

Music Development Plan Summary: Claypool Primary School



Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Benjamin Matthews
Name of school leadership team member with responsibility for music (if different)	Benjamin Matthews
Name of local music hub	Bolton Music Service
Name of other music education organisation(s) (if partnership in place)	Greater Manchester Music Hub

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.

At Claypool, we strive to offer a varied and exciting music curriculum that is accessible to everyone. Below, you will be able to read our music overview, which includes our subject intent, as well as our specially-designed scheme of learning.

Our curriculum is designed around a scheme of learning called 'Sparkyard'; we have been able to match the skills progression offered by Sparkyard to the expectations of the primary music curriculum, as well as the model music curriculum, and we are confident that through the teaching of the steps-based lessons, we are covering

statutory guidelines. More information on Sparkyard can be found here:

<https://www.sparkyard.com/#review>

In addition to this, we partner very closely with our local music hub, Bolton Music Service. Through BMS, we are able to offer a Wider Opportunities programme to our Year 3 and 4 classes. A music specialist teaches percussion (Djembe and Bamboo Tamboo) to whole classes for 45 minutes each week. Children in Year 4 also play and perform alongside the Halle, and in the Summer term, they visit Bridgwater Hall and play their djembe drums whilst other groups play instruments from their own schools' wider opportunities programmes.

SEN provision is important to us, and we strive to ensure that every child has the best opportunity to explore music in all of its disciplines and skills. Our whole-school aims focus on becoming a more inclusive school, not only through our curriculum time, but also in our wider ethos. Within the music lesson, teachers are equipped to teach in a way that differentiates for children with SEN and other SEMH needs.

In our SEN provision unit, known to the school as 'Rowan', we provide an alternative curriculum for children with moderate to severe learning difficulties, ranging from EYFS to Key Stage 1. Within our Rowan class, children have growing opportunities to engage with music as a sensory experience, and our SEN staff are committed to fulfilling the requirements of the 'Engagement Model' in a passionate and comprehensive way.

More information about the Engagement Model can be found here:

<https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model> . We have invested in a sensory-based music programme tailored to the children in our Rowan class, which is provided externally. These sessions occur every month, and they are utilised as CPD for our staff so that similar practices can continue throughout the month.

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.

As mentioned previously, we are closely linked to Bolton Music Service; through our partnership, we have invested in 'Music Service Direct'; our school is a hub for peripatetic instrument tuition for which parents/carers can sign their children up. The following is available for KS2 pupils who would like to learn how to play a variety of instruments:

- Keyboard
- Clarinet
- Cello

- Violin
- Drums
- Guitar

Extra-curricular activities happen at various terms throughout the year, and we host 'choir club' after school, weekly. Choir club is open to Key Stage 2 children and we follow a relaxed programme of learning and singing songs. As a school, we are proud of the development of choir club, and we try to make each session a fun and meaningful experience, as well as being able to give children opportunities to develop their singing skills.

There are many opportunities throughout the year where our choir club can sing and perform. We have formed partnerships with the local community, and choir club have been able to perform at the local care home, as well as the local church and community centre for adults with dementia.

We have also taken part in larger-scale events which have allowed us to form relationships with choir clubs within the local authority; for example, we regularly participate in the annual BMS concert, where we perform two of our own selected songs, as well as join in with some songs performed by all schools. This is a rich cultural and musical experience for our children, who get to witness how important music can be in drawing many communities and cultures together.

We have also welcomed 'Rocksteady' into our school this year. Each week, a band leader facilitates music lessons for groups of children who have signed up to the programme. These sessions offer an alternative way of instrumental tuition, removing the theory-based learning, and allowing children to develop their own musicianship in a rock band context. We are also offered a free subscription to the service for one child. We have made use of this by offering a place to a child with low cognition special needs. We intend on utilising our PPG funding to offer some further places to children who may not be able to afford Rocksteady.

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.

Not only do we have performance opportunities for our choir, but also for individuals and other groups within our school. For example, at key traditional festivals such as Christmas time; classes, groups and individuals have the opportunities to perform in carol concerts and nativities. Also, classes perform in a yearly 'class assembly', and parents are invited to come and watch. For each class assembly, classes will perform a topic-related song; this will be usually performed vocally, and occasionally incorporating un-tuned and tuned instrumental accompaniment.

We are a passionate song-writing school. One particular year, we renamed our choir club to be a 'songwriters club'. The club engaged in a breadth of experiences in which they could create their own music – lyrically, instrumentally and vocally offering ways to create new songs; from this, we created our own song, 'A Claypool Day', which is now a school-wide favourite. We even had a chance to perform this song at the Bolton Music Festival, showcasing our unique opportunity as a school to write our own music.

We continue to find opportunities to write and perform songs. We participate in a variety of cross-school projects with a group known as the PASS group (Primary Alliance Supporting Schools). Together, we organised and set up an arts celebration, known as 'Enviro-fest'; as part of this performance, which was attended by parents, governors and members of our local council, we performed a song which the group had created at a previous song-writing session, led by Claypool. The festival was a huge success and we intend on continuing our partnership.

Singing assemblies are a weekly part of our worship experiences. During singing assemblies, songs are led by Ben Matthews on the piano, and the whole school sings along to a variety of songs and genres. Singing assembly is a much-loved and popular part of the week, and children love to engage with it; often children will request songs throughout the week that could be played in the upcoming singing assembly. We also host 'musician of the month' at the beginning of singing assemblies; this is an opportunity for children who are not necessarily learning music peripatetically, to perform to an audience. We encourage children who would like to play guitars, percussion, piano, or even by singing, to put themselves forward to be the next musician of the month.

In the Summer term, we host, 'Claypool's Got Talent'. This is a ticketed concert where children can enter either as a solo or group act. Children who have no formal instrument tuition are given an opportunity to perform in front of an audience. Our philosophy at Claypool is that, no matter what their formal training, children could still harbour a creative gift in performance. In recent concerts, we have welcomed to the stage a range of talents, including vocalists who sing acapella, singer-songwriter guitarists and rock bands. We are insistent that performers do all of their preparation and organisation, and so our children have usually been very proactive in doing this.

Claypool hosts an annual 'Arts Festival'. This is an opportunity for our school to demonstrate its passion for creativity and imagination, using the performing arts disciplines as a vehicle. Parents are invited to come and watch our arts festivals, which in the past has included a variety of performance pieces; for example, one class performed a dramatic retelling of some of the key scenes from Macbeth, another class performed an instrumental and vocal piece which took the audience through some of the cultural and musical traditions from around the world. The arts festival has become a key date in the school calendar, and has so far been successful in showcasing all the musical skills and talents which are prevalent in the Claypool community.

In the future

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

- To scrutinise our curriculum and identify critical learning opportunities, and to establish good-quality teaching and learning so that children are able to recall critical learning. In other words, we want to prioritise the 'need to know' over the 'neat to know' in our curriculum. As part of our overall curriculum development, this is an important next step across the teaching and learning of all our subjects. We will ensure that Music is taught with the same uniformity as the other subjects, and that children are regularly given opportunities to revisit learning in order to make stronger connections.
- To embed a good-quality method of capturing evidence of children's learning in music. We have begun to use digi-books to capture evidence, and music lessons will be documented in this way, for the purpose of informing teachers in order to make an overall judgement of their pupils.
- To offer CPD for teachers which supports them with teaching composition and creativity within the music lesson, i.e. composing and performing original music to suit a particular purpose or audience.
- To work closely with out SEN unit staff so that they are well-equipped to assess children according to the engagement model.
- To discover more ways to offer more bespoke musical learning opportunities to children with SEND/SEMH needs.