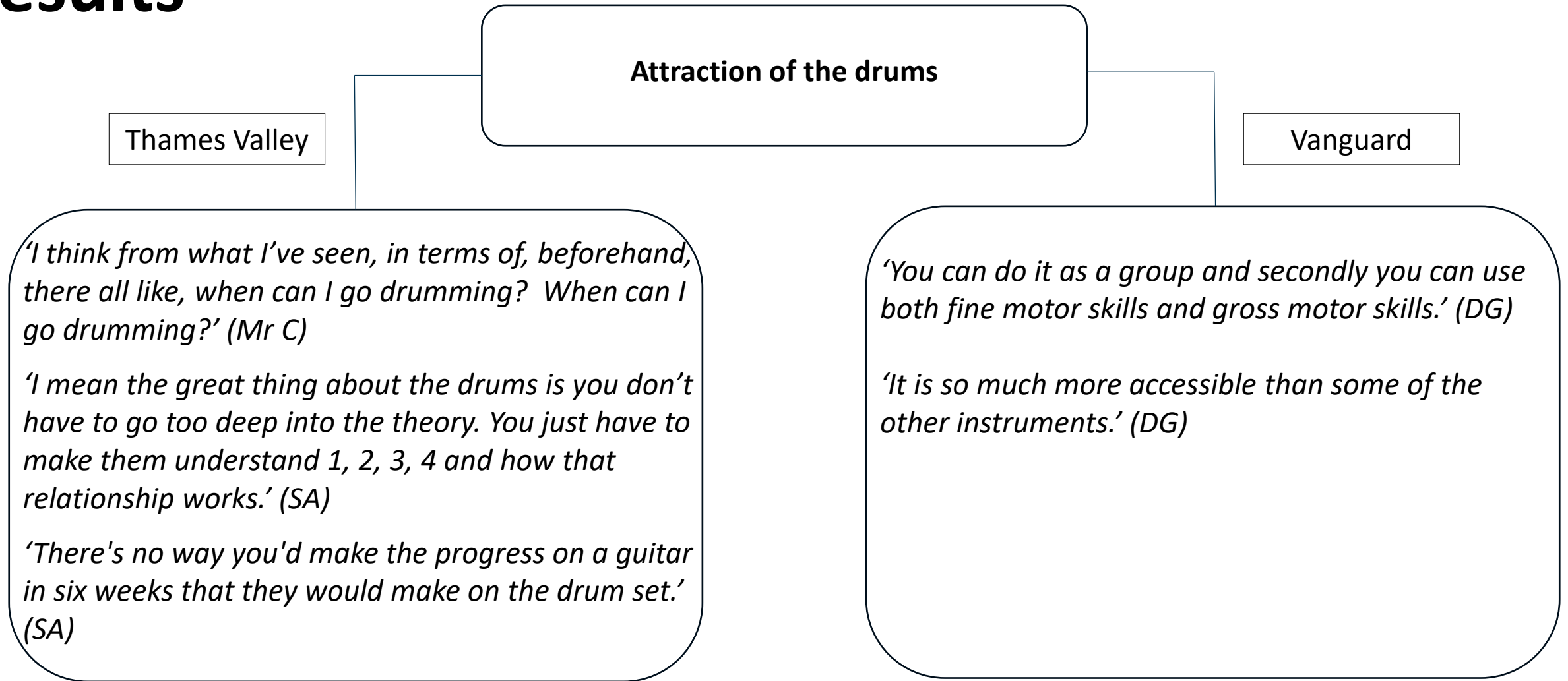
Value of music in the school (3)

Thames Valley

Vanguard

'There was a positive vibe about it because we don't have music, and a lot of the staff are questioning why we don't have music. It's so important for special needs children, as well as mainstream children you know. So, the feedback was positive, that everybody was like excited for it, everybody, all the adults was excited.' (Miss T)

Results



Results

Lunch-time, after-school activities (1)

Thames Valley

'They have 20 minutes where they go outside and play. They have 20 minutes where they eat, and they have 20 minutes club time. In that club time they select a club that they're going to go to and that's very much interest based and it's where we were seeing the drums potentially fitting in. But I think having drumming is a great idea.' (CJ)

Vanguard

'I think a major one would be an after-school project. I think there are parents who will buy into coming over the weekend.' (DG)

'I wish the school had an after-school club here of different activities running that students can take part. They do enrichment but also that outside of school because sometimes it can feel like another lesson if its inside the school hours. But outside school hours, it could be good as well.' (DG)

Results

Lunch-time, after-school activities (2)

Thames Valley

Vanguard

'An after-school thing would be great. Definitely. I'll be up for it. Stay after work, extra hours and help out. Most definitely because I see the enjoyment those children have, and I'm enjoying it and I'm not even playing. I mean I have had a go ...' (Miss T)

'We found it really hard because, based on transportation, at least 60% of our students come by school bus, and there are three separate buses. However, we've just changed the school day structure, lunch times are longer, it would afford more opportunity for teachers to run a club'. (JN)

Results

Lunch-time, after-school activities (3)

Thames Valley

Vanguard

'I'm sure you are aware of people premium. People premiums are set aside to help students who come from less fortunate backgrounds. I've got a music statement on our website and one of the key tenets in there is where we can, we will be using it, pupil premium. So, even to the point of you know, we've got these drum kits on site now to have a peripatetic teacher come in on a particular day and a lunchtime club again. To me it sounds like something that's actually achievable'. (JN)

Results

Lunch-time, after-school activities (4)

Thames Valley

Vanguard

'Often the school is open during the holidays. So, I can't see why that wouldn't happen, but it has to be something that we talk about and plan carefully. We need to be focusing on the community, and our links with the community. So, I can't see why it wouldn't happen'. (JN)

Results

Staff health and wellbeing (1)

Thames Valley

'Yeah, I think there would definitely be staff that would be interested in a lunchtime drum club. I definitely know that multiple people would want to have a go. Yeah, it would just be the logistics of how it would work.' (ES)

'That's the thing about the drum set, it's a physicality you can play, you bash things, it's a calming thing. I like it.' (SA)

Vanguard

'In stressful times, we have to go out, we have to step out for that, yeah. So, whereas if we've got a drum kit, I'd be happy to go in there. I know it will benefit me, yeah, and a few others in here, definitely.' (Miss T)

'A number of staff have come up and said, oh can I play?.' (Miss T)

Results

Staff health and wellbeing (2)

Thames Valley

Vanguard

'There are a number of things that I feel we really need to put in place, to make sure staff know that they feel valued. What is it that we can do to show staff that we really appreciate them? And again, offering something like that, would be fantastic.' (JN)

'It could be good to just jump behind the kit, just hitting things you know, release some stress. I think it's going to be fun. Yeah, why not.' (DA)

Results

What would you want funders to know? (1)

Thames Valley

Vanguard

'I wouldn't want them to underestimate the positive impact that a project like this can have on the school. I think sometimes we can get bogged down in what do the numbers tell us. Have we got statistical significance, in terms of emotional regulation etc., those kinds of things. But actually, the wider impact is very much more qualitative, and I think we're listening to parents, pupils, staff and everything they're saying it's been positive about the projects, and they will see that there is so much positive impact from it. The value of it can't be underestimated.' (CJ)

'On many levels for us it's been a success. It's been a really exciting opportunity. The students have really benefited from it, and again, whether it's understanding their bodies that little bit more or giving them a sense of doing something together. It's a success. We'd love to take part again. Thank you so much.' (JN)

Results

What would you want funders to know? (2)

Thames Valley

Vanguard

'What we are doing is making a positive impact on their life through music. Having the experience of playing a musical instrument is empowering, it's confidence boosting, it's a positive engagement of their life experience. So, I'd appeal for support of teaching programmes, especially for kids with challenges. What a nice thing to do, making a positive impact on children's lives. I mean what more legacy do you want. That's great.' (SA)

Discussion points

- In both schools only 9/12 participants were recruited.
 - A review of recruitment procedures required, especially relationship with parents/guardians.
- The Rainbow data sheet not used in analysis due to poor data collection.
 - A review of data collection procedures required, focus on induction of new staff involved in data collection.
- No significant difference in Strengths and Difficulties Questionnaire data.
 - This contrasts with the first Thames Valley school project, may reflect different composition of participants in both schools.
- Significant differences recorded for the Drum Tutor ratings scales in both schools.
 - Supports previous Thames Valley school findings, including improved physical attributes and interpersonal/communication skills.
- Drumming Goal sheet data illustrated a variety of outcomes participants wanted from the project.
 - Discuss with teachers the timing of this task, given it was the first time used in a drumming project.

Discussion points (*from quotations*)

- Involvement in delivering the project.
 - Both schools welcomed the opportunity to take part in a 6-week drumming project.
- Selection of pupils.
 - Personnel involved were from different positions within each school, interesting discussion to be had about each approach.
- Consent Forms (*not being returned*).
 - Review of procedures required, who is best placed within both schools to 'chase' consent forms from parents/guardians.
- Change in pupil characteristics.
 - A variety of positive changes were identified in both schools, as reported in the first Thames Valley project.

Discussion points (*from quotations*)

- Highlights and observations.
 - Observed changes in pupil behaviour, particularly communication with peers and staff.
 - Drumming project has challenged both schools to think about their enrichment activities and creativity within their school curriculum.
 - Environment created in both schools whereby pupils could be vulnerable, shape their own learning and have FUN!
- Challenges and difficulties
 - Timetabling of drumming lessons needs revisiting, avoid participants opting out (e.g. missing playtime).
 - Transition period (~5-mins) required when pupils returning to classroom following drum lessons.
 - Staffing of projects needs to be confirmed in advance, defining roles and responsibilities.
- What would you do differently?
 - Make sure participants are offered opportunity to play in front of parents/guardians at end of project.
 - Make sure everyone can express their choice of song in lessons.
 - Adapt drumming classroom to ensure potential distractions are minimised (e.g. close window blinds).
- Advice to others running a future project.
 - Make sure you have 'buy in' from other members of staff supporting the project.
 - Make sure staff and parents/guardians have as much information about the project beforehand.
 - Identify which members of staff are best placed to ensure consent forms are returned (e.g. pupil learning assistant).

Discussion points (*from quotations*)

- Value of music in the school
 - Both schools recognised music projects contribute significantly to SEND pupils learning.
 - New initiatives started (e.g. karaoke at Thames Valley), new initiatives discussed (e.g. choir at Vanguard), plus drum clubs.
- Lunch-time, after-school activities
 - Both schools identified need to review existing provision of enrichment activities (including drum club).
 - Staff stated their support to enrichment activities taking place at these times.
 - Recognised by both schools that after-school activities, particularly during school holidays, could build stronger relationship with local community.
- Staff health and wellbeing
 - Recognised by both schools that staff need to feel more valued.
 - Staff in both schools very interested in playing the drums.
 - A lunch-time drum club was identified by staff as a new activity that could help with stress management.
- What would you want the funders to know?
 - Staff stated that the impact and significance of drumming projects on SEND pupils learning should not be underestimated.
 - Drumming projects provide pupils with autonomy over their learning, leading to improved social communication and interaction.
 - More investment should follow to allow more pupils to enjoy a FUN centred focus to learning.

Conclusion

- A six-week drumming project was successfully delivered in the summer term at Thames Valley and Vanguard school.
- The personal development of pupils taking part was reported to have changed positively, both physically and psychologically.
- The possibility of a future lunch-time or after-school 'drum club' for pupils (*including those not involved in a 6-week project*) and staff (*to help with stress management*) was identified.
- Problems relating to obtaining pupil consent forms, limitations in completing all data collection procedures, was highlighted.
- The value of music was recognised by both schools, with creative ways of changing the school curriculum being considered.
- Finally, both schools expressed a willingness to take part in future drumming projects, as its impact on those involved has been significant.