

Evaluation of Big Noise, Sistema Scotland

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EVALUATION OF BIG NOISE, SISTEMA SCOTLAND

GEN

Scottish Government Social Research
2011
Evaluation of Big Noise Youth Orchestra

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EXECUTIVE SUMMARY

Introduction

Sistema Scotland is based on the Venezuelan “El Sistema” model which is a social transformation programme. Sistema Scotland aims to:

- transform children’s lives through music;
- empower communities
- grow future inclusive orchestras; and
- focus this work on communities in most need, in areas of deprivation.

Sistema Scotland established Big Noise Children’s Orchestra in the Raploch Estate in Stirling in 2008. It is an early intervention programme that uses music and participation in an orchestra to foster confidence, teamwork, pride and aspiration in the children.

The Scottish Government commissioned GEN to conduct an evaluation of the process and outcomes achieved by Big Noise. In particular, the study team sought to identify what specific features of Big Noise contribute to the outcomes for children and their families.

The GEN team took a participatory approach to the study, consulting with Big Noise and Sistema Scotland staff, children, parents, carers, community members and Big Noise partners in, for example, education, social work, health and regeneration.

Progress Towards Social Transformation

The outcomes expected from the programme for children, parents and the community are wide and varied. It is expected to have a positive impact on health and well being, education and learning, community safety, community cohesion, aspirations and personal and social skills. The study evidence shows that it provides a positive and unique experience that enriches the lives of children and in many cases, whole families.

Outcomes for Children

The activities are enjoyable and engaging and alongside that, there is strong evidence that it is benefiting the children it works with. These are primarily around social and personal development for example improving confidence, self esteem, social skills and the ability to concentrate.

It is too early to say the extent to which this will impact on educational attainment, employment and other outcomes, although published research supports the theory that these kinds of outcomes can be achieved by a programme like Big Noise. Some professionals working in Raploch have very high expectations of what Big Noise can achieve. It is built on the assumption that the collective impacts on the community, through outcomes for individuals, will achieve, for example, a reduced likelihood of criminal and anti social activity, resilient and independent young people and adults, improved social cohesion and a more employable population in Raploch.

GEN could not identify any hard evidence of these outcomes as Big Noise has not been operating for a sufficient length of time. Longitudinal tracking of children and families will provide evidence of the impacts over time.

Outcomes for Families

As a result of Big Noise, families report improved relationships at home, wider social networks and more shared activities between parents and children. It has also allowed the parents to see a more positive, aspirational future for their children and has engendered a sense of pride in what they have and will go on to achieve in their lives.

Outcomes for Communities

While the vast majority of any impact has been on the children and families who are involved in Big Noise, many of the parents and professionals who were interviewed during the evaluation believe that Big Noise is changing perceptions of Raploch. There is also evidence of skills exchange with partners Big Noise work with, such as the nursery and that the positivity that surrounds Big Noise can be beneficial for engendering positive relationships between parents and statutory services.

Contribution to National Outcomes

Big Noise cuts across a number of policy areas including education, justice, health, culture and regeneration. Sistema Scotland has identified 8 National Outcomes that Big Noise can potentially contribute to. The evaluation shows that Big Noise is already contributing to all of these 8 and has the potential to contribute more in the future. Big Noise is taking an early intervention approach by working with children in nursery right through primary school and engaging them in positive activities in a safe environment and with a holistic package of support. It therefore contributes to ensuring that **“our children have the best start in life and are ready to succeed”**. By building pride in parents and children, and by being proactively inclusive Big Noise is contributing to **“We take pride in a strong, fair and inclusive national identity”**.

By being part of an orchestra and through giving public performances, the children's confidence grows, they learn to work in a team, to co-operate and contribute effectively to the orchestra. These factors are helping to achieve the outcome that **“our young people are successful learners, confident individuals, effective contributors, and responsible citizens”**. By developing new skills in children and adults and through Big Noise's potential to impact positively on educational attainment, the programme is currently contributing to the national outcome that **“we are better educated, more skilled and more successful, renowned for our research and innovation”** and has the potential to impact on this more fully in the future. However there is scope, through more effective joint working with schools, to strengthen the evidence base to better demonstrate the impact of Big Noise on these two outcomes.

By providing a safe out of school environment and working with partners to support and identify children at risk, Big Noise is contributing to **“We live our lives safe from crime, disorder and danger”**. The emphasis that the children’s orchestra activities has on working together to achieve a common goal, and the opportunities for adults to engage in a variety of ways is contributing to **“We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others”**. The holistic approach taken by Big Noise to care for the whole child, and the emphasis it places on building confidence and self-esteem contributes to **“We live longer, healthier lives”**. Finally Big Noise is contributing to **“We have tackled significant inequalities in Scottish society”** by engaging 80% of children and families, and proactively engaging with some of the most vulnerable families. For each of these 4 outcomes there are expected to be longer term impacts that will further enhance the programme’s contribution to the National Outcomes and so these should be measured through longer term tracking of public data sources, combined with qualitative tracking of a sample of families.

Evaluation of Big Noise Processes

The processes used by Big Noise were assessed against 8 factors which have been identified by the Critical Hours: After School Programmes and Educational Success study as being associated with positive outcomes for children and were found to incorporate all of the factors. In addition, Big Noise has a number of unique features that set it apart from other interventions provided to children and families.

Intensity and Immersion

It is an intensive programme that children in Primary 2 onwards attend 3 times a week in term time and 5 days a week over the majority of school holidays. The evidence shows that this intensive package of activities is important for achieving and maintaining outcomes because of the structure and support it offers, the commitment it builds in the children and because it becomes embedded in their lives. It offers opportunities to belong to something that they value, and provides structure which for some may be missing in their home lives.

The programme is totally immersive and holistic which is key to achieving the outcomes for children. Children participate in the orchestra from the very beginning and so are immediately part of a group activity which develops their sense of responsibility, respect and co-operation.

Big Noise takes care of the whole child, as well as musical tuition and orchestra practice, the children are provided with healthy meals, they are helped with travel to attend the sessions and they have the opportunity to take part in and attend performances. This wider, pastoral care is a critical success factor in engaging the children and impacting on their well being. It is proactive in taking an individualised approach to removing the barriers to participation faced by families.

The opportunity to perform in front of audiences and in a range of high profile settings celebrates children’s successes, building confidence and self esteem. This is a very important component of Big Noise and contributes significantly to the outcomes.

Inclusion

The overriding aim of Big Noise is to be inclusive. It goes to great lengths to ensure that all children who want to take part are able to. This is due to the positive attitudes and flexible ways in which Big Noise staff work, and having in place the formal and informal processes to maximise participation. It is centrally located in Raploch, is highly visible and it removes financial barriers by providing all activities and transport free of charge. This inclusive approach has resulted in Big Noise successfully engaging with 80% of the target population in the three schools and the nursery in the Community Campus. Of the pupils in P2 –P7, 65% attend Big Noise voluntarily 3 days a week which is an impressive reach in to this group.

Where children display challenging behaviour, Big Noise puts in place a programme of one to one support to address the challenges with the aim of reintegrating them in to the orchestra when they are ready. Big Noise is very careful to maintain links with families where children may have chaotic lives and find it difficult to attend regularly.

Big Noise has a programme designed specifically for children with SEN which is delivered in partnership with Castlevue SEN school. This is central to its inclusive approach and brings significant benefits to the children, particularly around social development and confidence.

Partnership Working

Successful delivery of Big Noise is based on partnership working at strategic, operational and community levels. From the start, Sistema Scotland worked at strategic level with Stirling Council to establish Big Noise. This was very important in establishing the project and levering in support, for example access to premises and commitment to work in partnership.

Big Noise has worked with local partner agencies to develop effective partnership approaches to working with families. This has worked particularly well with Social Work, nursery teachers, and teachers in Castlevue. Since its inception Big Noise has worked with school staff to map their activities to the Curriculum for Excellence, providing teachers with guidance on how they can build Big Noise activities into delivery of the Curriculum. This allows teachers to use Big Noise activities as evidence of delivering certain elements of the Curriculum. This is supported by the Education Department at senior level however there have been some challenges in developing effective partnerships with school staff and to date this guidance is not widely used. Significant work has taken place between Big Noise and the education department (including the schools) to overcome these challenges and progress has been made. This includes a recent joint session to explore how teachers can build Big Noise activities into the delivery of the curriculum in future.

Community Awareness and Involvement

Big Noise was launched using a range of innovative methods for example BBC SSO musicians performed in schools, Big Noise musicians played music in the streets, there was a launch day and children helped to design the logo. In our consultations

with families and community members, we found that these activities were effective in raising awareness about Big Noise.

Whilst community awareness remains high in Raploch, active involvement is low. This is not necessarily a priority to be addressed as it does not directly impact on the achievement of the outcomes for the children and families.

Excellence and Profile

To achieve excellence and profile, Big Noise delivers a programme of significance, has credible partners, promotes musical excellence and has skilled staff with the right blend of expertise and attributes.

It has influential, high profile partners for example the BBC SSO, BBC Scotland, Scottish Arts Council (now Creative Scotland), FESNOJIV (El Sistema), Drake Music Scotland and Stirling Council. It is doubtful that the progress made in setting up Big Noise would have happened so quickly without them.

Big Noise employs high quality staff and invests in their development. This means that they deliver a programme of musical excellence but also have the attributes and skills to provide the holistic support to the children and their families.

Costs and Potential Savings

Big Noise is delivering a high quality, intensive and inclusive programme and there is no comparable programme against which we can benchmark the delivery costs. It has been difficult to accurately assess the costs but based on available information, the overall cost of delivery is £1.98 an hour, per child. The cost only for the out of school orchestra, which is particularly intensive is £11.59 an hour, per child. These costs must be balanced with the potential value to society of the educational, personal and social outcomes that are anticipated to accrue in the longer term. If Big Noise achieves the social transformation expected of it, then there is likely to be a diminished need for intervention by statutory services and the provision of support.

Conclusions

Overall, there are 4 features of Big Noise that are fundamental to achieving the goal of social transformation:

- it works with children from an early age;
- it is totally inclusive so that it reaches and sustains the engagement of the hardest to reach families
- it is a long term intervention, working with children from nursery to P7 and aims eventually to work with the children through to adulthood;
- it is delivered on a community wide scale so by achieving outcomes for individuals it will create wider spread change.

Big Noise activities are achieving short and medium term outcomes and there is overall agreement that it will achieve and sustain longer term outcomes. If it is able to continue to work with children from an early age, to provide holistic support to take

care of the whole child, sustain engagement over time and engage with the majority of children in Raploch, then it has the potential to achieve more than a series of positive outcomes. It may, as part of a programme of regeneration, achieve social transformation.

1 INTRODUCTION

Background to Big Noise

- 1.1 Sistema Scotland was founded in 2007 based on the 'El Sistema' model in Venezuela which was founded in the mid-1970s. Sistema Scotland has the following core mission:
- to transform children's lives with music;
 - to empower communities;
 - to grow future inclusive orchestras; and
 - to focus this work on communities in most need, in areas of deprivation.
- 1.2 Sistema Scotland is the official Scottish partner of 'El Sistema' and has adapted the Venezuelan model to meet the needs and conditions of the Scottish environment. This model is based on evidence which shows that skills learned through orchestral education have the potential to bring benefits such as developing self-esteem, discipline and achieving, so improving the outcomes for children who face inequality and disadvantage.
- 1.3 Sistema Scotland aims to work in areas where the need is greatest, focusing on communities characterised by high levels of deprivation such as unemployment, crime, anti-social behaviour and poor community cohesion. In the summer of 2008 Sistema Scotland established Big Noise Children's Orchestra in Raploch in Stirling.

What is Big Noise?

- 1.4 Big Noise is an early intervention programme that uses music and engagement in an orchestra from an early age with the aim of fostering confidence, teamwork, pride and aspiration in the children taking part. It aims to engage the whole family and wider community and so extend achievement of these outcomes across the wider community.
- 1.5 Big Noise core programme includes an out of school orchestra programme for children in Primary 2 to Primary 7, delivered primarily in a group setting. The programme is designed to be intensive, so children attend 3 evenings per week after school and 5 mornings per week during school holidays, a total of between 7.5 and 20 hours per week on a voluntary basis. The model is designed so that children of all musical abilities learn to play in an orchestra environment, rather than the traditional model of learning to play an instrument and then joining an orchestra only if they develop sufficient musical ability.
- 1.6 The out of school orchestra programme is complemented by a pre-orchestra programme for children aged 0 to 5, delivered weekly during nursery and school time for all children in the nursery and in Primary 1, and a special educational needs programme (SEN) for children attending the Castlevue SEN school. These programmes are designed to engage the children in

learning through music and to develop a range of musical, social and cognitive skills. They are also designed to support the children towards engagement in the full orchestra programme at the end of Primary 1 or in the case of the SEN programme, if and when the child is ready to do so.

- 1.7 In addition Big Noise offers a wide array of activities designed to add value to its programme, including additional support for the children in the orchestra through the BBC Buddy programme; the children's achievements are celebrated through local and national performances; outings are organised to allow children, and on some occasions, family members to attend and be inspired by professional orchestral performances; Big Noise staff encourage the whole family to become involved through 'Take a Musician Home for Tea'; and family and community members are invited to be involved by joining 'The Noise' adult orchestra, or by volunteering at Big Noise.
- 1.8 Through these activities Big Noise aims, over the longer term, to deliver social transformation in the Raploch community. Its objectives include:
 - Through the orchestra develop children's social skills, confidence, aspiration and drive
 - Through the orchestra grow children's respect, understanding and empathy of one another and emotional intelligence
 - Have a fully developed outreach programme to support and encourage the most vulnerable families to become involved
 - Create opportunities for parents and families to contribute to, and shape the orchestra programme and development
 - Through the orchestra develop opportunities for parents and families to develop their social skills, parenting skills, confidence and aspiration
 - Create fully accessible and inclusive orchestra
 - Employ, train and invest in musicians to focus on the holistic development of the children and the orchestra
 - Support children in all areas of their development
 - Recognise individual struggle and achievement.
- 1.9 Through its activities Big Noise aims to contribute to 8 of the Scottish Government's National outcomes: we live our lives free from crime, disorder and danger; we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others; we are better educated, more skilled and more successful, renowned for our research and innovation; our young people are successful learners, confident individuals, effective contributors and responsible citizens; our children have the best start in life and are ready to succeed; we take pride in a strong, fair and inclusive national identity; we live longer, healthier lives; and we have tackled the significant inequalities in Scottish society. Greater detail on the activities of Big Noise can be found in Appendix 1.

The study

1.10 In February 2010 GEN was commissioned by the Scottish Government to conduct a process and outcome evaluation of Big Noise Children's Orchestra in Raploch to generate robust evidence of its impact, so the organisation can engage effectively with Community Planning Partnerships across Scotland. The evaluation focuses on how Big Noise is delivering its stated aims and objectives. It provides an early indication of the impact of Sistema Scotland's model on the young people in the orchestra, their families and the wider community. It also provides an understanding of what elements of the model may be adopted as best practice elsewhere.

1.11 The specific objectives of the evaluation are to:

- develop a better understanding of the impact of Big Noise across all beneficiaries and stakeholders including children, their families, the wider community and Sistema Scotland's partners;
- examine the process in the programme and identify opportunities for improvement;
- examine how Big Noise operates to explore how outcomes are achieved; and
- support the development of a self-evaluation framework compatible with Sistema Scotland's IT capacity which will enable on going monitoring and evaluation of performance.

1.12 Since its inception in 2008 Big Noise has evolved significantly. Many of the outcomes and impacts will only be accrued and evidenced in the medium and long term and so the evaluation at this stage can only provide an assessment of the outcomes to date and by using existing research, suggest the anticipated outcomes and impacts for the future. The existing research that was reviewed as part of the evaluation is described in Appendix 2.

1.13 The evaluation took a mixed method approach, involving parents, children, professionals, volunteers and elected members. The method is provided in Appendix 3. One of the important methods used in the evaluation to explore the programme's processes and its impacts from a variety of policy and practitioner aspects was the development of case studies. These explored impacts for children, including learning and wider achievement, overcoming barriers to participation, and increasing opportunity and aspiration; impacts for families, including enhancing family life and hopes for the future, lifelong learning and community involvement; impact on the community, focussing on changing perceptions; and impact on partnership working, including enhancing service delivery and experiences for children, and linking to the Curriculum for Excellence. These are provided in Appendix 4.

The report

1.14 This report sets out the findings of the evaluation and is structured as follows:

- Chapter 2: Describes the socio-economic and policy context in which Big Noise operates
- Chapter 3: Examines the processes involved in delivering Big Noise
- Chapter 4: Reviews the evidence of the impacts of Big Noise on children, families, communities and organisations.
- Chapter 5: Sets out the conclusions from the study
- Appendix 1: Provides further detail on Big Noise's activities
- Appendix 2: Reviews relevant literature
- Appendix 3: Provides detail of the methodology used in the evaluation
- Appendix 4: Contains a set of case studies that provide detailed exploration of a number of themes identified during the evaluation
- Appendix 5: Demonstrates how Big Noise activities are aligned with the 8 factors identified by the Critical Hours: After School Programmes and Educational Success study as being important for achieving positive outcomes
- Appendix 6: Is a process map depicting the delivery and partnership arrangements that Big Noise has in place
- Appendix 7: Provides details of the number of children engaging with Big Noise
- Appendix 8: Shows how Big Noise activities map to the Curriculum for Excellence
- Appendix 9: Provides an analysis of the costs associated with Big Noise
- Appendix 10: Contains the findings of the survey of parents
- Appendix 11: Includes the Self Evaluation Framework.

2 BIG NOISE IN CONTEXT

Introduction

- 2.1 Big Noise operates in a complex policy environment and so it is important to understand the context and the processes used by Sistema Scotland both in developing and delivering Big Noise and in maintaining relationships with the wide variety of organisations and individuals that it engages with. This chapter examines the context and chapter 4 reviews the efficacy of the processes.

Policy context

- 2.2 The long term social change that Sistema Scotland aims to deliver through Big Noise fits across a range of policy areas including justice, health, education, regeneration and culture. This is reflected in the cross-cutting policies which influence the Sistema Scotland model, specifically 'Getting it Right for Every Child' (GIRFEC), the Early Years Framework, and Curriculum for Excellence and overarching all of these, the Scottish Government's Economic Strategy.
- 2.3 The Scottish Government set out 15 National Outcomes as part of its Economic Strategy. As a programme designed to bring about social change and to improve the life chances of children and young people, Sistema Scotland has identified 9 outcomes it believes Big Noise has the potential to make a significant and sustainable contribution to. The progress that Big Noise has made towards these outcomes is discussed at the end of chapter 4.
- 2.4 In the Scottish Government paper 'Culture Delivers'¹ the potential impacts of projects which have a strong basis in cultural activities in achieving national outcomes are recognised. It states that involvement in and exposure to cultural activities can support the achievement of several of the national outcomes, specifically by:
- supporting young people to achieve potential, increase confidence and aspirations;
 - reducing incidence of health-related problems, promoting positive mental health and well-being;
 - helping to tackle inequalities, social isolation and exclusion;
 - boosting understanding and appreciation in the wider community;
 - improving life chances widening access to opportunities;
 - providing access to diversionary activities from crime and anti-social behaviour;
 - improving perceptions of well-being and safety;
 - creating a positive transformational impact on individuals, communities and place; and

¹ Culture Delivers. The Scottish Government, Edinburgh 2008

- supporting young people’s creative, social and emotional development for success in later life.
- 2.5 As a cross government programme, the principles of GIRFEC relate to policy and practice across Government. It is embedded in the Early Years and Youth Frameworks, and in developments within universal services of health and education, including the Curriculum for Excellence.
 - 2.6 The principles and values underpinning GIRFEC are to ensure that every child is safe; healthy and active; nurtured; achieving; respected; and responsible. At the heart of GIRFEC is the drive to enable all children and young people to grow, develop and achieve their full potential. This directly corresponds to the principle aims of Big Noise which aims to develop children through the medium of music to help develop into confident and happy adults.
 - 2.7 Big Noise has mapped its activities to Curriculum for Excellence to allow it to support schools in the delivery of the curriculum. The Curriculum for Excellence aims to be a holistic programme which enables every child and young person to be a successful learner; confident individual; responsible citizen; and an effective contributor. It places significant emphasis on the value of arts and cultural experiences for children and young people, recognising the role that the arts can play in forming a sense of personal, social and cultural identity, and the ability to recognise and represent their feelings and emotions and those of others. Further information on how processes used by Big Noise aim to contribute and adhere to the Curriculum for Excellence is provided in chapter 3.
 - 2.8 As a project that works with children from the earliest of years of life to improve later life chances, Big Noise aims to contribute to the Scottish Government’s Early Years Framework. This Framework maintains that early intervention is key to improving the outcomes for Scotland’s children, in particular, those who face disadvantages. It aims to shift the focus from crisis management to prevention, so stopping children and young people being excluded from school, being involved in the criminal justice system, having poor educational attainment, not making a positive post school transition, experiencing poor mental and physical health or having drug and alcohol problems.
 - 2.9 It is clear then that by aiming to align itself with these national policies Big Noise has the potential to contribute to achieving National Outcomes as set out by the Scottish Government. The evaluation examines this and provides an assessment of the extent to which Big Noise has done this in the short term and how it could continue to contribute in the longer term.

The Choosing of Raploch

- 2.10 The rationale for establishing Big Noise in Raploch included a mix of socio-economic, cultural, and locational factors. Raploch is a disadvantaged community both in social and economic terms so was assessed as likely to benefit substantially from Big Noise. Its central location, in the heart of Scotland appealed to the imagination of Sistema Scotland’s founder members.

Existing connections with Stirling Council provided a route to promote Big Noise concept to key decision makers in the Council and to elected members. Added to this, the work of the Raploch Urban Regeneration Company improving infrastructure and facilities in the area was a key motivating factor – the new Community Campus was seen by the Sistema Scotland's Board as an ideal location to base Big Noise. Finally, the strong sense of community was seen as providing valuable social capital on which Big Noise could be built.

The socio-economic context of Raploch

2.11 So, as a project aiming to bring about social transformation, Sistema Scotland has located its first Big Noise orchestra in an area where it believes it can make a difference. This section sets out the socio-economic context of Raploch using a range of published data sources.

Multiple Deprivation

2.12 Looking at measures of multiple deprivation, the community of Raploch is amongst the most deprived in Scotland. Measured on the Scottish Index of Multiple Deprivation 2009, its datazones range from the 24th most deprived in Scotland to the 398th². Looking more closely at some individual domains that make up the SIMD, parts of the community score even more poorly. Looking at the Health domain for example, one of Raploch's datazones ranks as the 13th most deprived in Scotland, and for Education, Skills and Training, the same datazone ranks as 18th most deprived.

Table 3.1: Raploch's datazones' rankings on SIMD

Raploch Datazones ³	Overall SIMD Rank	Employment Rank	Health Rank	SIMD Domain			
				Education, Skills and Training Rank	Crime Rank	Geographic Access Rank	Housing Rank
		388	95	164	3307	2386	1250
S01006132	118	62	275	108	364	3816	1929
S01006135	144	136	496	72	856	4720	1606
S01006136	24	100	13	18	164	3806	1211

2.13 However Geographic Access ranks for Raploch datazones are comparatively high, at between 2,386 and 4,720. The community of Raploch is in a central location in Scotland's newest city, Stirling. It is near the University and is in proximity to good transport links to the major employment centres of Edinburgh and Glasgow. In addition, Raploch is located close to a number of amenities. This phenomenon is common across urban areas in the UK: isolated pockets of deprivation co-existing close to or within the drivers of significant economic growth such as cities.

² For the purposes of this analysis, we have represented Raploch using four datazones. These were provided by Stirling Council and give the 'best-fit' to the community as possible.

³ A datazone is the key small area geography used by the Scottish Government. Each datazone has a population of between 500 and 1000 people. There are 6,505 datazones in Scotland.

- 2.14 There is a higher rate of unemployment, crime, and issues with alcohol and drugs abuse in Raploch (Raploch Intermediate Geography⁴) than in Stirling or in Scotland as a whole. Data in table 3.2 shows how Raploch compares with Stirling local authority and Scotland on a number of selected indicators.

Table 3.2: Raploch compared with Stirling and Scotland on selected socio-economic indicators

<i>Theme</i>	<i>Indicator</i>	<i>Raploch Intermediate Geography</i>	<i>Stirling local authority</i>	<i>Scotland</i>
<i>Labour market</i>	<i>% of working age population that is employment deprived (2008)</i>	33%	9%	12%
	<i>% of population aged 16-24 claiming JSA</i>	15.4%	4.1%	6.1%
<i>Crime</i>	<i>Number of SIMD crimes per 10,000 population (2008)</i>	1,144	448	N/A
<i>Health</i>	<i>Hospital admissions for alcohol misuse per 100,000 population (2001-2004)</i>	2234.25	575.50	722.26
	<i>Hospital admissions for drugs misuse - rate per 100,000 population: 2001-2004</i>	335.14	87.22	127.46

- 2.15 Another indication of the disadvantage in the Raploch area can be seen from the significantly higher proportion of children who are registered for free meals in the schools with which Big Noise engages compared to the local authority and national averages.

Table 3.3: Percentage of pupils registered for free meals in 2008/09

School	% of pupils
Our Lady's RC Primary School	37.10%
Raploch Primary School	42.60%
Castleview School	69.20%
Average for all Stirling Schools	10.60%
Average for all Scottish schools	16.70%

- 2.16 From this data we can see that despite its apparent locational advantages, Raploch has been associated with multiple deprivation and community decline. On a range of socio-economic indicators, Raploch performs poorly compared to the wider Stirling local authority area and Scotland as a whole. This would indicate that Raploch could benefit from involvement with Big Noise.

⁴ For this data we have used the Intermediate Geography area S02001174 – Raploch. A range of statistics are published at Intermediate Geography level that allow Raploch to be compared against Stirling and Scotland.

3 PROCESSES

Introduction

- 3.1 There are a number of unique features of Big Noise that the evaluation has tested to assess the extent to which each contributes to achieving its outcomes. This is useful not only for the evaluation of Big Noise but also, for stakeholders, partners and policy makers to consider as approaches that might have an application in other policy areas.
- 3.2 There are 8 factors which have been identified by the Critical Hours: After School Programmes and Educational Success study as being associated with positive outcomes for childrenⁱ. These are supportive relationships; opportunities to belong; opportunities for skill building; support for efficacy; physical and psychological safety; positive social norms; appropriate structure; and integrates family, school and community effort. The study found that programmes that demonstrate these features can expect to achieve a range of outcomes, including greater engagement in learning, higher academic performance, reduction in negative and health harming behaviours, benefits to families, employers and communities, and better employability skills.
- 3.3 Throughout this chapter we will consider the extent to which Big Noise is delivering these 8 factors. The ways in which these factors are achieved in Big Noise and the outcomes that have been generated as a result, are depicted in Appendix 5.
- 3.4 The findings about what particular elements or features of Big Noise help it to engage with families and lead to the outcomes evidenced to date and in the longer term (provided in Chapter 4) are set out under the following themes:
- Intensity, Immersion and Inclusion
 - Partnership Working
 - Excellence and Profile
 - Costs and Potential Benefits
- 3.5 A detailed description of Big Noise activities is provided in Appendix 1. The delivery of Big Noise and its partnership arrangements are set out in the process map in Appendix 6.

Intensity, Immersion and Inclusion

Intensity and Immersion

- 3.6 Big Noise aims to be an intensive programme. Only by ensuring regular and sustained engagement do they expect to achieve the level of transformation set out in their aims and objectives. It achieves this through its out of school orchestra programme which is available to all children from Primary 2 to Primary 7 (and will continue to include older children as they grow). These children are invited to join the Out of School Orchestra programme, where they

attend 3 days per week after school and 5 days per week over the majority of school holidays, for a total of between 7.5 and 20 hours per week. Children are encouraged to attend every session, and many do. They participate as part of a group for the majority of the time, and each child receives a short one-to-one lesson once per week.

- 3.7 Parents and stakeholders recognise that Big Noise is offering an intensive package of activities. While it is too early to say whether the intensity of the programme will transform children's lives, parents and some stakeholders believe it is important for achieving and sustaining outcomes because of the level of structure it offers; the level of commitment it builds in the children; and because it becomes embedded in their everyday lives the children feel part of something, rather than simply attending an activity. The Critical Hours study found that providing **opportunities to belong** and **appropriate structure** are crucial for achieving positive outcomes. The intensive nature of Big Noise is providing this for the children it works with.
- 3.8 The programme is also designed to be totally immersive and holistic and the evidence from stakeholders, partners, children, staff and families indicate that this is key to achieving its outcomes. From the start, the children participate in the orchestra and so are immediately part of a group activity, learning about mutual responsibility, respect and achieving things individually and as part of a wider, co-operating group. It is this aspect of Big Noise that is most crucial for developing the **supportive relationships** identified by the Critical Hours study as being important for achieving positive outcomes.
- 3.9 They are provided not only with musical tuition and orchestra practice but also with healthy meals and snacks, help with travel, the opportunity to attend and take part in performances and the wider, more pastoral type of care offered by Big Noise staff.
- 3.10 Musicians from the BBC Scottish Symphony Orchestra act as buddies for the children, which widens the circle of adults who have an influence on their lives. The children can "Take a Musician Home for Tea", which gives the musicians an opportunity to meet their families and for the children to perform in their homes in front of friends and family. To make it easy for families, the musicians take flasks of tea and coffee and the crockery so there is no costs incurred by the family which effectively removes the barriers.
- 3.11 Big Noise model is designed to celebrate children's success through public performances. The opportunity to perform in front of audiences, in high profile as well as local venues and to take their families to these performances is widely considered to be a key component of building the self esteem, confidence and aspirations of the children. It gives them and their parents and carers the opportunity to demonstrate and celebrate their achievements. It provides **support for efficacy**⁵, which the Critical Hours study identified as a key feature of programmes that deliver positive outcomes.

⁵ Belief in their ability to control their achievement

- 3.12 It is clear from the study that this intensity and the holistic, immersive approach of Big Noise is central to achieving significant transformation, particularly to the lives of the most vulnerable children. It is a deliberate way of working to make sure that every aspect of each child's needs are taken care of. This overall approach means that Big Noise takes care of the whole child, an approach which aims to build their physical and emotional well being and their resilience to deal with other aspects of their lives now and potentially, in to the future. By providing this safe, supportive and nurturing environment it is providing children with **physical and psychological safety**, identified as a key component for success in the Critical Hours study.

Inclusion

- 3.13 The overriding aim of Big Noise is to be inclusive and to ensure that all children can participate. Big Noise understands that real inclusion is much more complicated than simply being open to everyone. True inclusion means putting in place the support, the informal and formal processes and the ways of working, including staff attitudes, to actively encourage and enable everyone who can take part and who wishes to take part, to do so.
- 3.14 As such, Big Noise is structured to be straightforward for children, parents, and other groups such as volunteers and BBC Buddies to become involved. It has chosen a central location in the Community Campus, it has scheduled its activities to be immediately after school and in the school campus, it organises free transport for outings for children and parents, and all of its activities are delivered for free. These factors have all contributed to making Big Noise open and inclusive. In addition, there is also evidence for three strands of major activity which demonstrates that Big Noise is inclusive in its work. These are reach in to the target population; engaging children with SEN; and overcoming barriers.

Reach in to the Target Population

- 3.15 There are currently 388 children attending the three schools and the nursery in Raploch Campus, and Big Noise is engaging with 80% of them. There are 219 Primary 2 to Primary 7 children in the campus who do not receive Big Noise as part of the curriculum and 65% of these children (143) are currently attending Big Noise voluntarily after school. Appendix 7 shows the numbers of children engaging by year group and what proportion this is of the school roll. At the time of the evaluation, Big Noise did not collect data on the demographic profile of the families it engages, so we could not assess the extent to which it is reaching the most vulnerable children and families. To begin to build this evidence, GEN developed an equal opportunities questionnaire that gathered socio-economic data. The results from 64 parent surveys (59% of the 109 families that engage with Big Noise out of school activities) show that overall Big Noise is reaching a spectrum of families that is representative of Raploch. The findings show that:

- 15% of parents are unemployed and seeking work. In Raploch overall, 11% of people were claiming Job Seekers Allowance in September 2010⁶ (calculated as a proportion of the working age population) and so Big Noise is working with a proportion of unemployed parents that is higher than the average for the area overall.
 - 42% of Big Noise parents reported being economically inactive. There is no data available at the Raploch level on economic inactivity; however this figure is considerably higher than the 23% of adults who are economically inactive in Stirling and in Scotland⁷.
 - Five parents (8%) reported being unable to work due to either short term or long term injury or illness. In Raploch, 16% of the population aged 16 or over were claiming Incapacity Benefit or Severe Disablement Allowance in the fourth quarter of 2009⁸. Whilst these figures are not comparing like with like (none of the parents in the survey are over retirement age) it shows that Big Noise is working with some children whose parents are unable to work.
- 3.16 This shows that Big Noise is successfully reaching some of the more economically disadvantaged families in Raploch.

Engaging Children with SEN

- 3.17 One important feature of its inclusive approach is the SEN programme. Big Noise recognises that children with SEN may not be able to play musical instruments without additional support. To address this, Big Noise worked in partnership with Drake Music Scotland (an organisation that specialises in supporting disabled people to make music) to develop a specific SEN programme delivered to the 28 children in the Castlevue SEN school. All children in Castlevue participate in the SEN programme during school time on a weekly basis, and so this approach has been very successful in ensuring that children with SEN are included in Big Noise activities.
- 3.18 Where there have been challenges, Big Noise has worked with partners to facilitate inclusivity. One child who was ready to progress from the SEN programme and join the Out of School programme found the transition difficult. Big Noise worked with teachers to arrange for peers from the orchestra to accompany the child to the after school lessons and as a result, the child has now settled into the programme.
- 3.19 Teachers from Castlevue report that whilst it took time to develop the programme, develop the skills of staff, and develop the confidence of pupils, it is now working very well. Big Noise musicians have worked closely with the teachers and Deputy Head to ensure that the programme meets the needs of the different children and this element of the programme is well regarded by staff in Castlevue who report that it brings benefits to the children. A case study example of how the programme has helped one child from Castlevue is provided in Appendix 4, case study 2.

⁶ JSA Claimant Count September 2010

⁷ Annual Population Survey April 2009 - March 2010

⁸ DWP Benefits – Benefit Claimants IB/SDA for small areas February 2010

Overcoming Barriers

- 3.20 To make the greatest impact, it is crucial that Big Noise effectively engages with children who face particular challenges, for example behavioural issues. As such it aims to have a fully developed outreach programme to support and encourage the most vulnerable families to become involved.
- 3.21 This outreach programme is designed to help families to overcome any barriers they face and ensure that they can participate. It involves Big Noise staff taking a flexible, tailored approach to the needs of each family who requires additional support and to children who may be having trouble sustaining attendance. This includes arranging transport to get children to and from Big Noise, providing food at Big Noise to make sure every child has had a meal, and by organising how children and their families will get to and from performances and events.
- 3.22 Each year, a small proportion of children in the new intake display challenging and disruptive behaviour which impacts on the group. Big Noise has developed an inclusion programme in which musicians deliver one to one lessons to the child. The aim is to build a trusting relationship between the musician and the child and to develop the child's confidence to allow them to engage in the main programme when they are ready. This approach to inclusion has been very effective with children rejoining the group activities over time. In the study, it was commended by teachers and social workers. For example social workers commented on how challenging it can be when they help the children they work with to participate in a new activity only for them to be excluded for bad behaviour. They see the positive, inclusive approach taken by Big Noise and the fact that it develops an individual strategy for each child as a key strength of the programme.
- 3.23 Where children have chaotic family lives and do not have regular attendance at Big Noise, Big Noise maintains links with these families through direct contact and through its partnerships with school staff and social workers. This ensures that these families know that they can re-engage at a later stage. For example, when a chaotic family situation settles, a social worker may suggest to the family that they re-engage with Big Noise, and would notify Big Noise to make contact if appropriate. Big Noise developed Take a Musician Home for Tea as part of its outreach programme. While it is open to all families involved in Big Noise, it is also used as a tool to re-engage with disengaged families, enabling Big Noise to maintain relationships with the most vulnerable families in Raploch.
- 3.24 Several of the parents who were interviewed reported that under normal circumstances they would not be able to afford to provide their child with the opportunity to have music lessons. By offering the programme to all children without charge Big Noise is overcoming any financial barriers to engagement in music. Meals and snacks are also free which is particularly important during holiday sessions as it means that parents do not have to provide packed lunches or money for food.
- 3.25 The socio-economic data that is currently available shows that Big Noise is reaching the children and families from its target group. As a result of its

approach to inclusion, Big Noise is reported by Castleview teachers, social workers and parents to be successfully working with families from a range of backgrounds, including the hardest to reach and to engage with and children with SEN.

Partnership Working

- 3.26 The delivery of Big Noise is based on partnership working at strategic, operational and community levels and these are discussed in turn in the following sections. There are two objectives to this partnership working, firstly to plan, implement and deliver Big Noise in Raploch, using expertise and resources to best effect and secondly, to influence how other organisations work for example to enhance their practice and to work with Big Noise and others to achieve common goals. Big Noise is considered by senior executives in Stirling Council as an important programme in delivering its Early Years strategy and in ensuring effective delivery of the Curriculum for Excellence.

Strategic

- 3.27 Sistema Scotland worked at strategic level with Stirling Council to plan and launch Big Noise in Raploch. The aim of this was to achieve Council buy-in at this level, secure support to roll the programme out in Raploch, gain in-kind support such as access to premises, and the commitment to work together to establish the project. Through this partnership Big Noise achieved all of these things. Stirling Council and Sistema Scotland report that the partnership was very successful in these early stages and continues to be so as it drives forward the delivery of the programme today.
- 3.28 The strategic partnership working was initially led by the Chief Executive's Office and the Communities and Culture directorate, reflecting the original vision of it being a community development programme. However Stirling Council influenced the re-focusing of Big Noise on educational outcomes and on engaging children through schools. In response, Big Noise was able to take a strategic decision to adjust to an educational focus whilst retaining its core approach. The result is that the core programme dovetails closely with Stirling Council's view of children's early education and supports its objectives for the Early Years Strategy. At strategic level, Stirling Council believes that with Big Noise it shares a value base in terms of the image of the child / young person as rich, resourceful and full of potential: and an inclusive approach in terms of working with children with no age and stage restrictions.
- 3.29 There is an ongoing strategic partnership group that Big Noise established with Stirling Council at the beginning of the planning stage. This partnership has evolved over the two years that Big Noise has been operational and is now formalised as Big Noise Steering Group. Its members include the Office of the Chief Executive, Department of Education, Department of Communities and Culture, Social Work and Sistema Scotland staff. The Group's objective is to drive the strategic direction of the project and ensure ongoing alignment with Stirling Council objectives.

- 3.30 Sistema Scotland worked effectively with strategic partners in the early stages and responded flexibly to their needs to achieve the joint goal of establishing a children's orchestra in Raploch. This partnership working at strategic level is crucial to the ongoing success of Big Noise and will ensure that it can continue to respond to the needs of its strategic partners whilst retaining its unique approach, its ways of working and its independence.

Operational

- 3.31 Operational partnership working with schools, social work, health and other local services is important to ensure that Big Noise is embedded in local delivery and works effectively with children and their families to maximise the benefits for them cutting across health and well being, education, employability and diversion from potentially problem behaviour.
- 3.32 Recognising the importance of partnership working with the schools, during the first two years of delivery Big Noise Manager and Sistema Scotland Director held monthly meetings with the nursery and school head teachers. Big Noise staff and the head teachers reported that these were extremely useful in developing and implementing the programme and addressing any delivery issues. In September 2010, these meetings were formalised and extended in to the Local Liaison Group (LLG), whose membership includes the head teachers, Big Noise staff and the Council's Head of Education. It meets each term to identify how to work together to embed Big Noise more fully into the delivery of the Curriculum for Excellence in each school and to address any operational issues. It is too early to assess the effectiveness of this group, but its formation and its plans for the future demonstrate a commitment to building a strong partnerships between Big Noise and the schools.
- 3.33 There have however been some challenges over the first two year's of the programme in building effective partnerships with the schools. The fact that the partnership was initially led by Stirling Council's Chief Executive's Office and the Communities and Culture directorate and later shifted to being driven by the Education Department meant that at operational level, communication from Stirling Council to the schools was not as effective as it could have been. This meant that, despite its efforts, Big Noise has faced challenges in securing the desired buy-in from school staff in the implementation phase. Compounding this, it has been acknowledged by Big Noise and Stirling Council, that more could have been done earlier, across service areas, to bring operational staff on board, explain in detail how Big Noise works, its anticipated outcomes and agree ways of working in partnership to achieve common goals.
- 3.34 As a result, some primary school teachers in Raploch reported that they did not have enough information about Big Noise in advance of the project being implemented through the schools. They reported that they had not been sufficiently involved in shaping the schools' involvement, discussing shared visions and objectives or planning how Big Noise would be delivered in the shared campus. They were unclear about how Big Noise was funded, believing that it is publicly funded. This misconception remains and has led to some teachers criticising the expenditure on it, particularly at a time when

school budgets are under pressure. It is important that this misconception is addressed amongst all operational and strategic partners where it exists.

- 3.35 When Big Noise was first implemented, schools in Raploch were undergoing a period of significant change. They had moved into a new, shared campus and Curriculum for Excellence was being introduced. These changes brought pressures and Big Noise was understandably less of a priority for the schools and arguably, its introduction was reported by head teachers as adding to these pressures.
- 3.36 This lack of operational involvement in the early stages led to two main issues. Firstly, some teachers reported that they were unsure or unclear of the ethos of Big Noise, what it was trying to achieve in the community and how it aims to contribute to, rather than detract from, the work of schools. The consultations with teachers indicate that there remains some lack of clarity or difference of opinion although more recently; there has been more positive communication and shared understanding.
- 3.37 Secondly, there is a sense amongst some teachers that Big Noise was imposed on schools and they were particularly critical that, without explanation and consultation, they were told that Big Noise activities would take place during class time for Primary One pupils. They were concerned that it would reduce the time they could spend on curriculum activities but some are now recognising the contribution Big Noise can make to Curriculum for Excellence.
- 3.38 Recently there has been significant work to address these challenges and while there is still more work to do, the partnership between Big Noise and school staff is improving and there is evidence of a commitment to build on this. Examples of improvements in communication include the weekly update email that Big Noise provides to head teachers which details the week's activities. Occasionally this email has left out some information, for example details of visitors that are coming to Big Noise, however this sort of issue is becoming less frequent.
- 3.39 In addition, Big Noise staff and teachers share important information about children's progress or challenges they may be facing. In one Primary School, Big Noise staff have been invited to participate in the staged intervention meetings where these involve children that they work with.⁹ At these meetings Big Noise staff provide any relevant evidence from their own engagement, for example progress in terms of Literacy & English targets, Numeracy & Maths, Health & Wellbeing and Additional Support Needs. This gives an added perspective on children's development and provides additional evidence on which to base the form and direction of support for individual children. It is evidence that the involvement of Big Noise staff has caused an adjustment in the way that the meetings take place and the sources of information considered in the discussions about the children. This is a positive development as it

⁹ The Education (Additional Support for Learning) Act 2004 came into force in 2005. It obligates local authorities to provide extra help for children with additional support needs. By using Staged Intervention Meetings, partners can work with children and parents to determine the support needs a child may have and the intervention require and to help meet those needs.

broadens the information available to everyone working with the child and is an example of enhanced, more joined up working.

- 3.40 Teachers report that a small number of children find it difficult to cope with the transition from Big Noise in nursery to Big Noise activities in Primary One because the sessions are longer. This is compounded by the overall transition from nursery to school. Aware of these difficulties, Big Noise responded positively by reducing the length of the sessions for Primary One pupils. In the evaluation, teachers suggested that this transition could be further supported by having a phased transition to Big Noise.

Links with Curriculum for Excellence

- 3.41 Following the shift in focus from a programme with a focus on community development to one with an educational focus, Big Noise recognised the importance of demonstrating its contribution to the Curriculum for Excellence (CfE). As such, Big Noise has worked with Stirling Council and the schools to map Big Noise activities onto the CfE. A Working Group was established to drive this. It meets each term and members include Big Noise staff, the head teacher from Our Lady's primary school, a representative from both Raploch primary and Raploch nursery, and a Quality Development Officer from Stirling Council.
- 3.42 Big Noise activities have been mapped to demonstrate a number of CfE key outcomes in the areas of music, literacy, numeracy, and health and wellbeing. The full mapping process has been completed for activities at nursery and Primary One level, and it means that teachers can use Big Noise activities as evidence of learning in certain curriculum areas. The process for mapping activities with Primaries 2-7 is underway. That Big Noise activities are focussed on developing the skills identified in CfE ensures that it is well regarded as a programme that provides **opportunities for skills building**, which is a feature identified by the Critical Hours study as being crucial for achieving positive outcomes.
- 3.43 In Appendix 4, Case Study 9 provides further details on how Big Noise links to CfE, while Appendix 8 provides an example of how the Term One activities for Primary One children map to CfE.
- 3.44 Senior staff in Stirling Council's education department and Chief Executive's Office are committed to using Big Noise as a mechanism for delivering elements of CfE and the work that has been done to map Big Noise activities is fundamental to this. However, some teachers do not perceive Big Noise as supporting the delivery of CfE, and so the majority of teachers are not using Big Noise curriculum map to demonstrate how their class is achieving outcomes through their Big Noise activities. Big Noise is working with Stirling Council to improve awareness among teachers of how Big Noise can be an integral part of delivering CfE. The Local Liaison Group recently held an in-service day for Big Noise staff and teachers to identify how the schools can more effectively use Big Noise activities in the delivery of the curriculum.

3.45 Big Noise's partnership with the nursery has been more successful, with nursery staff having embedded Big Noise activities into the nursery curriculum since the outset. This success was facilitated by the fact that Stirling Council had developed a strong focus on implementing its Early Years strategy, the aims of which had been well-communicated to nursery staff. The drive in the Council's Early Years strategy to focus on children's play and sensory stimulation chimes well with activities and aims of Big Noise. Nursery teachers reported that they could see from the outset how Big Noise could contribute to their own work with children. In addition, Stirling Council believes that because nurseries have more space in the curriculum to be flexible in the activities they deliver, it was easier for the nursery to integrate Big Noise into its delivery. Nurseries also have higher staff-child ratios, which meant that nursery staff could devote more time to supporting children with the introduction of Big Noise.

Community

Community Awareness

3.46 Big Noise aimed to become embedded in the Raploch community and so engaging with community members and groups, and with community-based professionals was a high priority during the planning stages.

3.47 To achieve this, the Sistema Scotland consulted with individuals and groups such as social services, schools, and parents. Recognising the importance of formalising these relationships, Sistema Scotland created the Local Planning Group (LPG), which was a short-life group drawing its membership from professionals such as social workers, family support workers, teachers, parents and Big Noise staff. It had the remit of supporting the development of Big Noise. Consultations with members of this group found that it was an effective planning vehicle which had an important role in planning the community engagement strategy and recruiting the musicians. It was wound up once the programme entered its delivery phase.

3.48 To launch Big Noise, Sistema Scotland used innovative methods and grassroots work in the community. This included:

- inviting the BBC SSO musicians to play to children in all of the schools;
- ensuring that Big Noise musicians played regularly in the streets and so were visible in the community;
- placing parents and children at the forefront of the promotional campaign as Spokesparents and Big Shout Team respectively¹⁰;
- working with the children to design the logo for Big Noise.

¹⁰ Spokesparents acted as spokespeople for Big Noise and played a role promoting the project on its Launch Day to the media. The Big Shout team was made up of older children that distributed leaflets and posters and helped at events.

- using a Stirling Council Play Services bus to drive round the area to promote Big Noise; and
- launch Big Noise with a Launch Day and a Community Fun Day.

3.49 Community members, parents and professionals participating in the study reported that these activities were effective in raising awareness in the community and by definition, amongst parents. This was important in the early stages of engaging children and families and encouraging participation. Whilst the majority of parents consulted for the evaluation reported that they first heard about Big Noise through their children's school, a small proportion (16%) reported that they heard about Big Noise through community activities. Even for those who heard about it through the schools, it is likely that the message was reinforced by the community engagement work.

3.50 The consultations in the study found that wider promotional activity such as electronic briefings for councillors and press releases to coincide with key events was effective in raising awareness amongst stakeholders for example community representatives, the Urban Regeneration Company, and local councillors.

3.51 Sistema Scotland also worked closely with the Community Partnership, an organisation that provides local people with information about the regeneration of Raploch. Sistema Scotland was based in the Community Partnership's offices in the pre-delivery phase which also helped to embed the organisation in the community and build awareness.

Community Involvement

3.52 The study findings indicate that there is a high level of awareness of Big Noise in the wider Raploch community and its central and visible offices, and presence in the national press and on television contribute to this. This was reported by parents, community members and professionals working in the area. However, whilst awareness is high, community involvement and active participation is more limited, largely focusing on children, parents and other family members. Even at local performances, the audience tends to be made up of the friends and family of participating children rather than drawing from the wider community.

3.53 Close working and communication between community groups and Big Noise has diminished since the delivery phase. In the study, some groups expressed dissatisfaction with their current level of involvement and there is a sense amongst a minority that Big Noise is working in isolation rather than linking with other community based activities.

3.54 Realistically, Big Noise must consider who, at this stage, comprises its community and the extent to which it is necessary to achieve wider community engagement to be effective in achieving its objectives. The study evidence indicates that at its current stage of development, Big Noise is achieving the right level of involvement and there is no evidence to suggest that wider community engagement would add value to Big Noise activities or to the activities of the community groups. Arguably, it might benefit people in Raploch

not directly involved, to attend performances and volunteer but at this stage, it need not be a priority for Big Noise because there is no evidence that a lack of this type of community involvement is hindering the achievement of positive outcomes for the children and so, social transformation.

Excellence and Profile

3.55 El Sistema has a worldwide profile and reputation and Sistema Scotland is aiming, as a partner of El Sistema, to achieve a similar profile locally, nationally and even internationally. It is aiming to have a strategic influence and to make a difference in Raploch and have an influence more widely. Big Noise uses a programme of significance, credible partners, musical excellence and skilled staff to achieve this excellence and profile.

A Programme of Significance

3.56 Sistema Scotland placed a great deal of importance on the successful promotion and launch of Big Noise in Raploch and in Scotland. Its Draft Communications Plan 2008 set out its three aims for launching Big Noise, to: make the community in Raploch:

- aware of us;
- supportive of us;
- trusting of us; and to
- recruit children to take part: and make the wider community, including funders and relevant professionals aware of what we are doing and encourage them to support us¹¹.

3.57 It is anticipated that this will help to deliver its outcomes in a number of ways:

- staff will benefit from being part of a high profile project with a reputation for excellence. They will also benefit from the opportunity to work with international musicians both during their study visits to Venezuela, with the BBC SSO and with visiting musicians;
- children will understand and draw benefits from participating in a high profile project and seeing and interacting with visitors to the project from other parts of Scotland, the UK and abroad;
- it will build the confidence and aspirations of children and families directly involved in Big Noise; and
- the wider Raploch community will benefit from the positive image and profile of the area and its residents.

¹¹ Sistema Scotland (2008), *"The BIG Launch Plan April 28th - July 2008: Draft Communications Outline"*, pg.1

Credible Partners

- 3.58 Part of this profile is reflected in and is also as a result of the credible and influential partners that Big Noise has developed. These include BBC Scotland including the BBC Scottish Symphony Orchestra (SSO), FESNOJIV (El Sistema Venezuela) the Scottish Arts Council (now Creative Scotland), Stirling Council and Drake Music Scotland. It is doubtful that the progress made in setting up Big Noise would have happened so quickly without these partners' involvement. The fact that Sistema Scotland and its Board attracted these partners and secured their involvement at an early stage has provided a strong foundation with which to attract support and funding from other organisations such as BBC Children in Need and donations from charitable trusts.
- 3.59 It is also a signal that there is high level and wide spread commitment to what Big Noise is trying to achieve and an expectation that the project is worth investing in to test its approach and to make a difference to people in Raploch. It has been very successful at attracting funding and in-kind support starting with the initial funding from the Scottish Arts Council (now Creative Scotland) and now with funding from in excess of 20 organisations.

Musical Excellence

- 3.60 Sistema Scotland aims to have developed a programme that is grounded in aspiring for musical excellence and for children to be supported to achieve the very best that they can. Working towards this, it established a Music Advisory Group (MAG), which was instrumental in the development of the programme, including the recruitment of musicians. This group provided musical advice and support and its members included BBC SSO, an Educational Adviser from the National Youth Orchestra of Scotland, Drake Music Scotland and an expert music teacher. Through this mechanism Big Noise ensured that the programme is credible as a musical excellence programme. This group had a planning and preparation group and wound up shortly after the programme started. In the first year of delivery Big Noise worked with a small group of "Expert Friends" (some who had been in the MAG).

Skilled Staff

- 3.61 To achieve excellence across all of its activities, Big Noise set out to employ highly skilled staff with the required attributes to deliver a programme of musical excellence; work inclusively and have the ability to develop bespoke solutions to individual barriers to engagement; and to be able to develop a trusting, non-judgemental relationship with all children and adults in the community, while acting as a positive role model for both adults and children. This is the approach taken across all staff types: managers; musicians; administration and other areas (marketing, community liaison).
- 3.62 Big Noise has shown that it is dedicated to attracting, retaining and supporting the right staff team to deliver its activities. Big Noise has successfully recruited a staff team that meets its original criteria by being extremely thorough in its recruitment of staff and by committing time and resources to making sure it has

staff with the right combination of skills and personal attributes. It has achieved this the following ways.

- Involving community members, partners and children in recruitment by:
 - working with the LPG and MAG to identify the attributes required and develop the person specification;
 - applicants for the musicians posts delivered a 15 minute music workshop to children observed by members of the MAG and LPG. The children provided feedback and members of the LPG and MAG were involved in the decisions on who to appoint.
- Being committed to the development of staff during induction and on an on-going basis, including:
 - an in-depth induction programme for new recruits which includes a study visit to El Sistema in Venezuela and by committing one day a month of staff time to training and development;
 - a shadowing system for new recruits to work with more experienced musicians following which they deliver a short session, observed by colleagues who then provide feedback;
 - regular team meetings to review and develop activities and identify training and development needs. Where training issues are identified, such as dealing with challenging behaviour, Big Noise responds quickly and puts the necessary training in place.
 - support from other professionals to ensure cross fertilisation of skills and expertise.
 - a culture of learning where musicians, volunteers and other staff work with and learn from each other.

3.63 As a result of this process, Big Noise has in place a staff team that has been widely praised by parents, children and a range of professionals such as social workers, the police and health professionals. This staff team is considered fundamental to Big Noise's success. Crucially the staff are considered by parents and stakeholders consulted in the study to be effective role models for the children (and their parents) which is crucial for establishing **positive social norms**, which was identified as a key feature for success in the Critical Hours study.

Costs and Potential Benefits

- 3.64 Big Noise is delivering a highly intensive programme of activities for children and to a lesser degree, adults. The activities take place in term time and during the majority of school holidays. In our research, we have not been able to find comparable programmes that offer the amount of time and the range of interventions and support to compare with Big Noise – it is largely unique in the intensity of its activities and the support it provides to ensure inclusion.
- 3.65 The assessment of the costs of Big Noise is underpinned by a number of caveats:

- It has not been possible to provide a Social Return On Investment (SROI) calculation because the evidence on social value achieved to date required for the calculation is not currently available. The outcomes will be realised over the medium to long term and so are outwith the timescale of this study.
- The assessment of costs has excluded the costs of setting up and developing Sistema Scotland, as these are costs that would not be incurred in setting up a Big Noise orchestra in another area.
- Big Noise has been successful in securing in-kind donations and resources. These include premises, instruments, and a wide range of training and support. The value of this in-kind support is not included in the assessment.
- In September 2010 Big Noise recruited new musicians to teach woodwind, brass and percussion which may alter the 'cost per child' in future. The impact these changes had on the cost of Big Noise and the number of children involved were not fully known at the time of writing and so are not included in the calculation.

Cost per Child

- 3.66 Sistema Scotland provided data on the total expenditure, beneficiary numbers and activities in the year June 2009 to July 2010. These figures relate to Big Noise's second full year of operation. The study team used this data to calculate the 'cost per child per annum' of Big Noise and also the 'cost per child per hour' of activity provided to account for the intensity of Big Noise activity with children.
- 3.67 In 2009/10 254 children were involved in Big Noise activities and total expenditure in 2009/10 was £474,000¹². This equates to a cost per child of £1,866.14 per annum.
- 3.68 An analysis of Big Noise activity in 2009/10 shows that a total of 940.5hrs delivery time was provided by Big Noise to children (excluding performances and adult orchestra activity). This includes all children in the out of school orchestra, SEN programme and pre-orchestra programme. This equates to a 'cost per child per hour' of £1.98.

Cost for all children involved (out of school orchestra, SEN programme and pre-orchestra programme)	
• Number of beneficiaries:	254
• Number of hours support:	940.5
• Cost per child per annum:	£1,866.14
• Cost per child per hour:	£1.98

¹² Note: these are based on figures from 2009/10. The higher figures quotes in earlier chapters are based on 2010/11 engagement.

- 3.69 If we consider only the children taking part in Big Noise Children's Orchestra (where children receive the most intensive support) the 'cost per child per annum' and 'cost per child per hour' is higher.

Cost for children involved in out of school programme (excluding pre-orchestra programme and SEN programme)	
• Number of beneficiaries:	90
• Number of hours support:	454.5
• Cost per child per annum:	£5,266.67
• Cost per child per hour:	£11.59

Potential Savings

- 3.70 Determining the value to society of the educational, personal and social outcomes that are anticipated to accrue in the longer term is a complex task. They cannot be seen as independent of one another and they do not develop in isolation.
- 3.71 It is however possible to estimate the costs associated with a range of negative outcomes for children and young people. Particularly in cases where intervention of statutory services and the provision of support is required by a young person or family.
- 3.72 Early interventions which reduce the likelihood of negative outcomes or which reduce the input required by statutory services can use this to demonstrate their positive contribution to society and potential savings to the public purse. Appendix 9 provides an estimate of the costs to society of a range of negative outcomes and problem behaviours in children and young people. These outcomes are those that parents, partners, stakeholders and the existing evidence base suggest that Big Noise may potentially have a positive impact on in future along with other partners such as teachers, parents, social workers etc . These costs can be used as a guide on potential future cost savings of more positive outcomes for children.
- 3.73 If alongside partners, Big Noise contributes to improved outcomes for those involved, as many believe it will, there is strong evidence that the programme will represent a substantial Social Return On Investment (SROI) in future. As discussed, there is currently no hard evidence upon which we can base an assessment of this SROI.
- 3.74 Big Noise is not working in isolation to deliver these outcomes and so disaggregating its impact from that of other agencies will be challenging in the future. It will be important for Big Noise to monitor its achievements with children, families and communities going forward and develop an evidence base to illustrate the impact of the intervention.

Conclusions

- 3.75 Big Noise is a multi-dimensional project that works with children from a range of ages and with different ability levels. It also works with parents, families, a range of professionals, and aims to embed itself in the community. By **integrating itself with family, school and community efforts** Big Noise is achieving the 8th principle for success identified in the Critical Hours study.
- 3.76 The number of hours that are delivered every week and during holidays makes Big Noise largely unique in its intensity. This provides children with a structure to their days and their weeks which may be lacking in some of their home lives. It is immersive in that it introduces children to playing in an orchestra from the start. In doing so Big Noise expects the children to learn team working, cooperation and responsibility. The programme is holistic, designed to take care of every aspect of the child's needs so as well as the musical activities, they learn about healthy eating and are helped with any travel issues or barriers to attendance. Attending and participating in performances gives children and families a vital opportunity which the evidence indicates builds their confidence and their aspirations. Together these aspects provide children with five of the 8 features that the Critical Hours study identifies as being important for achieving positive outcome: **supportive relationships; opportunities to belong; support for efficacy; physical and psychological safety; and appropriate structure.**
- 3.77 The inclusive nature of Big Noise is one of its key success factors. It achieves this through its SEN programme; its flexible approach to overcoming individual barriers to engagement, including the development of an inclusion programme for children whose challenging behaviour may have otherwise excluded them from the programme; and features such as the central location of the Community Campus, the scheduling of activities and the fact that it is free. As a result, Big Noise is working with 80% of the children in nursery, Primary or SEN school at the Community Campus, and is engaging with 65% of the children who are eligible to attend the Out of School programme on a voluntary basis.
- 3.78 The high profile and influential partnerships that Sistema Scotland established during the set-up phase with El Sistema, BBC SSO, Scottish Arts Council (now Creative Scotland), Stirling Council and Drake Music Scotland, have been instrumental in generating funding and in-kind support from a wide range of individuals and organisations. These partnerships are key to Sistema Scotland achieving its aim of developing a programme that promotes excellence, is high profile and is of national significance.
- 3.79 The strong strategic relationships it established with Stirling Council in the pre-delivery phase have continued into the delivery phase, and have been instrumental in allowing Big Noise to use centrally located offices, practice space and other resources in the shared Community Campus.
- 3.80 It has taken longer to build successful operational partnerships, particularly with schools, but the significant effort that has been put in to this more recently is addressing these issues. Whilst Big Noise aims to support educational outcomes through alignment with the Curriculum for Excellence, more work is

needed to fully embed Big Noise activity in the delivery of CfE. By aligning its work with the CfE Big Noise is ensuring that it is providing appropriate **opportunities for skill building**, which the Critical Hours study identified as being important for achieving positive outcomes. The Local Liaison Group is driving this work with the support of Big Noise Steering Group.

- 3.81 During the set-up phase, Sistema Scotland worked hard to embed Big Noise in the local community. It had an innovative and extensive publicity campaign which was successful in achieving a high profile locally and in involving people and organisations in the programme's development and implementation. Whilst awareness remains high, community involvement during the delivery phase has tended to focus on the parents and families of participating children rather than the community more widely. This should not be seen as a failure, rather, it is a more realistic community engagement outcome for the programme than achieving wide, deep community involvement in these early years of Big Noise.
- 3.82 An effective recruitment process involving parents, professionals and children, combined with a strong commitment to formal and informal training and development has ensured that Big Noise employs a staff team that delivers to a high standard and is skilled at engaging with children, families and partners. The staff are considered to be positive role models for the children and so their skills are fundamental to developing **positive social norms**, which was found by the Critical Hours study to be important for achieving positive outcomes. Training and development needs are reviewed on an on-going basis and time is committed to the continuous development of staff and volunteers to address any needs.
- 3.83 Its intensity makes it a relatively expensive programme overall, but this must be balanced with the number of hours of activities it delivers. Whilst there is limited hard evidence of cost savings at this stage due to the long term nature of social change, the study findings indicate that Big Noise is likely to make a difference to the lives of children. The impact of the collective improved outcomes for a generation of children in Raploch is likely to break the cycle of inter-generational poverty and provide significant savings to the public purse.
- 3.84 Overall the evaluation has found that Big Noise contains all of the features identified in the Critical Hours: After School Programmes and Critical Success study. As such it is well placed to achieve a range of outcomes, including greater engagement in learning, higher academic performance, reduction in negative and health harming behaviours, benefits to families, employers and communities, and better employability skills. The next chapter explores the extent to which Big Noise is achieving the outcomes it expects to achieve.

4 PROGRESS TOWARDS SOCIAL TRANSFORMATION

Introduction

- 4.1 Big Noise is teaching music and building orchestras with children, parents and community members in Raploch. Those involved are learning a range of music related skills and are being supported to strive for musical excellence. Yet teaching music is not the primary goal of Big Noise. Sistema Scotland clearly articulates that Big Noise is a social transformation project, and music and being part of an orchestra is the tool that it uses to achieve this. This chapter examines the outcomes that Big Noise has achieved and so its progress towards social transformation.
- 4.2 The outcomes that are expected from the programme for children, parents and the community are wide and varied. The programme is expected to have a positive impact on many aspects of individual and community life, including health and wellbeing, education and learning, community safety, community cohesion, aspirations, and personal and social skills.
- 4.3 Some of the expected outcomes are tangible, however many are intangible, which presents challenges for measuring the outcomes and overall impacts on the area. We have addressed this by using a mix of methods to gather evidence from a range of sources. The strongest evidence has come from parents, however we have tested these findings with a range of professionals as well as with children and so we are able to present robust evidence of the less tangible impacts of Big Noise.
- 4.4 A further challenge when measuring the impact of Big Noise is that, while some of the expected outcomes can be achieved in the short term, many will be accrued in the medium and long term. Social transformation does not happen over night and so measurement of the impact must also be long term. It is difficult at this stage to assess what the longer terms impacts will be both in terms of the outcomes for individuals and the effect of the collective outcomes on Raploch. We have developed a monitoring and evaluation framework to support Big Noise to gather the necessary evidence that will enable it, in time, to demonstrate its medium and long term impacts (Appendix 11). In the meantime, we have drawn on evidence from existing studies to make predictions on what outcomes Big Noise can be expected to achieve in future.
- 4.5 The social transformation that Big Noise is aiming for is not happening in isolation from other services, interventions and infrastructures. Big Noise is operating in an area that has been transforming over a number of years and there has been significant investment in this process. Raploch has a large number of agencies, professionals and community members engaged in its regeneration and in the development of the children who live there. Big Noise operates as part of this process and so disaggregating the outcomes that Big Noise generates for the children and families with which it engages is complex.

- 4.6 There are a number of outcomes that interviewees attribute to Big Noise, however that is not to say that the work of other professionals does not also generate or contribute to these outcomes. However together with Big Noise, they may be able to achieve even more and achieve change more quickly. By taking a mixed method approach and probing for examples of how Big Noise is achieving outcomes, we are able to provide evidence that attributes Big Noise activities to the achievement of the outcomes.

Outcomes for children

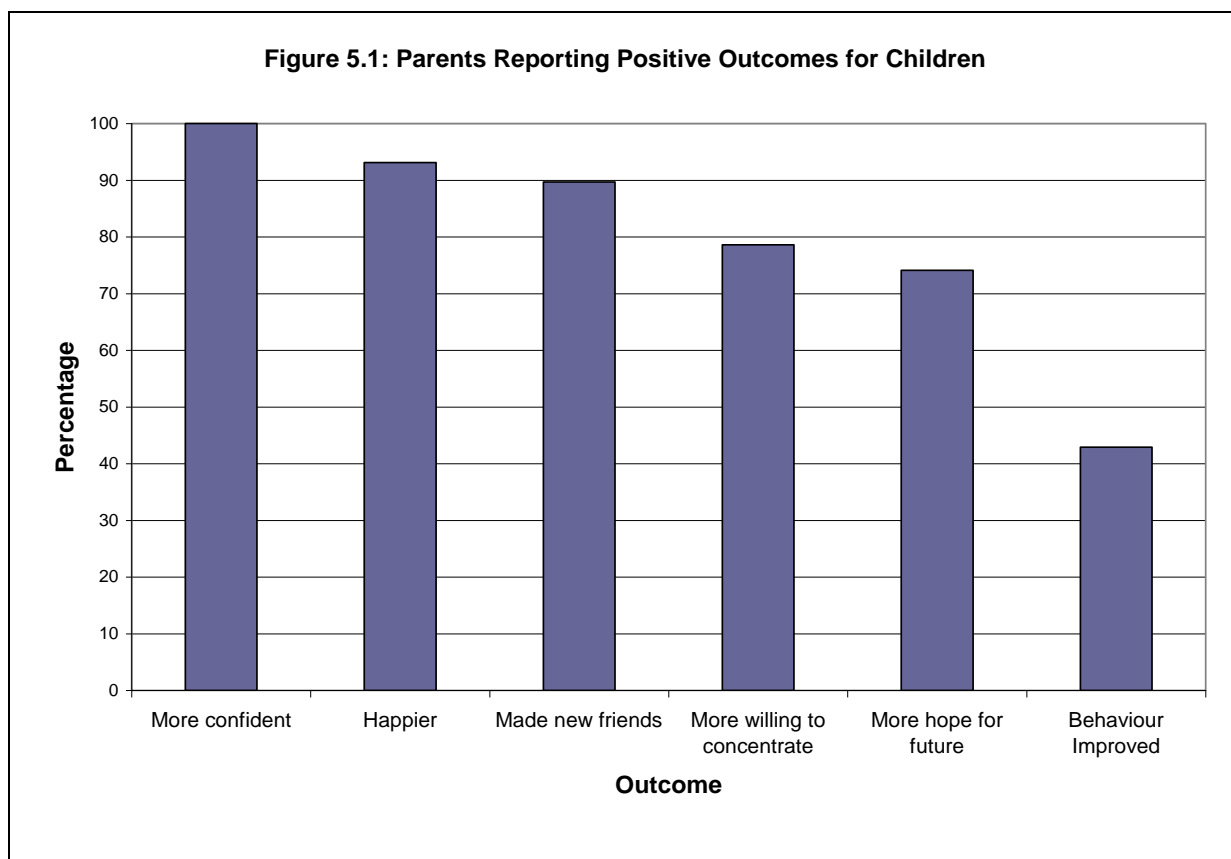
A Valuable Experience

- 4.7 There is a general consensus among all adults who were interviewed as part of the evaluation, be they parents, professionals or community members, that being part of Big Noise is an excellent experience for the children. Without it, most children living in Raploch would not have the opportunity to play an instrument, or play in an orchestra in high profile performances at the Scottish Parliament, for wives of the G20 dignitaries and at the Stirling Albert Halls. These features of Big Noise are largely unique in Scotland and something that cannot be easily replicated. Providing children with this experience is in itself considered an impact of the programme and there is strong evidence that Big Noise experience enriches children's lives.
- 4.8 Parents and children are exceptionally positive about Big Noise and providing an opportunity for children to have fun is clearly an important impact of the programme. The study team consulted with 34 parents, who when asked to describe their child's experience of Big Noise, all responded extremely positively. The majority stated that their child "really enjoys it" or "loves it". Children say that Big Noise makes them feel happy and excited. One child when asked how they would feel if Big Noise was not there any more said they would "cry all day and all night".
- 4.9 This enjoyment was evident when the researchers observed Big Noise sessions with nursery children and with children from the Castleview Special Educational Needs school. The majority of children were smiling and fully engaged throughout the sessions. That said, there can be a period of adjustment for some children when they are first introduced to Big Noise, particularly those with special educational needs who can become very distressed in new situations and when their routine is disrupted. The musicians reported that it took two full terms of working with the Castleview group to get them to the stage of enjoying and engaging in the sessions. That this has now been achieved is as a result of the perseverance and partnership approach of Big Noise musicians and Castleview school staff.

Personal and social development

- 4.10 At this stage in Big Noise's development, parents in particular have noticed significant impacts on their child's personal and social development as a result of Big Noise. Previous studies have found that music education generates personal and social development impacts for those who participate. A detailed analysis of a range of relevant studies is provided in Appendix 2.

- 4.11 Harland et al (2000)ⁱⁱ showed that personal and social development is the most common impact accruing to children involved in the arts at school. Specific impacts of music include awareness of others and development of social skills. Personal and social skills play an important role in supporting children and young people to develop in all areas of their lives. Research in the field of positive psychology has identified key personal and social skills that are linked to positive outcomes for young people including well being, contentment and satisfaction, optimism for the future and happiness in the present. At a group level these positive outcomes are around citizenship, responsibility, tolerance and work ethicⁱⁱⁱ. Studies have also shown that children involved in music education communicate more effectively with parents and teachers leading to higher self esteem, motivation and self efficacy (Broh, 2002)^{iv}; they develop their abilities to work as part of a team and benefit from a sense of achievement (Hallam and Prince, 2000)^v. Inclusive, classroom based, musical activities are also related to increased social cohesion, greater self-reliance and more positive attitudes in children. In many cases these impacts are more acute in children with lower academic ability and those at risk of disengaging with education (Spychiger et al, 1993)^{vi}.
- 4.12 Parents of children attending Big Noise identified a range of outcomes that demonstrate the impact of Big Noise on children's personal and social development. Thirty five parents took part in qualitative interviews in which the researchers explored a range of themes including the impact of Big Noise on their children. Twenty nine of these parents completed a short survey to allow us to capture a quantitative measure of impact on their children and family (full survey findings are provided at Appendix 10).
- 4.13 In addition to research with parents, evidence about Big Noise's impact on the children's resilience (the capacity to cope successfully with everyday challenges) and attainment and attendance at school was sought through research with partners and community stakeholders.
- 4.14 Across the range of outcomes that we measured with parents, (confidence, happiness, team working skills, aspirations, discipline, concentration, focus and engagement with learning, and behaviour) they either reported an improvement or no change as a result of Big Noise. No parent felt that Big Noise had a detrimental impact on their child. Figure 5.1 shows that the vast majority of parents report a positive impact on their child across a range of outcomes, which they attribute to Big Noise.



Confidence

4.15 The most significant impact on children's personal and social development from Big Noise is on children's confidence, and all parents report that their child is more confident as a result of Big Noise. This is supported by Big Noise musicians, BBC SSO staff, Drake Music and some school teaching staff. Children of all abilities are able to achieve success within the orchestra situation and significant confidence is gleaned from taking part in performances. The musicians report that they know confidence is growing because children are jostling over who gets to sit at the front or who gets to play a solo piece for an adult visitor when musicians ask for a volunteer. See Case Studies One to Three for full examples of how confidence has increased in three of the children. More generally, parents report the following:

"Big Noise has had a major impact on my daughter's confidence. She never used to play with others or approach people when she was younger, but she is now much more confident with her peers and is mixing well with children from other schools. My son is a bit different and has always been confident". Parent

"Big Noise has really helped increase both my daughters' confidence. Before they started going they were really quite shy and wouldn't talk to people if they didn't know you. Now they are full of life". Parent

"There's a massive difference in my son's confidence. He used to be a very shy child. He would never answer questions and struggled to play as part of a group.

Now he has come right out of his shell, especially in the last few months since he is at Big Noise longer [due to extended hours at after school sessions]". Parent

- 4.16 The inclusive approach that Big Noise is taking has led to two of the children from Castlevue now attending the after school orchestra, which is having a significant positive impact on these children's personal and social development and on their social networks.

"it's been fantastic, she is getting to mix with other kids that don't have special needs. She really enjoys it". Parent

Happiness

- 4.17 Over 90% of parents report that their children are happier as a result of Big Noise. This is likely to be in part because they enjoy the activities. The fact that two thirds of all children in the Raploch Campus who are eligible to join the Out of School orchestra go along on a voluntary basis is testament to that.

- 4.18 However, this improved happiness is likely to be more than simply enjoying Big Noise activities. The research discussed earlier shows that, developing personal and social skills plays an important role in supporting children and young people to develop in all areas of their lives. Development of key personal and social skills in young people is linked to improved well being, contentment and satisfaction, optimism for the future and happiness in the present.^{vii}

Team working skills

- 4.19 Parents reported that through Big Noise, their children are making new friends and learning to work as part of a team, which is leading to improvements in their social skills. This includes enabling children from different year groups and different schools to work together in the orchestra (see Case Study 3). The orchestra programme has a strong emphasis on teamwork to achieve a common goal and so children are learning to work together, sometimes with children they do not know. This is supported by evidence from a study which found that children involved in music education develop their abilities to work as part of a team and benefit from a sense of achievement (Hallam and Prince, 2000)^{viii}.

- 4.20 As one musician described:

"An orchestra is a model community – everyone is aiming for the same thing but they are all learning different parts. It's a slow burn activity – no quick rewards so they're all on a long journey". Big Noise Musician

- 4.21 Parents praised the fact that the programme brings together children from all of the schools in the Campus so children from different religions and backgrounds and those with and without Special Educational Needs are working together towards a common goal. This they believe is building greater tolerance and understanding of others.

"I think that it's excellent that the whole community campus is involved – all the schools including Castlevue. My children have helped out with SEN children and I

feel that this type of thing teaches them to be better, more tolerant people - working with children of different religions and abilities.” Parent (Case Study Three)

Aspirations

4.22 A key aim of Big Noise is to raise the aspirations of the children it works with, by supporting them to strive for musical excellence, and exposing them to inspirational individuals and experiences. While measuring aspirations is challenging in itself and even more so in young children, there is evidence of changing and growing aspirations in some of the children.

4.23 The aspirations that children articulated during the evaluation are difficult to interpret. Several did include their instrument in their future vision. Some want to be musicians in their future careers, some state that they will always be musicians, regardless of what job they do and some were able to articulate their desire to have jobs or careers. This indicates that children, at least at this stage are valuing their ability to play an instrument and expect to continue valuing that into the future. Case Study Four provides an example of how Big Noise has helped one child fulfil her immediate aspiration of pursuing her love of singing by making her aware of and supporting her to apply to the National Youth Choir of Scotland.

4.24 The following pictures show the aspirations of two of the children involved in the workshops. One focuses on having a big house and two cars and continuing to play the clarinet, while the other wants to still be playing his double bass.



4.25 Parents provided a number of examples of how their child's hopes for the future had changed as a result of Big Noise.

“[Child’s name] wants to play in an orchestra and be a cello teacher when he grows up. I think he will go far in music. He would never have thought of being a cello teacher without Big Noise”.

“[Child’s name’s] aspirations have increased as a result of Big Noise. She now has the drive to be the best she can be, especially in music. At a recent Nicola Benedetti concert she cried because Nicola was so good and that is where she wants to be”.

4.26 There is limited evidence at this stage that Big Noise is having an impact on aspirations beyond that of musical success. Very few parents or children spoke of Big Noise influencing non-music related educational or career aspirations. The link between Big Noise activities and wider aspirations may be unclear to parents and children. At this stage, the only indication of impact on non-musical aspirations is that parents and professionals report that Big Noise is widening the horizons of the children who are involved. This is likely to make them more aware of the opportunities open to them as they grow older, and more likely to seek opportunities beyond their local community. Combined with improved confidence, of which there is clear evidence, this could help some children to achieve greater, and sustained success in adult life than if they had not attended Big Noise.

Discipline, concentration, focus and engagement with learning

4.27 Given that discipline, concentration, and focus are all important skills for playing in an orchestra, it is perhaps unsurprising that almost 80% of parents have found that Big Noise is developing these skills in their children. The musicians notice this in Big Noise sessions, with children focussing more and more as they settle in and engage with the lessons. The musicians cited an example of the first public concert that Big Noise children performed, during which the children were talking, going to the toilet and one came up to the musician who was conducting the orchestra and asked her to do her hair. This disruption and lack of focus no longer happens and all of the professionals and parents that were interviewed spoke about how impressive it is to see the children sitting still and focussing before, during and after performances. Children who have attended Big Noise for some time have learned what is expected of them, and they set an example to the newer children.

4.28 Parents report that the concentration that their children are learning in Big Noise is transferring to other areas of their lives, including school. As a result some parents believe that Big Noise may be helping their child to engage better with education and achieve more in school.

4.29 There were mixed views from teachers on whether any improvements in concentration could be attributed to Big Noise. Most of the teachers we interviewed agree that Big Noise is well aligned and supports the Curriculum for Excellence, however given the level of input that teachers have in a child’s education, they find it difficult to disaggregate the impact on learning that Big Noise may have from the impact of schools. Teachers and Big Noise are now working together, and planned developments in their partnership approach are likely to provide greater opportunities for measuring the educational impact of Big Noise in future.

"It helps with concentration which is especially good for [name of child] as he has learnt to sit down, listen and focus. I think this helps him in school." Parent

"In school [name of child] has improved as a result of Big Noise. She is more intense in her concentration and is now more studious. It is difficult to say the extent to which Big Noise will impact on her achievement at school as she is not yet sitting exams but I hopes that it will". Parent

"There is a big difference in [child's name] between school and Big Noise. He doesn't do well at school, is a slow reader and on staged intervention. There are a lot of things he isn't good at, but the thing he is very good at is playing his instrument. I think Big Noise is helping him at school - learning to read music is helping with reading. Because he has increased confidence he's not so scared to ask for help - he used to bottle things up and lash out. The individual attention he gets at Big Noise may be part of the reason for his progress. I've noticed a change in his concentration and focus - he has a short attention span and struggles to concentrate but he really concentrates and focuses on his music". Parent

4.30 While there are difficulties with disaggregating the contribution of Big Noise activities to engagement with learning from that of the school staff, evidence from other sources shows that greater engagement in learning can be expected from a programme such as Big Noise. Chapter 4 concludes that Big Noise is aligned with the 8 principles identified in the Critical Hours: After School Programmes and Critical Success study^{ix} (set out in Appendix 5). Evidence from the study shows that Out of School programmes that are aligned with these 8 principles can lead to greater engagement in learning, including improved behaviour in school and attitudes to school, increased educational aspirations and a reduction in truancy^x.

4.31 Parents of children who have additional support needs (including those from Castleview and from the mainstream schools) were more likely than other parents to report improvements in their child's concentration, engagement with learning and achievement and these improvements was more likely to be a marked improvement (Case Studies 1 and 2).

Behaviour

4.32 The discipline, focus and concentration required to be part of Big Noise children's orchestra can lead to improvements in behaviour. Over 40% of parents have noticed an improvement in their child's behaviour and some teachers support this, although there is an acknowledgement by all involved that in the early stages, Big Noise staff faced challenges in managing behaviour during the sessions. The most marked improvements were noted by parents of children who display challenging behaviour. As one parent described:

[Child's name] has a temper and often used to get angry. He can take criticism very badly and he often used to deal with situations aggressively. Now he is involved in Big Noise he is more focused and I feel the music and focusing on it has helped him learn to deal with situations in a better way".

- 4.33 One teacher gave an example of how she noticed that Big Noise had impacted positively on the behaviour of some challenging pupils. From the beginning of term she had been taking the class to the sessions that were held during school time from August to October to introduce primary 6s and 7s to Big Noise. Four pupils were displaying very disruptive behaviour and initially she believed that Big Noise sessions were aggravating this. However, when Big Noise sessions ended she noticed that their behaviour worsened during class time and that in fact Big Noise had been helping with their difficult behaviour.

Resilience

- 4.34 Social Workers report that building resilience is crucial for the most vulnerable children living in chaotic family situations, and they consider Big Noise to be a valuable partner in helping them to achieve this goal. They report that the emphasis that Big Noise has on striving for and achieving success is key. Big Noise supports all children to be successful, regardless of ability because they are all a crucial part of the orchestra, regardless of how simple the part they play is. It is also important that they build a relationship of trust with the children, and they provide a safe environment beyond school time, which for some children provides additional interval from a challenging home environment.
- 4.35 This is demonstrated in Case Study 8 where Big Noise worked in partnership to support 2 children through an exceptionally chaotic family situation. While the situation was so severe that the children were re-located, Big Noise provided them with much needed stability, and positive influences and activities outwith school time, providing respite during this challenging time.

Attainment and Attendance at School

- 4.36 The evaluation has not been able to find evidence at this stage that Big Noise is having a positive impact on attainment and attendance. The challenges described in the introduction to this chapter around attributing impact to Big Noise are particularly pertinent here. Clearly improving attainment and attendance are a key aim of school staff, as well as Big Noise staff. At the moment partnerships between Big Noise and school staff are not sufficiently developed to be able to demonstrate how the two are working together to achieve this common goal. However if the partnerships between school staff and Big Noise evolves as planned over the coming year, it will be possible to more effectively demonstrate how Big Noise is working with teachers to deliver elements of the curriculum and the extent to which any improvements in attainment can be attributed to this partnership approach. This will be measured through Curriculum for Excellence assessment processes and school attainment records.
- 4.37 Although subject to debate, there is a considerable body of evidence supporting a link between music and intellectual development in children. Most commentators also support the assertion that any observable impact is dependent on long term, structured engagement with music making, not just exposure to music^{xi}, and so the immersive and intensive nature of Big Noise is an important feature in achieving these outcomes.

- 4.38 The benefit of musical education for intellectual development has been a significant focus of research in the field of developmental psychology. There are a number of studies investigating the relationships between music and the development of abilities in literacy, numeracy and general intelligence, particularly in young children.
- 4.39 Many studies have found evidence of a link between active engagement in music and the development of language skills; particularly the ability to identify and process speech sounds and patterns. Evidence suggests that the impact of music on language skills is heightened when musical engagement takes place at a young age, the longer and more intensive the participation^{xii}.
- 4.40 The connection between musical form and mathematics is well reported. Music requires counting, ordering and the ability to turn rhythmic patterns into sound. These are the type of abilities required by some forms of mathematics. Hallam (2010) highlights a range of research demonstrating a link between musical participation and achievement in some areas of mathematics.
- 4.41 Studies have also shown a link between music and spatial and temporal reasoning; the ability to visualise and manipulate patterns. This is popularly known as the Mozart effect. In a study, Rauscher et al (1997)^{xiii} found that spatial reasoning abilities in children receiving musical instruction were improved in relation to control groups. These findings have been reinforced in a number of subsequent studies.
- 4.42 There is currently no quantitative evidence available to assess whether Big Noise is impacting on levels of attendance at school. The attendance rate among primary school children living in Raploch has been around 91% each year from 2004/5 to 2007/8 (2007/8 is the first year that Big Noise was operating in Raploch), which is slightly lower than the Stirling and Scotland averages of 95%. However evidence from a small minority of parents suggests that there may be some potential for Big Noise to contribute to increasing the attendance rates. As one parent said:

“Last year [child’s name] did not like his teacher and often only wanted to go to school so he could go to Big Noise after”.

- 4.43 The majority of children have a high school attendance rate, however where a child has a problem with attendance, or there is the potential for a problem to develop, there is scope for Big Noise to work with the school to develop appropriate solutions. For example Big Noise delivers sessions during school time for children who face a range of challenges, and it links with the school reward systems, whereby children can exchange rewards accrued at Big Noise for ‘golden time’ in school (see case study 8 in Appendix 4). Partnership working with school staff is again important here to ensure that Big Noise’s role in addressing attendance issues is clearly identified, thereby clarifying the extent to which improvements can be attributed to Big Noise.

Anticipated Outcomes for Children

4.44 There is recognition among interviewees that Big Noise is not a quick fix. In the long term, as part of the package of regeneration, most professionals believe that Big Noise has something to offer that will bring lasting change. Big Noise has very successfully captured the imagination of the parents, children and professionals in Raploch, and for many there is an expectation that by bringing something new, building confidence and broadening horizons, it will add value in the delivery of social change and contribute to breaking the cycle of inter-generational poverty and exclusion. For example:

- Social workers anticipate that by being given the opportunity to be successful at such an early age, today's Big Noise children will become successful parents, and so in future years their children will be less likely to require social work intervention. This could be measured in future through longitudinal tracking of a cohort of Big Noise families. BBC are tracking and filming a sample of families that will provide longitudinal evidence of impact.
- Some teachers anticipate that in future, children in primary 7 who have attended Big Noise throughout their school career could be a better (more engaged) group of primary 7s. The evaluation has shown that Big Noise is aligned with the 8 Principles identified in the Critical Hours: After School Programmes and Critical Success^{xiv} study (see Appendix 5) and as such, improved engagement with education is a likely outcome of the programme. Through improved partnership working with school staff, it will be possible to measure the contribution Big Noise is making in this regard in future.
- The Community Police Officer anticipates that today's Big Noise children will be less likely to engage in criminal behaviour when they become teenagers and adults. The Critical Hours study^{xv} provides evidence that by offering children diversionary activities, positive role models and positive peer groups, programmes such as Big Noise may be influential in reducing negative and health harming behaviours in adolescence, such as poor conduct and aggression, crime and anti-social behaviours, adolescent sexual activity and alcohol and drug misuse. Longitudinal tracking of families could provide evidence of any impacts on anti-social and health harming behaviours.
- Representatives of Stirling Council's Play Services believe that Big Noise will help to ensure that children become self-sufficient¹³ and develop into independent adults who can manage their own lives and deal with change. Evidence shows that inclusive, classroom based, musical activities are also related to increased social cohesion, greater self-reliance and more positive attitudes in children (Spychiger et al, 1993)^{xvi}. Again longitudinal tracking of families will be required to explore the extent to which children become self sufficient adults.
- The Urban Regeneration Company anticipate that Big Noise could help raise aspirations and result in a population that is more employable and better able to manage their careers throughout their lives. This will reduce worklessness and the need for employability support in Raploch in future. Evidence from previous research^{xvii} claims that structured out of school programmes can increase the

¹³ Self reliant and not needing to rely extensively on the support of services.

opportunities for children and young people to develop 'soft skills' such as team working, communication, motivation and flexibility which are valued by employers.

- Some parents now see a new future for their child as successful musicians
- Community members and a range of professionals expect children who have engaged in Big Noise to be more positive citizens in future.

4.45 These examples are founded on limited evidence and are more based on expectation and evidence of short term changes but they are valid, and supported by evidence from the range of published sources cited. Those who have witnessed Big Noise activities in action believe that it will make a difference and is an asset to the wider regeneration work that is taking place. This is because they can see how it has captivated the children and in many cases, parents too. Some of the professionals and parents were initially very sceptical that an orchestra programme would engage children from Raploch, but this has been proven to be unfounded and Big Noise has challenged these perceptions. As one interviewee stated:

"It overcomes the perception that kids in Raploch don't do these sorts of things. It's like Billy Elliot in Raploch".

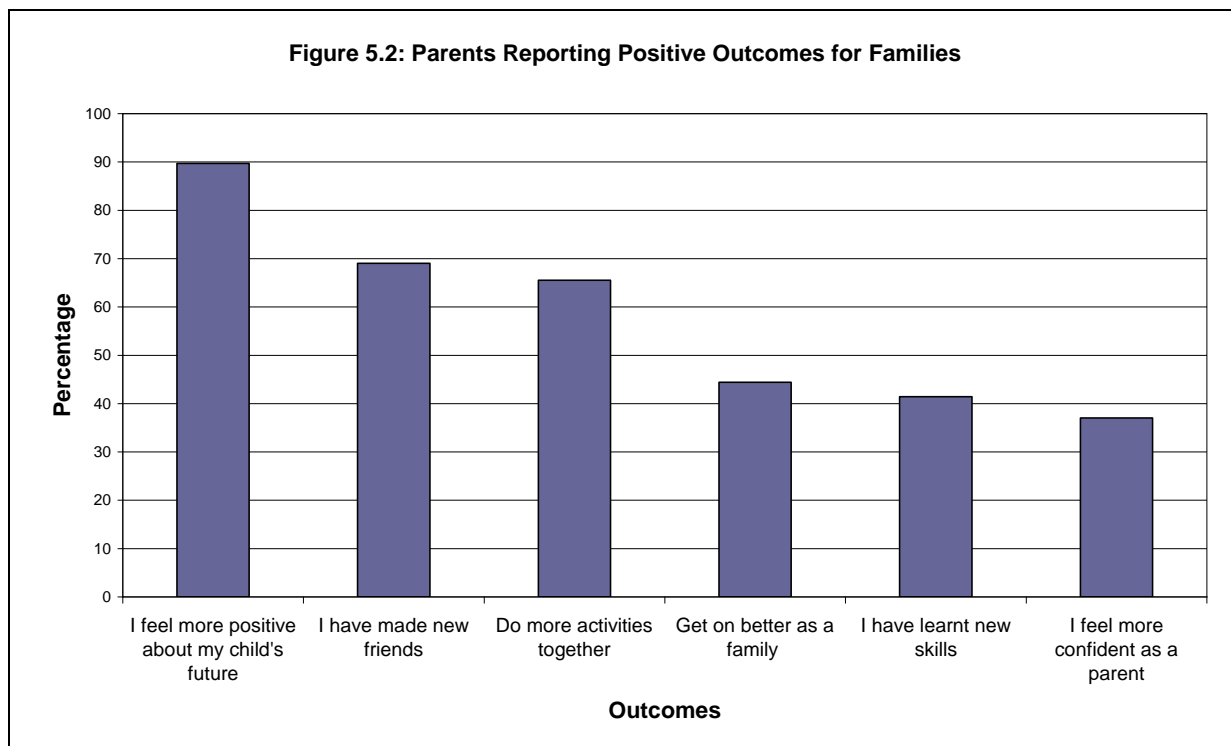
4.46 The GEN team has developed an evaluation framework to enable Big Noise to measure the longer term, soft and harder outcomes and impacts. This will involve longitudinal tracking of trends in Raploch, however to ensure appropriate attribution it must be combined with qualitative evidence.

Impact on families

4.47 Big Noise recognises that to achieve social transformation in Raploch and to have maximum positive impact on the children it works with, it needs to engage with the parents, carers and wider family members, which is achieved through a number of mechanisms. Family members are most commonly involved by attending children's performances, attending outings to see professional performances (37 parents and 51 children attended the most recent outing) and through informal communication with Big Noise staff.

4.48 A smaller proportion of parents attend the parents' meetings that Big Noise holds each term (around 20 per meeting); play in The Noise adult orchestra (9 currently play in the orchestra, 25 have been involved over the last 2 years and 10 are on a waiting list if an evening orchestra is offered); have a musician home for tea; or volunteer (4 family members currently volunteer on a regular basis).

4.49 We explored with the parents or carers who took part in our survey what impact Big Noise activities has on them. As Figure 5.2 shows, Big Noise is impacting positively on families across a number of outcomes, most commonly parents' aspirations for their children's future have improved (90% reported this), parents have made new friends (almost 70%) and families are doing more activities together (66% of families).



4.50 When we explored with parents and carers in what ways Big Noise was helping them to feel more positive about their child's future, we found that many parents believe that Big Noise has opened up the possibility of their children pursuing a career in music, either as a musician or a music teacher. Others have a broader view of how Big Noise has impacted on their hopes for their child's future, and relate this to the fact that their child's horizons have been broadened by Big Noise, or they have developed transferable skills, such as social skills and confidence, that will help them in future. For example:

"Big Noise is giving [child's name] a broader spectrum of experience and outlook on life. He is well travelled in Scotland - something that many kids in Raploch don't get - but Big Noise is really adding to his experiences". Parent

"I see a better future for [child's name] as a result of involvement with Big Noise as he is better able to concentrate and is developing his social skills which will help him a lot when he grows up". Parent

4.51 Parents and carers whose children have Special Educational Needs are more likely to refer to the confidence that Big Noise has given their child as the reason for their increased hopes for the future:

"It has perhaps made her more confident about what she can do in life. It will take longer for her to realise her goals but Big Noise is helping to give her the confidence to try." Parent

"It has made me more confident that [child's name] will be able to achieve in life. His disability makes me nervous sometimes but I can see he is growing as a person".
Parent

4.52 Parents and carers are making new friends through Big Noise mainly through meeting other parents and carers when they pick their child up from Big Noise, when they attend performances and when they attend outings. Those who play in The Noise or volunteer also meet new friends through these activities. While the impact is greater on parents and carers who are most involved, simply coming to collect children from Big Noise is helping parents to expand their social networks.

"The new campus and Big Noise is bringing people together ... when I go to pick the kids up from Big Noise you can't help but talk to people at Big Noise". Parent

4.53 For those who are most involved, the impacts can be significant. They not only meet new people, but develop confidence and skills that help them to make wider changes in their lives. Big Noise volunteers report benefits related to lifelong learning, and they develop skills that could assist them in finding new and better employment and returning to the labour market. The benefits can be particularly marked for those who are dealing with difficult family situations. The work of Big Noise does not stop at teaching music and providing opportunities to volunteer. Big Noise staff form relationships with parents and can provide considerable support to those dealing with personal and family challenges.

4.54 Parents and family members who volunteer report benefits related to skills development and lifelong learning, skills that could assist them in finding new and better employment and returning to the labour market. Case Studies 5 and 6 provide examples of how adult involvement is impacting on the individuals and their families.

"Because of my involvement with The Noise I am getting out of the house a lot more and it has given me an escape from family problems that I am dealing with...The Big Noise staff have been very supportive to me with these family problems.....I have made lots of new friends and my confidence has grown. I played with the Noise at the Fun Day. I've never done anything like that before. I was very nervous, but what a buzz. I have now put my name down to be a reader for the blind with the Raploch Newspaper now – I would never have heard about this if it wasn't for the friends I've made at Big Noise". Grandparent (Case Study Six)

4.55 The evaluation has found that two thirds of families are doing more activities together and almost half have improved relationships as a result of Big Noise. This is supported by evidence from studies that have shown that children involved in music education communicate more effectively with parents (Broh, 2002)^{xviii}. One parent spoke about how the skills learned as a volunteer at Big Noise have taught her to understand her children better and to be a more positive parent with the result that there is less conflict in the household (see case study 5 in Appendix 4).

4.56 The additional activities that Big Noise families are now doing together are usually centred around music. Where parents and carers are engaged in The

Noise they often speak about practicing playing their instruments with their children. When parents do not play in The Noise, they listen to their children practice, or spend time talking to them about Big Noise. They also attend Big Noise outings to performances together. Where siblings are in Big Noise together their shared interest can help them to have more positive relationships.

“Big Noise took us to proms in the park in the first year and since then we go as a family ourselves. It’s developed our knowledge of classical music and made us realise its not elitist”. Parent

“We now do more activities as a family. We always did a lot DVDs, cookies etc. but now have wider interests and will do things like classical concerts on our own now too. We have more to talk about”! Parent

“It’s good for family as we have a common interest - we practice together and help each other about once a week. Before Big Noise we would just have gone to the park. Now we have a range of new experiences”. Parent

“We have a common interest and something to share. The whole family gets involved. It stops fighting. I have four children and life is chaotic with them so there is not a lot of family time but when [child’s name] brings his instrument home, he and his older and younger brothers get involved”. Parent

4.57 Social Workers report that families who are socially and financially excluded and have limited aspirations have become involved with Big Noise through choice, and this involvement with the arts enriches their lives and provides them with new opportunities. Parents who were reluctant to get involved are now genuinely interested. Social Workers report that Big Noise is unlikely to, on its own, have a significant, life changing impact on the most vulnerable families in Raploch because of the complexity of the issues they are dealing with. However they have had the opportunity to observe some parents who in day to day life do not appear to show any interest in their children demonstrate great pride as they watch their child perform. Social Workers have the opportunity to see the family in a different, and more positive environment, which gives them additional options for how they work with that family.

4.58 Big Noise may be encouraging greater involvement of male family members in community activities and in their children’s lives. Several of the professionals that were interviewed perceive the number of male family members attending children’s performances and getting involved in Big Noise activities, such as volunteering and The Noise, as being higher than is observed in other community or school activities.

Impact on communities

4.59 There are mixed views about what impact Big Noise has had on the Raploch community. Certainly the vast majority of any impact has been on the children and families who are involved. However with 312 children and their families (in some cases extended families) taking part in activities, this is a sizeable portion

of the population of Raploch (total Raploch population is 2,566). Key to assessing its impact on the community will be to observe over time how the impact that Big Noise is having on these children and families on an individual basis is aggregated to the community level.

- 4.60 Many of the parents and professionals that were interviewed during the evaluation believe that Big Noise is changing perceptions of Raploch. Eighty eight percent of the parents and carers who completed the survey also believe that Big Noise is changing the way that people living in Raploch think about the area. Many also believe that the external perception of Raploch will improve as a result of Big Noise and that this is already happening. Case Study 7 describes one parent's perspective on how Big Noise is changing perceptions of the area. Quotes from other parents include:

"The community have benefited from Big Noise – it is good for people to see that something decent can come out of this place" Parent

"There is more pride in Raploch, people are proud of Big Noise. People in the community are getting involved in Big Noise, where perhaps there was nothing like this for them to get involved in before". Parent

"Big Noise tries to get everyone in the community involved. It gives young people an opportunity to do something positive and constructive in an area that doesn't have many of these opportunities. It has definitely made people more positive about the area." Parent

- 4.61 There is some evidence that Big Noise is helping to build community cohesion and pride. It is seen as something to be proud of and so many parents and some professionals believe it is helping to bring a sense of pride back to the area.
- 4.62 A common view among parents is that Big Noise is impacting positively on the community because it is giving children something to do, keeping them off the street, and so diverting them from potentially problematic behaviour. The Community Police Officer expects that in the longer term Big Noise will help to reduce anti-social behaviour (ASB), however at this stage in their lives the children involved in Big Noise are generally too young to be at immediate risk of being involved in ASB. However, some parents perceive that some children in the community may be involved in petty anti-social behaviours which would not necessarily involve the Community Police Officer (such as throwing stones and verbal abuse) and they believe that Big Noise is helping to reduce this.

Impact on organisations

- 4.63 Big Noise has the potential to impact on other organisations operating in Raploch. For example, it may impact on workloads, communication and information sharing, working practices, and engagement with families.
- 4.64 At the operational level there is already evidence that Big Noise has impacted on the way in which the nursery staff work with the children. At a joint skills sharing session with Big Noise staff in 2007 Big Noise staff shared with nursery

staff their expressive arts skills to support them with this element of the curriculum, while nursery staff have assisted Big Noise staff with group engagement techniques. Following that, and through ongoing involvement in the delivery of Big Noise nursery sessions, nursery staff have introduced various Big Noise teaching techniques to their own work with children.

- 4.65 To date there are mixed views from school teachers on the impact Big Noise has had on their working practices. Some Primary One teachers report a negative impact resulting from Big Noise, due to the time that it takes out of their teaching week. For other Primary One teachers the input of Big Noise is seen as positive and enhancing what they deliver through the curriculum. However the evidence shows that as yet Big Noise has had limited impact on the ways in which the schools in Raploch are working. In future, plans to enable Big Noise staff and school staff to work together on curriculum planning and delivery could lead to significant changes in the ways in which these schools deliver the curriculum.
- 4.66 The impact on Social Services has centred on the development of good information sharing between Big Noise and Social Workers. Big Noise can provide information about their own interactions with a particular family which can help Social Workers in their day to day engagement with families. This takes place on an informal and ad hoc basis. The Social Workers who took part in the evaluation credit Big Noise with engaging well with families and believe there is potential for Stirling Council services to learn from this, although they report that this is not happening yet. There is therefore an opportunity for Big Noise to work with Social Services to explore opportunities to influence working practices in future.
- 4.67 There is also evidence that the positivity that surrounds Big Noise and the effective way that it works with families can be beneficial for engendering positive relationships between parents and statutory services. Sometimes parents, due to their own past experiences have negative perceptions of schools and social work services. Some parents, albeit a minority reported that they now view the schools more positively as a result of Big Noise.

“Makes you look favourably at the school for getting involved in it.”

- 4.68 Senior executives at Stirling Council have reported that families now see the council as being about more than just social services and schools and so are more likely to approach staff to and speak to them at children’s performances, something that was extremely rare at past community events. One senior executive reported that she is “taken aback by the confidence that families are now showing in making connections with Stirling council staff.” They reported that there has been a shift in the balance of power and that this type of reciprocity and equality was unheard of two years ago and that this will help Stirling Council build positive community engagement in Raploch. The Council staff report that this demonstrates a growing equality of relationship between families and statutory agencies, as well as a growing confidence in the families.

Impact on National Outcomes

- 4.69 Big Noise expects its approach to lead to social transformation within the Raploch community. It has aligned itself with local and national policy priorities and expects, over the longer term, to contribute to eight of the Scottish Government's National Outcomes. This section discusses the extent to which Big Noise is making progress towards achieving these outcomes and identifies where there are gaps in the evidence base at this stage.
- 4.70 Big Noise is an early intervention programme, working with children from when they begin attending nursery school. It provides children with an engaging, enjoyable programme of musical activities that supports their development and celebrates their success. As such, it is part of the work that is ongoing in Raploch to ensure **"Our children have the best start in life and are ready to succeed"**.
- 4.71 There is strong evidence that Big Noise is having an impact on ensuring **"Our young people are successful learners, confident individuals, effective contributors, and responsible citizens"**. There is evidence from parents that children's confidence and self-esteem is growing, children are learning to work as part of a team and to be effective contributors in the orchestra community, and there is some evidence of children's concentration improving, which could, in time make them more successful learners. Evidence of impact on this outcome could be strengthened if Big Noise is better integrated into curriculum plans, allowing Big Noise to monitor successful learning through Curriculum for Excellence monitoring processes.
- 4.72 Through its children's orchestra activities, the adult orchestra and volunteering opportunities for adults Big Noise is providing opportunities for children and adults in the community to develop new skills, including music skills, team working skills, and child development skills and experience. This contributes to ensuring **"We are better educated, more skilled and more successful, renowned for our research and innovation"**. Evidence of impact on this outcome would be strengthened by developing more effective processes to measure Big Noise's impact on attainment in primary school, and tracking S4 and S5 attainment trends, and School Leaver Destination Returns data as Big Noise children enter that stage in their education.
- 4.73 Big Noise is providing a safe environment for children outside of school time and is working with partners to identify and support children who are at risk, and so is contributing to **"We live our lives safe from crime, disorder and danger"**. Parents report that their children are behaving better and there is an expectation that in the longer term Big Noise could have a positive impact on anti-social behaviour.
- 4.74 There is evidence that Big Noise is building social cohesion among the children and families involved in Big Noise, by teaching children to work together to achieve a common goal and involving families in the adult orchestra, volunteering and attending performances. As a result it is contributing to **"We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others"**. However

this impact is limited at this stage to those who are involved in the programme, rather than extending to the wider community.

- 4.75 There is strong evidence that Big Noise is building pride in the parents and children it engages with, and it is very effective at being inclusive and encouraging children from different backgrounds and abilities to work together. As such it is contributing to **“We take pride in a strong, fair and inclusive national identity”**.
- 4.76 Big Noise is contributing to **“We live longer, healthier lives”**, by working holistically with children and building their confidence and self-esteem. In the longer term this could lead to Big Noise children making more positive health and lifestyle choices as they reach adulthood, and so tracking of public data sources and qualitative tracking of families is required to measure this impact in future.
- 4.77 The inclusive nature of Big Noise and the efforts it makes to engage the most vulnerable families and the fact that it is reaching 80% of children and their families is enabling Big Noise to contribute to **“We have tackled significant inequalities in Scottish society”**. Long term tracking of public data sources is required to measure the impact of Big Noise on inequalities in the longer term.
- 4.78 The evidence shows that two years into its delivery Big Noise is contributing to all 8 of the National Outcomes to which it is aligned. It is also expected to have longer term impacts on five of the National Outcomes, namely: **“We live our lives safe from crime, disorder and danger”**; **“We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others”**, **“We are better educated, more skilled and more successful, renowned for our research and innovation”**; **“We live longer, healthier lives”**; and **“We have tackled significant inequalities in Scottish society”**. However it is too early to measure the long term impacts in these areas, and so long term tracking of public data sources and possibly longitudinal tracking of a sample of families could provide evidence of impacts in the future.
- 4.79 GEN has developed a Monitoring and Evaluation Framework and a high level Self-evaluation Framework to support Big Noise to gather the necessary evidence to measure its progress towards these outcomes in the longer term. The Frameworks identify a range of indicators that should be measured to demonstrate progress towards achieving Big Noise’s core programme outcomes and the National Outcomes. Big Noise can use the evidence gathered through these frameworks to reflect periodically on its achievements and refine its processes accordingly to ensure it achieves its goals. The logic model contained in chapter 5 shows how Big Noise core programme outcomes are expected to lead to the Government’s National Outcomes. Table 4.1 shows the progress that Big Noise is making towards achieving the National Outcomes and highlights where there are gaps in the evidence base.

Table 4.1 Progress towards National Outcomes

National Outcome	Progress	Gaps in evidence base
We live our lives safe from crime, disorder and danger	<ul style="list-style-type: none"> • Provision of a safe environment for 65% of primary 2 to primary 7 children after school and during school holidays • Work with Social Work and other partners to identify and support children who are “at risk” • Parents and community members report some improvement in children’s behaviour, which may lead to reduced anti-social behaviour in later years (43% of parents involved in the survey report that their child’s behaviour has improved) 	Will require tracking of relevant public data sources combined with qualitative tracking with a sample of families to measure the long term impacts on anti-social behaviour.
We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others	<ul style="list-style-type: none"> • 143 children learning to work as part of a team in the orchestra to achieve a common goal, and a further 169 being prepared through the pre-orchestra and SEN programmes to join the orchestra • The Noise adult orchestra engaging 10 parents, with more on a waiting list • 13 volunteers supporting the programme • Local performances fully attended and extra performances required to meet demand 	Will require tracking of relevant public data sources to measure longer term impacts at the community level.
We are better educated, more skilled and more successful, renowned for our research and innovation	<ul style="list-style-type: none"> • 143 children engaged in learning through the orchestra and a further 169 engaged in learning through the pre-orchestra and SEN programmes • 79% of parents involved in the survey report that their child is more willing to concentrate as a result of Big Noise, and some teachers support this observation • 13 volunteers learning new child development skills through volunteering programme • 10 community members learning new skills through The Noise adult orchestra 	<p>Effective processes in place. Limited data to date. In future:</p> <ul style="list-style-type: none"> • Work with teachers to identify how to measure Big Noise’s contribution to the Curriculum and achievement of outcomes. • Track through S4 and S5 attainment data when Big Noise children reach this

		stage
Our young people are successful learners, confident individuals, effective contributors and responsible citizens	<ul style="list-style-type: none"> Evidence of growing confidence and self esteem in Big Noise children, with 100% of parents involved in the survey reporting that their child is more confident as a result of Big Noise 143 children learning to work as part of a team in the orchestra to achieve a common goal, and a further 169 being prepared through the pre-orchestra and SEN programmes to join the orchestra 79% of parents involved in the survey report that their child is more willing to concentrate as a result of Big Noise, and some teachers support this observation 	Strong evidence from parents, but in future evidence could be strengthened if teachers begin to more effectively integrate Big Noise into the delivery of the curriculum. Then through the monitoring of successful learning through Curriculum for Excellence processes it will be possible to appropriately attribute Big Noise outcomes.
Our children have the best start in life and are ready to succeed	<ul style="list-style-type: none"> Children engaged from nursery school, with all nursery aged children (currently 100) and all Primary 1 children (currently 41) engaging in the programme Provides rare opportunity for children's talents and successes to be celebrated very publicly through local and national performances 	Effective processes in place. No hard data available to measure long term impact
We take pride in a strong, fair and inclusive national identity	<ul style="list-style-type: none"> Children and their families proud of involvement in Big Noise 312 children immersed in inclusive programme and learning to work as a team with children from different backgrounds who they wouldn't normally engage with 	Effective processes in place. No hard data available to measure long term impact
We live longer, healthier lives	<ul style="list-style-type: none"> Provision of healthy meals and snacks at Big Noise sessions Evidence of growing confidence and self esteem which may better equip children to make positive choices about health and lifestyle when they grow up (100% of parents involved in the survey reported that their child's confidence had improved as a result of Big Noise) 	Will require tracking of relevant public data sources combined with qualitative tracking with a sample of families to measure the long term impacts on health and lifestyle once Big Noise children become teenagers and adults.
We have tackled the significant inequalities in	<ul style="list-style-type: none"> Inclusive programme, offered free of charge to all children in Raploch Community 	Evidence of effective processes in place. No hard evidence of impact gathered to date. Will

Scottish society	<ul style="list-style-type: none"> • Successfully engaging with 80% of children from Nursery to Primary 7 • SEN programme ensures children of all abilities can be involved • Inclusion programme offering one-to-one lessons for children not yet ready to engage in the group situation for behaviour or personal reasons • Parental reports of children from different backgrounds mixing for the first time through Big Noise 	require tracking of relevant public data sources
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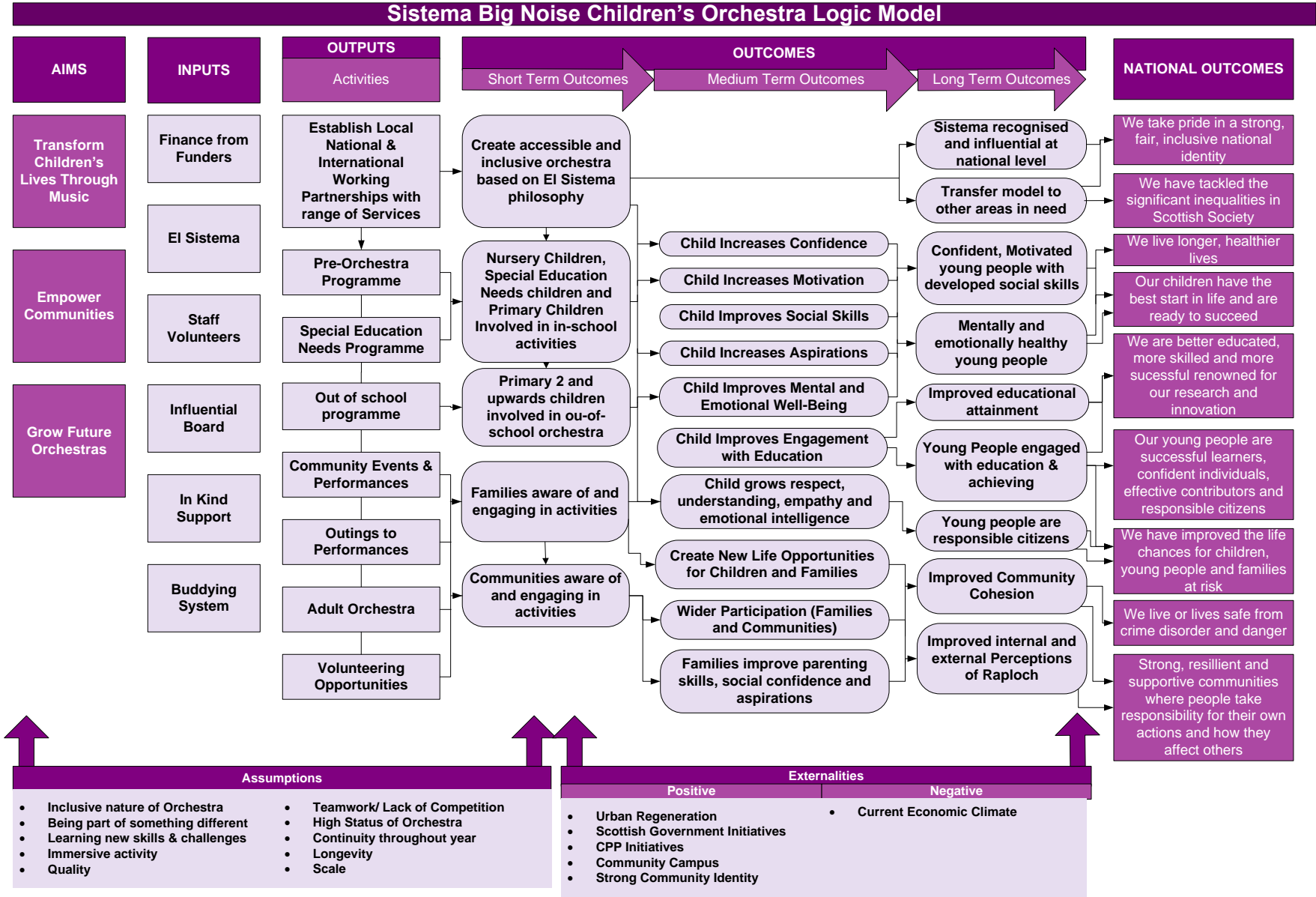
Conclusions

- 4.80 Big Noise provides a positive and unique experience that is enriching the lives of children and in many cases the whole family. The activities are enjoyable and engaging and as a result Big Noise is engaging with the majority of children in Raploch and their families.
- 4.81 There is strong evidence from parents that Big Noise is achieving a range of short term outcomes with the children it works with. These are primarily around personal and social development, for example it is improving confidence, social skills and concentration in the children who engage. It is unclear at this stage the extent to which this is impacting on attainment and engagement with education, although evidence from a range of published research indicates that these types of impacts are to be expected from a programme like Big Noise. Improved partnership working with schools over the coming year should facilitate better measurement of how Big Noise is impacting on these more tangible outcomes.
- 4.82 It is too early at this stage to know whether Big Noise is achieving longer term outcomes. However through longitudinal tracking of a sample of families and monitoring of published data sources Big Noise can monitor its impact on such long term outcomes as anti-social behaviour, health and wellbeing in adulthood, employability and active citizenship.
- 4.83 Big Noise is having a positive impact on the wider family, with families reporting improved relationships and that they are doing more activities together. These impacts are even greater when parents are involved in volunteering with Big Noise or play in The Noise adult orchestra because of the positive impact that these activities have on the parents' personal and social skills.
- 4.84 At the community level the biggest impact to date has been on the perceptions of Raploch. The positive nature of Big Noise and its high profile is helping to overcome some of the negative coverage that has preceded it.
- 4.85 Big Noise has had a positive impact on some organisations, such as skills sharing and information sharing about specific families. However there is scope in future for Big Noise to have a greater influence on working practices, and Social Work in particular are open to this.
- 4.86 There is evidence that the positivity that surrounds Big Noise and the effective way that it works with families can be beneficial for engendering positive relationships between parents and statutory services. Senior officials report a growing equality of relationship between families and statutory agencies, as well as a growing confidence in the families to engage with these agencies.

5 CONCLUSIONS

- 5.1 Sistema Scotland has an ambitious vision for the changes it can help bring about for children, families and the community in Raploch and, in future, in other parts of Scotland through Big Noise orchestra programme. It has a clearly defined set of aims and it expects to achieve a range of outcomes for the children, families and communities it works with.
- 5.2 The evaluation has assessed the processes involved in delivering the programme, measured the outcomes achieved to date, and considered what the likely future impacts of the programme could be.
- 5.3 Considering which features and processes lead to which outcomes is important for developing learning and good practice examples of what works in achieving certain outcomes.
- 5.4 This chapter draws on the findings to assess the extent to which Big Noise has achieved its outcomes and the role that the various components and the approach of Big Noise have in achieving the outcomes
- 5.5 The logic model in Figure 5.1 sets out how Big Noise activities deliver the anticipated outcomes; and how achievement of these supports the relevant outcomes from the Scottish Government's National Performance Framework. The logic model does not include the Sistema Scotland aim of Creating a 21st Century Charity, as this is an aim of Sistema Scotland, rather than Big Noise.

Figure 5.1 Logic Model



Short term outcomes

- 5.6 The logic model identifies Big Noise's short term outcomes as those associated with awareness raising and engagement. There are five short term outcomes which focus on securing the engagement of children, families and the community, and ensuring that the orchestra programme is fully inclusive and accessible. It has created an accessible and inclusive orchestra based on the El Sistema philosophy; involving eligible children in the pre-orchestra programme; involving eligible children in the out of school programme; and families are aware of and are engaging in activities. The wider community are not yet fully aware of and engaging in Big Noise activities, and so this outcome has only been achieved in part. As such, Big Noise has fully achieved four out of five of its short term outcomes, and has partly achieved the fifth. We describe the most important aspects of the programme for achieving these outcomes in this section.

Engaging children

- 5.7 The first step in achieving positive outcomes is involvement. Big Noise is successfully engaging with 80% of the eligible children in Raploch through its in-school and out of school activities. Big Noise uses a number of approaches which are fundamental to successfully engaging high numbers of children and minimising attrition.
- 5.8 Crucial to achieving this level of engagement has been the pre-orchestra programme, and the sessions delivered in school to promote Big Noise when it first began and when it expanded to include primary 6s and 7s. Through these mechanisms Big Noise has been able to demonstrate to every child in Raploch what Big Noise has to offer, begin to build trust and overcome any psychological barriers to joining the programme. One the motivators to go to Big Noise is to spend time with peers and friends and so securing group buy-in in this way has been fundamental to its success in attracting and sustaining such high numbers of children.
- 5.9 The programme is enjoyable and engaging which is critical in ensuring that children become involved and stay involved. This relies not only on the programme itself but also on the skills and attributes of staff. Big Noise has recruited highly motivated and skilled musicians who share its ethos, and who can deliver a programme aimed at building musical excellence in a fun and engaging way.
- 5.10 Equally important is minimising barriers to engagement. The programme is free which is important in enabling every family to become involved. Activities take place in the community campus, at the end of the school day which means there is a seamless transition from school to Big Noise.
- 5.11 Being able to deliver the pre-orchestra programme and introductory sessions during school and nursery time, and to deliver out of school sessions in the school areas of the campus would not have been possible without the co-operation of the schools and the commitment of Stirling Council at a strategic level.

5.12 While the relationships with the schools are still developing and overcoming some initial difficulties, the strategic relationships with Stirling Council are well developed and strong. Crucial for ensuring and maintaining these relationships has been Big Noise's ability to demonstrate alignment with Stirling Council's priority policy objectives, in particular its alignment with the Curriculum for Excellence and the Early Years Framework. Strategic stakeholders in Stirling Council see Big Noise as a programme that adds considerable value to the Council's delivery of these agendas, and without this alignment it would be unlikely to generate the strategic support that has underpinned its successful roll out in Raploch.

Engaging families

5.13 Engaging families is also very important to the continued success of the programme and adds value, although is not as fundamental. Engaging family members builds motivation to encourage their child to attend and ensures that the benefits of Big Noise reach beyond the individual children.

5.14 One of the strengths of Big Noise is its ability to engage parents, including fathers and extended families. Where schools and community organisations often struggle to engage parents, Big Noise is considered successful. This success is in part due to the range of activities that it offers families and the approach of staff. The relationship is seen as a more equal one than some parents experience, or at least perceive they have with Council and other professionals.

5.15 Attending community performances is the way in which most parents take part and so are the most important activity for ensuring successful family engagement. These performances are an extremely important for building their motivation to keep their child engaged.

5.16 The specific type of activity provided by Big Noise is also extremely important for engaging families. Classical orchestras are perceived as having a high status and a primary school age children's orchestra is unusual in most neighbourhoods in Scotland, and even more so disadvantaged areas. Big Noise challenges the perceptions of the types of activity that children living in a deprived area engage in.

5.17 Family outings to watch professional performances, Take a Musician Home for Tea, The Noise adult orchestra and volunteering opportunities are not fundamental to the success of the core programme, but they add value. The children and families benefit from attending professional performances, exposure to the music, to performances and to a wider range of people, influences and experiences. Take a Musician Home for Tea is important for removing attitudinal barriers to participation (amongst parents). The Noise adult orchestra allows parents to learn new skills, meet new people and to develop an interest that they can share with their children, including practicing together. Volunteering opportunities provide a quality development opportunity for the four parents who volunteer regularly.

- 5.18 Big Noise's independence from statutory services is important for engaging with families, in particular those most disengaged from statutory services. This independence makes it flexible and responsive to need and because it sits apart from statutory services, it has been easier to build trust in the community and to engage with families, particularly those with more complex needs.

Delivering an inclusive programme

- 5.19 Another strand to ensuring involvement in Big Noise by all children in the community is its inclusivity. Big Noise aims to be wholly inclusive with no child excluded from receiving musical tuition and it works very hard to achieve this. It is a significant strength of the programme. Earlier sections describe how Big Noise secures high levels of engagement by minimising barriers however is also about proactively engaging with those who are hardest to reach and to work with.
- 5.20 Big Noise proactively ensures inclusiveness in 3 ways. It has developed an SEN programme in partnership with Drake Music and Castleview school. Secondly Big Noise has developed a programme of one to one tuition for children from mainstream schools who, as a result of personal challenges, have not been able to settle into the main orchestra. The one to one support helps them progress towards re-engagement with the main programme.
- 5.21 Thirdly, where specific barriers are faced by individual children and families, Big Noise works flexibly to remove them; for example providing transport for children whose parents cannot get them to and from sessions.
- 5.22 The partnership with El Sistema has provided the model for building and delivering an inclusive and accessible orchestra programme. Following the El Sistema model, Big Noise employs an ethos that drives it to overcome barriers that children and families can face in accessing the programme.
- 5.23 However employing a staff team with the necessary personal attributes and commitment to work to overcome barriers and build trusting relationships with children and families is fundamental to the successful delivery of this ethos. The skills of Big Noise musicians, and the positive, encouraging and non judgmental way they work with children and families has been instrumental in achieving and sustaining engagement and building trust with the children and families in the community who are considered hardest to engage.

Engaging the community

- 5.24 The 312 children and their families that Big Noise engages with make up a substantial proportion of the Raploch community, Big Noise has been less successful at engaging with the wider community. There is a good level of awareness of Big Noise amongst residents of Raploch but its activity, aims and objectives are not widely understood.
- 5.25 It is clear that Big Noise could play a bigger role in the community, working more closely with existing community organisations and events. This may be desirable given evidence that integration with community activity is a key factor

which increases the impact of out of school activities for children and young people. However, in expanding or changing the focus of community based activity, Big Noise must be careful not to spread its resources too thinly. The introduction of any new activities should continue to be strategic, based on evidence of what works and assessment of where gaps exist.

Medium term outcomes

- 5.26 The medium term outcomes identified by the study and illustrated in the logic model focus on the impact the programme aims to have on the children, their families and on the community in the first year or two of engagement. While these outcomes may not be fully achieved within this time period, there should be evidence of some progress towards these.

Outcomes for children

Personal and social development

- 5.27 As well as improved musical ability, there is evidence that Big Noise is having a positive impact on children's personal and social development, including increased confidence, self esteem, a sense of achievement and pride, improved social skills, team working skills and expanded social networks. For those children with special educational needs, behaviour issues or unsettled home lives, particular benefits include a sense of belonging, improved ability to concentrate and focus on a task, a sense of responsibility and positive behaviour change.
- 5.28 The intensive and immersive nature of Big Noise underpins its ability to achieve these outcomes. Being involved in Big Noise requires considerable commitment from the children. They are investing themselves in it. Big Noise becomes embedded in their daily lives and so the potential for having a positive impact on them is significant. In addition, this level of involvement provides routine and structure outside of school time, which helps develop commitment and discipline, and can provide much needed stability and respite for children who have chaotic home lives. Evidence from published sources shows that structured and sustained engagement is key to achieving positive outcomes through programmes such as Big Noise^{xix}.
- 5.29 The focus on team work and celebrating success are the most important features of the programme for achieving personal and social development outcomes. The orchestra practice provides both a team activity and opportunities for celebrating success. There is no competition, and regardless of ability, every child has a role to play and something to contribute. All children are engaged in the orchestra from the outset, regardless of musical ability and individual and joint success is celebrated throughout the practice sessions. The performances, while not core to the programme's delivery and success, are hugely important for reinforcing to the children how much they are achieving and celebrating their success in a very public way. This mechanism is considered by professionals in particular to be immensely important in building the children's confidence and self esteem.

- 5.30 The one to one music lessons are important for developing their musical ability, which in turn builds their confidence as they see their skills develop and experience a sense of achievement.
- 5.31 Big Noise is considered to be providing a unique opportunity for children from across all schools in Raploch to work together to achieve a common goal. The inclusive and cross school nature of the orchestras is helping children build relationships with people they may not otherwise meet, including people from different backgrounds and who have different skills and abilities. This leads to increased empathy and understanding of others.
- 5.32 In summary, there is evidence that Big Noise is achieving positive change in the children's personal and social development through the following processes:
- Intensity and immersion
 - Teamwork and celebrating success
 - One to one music lessons
 - Mixing with children with different abilities and backgrounds
- 5.33 These factors have a positive impact on the personal wellbeing of the children, and combined with the fact that they are enjoying the activity, lead to improved happiness and sense of well being. Achieving these outcomes is important for all of the children, particularly for those who have a chaotic home-life. Big Noise can provide respite and help to build the resilience of the child.

Engaging and succeeding in education

- 5.34 Big Noise aims to improve engagement in education in the medium term (as well as the long term). The evaluation has found that Big Noise delivers the 8 principles identified in the Critical Hours: After School Programmes and Critical Success study and as such can be expected to achieve greater engagement in learning, including improved behaviour in school and attitudes to school, increased educational aspirations and a reduction in truancy; and higher academic performance, including increased completion of homework and improved attainment in exams^{xx}.
- 5.35 Big Noise is highly structured and immersive and so children are learning to respect and operate within those structures and it is embedded in their weekly routine; the activities are focussed on developing skills, which requires commitment, concentration and focus; it teaches and reinforces positive social norms through peers and staff acting as role models; it works with the families and the school towards a common goal thereby delivering consistent messages and maximising impact; it builds efficacy through an ongoing rewards programme that celebrates success, complemented by publicly celebrating success through performances; and it offers a safe, supportive and nurturing environment for children after school and in school holidays where they

develop supportive relationships, have opportunities to belong and are in an environment where they are physically and psychologically safe.

5.36 Measuring the impact of Big Noise on engagement with and achievement in learning has been challenging and the evidence is very limited to date. There is some evidence from parents, particularly those whose children are facing challenges in the education system, that Big Noise is having a positive impact on their child's engagement with learning and in some cases their achievement. However, although Big Noise has aligned its activities with Curriculum for Excellence, teachers have not incorporated Big Noise activities into their curriculum plans and so disaggregating the impact of Big Noise on any improvements in attainment will be a challenge.

5.37 In summary, it is challenging to decipher whether Big Noise is contributing to the children's improved engagement with and success in education but through the application of the following processes, it is anticipated that Big Noise will make a positive contribution:

- The 8 principles identified in the Critical Hours: After School Programmes and Educational Success study
- Its structured and immersive programme

5.38 In future, building a shared understanding among school staff of the contribution that Big Noise makes to the curriculum and working with staff to deliver the curriculum in partnership will be crucial if Big Noise is to clearly demonstrate its contribution to engagement and attainment in learning. This will require a joint assessment process. Such an approach is in keeping with the Curriculum for Excellence guidelines on roles and responsibilities in assessment, which advocates a shared approach, stating that teachers and other practitioners should work collaboratively to develop approaches to monitoring, assessment, self evaluation and improvement planning.

Outcomes for families

5.39 Big Noise also aims to achieve positive outcomes for families in the medium term. The benefits of Big Noise to parents can be spilt into two broad groups; benefits accruing to parents themselves through their own active involvement and benefits to parents as a result of their child's involvement.

5.40 Among all parents, actively involved or not, there is considerable pride in the achievement of their children, increased hopes and aspirations for their child's future as a result of the opportunity they have been given and peace of mind that children are engaged in a positive out of school activity in a safe and supportive environment. This is achieved through the delivery of the core programme and community and national performances.

5.41 The Noise adult orchestra and volunteering opportunities that Big Noise offers help parents to grow in confidence, increase their self esteem and benefit from positive and new social networks. They have access to new and different opportunities and report a sense of achievement. Volunteers also report

benefits related to skills development and lifelong learning, skills that could assist them in finding new and better employment and returning to the labour market. These parents are also more confident in their abilities to be strong parents and positive role models for their children. This is an important factor underpinning the Early Years Framework which aims to support parents to provide their children with the best start in life.

5.42 Where parents are actively involved in Big Noise, it benefits the family as a result of new and different interests and experiences that they can share with their children. Big Noise is successfully widening participation for families and offering new life opportunities for children and families, particularly by inviting family members to the children's performances and organising family outings to see performances.

5.43 In summary, Big Noise delivers benefits in the medium term to families through the following:

- Delivery of the core programme and community and national performances.
- The Noise adult orchestra and volunteering opportunities
- Shared experiences

Long term outcomes

5.44 It is widely anticipated that Big Noise has the potential to contribute to long term outcomes such as reduced anti social and offending behaviour (by helping young people to become responsible citizens), improved employability and improved health and well being. It is anticipated that these will be achieved as children are engaged in a positive diversionary activity; develop new friendships with children they share an interest with; develop their self esteem and their soft skills; and are exposed to positive mentors who encourage and support them to achieve. In the longer term, this should enhance their engagement with learning and so their educational attainment and their employability.

5.45 While it is not possible at this stage to report on the success or otherwise of Big Noise in achieving its anticipated long term outcomes, the early indications are positive. The evidence shows that achievement of the medium term outcomes as described is a good predictor of the anticipated long term outcomes. However, the crucial determinant of success in achieving its long term goals will be ensuring that the intervention is a long term intervention. There are two challenges for Big Noise in ensuring this.

5.46 Firstly, it has been successful in setting up a model to deliver activities from nursery to Primary 7 and as this year's primary 7 children move on to high school Big Noise believes it has the capacity to continue supporting children beyond primary school over the coming years. The intensive and immersive nature of the programme makes it relatively expensive and achieving the long term outcomes will require long term investment. Securing the necessary level of funding over the longer term could become increasingly challenging,

especially in the face of widespread budget cuts. Being able to demonstrate achievement of outcomes using the monitoring and evaluation framework that has been developed as part of this study will therefore be crucial. Secondly, Big Noise has been successful in securing high levels of engagement, however part of this success has been the unique nature of the activity and so it must not allow the novelty to wear off and it will need to work hard to ensure continued momentum. There is no evidence at this stage that interest in Big Noise is waning, but this is something that Big Noise will need to monitor going forward.

- 5.47 In terms of maintaining engagement and achieving long term impacts, Big Noise has a solid foundation from which to work. Parents, partners and the children themselves highlighted the huge enjoyment they get from being part of Big Noise. As highlighted in the review of literature, enjoyment is one of the most important factors in maintaining the engagement and motivation of children.

Contribution to National Outcomes

- 5.48 The evaluation demonstrates that Big Noise is already making some progress towards contributing to eight of the Scottish Government's National Outcomes and for 5 of these there is expected to be further impact in the longer term.
- 5.49 Big Noise is taking an early intervention approach and so contributes to ensuring that **"our children have the best start in life and are ready to succeed"**. The orchestra activities and public performances are building children's confidence, team working skills, they are learning new skills and learning to contribute effectively to the orchestra, thereby ensuring **"Our young people are successful learners, confident individuals, effective contributors, and responsible citizens"**. Children and adults are learning new skills and there is potential for Big Noise to impact on educational attainment, ensuring **"We are better educated, more skilled and more successful, renowned for our research and innovation"**. The latter outcomes is one where longer term impacts can be expected in future and so longer term tracking of attainment is required.
- 5.50 By providing a safe out of school environment and working with partners to support and identify children at risk, Big Noise is contributing to **"We live our lives safe from crime, disorder and danger"**. Children are working together in the orchestra to achieve a common goal, adults are engaging in a variety of ways which contributes to **"We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others"**. The holistic approach taken by Big Noise to care for the whole child, and the emphasis it places on building confidence and self-esteem contributes to **"We live longer, healthier lives"**. Finally Big Noise is contributing to **"We have tackled significant inequalities in Scottish society"** by engaging 80% of children and families, and proactively engaging with some of the most vulnerable families. For each of these 4 outcomes there are expected to be longer term impacts that will be measured over the longer term.

- 5.51 Big Noise offers a high quality, engaging and inspirational activity that is well aligned with local and national priorities and is already achieving short term to medium term outcomes with the children and families it is engaging with. However Big Noise expects its approach not just to lead to a number of outcomes for a number of people, but instead to lead to social transformation within the Raploch community.
- 5.52 Achieving social transformation is about more than simply achieving outcomes. It involves transforming lives on a community wide scale and it requires time. Big Noise has been operating in Raploch for two years and so it is too early for the evaluation to find evidence of social transformation. Big Noise is an early intervention programme, working with children from an early age to break the cycle of poverty and disadvantage. It is only when these children reach adulthood that it will be possible to assess whether social transformation has been achieved.
- 5.53 However the way in which Big Noise has established itself has built a strong foundation upon which social transformation could be achieved. Partnership is crucial in achieving this goal, and Big Noise has in place the necessary relationships to work with the key agencies to achieve social transformation together. Big Noise offers something different from what the statutory services can provide and there is evidence that it is adding value to what existed before, particularly by enhancing children's personal and social development.
- 5.54 Overall there are four features of Big Noise that are fundamental to achieving its goal of social transformation:
- It works with children from an early age and the Early Years Framework sets out how important this is for achieving positive outcomes in the long term;
 - It is totally inclusive so that it reaches and sustains the engagement of the hardest to reach families;
 - It is a long term intervention, working with children from nursery to primary 7 at the moment, with plans to continue working with children through to adulthood, which is important for achieving lasting change;
 - It is delivered on a community wide scale, with 80% of the school and nursery community engaged in the programme at any one time.
- 5.55 Big Noise activities are achieving short and medium term outcomes and are expected to achieve longer term outcomes in future. If it is able to continue to work with children from an early age, sustain engagement over a number of years, and engage with the majority of children in the community, then it is possible that it will do more than achieve a series of positive outcomes. It may instead, as part of a programme of regeneration, achieve social transformation.

APPENDIX 1 DESCRIPTION OF BIG NOISE ACTIVITIES

What is Big Noise?

The Big Noise core programme is a music programme for children, delivered primarily in a group setting. This means that children of all musical abilities learn to play in an orchestra environment, rather than the traditional model of learning to play an instrument and then joining an orchestra only if they develop sufficient musical ability. The programme, developed by Sistema Scotland and its partners, is designed to be open and inclusive whilst offering a clear progression route for children from nursery to the end of Primary school. It includes the pre-orchestra programme, the special educational needs programme and the out of school programme.

The core programme is supplemented by additional support for the children in the orchestra through the BBC Buddy programme; the children's achievements are celebrated through local and national performances; outings are organised to allow children, and on some occasions, family members to attend and be inspired by professional orchestral performances; Big Noise staff encourage the whole family to become involved through 'Take a Musician Home for Tea'; and family and community members are invited to be involved by joining 'The Noise' adult orchestra, or by volunteering at Big Noise. Each element is described below.

Core Programme - Pre-Orchestra Programme (for children in nursery and Primary One)

The Pre-Orchestra Programme aims to prepare children for the full orchestra. It is delivered to all children in nursery and in Primary One during nursery or school time. It comprises separate activities for children in:

- Nursery (children aged 0-5): all children under three receive tuition as one group, while those aged 3 to 5 are assigned to a group that is at the most suitable level for their stage of development. Children take part in Big Noise activities at nursery for a total of 30 minutes. The sessions are mapped onto Curriculum for Excellence (CfE) and so contribute to the teaching hours required in relevant curriculum areas such as numeracy, literacy, and health and wellbeing. Activities include teaching children to tap or move in time to a beat, or to recognise what is a high note and what is a low note.
- Primary One: Children in Primary One take part in Big Noise activities for 1.5 hours per week (two, 45 minute sessions) during the school day. The activities are a progression from the work the children did in their nursery classes, and aim to prepare children for joining the orchestra. Again, the sessions are mapped onto CfE and contribute to required teaching hours in relevant curriculum areas.

Core Programme - Special Educational Needs Programme

Big Noise is committed to ensuring that the programme is fully inclusive and a major component of this has been to work in partnership with Drake Music Scotland to develop a Special Educational Needs (SEN) programme. This is delivered to

children from Castlevew SEN school. Children take part in a 30 minute session, once a week, during school time. During this session, some children will do one-to-one tuition, whilst others focus on group work. The programme uses the 'Figure Notes' system for teaching music with shapes and colours. Children progress through various stages and the final outcome for some is that they are able to read written music.

Core Programme - Out of School Orchestra (for children in Primary 2-7 and beyond)

At the end of Primary One the pre-orchestra programme ends and the children are then invited to join the out of school programme, which they participate in voluntarily. Initially the programme was open to all children from Primary 2-5, and those who joined learned to play a stringed instrument. However by 2010 Big Noise had developed sufficient capacity to allow it to expand its programme and invite children from Primary 2-7 to join and to introduce woodwind, brass and percussion instruments.

The out of school orchestra takes place after school and during school holidays. Here the children receive group music tuition and begin to play a musical instrument as part of the orchestra. Each child also receives up to 30 minutes private tuition from a musician every week.

BBC Buddies

Ten musicians from the BBC Scottish Symphony Orchestra (BBC SSO) visit Big Noise four times a year and act as Buddies to children in the out of school programme, providing tuition on performance and playing in an orchestra. The BBC Buddies aim to inspire the children in the art of musical performance, and give the children individual feedback on this. They also perform alongside the children in local performances

Outings

Big Noise organises outings to musical events, sometimes for children and sometimes for the whole family. These provide children and their families with the opportunity to listen to professional musicians and to take part in activities together.

Performances

A key part of Big Noise is the performances that children take part in. Some take place locally in the Community Campus, others have included high profile performances at Stirling Castle, the Scottish Parliament, for the wives of the G20 dignitaries, and at the Stirling Albert Halls. The performances give the children an opportunity to demonstrate the skills they have gained in terms of their musical ability and also their confidence and teamworking abilities. It is a chance for everyone involved in Big Noise to celebrate its success.

'Take a Musician Home for Tea'

All families with children in Big Noise are offered the chance to invite musicians to their homes. This allows family members and musicians to meet and gives the children the opportunity to show their family their instrument and perform for them. The aim is to help families feel part of the project and to get a better understanding of the types of activities musicians do with the children. It allows the child, musician and families to celebrate the child's success together. Big Noise also use this element of the programme to target families that they want to re-engage, to develop a new relationship with, or to encourage better attendance at Big Noise.

Adult volunteering

Since May 2009, in line with their commitment to a 'whole community' approach, Sistema Scotland has encouraged adults to volunteer to support the delivery of Big Noise activities. Parents do this by helping the musicians in the group sessions, accompanying Big Noise staff on outings, and helping to set up practice spaces in the Community Campus. Volunteers come from a wide range of backgrounds. Some are parents or grandparents of the children in Big Noise, while others are music students, retired professionals, and student teachers. There are currently 13 volunteers, including four who are family members of children in the orchestra.

Adult Orchestra

The adult orchestra (called 'The Noise') gives adults the chance to play instruments and give musical performances. Adults receive free lessons from Big Noise musicians during the day and play in the orchestra. Although its work with adults is not core to its programme, Big Noise aims to help adults develop musical ability and impact positively on their confidence, self-esteem, and motivation. It also aims to give parents and carers a common activity with their children. The adult orchestra is well promoted locally and is currently attended by nine people. Although 25 adults signed up in the beginning, some have ended their involvement due to work commitments. Sistema Scotland is planning an evening class to allow more adults to attend. There are currently ten people on a notification list demonstrating its popularity.

Assessment of children's progress

All children involved in the Big Noise core programme have their performance at Big Noise formally assessed using a standard assessment form twice per year. The assessment form assesses their performance against set criteria. As these criteria have been mapped onto CfE for Primary One and nursery children, this assessment provides evidence of these children's progress against relevant curriculum areas such as numeracy, literacy and health. The assessment covers children's proficiency in activities such as keeping time to a beat (which maps to numeracy), posture when playing instruments (maps to health and well-being), and listening to and taking part in different conversations (maps to literacy). This assessment is important in reinforcing Big Noise's role as a project linked to education and in providing evidence of children's achievements.

While in nursery and Primary One parents will receive report cards that include performance at Big Noise activities. Once children leave the pre-orchestra programme and join the out of school orchestra, their parents no longer receive

formal feedback on their child's musical progress within Big Noise. Parents may be given informal updates from Big Noise staff and musicians, for example when they collect their child from after school or during the holidays. Parents in the study said that they are satisfied with this form of feedback although a minority said that they would like more formal feedback for example a written progress report or one-to-one parent meetings.

The Big Noise Team

In summer 2010, Big Noise expanded from strings to include woodwind, brass and percussion. It now employs the equivalent of 15 musicians, a Manager (also a musician) and a Community Liaison Worker. Fundamental to the successful delivery of Big Noise is a high calibre staff team. The quality of the staff team was praised by a range of stakeholders who were interviewed during the evaluation. The recruitment of staff with the right skills and attributes has been crucial in ensuring this. An ongoing programme of training and development that is responsive to staff needs has also been important.

The recruitment process that Big Noise set up aimed to recruit musicians who children would warm to, who would have the ability to work with children and teach them in a community setting, and who would be excellent musicians. To achieve this, Big Noise involved community members, professionals and experts in the recruitment process through the LPG and MAG. These groups compiled a list of attributes that each musician should have which informed a person specification. The posts were advertised nationally and following short listing, candidates delivered a 15 minute musical workshop to children, observed by members of the LPG and MAG. The children gave feedback on each candidate and members of the LPG and MAG were involved in the decision on the successful candidates.

Sistema Scotland is committed to supporting its staff with their ongoing training and skills development. This is done formally through an induction and ongoing training and development programme, and informally by creating a culture of shared learning where musicians, volunteers, and staff work with and learn from each other. An important element of the musicians' induction is a visit to the El Sistema project in Venezuela where new recruits are immersed in the ethos and practices of the original project. Big Noise musicians report that the visit was invaluable and inspired them to a greater degree than would have been the case if they had not seen the programme in Venezuela first hand.

The original cohort of musicians recently developed a formalised induction programme for those who were recruited in summer 2010. The aim is that these most recent and any future recruits will benefit from a programme that is tailored to the specific needs of Big Noise staff. It includes the aims and objectives of Big Noise, behaviour management, working with Curriculum for Excellence and mandatory elements such as health and safety.

Before they begin teaching, new recruits shadow more experienced musicians during their lessons. Following the initial shadowing period, new musicians deliver a five minute lesson during another musician's class and given feedback. They then deliver increasingly longer lessons until they are ready to lead a class on their own.

Each musician has an ongoing training plan which accounts for 12 days per annum. The training includes 4 days, which are shared with the BBC SSO Buddies.. The plan includes scope for other training such as behaviour management, child protection, choral, body language and sign language (Makaton). During the first year of delivery, training plans were developed in response to needs as they were identified and Big Noise was responsive when training needs arose. For example, when the programme first began the musicians found it difficult to deal with the challenging behaviour of some children and their ability to control the group of children was a big concern for the musicians, teachers and parents. Within a week of the issue being identified, Big Noise had accessed the support and training that the Scottish Government's Positive Behaviour Team provides to schools and their partners to manage challenging behaviour effectively. The musicians are now better skilled and more confident in dealing with challenging behaviour and they pass on their skills and experience and are able to support new musicians and staff as they are recruited to Big Noise.

Training plans are now less reactive and can be better planned, because the more experienced musicians now have the fundamental skills and experience required to deliver the programme and staff have learned what training new recruits will need to ensure that they develop these fundamental skills quickly.

By working with local professionals Big Noise has been able to enhance the training and support available to its staff. For example the Speech and Language Therapist has provided staff with sign language training, which supports the delivery of sessions in the SEN programme. The local Social Work team provide ongoing advice and support to Big Noise staff. This was invaluable when Big Noise was being established as it helped provide the context for the delivery of the project in Raploch. On an ongoing basis this relationship is invaluable in ensuring Big Noise staff have the awareness they need of specific issues faced by some families and children to allow them to engage with them effectively.

Induction and ongoing training and development is important for volunteers, not only to ensure their effectiveness when supporting Big Noise activities, but also as part of Big Noise's commitment to support the personal development of community members through its volunteering programme.

Volunteers receive an induction programme that is a reduced version of what is provided to musicians, including the aims and objectives of Big Noise, behaviour management, health and safety related issues. Volunteers value the induction and believe it provides a helpful grounding in both what Big Noise is trying to achieve and the more practical elements required for working with children.

Volunteers receive around half the amount of training that musicians receive, although they are offered the same types of training offered to the musicians. Child Protection and Positive Behaviour Training are compulsory courses for volunteers. Other than these, they do not have to accept any offer of training, however Big Noise staff would recommend it for a volunteer who has a particular development need.

Weekly team meetings between the musicians, their manager and the Community Liaison Worker are used to plan the week's activities, identify training needs where required, and keep up to date with other developments in Big Noise. Musicians

value these meetings and consider them essential for the smooth operation of Big Noise.

Volunteers have regular meetings with Big Noise staff to discuss their involvement in Big Noise and to give feedback and suggestions for development. Volunteers were positive about these meetings and reported that Big Noise staff are very receptive to their ideas and views.

APPENDIX 2 REVIEWING THE EVIDENCE

Introduction

In this chapter we explore the evidence base to provide a theoretical underpinning for the potential longer term impacts of Big Noise. We will draw on this evidence base in our later assessment of operations and impacts.

On the surface Big Noise is an innovative musical education programme. However, its activities and purpose aims to be much wider than this. As its strap-line says the overarching aim of the organisation is to transform lives; music is the vehicle used to achieve this aim. The evidence on engagement in musical activity and the potential benefits for children are explored in this chapter.

Big Noise provides structured out of school activity (term time and during school holidays), it is inclusive to meet the needs of children, including those with additional support needs and it reaches out to families and communities with opportunities to volunteer, develop new skills and enjoy special events and performances. Existing literature around the impacts of out of school and inclusive activities is presented below.

Big Noise is also an early intervention project, working with children from their earliest years. Early intervention is now a major focus of policy and practice relating to children and young people in Scotland and beyond.

The benefits of music education for children

Music is a powerful force with the ability to trigger profound emotional responses in humans. Music is evident all around us in nature and has been used from the time of early human civilisation for the purpose of communication, relaxation and pleasure^{xxi}. In recent years it has been said that there is an almost “magical” benefit for young children exposed to musical education^{xxii}. There is a strong and growing evidence base showing that these benefits go beyond the development of musical ability to benefit the intellectual, personal and social development of children.

Intellectual development

The benefit of musical education for intellectual development has been a significant focus of research in the field of developmental psychology. There are a significant number of studies investigating the relationships between music and the development of abilities in literacy, numeracy and general intelligence, particularly in young children.

Trevarthen (2002) suggests that all people possess intrinsic rhythmic abilities^{xxiii}. This echoes the concept of multiple intelligences; one of which is musical intelligence^{xxiv}. Musical intelligence is associated with sensitivity to sound, rhythms and tones and is seen as key in the development of language skills.

Many studies have found evidence of a link between active engagement in music and the development of language skills; particularly the ability to identify and process

speech sounds and patterns. Evidence suggests that the impact of music on language skills is heightened when musical engagement takes place at a young age, the longer and more intensive the participation^{xxv}.

The connection between musical form and mathematics is well reported. Music requires counting, ordering and the ability to turn rhythmic patterns into sound. These are the type of abilities required by some forms of mathematics. Hallam (2010) highlights a range of research demonstrating a link between musical participation and achievement in some areas of mathematics.

A number of studies have also shown a link between music and spatial and temporal reasoning; the ability to visualise and manipulate patterns. This is popularly known as the Mozart effect. In a study, Rauscher et al (1997)^{xxvi} found that spatial reasoning abilities in children receiving musical instruction were improved in relation to control groups. These findings have been reinforced in a number of subsequent studies.

Overall, there is a considerable body of evidence supporting a link between music and intellectual development in children. Most commentators also support the assertion that any observable impact is dependent on long term, structured engagement with music making, not just exposure to music^{xxvii}.

However, the types of musical activity that are related to particular impacts and the reasons for this remain a source of considerable discussion and debate. Intellectual development and education are complex issues and the evidence generated is not without contention. While acknowledging links, Winner and Cooper (2000)^{xxviii} contend that there is still not sufficient evidence to demonstrate a causal relationship between arts education and academic achievement.

Further, while high academic attainment is often achieved by those receiving musical tuition, the general motivation of these students may be a prevailing factor. Motivation is associated with a person's perception of their ability to achieve^{xxix}, their confidence and self-esteem. Personal and social development is therefore an important factor and is an area where music has also been shown to benefit children.

Personal and social development

Harland et al (2000)^{xxx} showed that personal and social development is the most common impact accruing to children involved in the arts at school. Specific impacts of music include awareness of others and development of social skills. Personal and social skills play an important role in supporting children and young people to develop in all areas of their lives. Research in the field of positive psychology has identified key personal and social skills that are linked to positive outcomes for young people including well being, contentment and satisfaction, optimism for the future and happiness in the present. At a group level these positive outcomes are around citizenship, responsibility, tolerance and work ethic^{xxxi}.

Lerner et al (2003) highlight five key personal and social skills related to positive outcomes for children and young people. They argue that policy and programmes should be focused on enabling children and families to achieve these outcomes^{xxxii} which are collectively known as the 5Cs. They are competence, confidence, connection, character and caring. The 5Cs are among the personal and social

benefits that have been shown to accrue to children engaged in musical activities. For example, studies have shown that children involved in music education communicate more effectively with parents and teachers leading to higher self esteem, motivation and self efficacy (Broh, 2002)^{xxxiii}; they develop their abilities to work as part of a team and benefit from a sense of achievement (Hallam and Prince, 2000)^{xxxiv}.

Inclusive, classroom based, musical activities are also related to increased social cohesion, greater self-reliance and more positive attitudes in children. In many cases these impacts are more acute in children with lower academic ability and those at risk of disengaging with education (Spychiger et al, 1993)^{xxxv}.

Out of school activities

While Big Noise is working closely with schools contributing to key areas of the curriculum, the core elements of the programme take place outside of school time. There is a significant body of evidence on the benefits of out of school activities for children and young people. In this section we consider successful models of out of school activities and the impacts of these for the young people involved. Using this evidence we can begin to explore the types of long term impacts that Big Noise could help to facilitate.

Young people in the UK spend approximately 20% of their waking time in school¹⁴. Their time outside of school is therefore very important and has significant implications for their development and their future. Critical Hours: After School Programmes and Critical Success^{xxxvi} provides a summary of research on the impact and success factors associated with out of school programmes. It is realistic to assume that Big Noise could achieve many of these outcomes. The research concludes that out of school programmes can lead to:

- **greater engagement in learning** – this includes improved behaviour in school and attitudes to school, increased educational aspirations and a reduction in truancy.
- **higher academic performance** – this includes increased completion of homework, and improved attainment in exams.
- **reduction in negative and health harming behaviours** – provision of diversionary activities and the influence of positive role models and peer groups may be influential in reducing negative and health harming behaviours such as poor conduct and aggression, crime and anti social behaviours, adolescent sexual activity and alcohol and drug misuse.
- **benefits to families, employers and communities** – parents benefit from the peace of mind that their children are engaged in a positive out of school activity, in a safe environment. This can aid productivity in the workplace and, depending on the timing, can allow parents to work more hours.

¹⁴ Based on an average of 5.5hrs teaching time per day for 198 days per year and an average of 15 waking hours per day.

- **build employability skills** – structured out of school programmes can increase the opportunities for children and young people to develop ‘soft skills’ such as team working, communication, motivation and flexibility, which are valued by employers.

However, these benefits are not universal. Out of school programmes impact on different children and young people in different ways and to varying degrees.

The activities involved and the structure of the programmes are important in achieving outcomes. A number of studies have looked at success factors associated with out of school programmes. Critical Hours identifies eight factors associated with achievement of positive outcomes. These are: physical and psychological safety; appropriate structure; supportive relationships, for example one-to-one, or small group connections between young people and adults; opportunities to belong; positive social norms; support for efficacy, for example opportunities for autonomy, challenge and taking responsibility; opportunities for skill building; and integration of family, school and community efforts.

Early Intervention

The Millennium Cohort Study; a multi disciplinary study following the lives of around 19,000 children born in the UK in 2000/01 has provided evidence that inequalities in development in the early years can persist throughout a persons life. Lessening inequalities and supporting families to provide secure, supportive and stimulating home environments is viewed as essential for improving outcomes for children in the long term.

Making the connection to long term outcomes

There is a considerable volume of evidence illustrating positive short term impacts for children and young people as a result of involvement in musical education and positive out of school activities like Big Noise. Benefits include development of language and literacy skills, numeracy skills, general intellectual development and personal and social skills; particularly in areas such as confidence, self esteem and engagement with learning. There is also evidence to link the development of these skills to the achievement of positive outcomes for children and young people in later life.

For example, if engagement in learning translates to improved attainment, there evidence of a positive link between school attainment and annual earnings^{xxxvii} and between higher attainment and healthier lifestyles^{xxxviii}.

For Big Noise to achieve its aim of transforming lives it is important to try and understand its contribution to children, families and communities, and how immediate and short term impacts can be sustained and translated into positive longer term outcomes. However, establishing a clear link between early interventions and long term outcomes is very challenging; particularly when the impacts of the early intervention are largely around soft and intangible skills and personal qualities; such as self esteem, self efficacy, confidence and social skills) These are abstract and highly subjective concepts.

What is clear is that achieving these outcomes is related to the type of activity provided, the structure and organisation of programmes, the length and intensity of the participation. Maintaining the engagement of children and young people is therefore an important issue to consider. In the case of music education (such as that provided by Big Noise), maintaining engagement appears to be related to progression (in terms of improved musical ability) and a sense of achievement.

Providing opportunities and encouragement for children to practice and improve is significant in sustaining motivation^{xxxix}. The other critical factor in maintaining engagement is enjoyment; children must enjoy their involvement in music and fun must be placed at the heart of any successful programme^{xl}.

In the subsequent chapters we will use this evidence base to draw conclusions on the effectiveness of Big Noise processes and delivery and its contribution to the achievement of short, medium and long term outcomes for the children, young people, families and communities with whom it works.

APPENDIX 3 METHOD

Introduction

To deliver the evaluation, the study team took a mixed method approach to ensure maximum participation across all of the stakeholder groups. This comprised:

- desk research to establish the context for Big Noise in Raploch and the theoretical framework underpinning the approach of Big Noise;
- development of a logic model to underpin the fieldwork;
- qualitative consultations with stakeholders, partners, parents, volunteers, staff and community representatives;
- workshops and observations with children in nursery school, Castlevue and in primary one, as well as those participating in Big Noise orchestra;
- quantitative baselining survey of parents; and
- Value for Money calculations and assessment.

Desk research

In order to provide a theoretical context to the work of Big Noise, we conducted a literature review. We also analysed socio-economic data to understand the context of the Raploch area and the community within it.

We reviewed relevant documents that underpin Big Noise processes such as the business plan, children's assessment forms, curriculum mapping documents, database of attendance and financial accounts.

Logic model

To inform the fieldwork, the study team developed a logic model which set out the inputs, outputs and outcomes associated with the Big Noise. Working with the Scottish Government, the model was then reviewed and refined. The logic model provided the intellectual framework on which the remainder of the evaluation rested. The logic model is provided in Chapter 5.

Consultations, workshops and observations

A range of consultations were conducted. A full list is provided in the Table below.

Stakeholder organisation	Consultee's role
Sistema/ Big Noise	
Sistema Board	8 Board Members
Big Noise Volunteers	13 volunteers
Big Noise Musicians	6 musicians
Sistema Scotland	Director
Sistema Scotland	Development Officer
Sistema Scotland	Communications and PR
Sistema Scotland	Fundraiser
Sistema Scotland	Treasurer
Big Noise	Admin/ Communication
	Liaison
Big Noise	Manager
Stirling Council	
Office of the Chief Executive	Chief Executive Officer
Office of the Chief Executive	Deputy Chief Executive
Communities and Culture	Head of Communities and Culture
Education	Head of Education
Play Services	Crèche and Play
	Programmes Manager
Social Work	Social Work Team Leader
Social Work	Social Workers
Community	
Local Council	Councillors
Raploch Urban Regeneration Company	Head of Social & Economic Regeneration
Raploch Community Partnership	Chairperson
Raploch Community View	Chairperson
Raploch Community View	Publicity Development Officer
Community Bistro	Catering Manager
Community Council	Chairperson
Youthspace	Youth Worker
Partners	
Central Scotland Police	Community Constable
Educational Psychology	Educational Psychologist
Local healthcare practitioners	Speech and Language Therapist
BBC Scotland	Head of Programmes and Services
	Director
BBC Scottish Symphony Orchestra	
BBC Scottish Symphony Orchestra	BBC Buddies
Drake Music Scotland	Chief Executive
Funders	

<i>Children in Need</i>	<i>Head of BBC Children in Need, Scotland</i>
Schools	
<i>Our Lady's Primary School</i>	<i>Head Teacher and 2 teachers</i>
<i>Raploch Primary School</i>	<i>Head Teacher and 2 teachers</i>
<i>Castlevew Primary School</i>	<i>Head Teacher and 1 teachers</i>
<i>Raploch Nursery</i>	<i>Head Teacher and 2 teachers</i>

Project staff, volunteers and Board members

We conducted interviews with Sistema Scotland and Big Noise staff and Board members using a semi-structured topic guide. The interviews covered themes such as the aims and activities of the project, the effectiveness of its operational and management structures, and potential for Big Noise to be replicated in other areas in Scotland.

We consulted with 13 project staff (including 6 musicians), 13 volunteers and 8 Board members.

Stakeholders

Stakeholders were identified in partnership with Big Noise and the Scottish Government, and approached in line with Scottish Government protocols. We worked with each stakeholder organisation to identify the most appropriate interviewees. The team conducted 26 one to one interviews and 2 focus groups with stakeholders. Themes included: extent of involvement with Big Noise; Big Noise's organisational effectiveness; achievement of outcomes to date and anticipated long term outcomes; aspects of Big Noise that contribute to achievement of outcomes and the future development of Big Noise.

Prompts were used to supplement particular questions in the topic guide to allow deeper probing of consultees' views of certain aspects of Big Noise. Interviews were carried out with head teachers, teachers, social workers, Stirling Council officials, Big Noise funders, an educational psychologist, a speech and language therapist, a community police officer, Raploch URC, the BBC Scottish Symphony Orchestra, elected members and community organisations.

Parents and carers

Parents and carers were recruited for consultation using an 'opt-out' scheme. Big Noise provided each child in the out of school programme with an information leaflet about the evaluation research along with a consent form. These forms were completed if parents did not wish themselves or their children to participate. No 'opt-

out' forms were returned. GEN then worked with Big Noise to recruit and consult with 35 parents and carers. This is a good representation of the 109 families involved in Big Noise out of school activities (32%). Big Noise also works with 169 children during school and nursery time as part of the pre-orchestra and SEN programmes, however these children are registered with the school or nursery rather than Big Noise and no data is available on the number of families involved.

In the consultations, we explored:

- reasons for children's involvement with Big Noise;
- extent of parent/carer involvement with Big Noise;
- extent of barriers to involvement; and
- impacts of involvement on children, parents and carers, wider family, and community.

The qualitative consultations with parents and carers were supplemented with a quantitative survey. The survey was designed to capture information to monitor the profile of families with whom Big Noise works and to provide an indication of the impacts of Big Noise, as viewed by parents and carers. This tool will be used by Big Noise going forward to measure its impact over a longer period of time.

Workshops and observations with children

We conducted 9 workshops with a total of 76 primary school children attending the out of school orchestra. This is from a total of 146 children. We conducted two groups with a total of 16 nursery school children out of a total of 100 participating children of this age. We observed one session with 6 children from the Castlevue Special Educational Needs (SEN) School, a total of 28 children from Castlevue take part in Big Noise activities.

We designed workshop activities including musical statues, frozen pictures, and drawing to engage children and gather information. The themes in the workshops mapped onto the outcomes that Big Noise is trying to achieve (Table 2.1). To avoid tiring the children and risk losing their interest, we explored themes 3 and 4 on an alternating basis i.e. exploring theme 3 with one group and theme 4 with the next.

Table 2.1: Children's workshops – themes and outcomes measured

<i>Workshop Theme</i>	<i>Outcome Measured</i>
1) Description of the Big Noise	Create new life opportunities for children
2) Confidence and social skills	Develop children's social skills, confidence, aspiration and drive
3) Empathy and emotional intelligence	Grow children's respect, understanding, and empathy for each other and emotional intelligence
4) Engagement with education and successful learning	Encourage engagement with education and successful learning
5) Aspirations	Develop children's social skills, confidence, aspiration and drive

Children were also given the opportunity to answer a series of questions and have their responses recorded using 'Voxur', a mobile camera contained in a flight case. This mobile video diary allows users to record their answers to questions asked on-screen.

APPENDIX 4 CASE STUDIES

Case study 1 – Impact for children; learning and wider achievement (1)

Through the research we found evidence that Big Noise is impacting on the wider learning for some of the children involved. This case study presents the story of two children who have attended Big Noise since it started. When the children's mother first heard about Big Noise she thought it was an excellent idea and that it would be very good for her children to be involved. Through Big Noise she hoped they would find an activity they enjoyed and that would engage them as they were not involved in any activities outside of school at that time.

The children have speech and language difficulties and receive support to assist them in mainstream education. Their mother attends regular meetings at their school to discuss their progress with class teachers and other staff involved in their education. A representative from Big Noise also attends these meetings to share the experiences and progress of the children in the orchestra and in their musical tuition.

The children's mother is very positive about the support provided to encourage her children's participation and progress. She commented that during practices and performances a musician or volunteer often sits with them to help them with the notes and ensure they know where they are in the musical piece. This support helps them to keep up when the orchestra are playing thereby maintaining their engagement in the activity.

Involvement in Big Noise has had a number of benefits for the children. Their mother feels that it has brought about a significant increase in confidence, something that was particularly important for them as they previously lacked confidence in a number of areas of their lives. Big Noise musicians provided anecdotal evidence of the confidence the children have gained, highlighting instances when they have played their violins in front of teachers and classroom assistants and the fact they are now confident enough to sing in front of their peers at orchestra sessions something they feel would have been a significant challenge for them when they first joined Big Noise.

The social aspect of Big Noise has also been very beneficial as the children have made a lot of new friends. Prior to their involvement in the orchestra they tended to play together and did not have a wide social network. Their mother says that this has now changed significantly and they have a much wider circle of friends which she believes is really important for them. This was reinforced by Big Noise musicians who commented that the girls are "*firmly on the social map of everyone in their orchestra*". Musicians have also noticed that where the girls used to always stay close to one another at Big Noise sessions they are now secure enough to sit separately among the other children in the group.

The children's mother feels that as a result of Big Noise her children are better able to concentrate for a sustained period on a specific task. They have learned to sit and

listen to the orchestra conductor and to be very focused on the musical tasks they are given.

This is backed up by musicians who commented on the level of concentration required to successfully play a piece of music as part of the orchestra. They said that the girls used to need a lot of support to help them through a piece (as noted in their mothers' comments above). At times they would disengage during sessions, put their instruments down and not want to participate as they struggled to find their place in the music and to keep up (this was particularly true for one of the children).

However, musicians commented that since the start of the new term (having been with the orchestra for two years) they are both confidently "*holding their own in the red orchestra (the second most advanced orchestra) along with other children of their own age*" and that they are always highly engaged in sessions. They no longer need the support of musicians to help them keep up with the music.

Their mother feels that the ability to focus and concentrate gained through Big Noise also translates into other parts of their lives including their school lives. If this benefit is long lasting it will ultimately help their achievement in school.

Overall, involvement in Big Noise has had a big impact on the lives of these children. It has increased their confidence and self esteem, widened their social network and helped them develop new skills that are likely to aid them in other parts of their lives. If these impacts are sustained it is expected that they will result in more positive outcomes in later life. Continued engagement will be key in sustaining and enhancing these benefits. The individual and flexible way that Big Noise has worked with the children is a positive factor that is likely to aid their continued engagement.

Case Study 2 – Impact for children; learning and wider achievement (2)

Through the research we identified a child whose learning and wider achievement has benefited from involvement in Big Noise. This child has taken part in Big Noise sessions at Castleview School since September 2008. Castleview School support children with additional support needs. Big Noise works with children at Castleview to develop general musicianship skills. This includes their ability to recognise notes and tunes and keep a beat.

Last summer Big Noise approached the child and his mother to ask if he would like private music lessons with a view to him joining the Big Noise Children's Orchestra. The child was progressing well in sessions at Castleview, was very musically able and highly engaged in the work. The child now receives weekly music lessons and attends Big Noise after school sessions once a week.

Big Noise trialled the Figure Notes teaching method (delivered in partnership with Drake Music Scotland) with the child. Figure Notes is a system for teaching music using shapes and colours. Children progress through various stages with the final outcome being for them to read sheet music. This has proven very successful and as part of the orchestra the child has performed in front of his school and other children at Raploch Community Campus.

The child has benefited in a number of ways from involvement in Big Noise, especially increased social confidence and self esteem. His mother has noticed this change and commented that teachers had also mentioned this to her. Prior to involvement with Big Noise he often struggled to play as part of a group and interact with other children when taken out of a familiar environment.

His mother feels that he has been transformed since joining Big Noise. She has noticed a considerable improvement in social skills and development of a wide circle of friends from all the different schools; most of whom he did not previously know. The child is not currently involved in any other out of school activities so involvement in Big Noise has widened the sphere in which he plays and learns. He thrives on the attention he gets when performing; he recently performed solo in front of his school assembly, something he would not have had the confidence to do a year ago.

Involvement in Big Noise is also supporting the child's wider learning. His mother believes that Big Noise supports and complements the work of Castleview teachers particularly in musical and creative subjects where her son performs very well. His mother feels his involvement with Big Noise has helped to engage him and increase his interest in these areas.

He has always responded very well to music, and learns effectively through use of rhyme and rhythm. Both his mother and Big Noise music tutor commented on his almost "*photographic*" memory for music. The style of teaching employed by Big Noise, which relies a lot on picking up tunes and rhythm by ear before reading the music, is therefore well suited to his needs and strengths.

Through musical tuition and the discipline required to play as part of the orchestra he has developed his abilities to focus and concentrate on a task. This is impacting on

other areas of his life at school and in the home. These are important skills which if sustained will improve and enrich his life in the longer term through sustained engagement with new and different activities.

In the absence of Big Noise, his mother feels that his future would be very different. He gets a huge amount of pleasure from his involvement in the orchestra and she feels that this is the most significant benefit of involvement for her son. She said “*[the best thing about big noise is] the enjoyment of seeing your children playing an instrument in front of you and seeing the enjoyment that it gives them...[without Big Noise] we would see kids crawling back into the corner*”.

Case Study 3 – Impact of children; overcoming barriers to participation

This case study presents the story of two children who have been involved in Big Noise since it began. The children's parents were keen for them to join Big Noise from the start as they thought they would enjoy it and it would be a good opportunity for them; *"a chance they would never get anywhere else"*.

The children have been involved in all aspects of Big Noise activities including individual tuition, after school and summer school sessions, community events, excursions and giving performances. When they are performing their parents always go to watch and support them. The children's involvement in Big Noise has opened up new and different opportunities for their parents as they would not have attended events like these in the past.

In recent years the children's father has suffered ill health and was concerned that the children may miss out on the opportunities offered by Big Noise as he is not always able to get them to and from sessions. He is very impressed and grateful for the way Big Noise staff have *"bent over backwards"* to help the family remain involved. When he is not able to pick them up from Big Noise the team will arrange and pay for a taxi for them.

The children's father spoke extensively about the benefits of involvement with Big Noise. For both children Big Noise is a source of considerable enjoyment. They often perform for their families and neighbours and get very excited when they are talking about their activities at Big Noise. Both children particularly enjoy their individual lessons and seem to thrive on the sense of achievement they get at Big Noise. Attending Big Noise gives them a positive activity to engage in after school. This gets them out of the house, away from electronic games and computers and keeps them mentally and physically active. This is very important for them as the children used to do other physical activities, such as swimming, on a regular basis but as a result of their father's health issues they now can't go as often.

The intensive nature of Big Noise has helped the children get into a structured routine where they go to school and Big Noise, come home and do their homework and then have free time to play. Their father commented that there has been a noticeable difference in their focus and attention span when they are in the house. He attributes this to Big Noise and the concentration and focus that it takes to learn to play the music. However, their father does not think that Big Noise has made a difference to their academic achievement per se as both have always achieved well at school.

Both children have grown in confidence since they joined Big Noise. Their father firmly believes that this is due to playing and performing as part of the orchestra as well as the support and encouragement they receive from the Big Noise staff. Increased confidence has been particularly important for the younger of the siblings. Their father commented that at one time his child *"would not have stayed away overnight but now it is not a problem and the confidence just oozes out of them both"*. He attributes this to Big Noise and the experiences they have had there.

Their father feels that one of the most significant impacts of Big Noise is in developing the social skills of the children involved. Through Big Noise they are mixing in small groups with children from other schools, including Castlevue school, who they would not normally mix with to the same extent. While the co location of the schools facilities contact between pupils, he feels that Big Noise is also an important factor as children are working and playing together in the orchestra. As a result they are developing their social skills and learning to accept and respect children who are different from themselves. He said “*they [Big Noise] are teaching them to become better people*” and this is something that will stay with them in the long term.

Case Study 4 – Impact for children; increasing opportunity and aspiration

This case study presents the story of a child who has been involved in Big Noise since it started. The child's mother first heard about Big Noise through the school and wanted her child to get involved as she felt that the child was naturally musical and believed that it would be very enjoyable.

The child is involved in all aspects of the Big Noise programme. The child's mother commented that Big Noise *"gives the kids the opportunity to see and do things they wouldn't have done otherwise... they get to go to different places and see a real orchestra"*.

The child's mother believes that Big Noise has increased her child's confidence to the extent that the child is happy to *"play the violin for anybody now"*. She attributes this to the fact that children are regularly asked to play in front of strangers, they have got used to it and it has built up their confidence.

The child's mother sees music as an important element in her child's future. Indeed, as a result of Big Noise the child is already pursuing other musical activities including joining the National Youth Choir of Scotland (NYCOS). The child's mother commented that she had always wanted her child to get singing lessons but that the cost was prohibitive. Although family had never heard of NYCOS before, when the opportunity came to apply they filled in the application form immediately. A few weeks later NYCOS invited the child along to audition and offered a place.

The child's mother does not believe this opportunity would have come about in the absence of Big Noise. Big Noise made them aware of the opportunity, and played a significant role in giving the child the confidence and ability to audition; the child commented that they already knew a lot of the songs that were used at the NYCOS audition. Big Noise also helped in practical ways. There is a charge of £80 per year for all members of NYCOS Area Choirs which was required to be paid by cheque. Big Noise paid this by cheque in exchange for the cash. Big Noise also negotiated annual fees with NYCOS on behalf of the family after a change in the family's financial circumstances.

The child gets a lot of enjoyment out of both Big Noise and NYCOS and her mother feels that by going to both the child has opportunities to meet lots of new people and make new friends. NYCOS offers significant opportunities for children to progress in music. Although the child is in the training choir just now, she hopes to progress to the junior choir and then to the senior choir when she is old enough.

Case Study 5 – Impact for families; enhancing family life and hopes for the future

The research identified a family for whom involvement in Big Noise has brought about substantial benefits after a traumatic period. In this case the children's involvement in Big Noise has enabled their mother to become involved. This has helped bring about significant change in the family circumstances and aspirations for the future.

This case study presents the story of one Big Noise volunteer who has been heavily involved with the organisation for around a year. The volunteer plays as part of the Noise adult orchestra, volunteers at Big Noise after school and summer school sessions and has recently started providing voluntary administrative support one afternoon per week.

She decided to become involved in Big Noise after seeing the work they were doing with children in the local area. She wanted to help the organisation and give herself something to focus on outside of the home. As a volunteer she assists Big Noise staff at 'sign in', when the children arrive for their musical tuition, supervises children during breaks and assists children who are finding orchestra practice difficult; helping them to read the music and identify the correct strings on their instruments. As a member of the adult orchestra she has found an activity that she can share with her children. She helps them to learn musical pieces and they often practice as a family, attend outings and performances together.

Before becoming involved in Big Noise the family had a turbulent home life. For around six years the volunteer was in an abusive relationship that she lacked the confidence and self belief to end. During this period she feels she retreated in to herself rarely leaving home, except to go to the local shop and back. She never socialised. At this time, social workers were involved with the family. The volunteer believes that her children would have been taken from her had the abusive relationship continued.

Through her children's involvement in Big Noise she became friendly with a member of staff who she trusted and confided in. At this time Big Noise also gave her the opportunity to be involved in the organisation as a volunteer. Through this she came to realise that "*there is a life out there*" and that she did not have to stay hidden away at home. As a result of her involvement with Big Noise the volunteer developed renewed confidence and self belief which helped her to end the relationship. Social workers are no longer involved with the family and she attributes this in part to the support and encouragement that Big Noise staff provided during this period.

She now has a much more positive outlook on life. She commented that she has the confidence and self esteem to know that she can achieve positive things, such as making a positive contribution to Big Noise and returning to employment in the future. Through volunteering at Big Noise, she has developed a number of skills that are benefiting her and her family. The skills she is developing include team working and communication skills, office and administrative skills. She is hoping to return to employment in the medium term. She feels that the experience she has gained

through Big Noise will enhance her chances of finding employment and that she will now be able to access higher paid employment than she otherwise might have.

As a Big Noise volunteer she has received training to support her in her role. This includes health and safety and child protection. This training has allowed her to carry out work with children at Big Noise and has developed her abilities to be a strong parent and role model for her own children. She commented that her children are now “*well behaved and settled*” and the training provided through Big Noise has helped her to understand their behaviour and address any issues in a positive way.

Overall, the story of this family provides a strong example of the achievements of Big Noise. The volunteer believes that her involvement in Big Noise is a major factor that helped bring about positive change in the family circumstances. Social workers are not longer involved with the family; a change that demonstrates the scale of improvement in well being.

Case Study 6 – Impact for families; lifelong learning and community involvement

Big Noise is committed to involving parents, families and the wider community in their activities. They provide opportunities for parents to volunteer as 'parent helpers' and assist with activities of the children's orchestra. They have also started an adult orchestra – 'The Noise' – allowing parents, grandparents, carers and community members to benefit from musical tuition and performance in the same way as the children.

Through these opportunities Big Noise develops the skills (tangible skills and soft skills) of those involved, provides opportunities for lifelong learning and has facilitated greater community participation.

This case study presents the story of a Grandmother who is a regular participant of 'The Noise' adult orchestra. She attends group tuition with The Noise on a weekly basis. Musicians are also providing her with additional tuition to develop her confidence to play as part of the orchestra, help her develop her musical skills and practice musical pieces.

Prior to involvement with The Noise the only activity she was involved in was weekly exercise through 'Healthy Hearts'. She commented that "before The Noise life was boring" and that she generally stayed in the house with little to occupy her time.

As a result of involvement in The Noise, she feels her confidence and self esteem has improved immensely. She attributes this to the supportive, encouraging and inclusive atmosphere promoted by the musicians. They make her feel like a valued member of the orchestra, with an important contribution to make. She commented "the fact that they want me to be a part of it [The Noise] is very significant and that means a lot to me".

She is now getting out of the house a lot more and her involvement with The Noise has given her a focus that she did not have before. She has also established a number of new friendships. Although she knew a lot of the orchestra members prior to her involvement, and would have acknowledged them in passing, she feels she would now count them among her friends.

Significantly, as a result of involvement in The Noise she has also become involved with other community activities. She is now on the committee which is responsible for organising Raploch Gala and has recently taken up a voluntary role as a reader for the blind with the local community newspaper. In this role she will record news stories in an audio form so that people with a visual impairment can access the local news. These opportunities for community involvement were highlighted to her by other members of The Noise. Had it not been for her involvement in the adult orchestra she would not have known about them and feels that she would not have had the confidence to volunteer to be a part of them.

Case Study 7 – Impact on the community; changing perceptions

One parent who has had considerable involvement in Big Noise (with children involved in the pre-school programme, children's string orchestra, and the brass and woodwind section) spoke about the impact of Big Noise on the wider community.

The parent commented on the traditional view of Raploch as a rough area similar to those found in every large city and town. This is a reputation that has developed over many years and that continues in spite of the many changes and positive developments that have taken place both to the physical environment and the social fabric of the area.

This parent believes that the area has traditionally lacked opportunities for children and young people to become involved in positive activities. The community campus has been a catalyst for positive change in this respect as it has attracted new opportunities to the area, including a Tai-Kwan do club and football club. Whilst the parent feels that all of these are positive developments, he believes that Big Noise is unique in the way it has brought the community together with activities that cut across the divides that exist between pupils in schools, between generations and between people from different backgrounds.

The parent is convinced that Big Noise has successfully engaged parents and elements of the wider community in a way that other organisations have not and perhaps could not. Evidence for this comes from the fact that parents meetings at schools and other organisations are often quite poorly attended whilst Big Noise parents meetings are usually well attended and concerts sell out. This is a point that was reinforced by strategic stakeholders who also highlighted the wider family involvement that Big Noise brings about, with fathers, grandparents, aunts and uncles making up a significant proportion of the audience at Big Noise events. This is in contrast to school events where there is a perception that audiences are mainly mothers on their own.

In the view of this parent there is a very good awareness of Big Noise in Raploch and in Stirling more widely. The parent said they are often stopped in the street by community members who are not involved asking how they can get tickets for performances and commenting on press and T.V coverage they have seen.

The parent feels confident that Big Noise will have a long term positive impact for those involved and that this will help to change perceptions as well as the reality of the area in the future.

The parent feels that some children are less likely to follow a negative path, such as becoming involved with drink, drugs and anti social behaviours, when they grow older due to the positive influence of Big Noise and close knit peer group that has developed in the orchestra. The children who participate in the orchestra are learning and progressing in their musical ability and the parent feels that engaging them and developing their skills in a positive activity from a young age will steer them away from negative activities in adolescence as their time will be occupied in the orchestra.

This view was reinforced by a number of other parents, including one who commented specifically on the manners and behaviour of children involved in the orchestra in comparison to those of some older. This parent commented that Big Noise children appear to be more “*sensible*” than those older children who have not been involved. They have learnt discipline through the orchestra, have a structured routine in their lives and have a positive activity to take part in that keeps them off the streets and away from negative influences.

It is clear that those involved in Big Noise regard it is a positive influence for the community as a whole. They feel it is playing a part in changing the way people view the area, both residents and those from outside Raploch. It is a focus for community activity and by providing positive out of school activities for children it may reduce actual and perceived levels of youth disturbance and problem behaviours.

However, the collective perception of a place is a complex construct that develops over a long period of time and in response to a range of factors and experiences. It is not something that can be changed quickly and it will take time to fully see and assess the impact of Big Noise on the community as a whole.

Case Study 8 - Partnership working to enhance service delivery and experiences for children (1)

Effective partnership working at a strategic and operational level is viewed as a key strength of Big Noise. The following case study provides an illustration of the way in which Big Noise works with local partners to add value to the work of services supporting vulnerable children.

In supporting children with unsettled and chaotic home lives, Big Noise has worked alongside key partners and professionals including senior school staff, classroom teachers, support for learning assistants, social workers and family support workers. The involvement of Big Noise tends to be coordinated through Staged Intervention meetings in schools.

Big Noise can support vulnerable children in a variety of ways. For some children, especially those displaying disruptive behaviour, it is not productive to provide tuition as part of the core Big Noise out of school programme. In these cases Big Noise can work with schools to provide in school tuition with a view to integrating the child into the orchestra at a later date.

Through individual tuition Big Noise can work with schools to encourage positive behaviour change. For example, musicians will award children stickers and certificates for sustained periods of concentration and positive behaviour. In the past Big Noise has linked with classroom reward systems so that children can trade Big Noise certificates for stars to earn 'golden time' in the classroom.

Big Noise recognises the importance of stability and continuity for the children they work with on an individual basis. For some of these children Big Noise is the only activity that sits out side of school that provides them with routine and security. To effectively support these children it is crucial for musicians to establish good relationships with the children and instil a sense of trust.

Big Noise musicians work slowly and flexibly with children to achieve this and good working relationships with class teachers are essential. For example, when Big Noise first starts working with a child, the musicians may arrive early to collect the child for their individual lesson and sit in the classroom with them so they can begin to establish a working relationship in the secure environment of the classroom.

To encourage children and instil a sense of achievement, Big Noise has arranged classroom performances and filmed individual lessons with children so they can see themselves performing. These films have proven useful tools for addressing challenging behaviour when it arises. Where possible, Big Noise, schools and other partners are also keen to involve families in the process of musical tuition as children often benefit from seeing that their parents are interested and proud of their achievements.

Family support workers and social workers, who have worked in partnership with Big Noise to support families with complex issues, commented on the value Big Noise can add to existing provision.

For these very vulnerable children Big Noise provides an engaging and enjoyable activity during a traumatic period. Professionals commented that, for some children, involvement in Big Noise plays an important role in helping them to hold their lives together, filling significant gaps terms of positive activities and stability. It can provide an escape from problems at home and much needed emotional support and encouragement. For children with severe behaviour issues the realisation that Big Noise will not give up on them, even if they are not in a position to cope with the structure the core after school programme, can also be very important in helping them to cope with the issues they are facing.

Big Noise does not profess to be a solution for major social and family problems. The work of Big Noise supports and enhances that of other agencies. Partners expressed a view that for some children with major family problems Big Noise provides a sense of hope and something to “cling on too” that can prevent the issues they face impacting on them in an even more severe way by providing a coping mechanism for them.

Case Study 9 – Partnership working to enhance service delivery and experiences for children; linking to the Curriculum for Excellence (2)

Curriculum for Excellence has been rolled out across Scotland for all 3 -18 year olds – in and out of the classroom, in nurseries, schools, colleges, in the workplace, within community learning and development settings – wherever children and young people learn.

Implemented in primary schools in 2008, Curriculum for Excellence aims to raise standards of learning and teaching to help prepare children for life in a fast changing world and a global economy. With an equal emphasis on knowledge and skills, it prepares children and young people for jobs that don't yet exist, using technology that hasn't yet been invented, to solve problems we can't yet imagine.

Curriculum for Excellence involves active learning to teach children how to learn and how to manage themselves, their responsibilities to others and to work as a team. It is about putting in place the skills for lifelong development and personal and career management. Central to the approach is recognising achievements outside of simply academic achievements.

It has four capacities that it aims to support children and young people to develop and these are: to be successful learners, confident individuals, responsible citizens and effective contributors. Looking across these four, Big Noise has the potential to contribute to these capacities in particular, skills for lifelong learning and careers and life management.

There has been a planned, strategic approach to linking Big Noise with Curriculum for Excellence in Raploch. At the outset of Big Noise, a working group was established to map Big Noise activities on to Curriculum for Excellence. The working group draws its membership from Big Noise, representatives from schools, Stirling Council Education Department and more recently nurseries and a Stirling Council Quality Development Officer. This group meets every term to map and review how Big Noise can contribute to the curriculum. It is a clear demonstration of intention to work together towards common goals and to integrate Big Noise and Curriculum for Excellence.

As a result its work and that of the working group, Big Noise has successfully developed activities that work towards achieving the Curriculum For Excellence aims, incorporating them in to Big Noise activities. The Big Noise approach fits with the ethos of Curriculum for Excellence by taking a fully participatory approach to working with children and by developing and recognising key skills and achievements such as team working and being a confident individual. Big Noise contributes to the four capacities through its wide range of learning experiences giving children the opportunity to develop self worth and confidence by representing themselves and their community; celebrating learning through performances; team working and team building, active participation, personal engagement and commitment and engaging with others. It also helps with specific aspects of Curriculum for Excellence for example it helps with phonological awareness, rhythm and onset rhyme.

There is evidence to show that teachers are becoming increasingly aware of how Big Noise can contribute to the delivery of curriculum activities. Between August and October 2010, Big Noise worked with learners in P6 and P7, during school time to engage them in Big Noise. In this period, by working with the teachers, it was agreed that Big Noise would help to deliver a science lesson about sound. This is an example of how Big Noise can support the curriculum, however there is scope to expand this considerably.

Educationalists participating in the research have observed that during Big Noise performances, children sit quietly on stage for long periods, they follow and carry out instructions and co-operate as part of the orchestra. This demonstrates a readiness for learning which supports the delivery of Curriculum for Excellence.

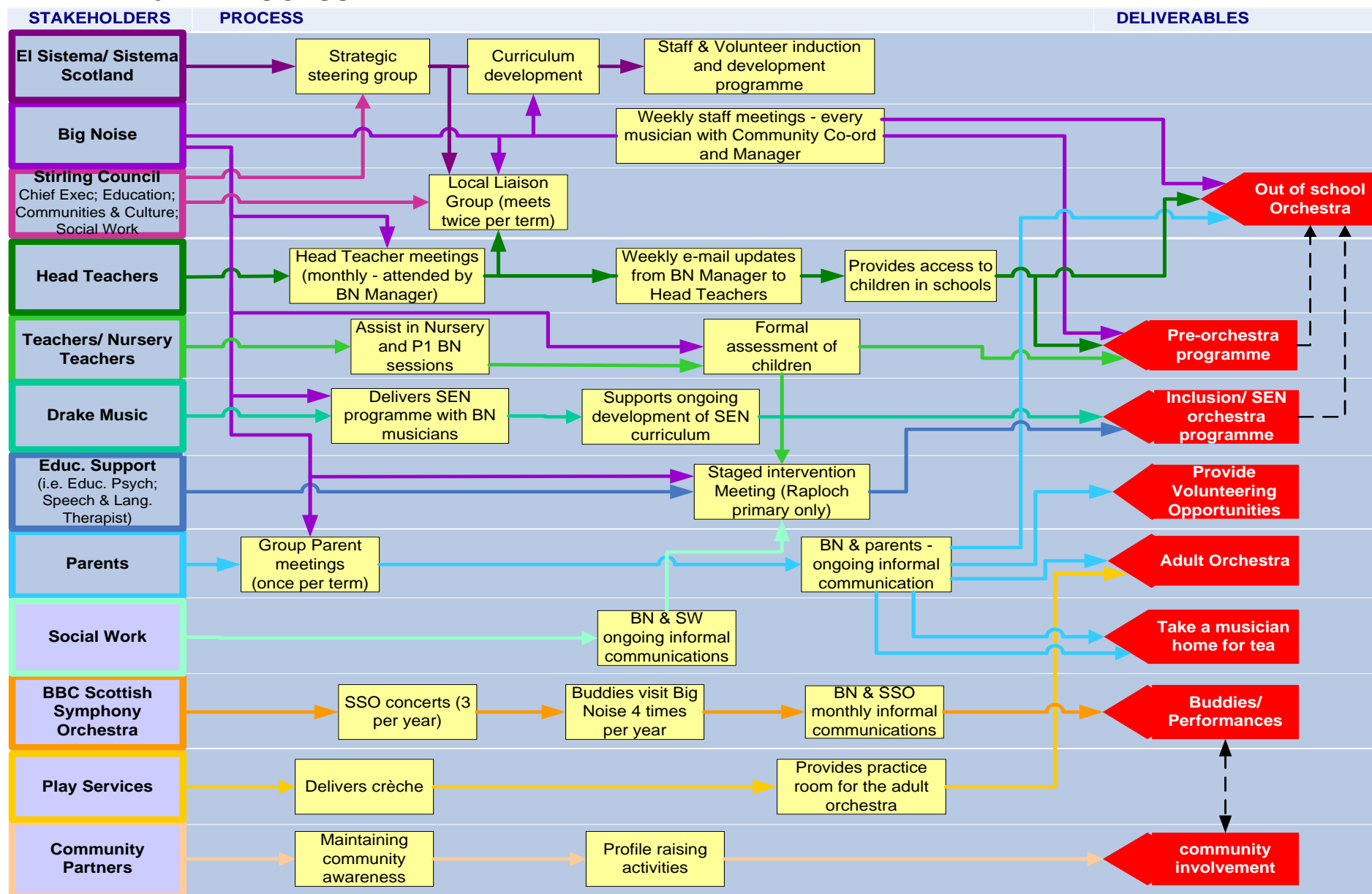
Big Noise activities have been successfully embedded in the delivery of the nursery curriculum. The challenges with Big Noise's partnerships with schools has meant that there is not yet the desired level of buy-in from the schools to integrate Big Noise into the delivery of Curriculum for Excellence, but there is a commitment at senior level in Stirling Council and some progress has been made at the school level. Going forward, the aim is to continue working with teachers to raise their awareness of how Big Noise activities can contribute to the delivery of the Curriculum for Excellence and get Big Noise activities fully integrated in the delivery of Curriculum for Excellence. The mechanisms are now in place to achieve this.

APPENDIX 5: BIG NOISE ALIGNMENT TO 8 SUCCESS FACTORS IDENTIFIED BY THE CRITICAL HOURS STUDY

Supportive relationships	1	Process	<ul style="list-style-type: none"> Intensive programme of activity where children work with musicians, volunteers, staff and children from a range of backgrounds to achieve a common goal
		Outcomes	<ul style="list-style-type: none"> Children build trusting relationships with adults and social networks with their peers. This is especially important for children with unsettled home lives and who may lack strong role models
Opportunities to belong	2	Process	<ul style="list-style-type: none"> All children from Nursery to Primary 7 offered the opportunity to join, with all those from Primary 2 to Primary children 7 involved in the orchestra from the outset Success celebrated publicly through community and National performances, and local and national publicity
		Outcomes	<ul style="list-style-type: none"> Children continue to engage with the programme over time, building confidence and gaining success through the orchestra
Opportunities for skill building	3	Process	<ul style="list-style-type: none"> Children learn to play instruments and are taught by skilled musicians Children work together as a team to learn to play together in an orchestra
		Outcomes	<ul style="list-style-type: none"> Children's musical skills develop Children develop 'soft skills' such as confidence, teamwork and communication skills
Support for efficacy	4	Process	<ul style="list-style-type: none"> Big Noise challenges children, showing them that they can learn a new skill and take part in public performances, which are enjoyed by families, friends and others
		Outcomes	<ul style="list-style-type: none"> Children's self esteem and confidence are growing and they are successfully performing in front of large and sometimes high profile audiences.
Physical and psychological safety	5	Process	<ul style="list-style-type: none"> Big Noise provides a safe, supportive and nurturing environment for children after school and in school holidays. Big Noise works with Social Work and other partners to identify and support children who are "at risk"
		Outcomes	<ul style="list-style-type: none"> Children are safe and well looked after at Big Noise, something that parents and professionals value Big Noise is an alternative to meeting and playing with friends in the street, and so accidents and anti-social behaviour may be reduced

Positive Social Norms	6	Process	<ul style="list-style-type: none"> Big Noise staff show children how to behave both in one-to-one contact with other people and as part of groups. Big Noise staff act as a positive examples and role-models.
		Outcomes	<ul style="list-style-type: none"> Helping bring about positive behaviour changes was highlighted as a strength of Big Noise by a number of parents and some teachers Big Noise may be a positive diversionary activity for children as they grow older.
Appropriate Structure	7	Process	<ul style="list-style-type: none"> Big Noise is a structured programme, combining individual tuition, group work, and performances. There is a clear route of progression from nursery to P7, if children want to follow it. It is intensive and immersive offering between 10 and 20 hours of structured activities per week during term time and school holiday periods
		Outcomes	<ul style="list-style-type: none"> Participants learn the discipline required to practice, improve and perform in an orchestra and observers comment on their concentration, focus and behaviour during performances.
Integrates family, school and community efforts'	8	Process	<ul style="list-style-type: none"> Big Noise is continually developing its partnerships with key agencies, including school staff and it has mapped its activities to the curriculum aims for nursery and P1 children It informs parents of all activities and involves them through family outings, the adult orchestra, volunteering opportunities, attendance at events and Take a Musician Home for Tea Performances are given in the Community Campus and community members are encouraged to attend.
		Outcomes	<ul style="list-style-type: none"> Big Noise is a positive and unique activity, which families and in some cases the wider community are proud to have. Families are inspired by Big Noise and work together to support the child/children to be successful in the orchestra, sometimes through family practice sessions, and often through celebration of success at performances. There are opportunities for Big Noise to make a valuable contribution to the delivery of the Curriculum for Excellence, and these opportunities are currently being developed with the Education Department and school staff. Social work teams find Big Noise a valuable resource in helping them to support vulnerable families.

APPENDIX 6 PROCESS MAP



APPENDIX 7 NUMBERS OF CHILDREN ENGAGING IN BIG NOISE

Percentage of children engaging with Big Noise during class time

<i>Learning Stage</i>	<i>School Roll</i>	<i>No. engaged in class time</i>	<i>% engaged with Big Noise</i>
<i>Castleview</i>	28	28	100%
<i>Nursery</i>	100	100	100%
<i>Primary 1</i>	41	41	100%
<i>Total</i>	169	169	100%

Percentage of children engaging with Big Noise out of school activities

<i>Learning Stage</i>	<i>School Roll</i>	<i>No. engaged out with class time</i>	<i>% engaged with Big Noise</i>
<i>Primary 2</i>	36	28	78%
<i>Primary 3</i>	47	27	57%
<i>Primary 4</i>	35	16	46%
<i>Primary 5</i>	32	17	53%
<i>Primary 6</i>	37	26	70%
<i>Primary 7</i>	32	29	91%
<i>Total Out of School (P2 – P7)</i>	219	143	65%

APPENDIX 8 CURRICULUM MAP

Big Noise-Curriculum for Excellence-Numeracy, Literacy and Health and Wellbeing Term 1

Key Outcomes	Core Knowledge	Activity	Assessment
Music I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)		Variety of simple songs and rhymes e.g. Buster, See Saw, Hello Song, Goodbye Song, Have You Brought Your ...Voice?, Chocolate Treats Movement games to a variety of musical styles e.g. jazz and classical Using claves to play along with songs	Teacher Teacher/Big Noise Teacher
Music I have the freedom to use my voice, musical instruments (and music technology) to discover and enjoy playing with sound and rhythm (EXA 0-17a)		Variety of simple songs and rhymes e.g. Buster, See Saw, Hello Song, Goodbye Song, Have You Brought Your ...Voice?, Chocolate Treats Vocal exercises to develop knowledge and range of voice-Have You Brought Your ...Voice? Pitch changing exercises-using sounds such as oooooo and aaaaahhhh going up and down in pitch Pulse and rhythm exercises using the body (e.g. moving to daddy, mummy, baby bears) and percussion instruments such as claves	Teacher Teacher/Big Noise Teacher/Big Noise
Music Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities (EXA 0-18a)		Mirroring in a pairs to music followed by discussions of what the music made you think of, feel etc	Teacher/Big Noise
Music I can respond to music by describing		Listening to music and describing thoughts and feelings by drawing a picture and	Teacher/Big Noise

Big Noise-Curriculum for Excellence-Numeracy, Literacy and Health and Wellbeing Term 1

my thoughts and feelings about my own and others' work (EXA 0-19a)		describing it. Mirroring in a pairs to music followed by discussions of what the music made you think of, feel etc	
Literacy I enjoy exploring and playing with the patterns and sounds of language and can use what I learn (LIT 0-01a/LIT0-11a/LIT 0-20a)	Listens to songs/rhymes with interest	Variety of simple songs and rhymes e.g. Buster, See Saw, Hello Song, Goodbye Song, Have You Brought Your ...Voice?, Chocolate Treats	Teacher
	Joins in with songs/rhymes	Variety of songs/rhymes including Buster, See Saw, Hello Song, Chocolate Treats	Teacher/Big Noise
	Joins in with repeated phrases/choruses	Have You Brought Your...Voice? Individual Hellos, 1 to 8 counting and action game	Teacher/Big Noise
	Recognises and copies patterns of speech (e.g.-rhymes)	Buster rhyme, Have You Brought Your ...Voice?, Individual Hellos	Teacher
Literacy I listen or watch for useful information and I use this to make choices or learn new things (LIT 0-04a)	Listens to, understands and follows single step and increasingly complex instructions	Making a shape/line in a team 'by the time I've finished my rhyme', following hand signs to sing Sos and Mis, listening and responding to a concept pair-e.g. stretching high for high note, low for low note	Teacher/Big Noise
	Shows understanding of explanations	Relates actions to concept pairs-e.g. if they hear a high note they will stretch high, low note will crouch low. Or jogging for fast notes (tes), walking for ta, striding for ta-aa	Big Noise
Literacy As I listen and talk in different situations, I am learning to take turns and am developing my awareness of	I'm interested in engaging and communicating with others	Activities in pairs such as See Saw and Mirroring to music. Passing an imaginary object (whoosh) using eye contact. Turn taking, listening and waiting in individual	Teacher/Big Noise

Big Noise-Curriculum for Excellence-Numeracy, Literacy and Health and Wellbeing Term 1

when to talk and when to listen (LIT 0-02a/ENG 0-03a)	Is developing an awareness of when to talk/listen in a 1-1 situation with adults and children, small group and larger group	Hellos and individual rhythm echoing	Teacher
	Asks and answers questions	Variety of activities from 1-1 mirroring, team games ('by the time I've finished my rhyme') to whole P1 activity. Variety of participation, turn taking, waiting and listening Involved in asking questions about the different instruments. Answers questions e.g. How many Tas did you hear? Was it a fast or slow piece?	Teacher
Literacy As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings (LIT 0-10a)	Uses language purposefully in one to one and group situations	Contributing to discussions about describing live or recorded music	Teacher/Big Noise
	Contributes to group discussion and offers own opinion	Giving own opinion within group discussions about live or recorded music or about the orchestral instruments	Teacher/Big Noise
Numeracy I have explored numbers (MNU 002a)	Uses numbers in conversations	Questions involving numbers-How many times do you slap you knee in Buster? How many strings are there on a Cello?	Teacher
	Recites numbers in sequence	1 to 8 Game-repeatedly counting from 1-8 in a pulse adding actions on specific numbers e.g. Clap on 1, stamp on 5	Big Noise/Teacher
	Joins in number rhymes and songs	1 to 8 game (as above), Buster with actions (4 actions on 4 lines of song), Glumph song (4 jumps at the end of the rhyme), Aural listening exercises-How many tas did I play?	Teacher/Big Noise
Numeracy I can use numbers to count (MNU 002a)	Counts objects by moving	Buster-tapping a series of 4 chairs, each representing 1 beat in the bar	Big Noise

Big Noise-Curriculum for Excellence-Numeracy, Literacy and Health and Wellbeing Term 1

	Counts objects by touching	Buster with actions (series of 4 actions for each line), Buster pointing at 4 heart card, Buster pointing at each of four fingers (no thumb) each representing 1 beat in the bar	Big Noise
	Counts in their head	Buster with actions but no words, 1 to 8 game with numbers in head but actions out loud	Big Noise
Health and Wellbeing I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space (HWB 0-21a)	Can identify body parts	Body pulse game-shifting pulse to different parts of the body e.g. Put the beat on your shoulders, in your feet, in your hands etc. Intricate movement exercises e.g. Sarasponda-moving from wrists, elbows, whole arm etc	Teacher/Big Noise
	Joins in with energetic movement games	Body pulse game, Buster movement (moving round room tapping chairs for beat), concept pair games e.g. stretching up for high notes and crouching for low notes, moving to notes (tas, te-te and ta-aa)	Teacher
	Developing coordination in movement games and activities	All the above. Also, mirroring to music both as a group following a leader and in pairs, activities using smaller motor skills e.g. using claves, action songs e.g. See Saw in group and in pairs	Teacher/Big Noise
Health and Wellbeing I am developing my movement skills through practice and energetic play (HWB 0-22a)	Joins in with energetic movement games	Body pulse game, Buster movement (moving round room tapping chairs for beat), concept pair games e.g. stretching up for high notes and crouching for low notes, moving to notes (tas, te-te and ta-aa)	Teacher/Big Noise
Health and Wellbeing I am aware of my own and other's	Is learning to relate to others, in parallel and co-operative play	Variety of activities in groups and pairs-making a shape/line in a team 'by the time I've	Teacher

Big Noise-Curriculum for Excellence-Numeracy, Literacy and Health and Wellbeing Term 1

needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules (HWB 0-23a)	Joins in and appears comfortable taking turns and sharing	finished my rhyme', See Saw in pairs, Mirroring in pairs Mirroring in pairs (taking a turn to be the leader), passing the claves for echoing rhythms, participating in and listening to individual Hellos	Teacher
Health and Wellbeing In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experience (HWB 0-19a)		Choosing a concept pair in individual Hellos- e.g. Do you want a fast Hello or a slow Hello	Teacher/Big Noise

APPENDIX 9

COST TO SOCIETY OF NEGATIVE OUTCOMES AND PROBLEM BEHAVIOURS

Cost to society	Cost
Costs of truancy^{xli}	
<i>The average cost of stopping a truant</i>	£3,529
<i>The lifetime extra cost of crime committed by a truanting child</i>	£6,776
Costs of school exclusion^{xlii}	
<i>The average cost of educating a permanently excluded pupil over the average duration from the point of exclusion to leaving high school (12yrs- 16yrs)</i>	£19,434
<i>The average cost of managing one school exclusion</i>	£720
<i>Average cost incurred by Social Services to support an excluded child between the ages of 12.5yrs and 16yrs</i>	£3,165
Costs of employability support^{xliii}	
<i>Improving personal skills, employability and employment prospects for NEET young people</i>	£5,300
Costs of offending^{xliv}	
<i>Lifetime cost of a young offender</i>	£300,000
<i>Annual cost of a prolific young offender</i>	£80,000
<i>Annual cost of crimes committed by young people in the UK</i>	£19 billion

APPENDIX 10 PART SURVEY FINDINGS

Q1. Have you noticed any change in their confidence as a result of the Big Noise?			
	%	Response Count	
They are more confident	100%		29
No change	0%		0
They are less confident	0%		0
		answered question	29
		skipped question	0

Q2. Have you noticed any change in their general happiness that you think has resulted from the Big Noise?			
	%	Response Count	
They are happier	93%		27
No change	7%		2
They are less happy	0%		0
		answered question	29
		skipped question	0

Q3. Have you noticed any change in their willingness to concentrate as a result of the Big Noise?			
	%	Response Count	
They are more willing to concentrate	79%		22
No change	21%		6
They are less willing to concentrate	0%		0
		answered question	28
		skipped question	1

Q4. What changes if any, have there been in their hopes for their own future.			
	%	Response Count	
Their hopes have increased	74%		20
No change in their hopes and aspirations	26%		7
Their hopes have decreased	0%		0
		answered question	27
		skipped question	2

Q5. Thinking about the changes in your child or children, do you think they have led to an overall change in behaviour at home?			
	%	Response Count	
Their behaviour has improved	43%		12
No change in their behaviour	57%		16
Their behaviour has got worse	0%		0
		answered question	28
		skipped question	1

Q6. On a scale of 1 to 10 how often do you do activities together as a family (1 is we never do activities together and 10 is we always do activities together)			
	%	Response Count	
1	0%		0
2	0%		0
3	0%		0
4	0%		0
5	12%		3
6	16%		4
7	20%		5
8	32%		8
9	4%		1
10	16%		4
answered question			25
skipped question			4

Q7. Do you think the amount of activities you do together as a family has changed as a result of Big Noise?			
	%	Response Count	
We do more activities together	66%		19
No change	34%		10
We do fewer activities together	0%		0
answered question			29
skipped question			0

Q8. Has Big Noise made a difference to you and your family in any of the following ways			
	%	Response Count	
We get on better as a family	44%		12
No change	56%		15
We get on less well as a family	0%		0
answered question			27
skipped question			2

Q9. Has Big Noise made a difference to you and your family in any of the following ways			
	%	Response Count	
I feel more confident as a parent	37%		10
No change	63%		17
I feel less confident as a parent	0%		0
answered question			27
skipped question			2

Q10. Has Big Noise made a difference to you and your family in any of the following ways		
	%	Response Count
My child/children has made new friends	90%	26
No change	10%	3
My child/children has fewer friends now	0%	0
answered question		29
skipped question		0
Q11. Has Big Noise made a difference to you and your family in any of the following ways		
	Response Percent	Response Count
I have made new friends	69%	20
No change	31%	9
I have fewer friends now	0%	0
answered question		29
skipped question		0
Q12. Has Big Noise made a difference to you and your family in any of the following ways		
	Response Percent	Response Count
I have learnt new skills	41%	12
No change	59%	17
I have fewer skills now	0%	0
answered question		29
skipped question		0
Q13. Has Big Noise made a difference to you and your family in any of the following ways		
	Response Percent	Response Count
I feel more positive about my child's future	90%	26
No change	10%	3
I feel less positive about my child's future	0%	0
Comments		5
answered question		29
skipped question		0

APPENDIX 11 SELF EVALUATION FRAMEWORK



Big Noise

Self Evaluation Framework

1. Introduction

This paper outlines how Sistema Scotland can monitor and evaluate the impact of its activities. It provides two frameworks, each with a different purpose. The high level Self Evaluation Framework provides a small number of indicators for assessing and demonstrating the extent to which Big Noise contributes to the relevant Scottish Government National Outcomes.

The more detailed Monitoring and Evaluation Framework is provided to enable Sistema Scotland to gather information that it can use with current and future funders to provide data on activity, engagement, outcomes for individuals and overall impact in the short, medium and long terms. It will allow Sistema Scotland to assess the impacts in accordance with the core aims and objectives set out in the Big Noise Scotland Business Plan 2007-13.

Monitoring impacts remains an important component of any interventionist programme, however, this has become a fundamental aspect in recent years as cutbacks on publicly available money increase and applications for alternative funding become more competitive. It has never been so important for an organisation to not only be effective but also to be able to prove their effectiveness.

These two frameworks have been designed to complement each other and to provide Sistema Scotland with the resources to undertake robust self-evaluation both against the National Outcomes and to generate more detailed information to demonstrate its work and provide information to funders and potential funders. The data and findings gathered through the frameworks will allow tracking of progress against the National Outcomes and the Big Noise pre-defined outcomes. These outcomes can be seen in full in the logic model in the evaluation report, it set out the inputs, outputs and outcomes associated with the Big Noise.

The primary purpose of the data is to provide evidence of demonstrable change for the children, their families and the community. In the Monitoring and Evaluation Framework, each of the core programme outcomes has been broken down to corresponding indicators which demonstrates how Big Noise is performing against each of the core objectives.

This information is valuable not only in terms of being able to provide evidence for funders and potential funders; partner organisations and other audiences, but it also identifies areas which may require fine tuning.

It should be recognised that these frameworks are a guide to how Big Noise might proceed to monitor and evaluate outcomes. It is important that the approach remains flexible in order to allow Big Noise to respond to changing circumstances and to any unintended outcomes that are achieved.

2. Data Gathering

For each indicator in the two frameworks there is an identified source for the data set. For some, this will be published data sets and for others, the source will be from a bespoke evaluation tool designed to support data gathering. The tools are set out in appendices 1 and 2. It is important to ensure that the data gathering process is not arduous, and much of the data required is already collected by Big Noise. In the frameworks this data source is identified as the 'activity monitoring database'. Furthermore, the M&E framework suggest how frequently data should be recorded and sets realistic intervals for gathering this which are time efficient and will not be over onerous on Big Noise staff, children, families or partners.

Parent Survey

The parent surveys gather mostly quantitative data, and capture internal factors (such as confidence and motivation) and external factors (such as supportive families and education). These will measure the short and medium term outcomes within the Big Noise logic model.

Curriculum for Excellence Assessments

Currently teacher assessments of children's progress against Curriculum for Excellence outcomes will not demonstrate the impact of Big Noise on children's development. However, as discussed in the evaluation report, over time there is an expectation that Big Noise will work more closely with teaching staff to plan how they work together to deliver the curriculum. This will enable Big Noise to identify which curriculum outcomes they contribute to and use data on children's achievement in Curriculum for Excellence assessments to demonstrate this. This should be incorporated into the Big Noise Monitoring and Evaluation Framework; data gathering; and reporting.

Equal Opportunities Monitoring

The equal opportunities form is focussed on gathering demographic data. This will ensure that Big Noise can monitor the characteristics of those engaging with the programme to understand its reach into the population, and take steps to engage under-represented groups.

Qualitative Research

Although the Monitoring and Evaluation framework focuses on quantitative data, it is recommended that Big Noise consider carrying out regular qualitative research with children

and their families to further explore important emergent findings from the surveys and add richness to the data. This could potentially be done through workshops with children and semi-structured interviews with their parents and carers. This does not currently constitute a part of the monitoring and evaluation framework, however, we have provided examples of tools which can be used to do this in appendices 3 and 4.

Longitudinal Tracking

Big Noise could also consider the longitudinal tracking of certain 'case study' children and/ or their families. This could be carried out annually over a period of 10 to 20 years to monitor the long term impacts as a result of involvement with Big Noise. This data would measure long term outcomes such as employment, anti-social behaviour, and health outcomes etc.

3. Analysis and Reporting

Sampling should aim to incorporate 100% of the population of Big Noise participants and their parents and families. Although this may not always be possible, the intention should be to include as many participants as possible, therefore any potential barriers to participation should be addressed, for example, by providing support to those with literacy problems and encouraging parents to take part.

The frameworks have been designed to enable the production of a simple report template to be populated with relevant data. Therefore, it is recommended that Big Noise prepare this template based on the indicators and sources to allow for efficient reporting.

Big Noise should allocate staff to carry out the data gathering, analysis, reporting and dissemination. Staff members will have responsible for specific tasks which are set out in Table 1.

Table 1: Tasks and Responsibilities

Task	Responsible Person
1. Surveys disseminated to all parents and carers	To be established
2. Surveys gathered back from parents and carers	To be established
3. Curriculum for Excellence Assessment data gathered from teachers	To be established
4. Data to be gathered from national data sets	To be established
5. All data input onto access database	To be established
6. All data to be analysed	To be established
7. Analysis to be translated into report	To be established
8. Report disseminated	To be established

4. Data Recording

Currently much of the Big Noise demographic data is being stored on a Microsoft Access database. For the purposes of storing the data obtained from the evaluation tools, it is recommended that the database be expanded to incorporate additional indicators as shown in Table 2 below. This would require creating additional Access tables to capture this data. This will allow the additional data to be link into the pre-existing unique identification numbers allocated by Big Noise to each participant. This allows linkages across all tables allowing for cross tabulation of stored data but also longitudinal tracking of individual changes over time.

5. High level self evaluation framework

National Outcome	Long Term Indicator	Monitoring Measures
National Outcome 3: We are better educated, more skilled and more successful, renowned for our research and innovation	<ul style="list-style-type: none"> ▪ Big Noise supporting community members and volunteers to access employment Source: Survey of volunteers & community members ▪ Children learning new skills at Big Noise Source: Big Noise activity data 	<ul style="list-style-type: none"> ▪ Number of volunteers and community members learning new skills through engaging with Big Noise Source: Big Noise activity data ▪ Proportion of community members and volunteers reporting skills improvement Source: Survey of volunteers & community members ▪ Number of children attending Big Noise activities Source: Big Noise activity data
National Outcome 4: Our young people are successful learners, confident individuals, effective contributors and responsible citizens	<ul style="list-style-type: none"> ▪ Children in the Big Noise are successfully learning at school Source: CfE Assessment Reports School Attendance and exclusions records 	<ul style="list-style-type: none"> ▪ Proportion of children reported to have increased aspirations for their future ▪ Proportion of children reported to have improved concentration Source: Parent and carer surveys
National Outcome 5: Our children have the best start in life and are ready to succeed	<ul style="list-style-type: none"> ▪ Children in Big Noise experience a nurturing, learning environment and are ready to succeed in life Source: Reports from nursery teachers 	<ul style="list-style-type: none"> ▪ Proportion of eligible children at nursery engaged in learning Source: Big Noise activity data ▪ Reported improved family relationships as a result of Big Noise ▪ Proportion of parents and carers who feel more confident in their parenting skills as a result of Big Noise Source: Parents and carers survey, Reports from social work partners
National Outcome 6:	<ul style="list-style-type: none"> ▪ Children in the Big Noise 	<ul style="list-style-type: none"> ▪ Children engaging in healthy eating at the Big Noise

We live longer, healthier lives	are engaging in positive healthy behaviours Source: Parent and carer survey	Source: Big Noise activity data
National Outcome 7: We have tackled the significant inequalities in Scottish society	<ul style="list-style-type: none"> ▪ The key groups in the community of Raploch benefit from the Big Noise Source: Big Noise equality data 	<ul style="list-style-type: none"> ▪ Proportion of children with special educational needs who participate in Big Noise ▪ Proportion of eligible children attending Big Noise ▪ Proportion of children successfully transitioning to Big Noise orchestra from one-to-one lessons (due to behaviour or personal reasons) Source: Big Noise activity data
National Outcome 8: We live our lives free from crime disorder and danger	<ul style="list-style-type: none"> ▪ Children in the Big Noise are engaging in positive social behaviours Source: Parent and carer survey 	<ul style="list-style-type: none"> ▪ Proportion of eligible children accessing the safe environment of the Big Noise (after school activities and during school holidays) Source: Big Noise activity data
National Outcome 11: We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others	<ul style="list-style-type: none"> ▪ Improved perception of local community by those engaged in Big Noise Source: Parent and carer survey, Survey of volunteers & community members 	<ul style="list-style-type: none"> ▪ Proportion of children reported to have increased social skills as a result of Big Noise ▪ Proportion of children reported to have more respect as a result of Big Noise Source: Survey of parents and carers ▪ Community attendance at Big Noise events Source: Big Noise activity data
National Outcome 13: We take pride in a strong, fair and inclusive national identity	<ul style="list-style-type: none"> ▪ Children in the Big Noise are confident about their place in the world Source: Parent and carer survey 	<ul style="list-style-type: none"> ▪ Proportion of children reported to have increased confidence as a result of Big Noise ▪ Proportion of children reported to be happier as a result of Big Noise Source: Parent and carer survey ▪ Proportion of key groups engaging in the Big Noise Source: Big Noise equality data

6. Performance Indicators

Table 2: Performance Indicators

OUTCOMES				
CORE PROGRAMME OUTCOMES		Indicator	Source	Frequency of Collection
Transform children's lives with music				
Create new life opportunities for children and families in the areas where we work	1	No. of children receiving musical tuition	Activity Monitoring Database	Quarterly
	2	No. of child performances	Activity Monitoring Database	Quarterly
	3	No. of parents attending performances	Activity Monitoring Database	Quarterly
	4	No. of Outings	Activity Monitoring Database	Quarterly
	5	No. of children attending outings	Activity Monitoring Database	Quarterly
	6	No. of parents attending outings	Activity Monitoring Database	Quarterly
	7	Proportion of parents who report doing more activities with child(ren)	Parents and Carers Survey	Annual
Develop children's social skills, confidence, aspiration and drive	8	Proportion children with increased confidence	CfE Assessment Reports; Parent and Carers Survey	Annual
	9	Proportion of children reported to be happier	CfE Assessment Reports; Parent and Carers Survey	Annual
	11	Proportion children reported to be more motivated	CfE Assessment Reports; Parent and Carers Survey	Annual
	11	proportion children reported to have increased hopes about the future	Parents and Carers Survey	Annual
	12	Proportion of children reported to have increased social skills/ more friends	Parent and Carers Survey	Annual
Grow children's respect, understanding, empathy for each other and emotional intelligence	13	Proportion of children able to better recognise the emotions of others	CfE Assessment Reports	Annual
	14	Reduced antisocial behaviour in Raploch children	Local police data relating to 'Public Nuisance' or 'Disturbance' for the Police Beat that covers Raploch	Annual (begin when first cohort of BN children reach age 13)
	15	No. of children showing increased respect	Parent and Carers Survey	Annual
Encourage engagement with education and successful learning	16	Exclusions per 1,000 pupils in Raploch	Scottish Neighbourhood Statistics	Annual

		http://www.sns.gov.uk/Reports/Tale.aspx?ReportId=7&SessionKey={21F58380-7F52-4CB9-87F5-7BC8DF4C820B}&ReportType=Indicator	
17	Improved attendance - Primary school attendance rate in Raploch	Scottish Neighbourhood Statistics http://www.sns.gov.uk/Reports/Tale.aspx?ReportId=7&SessionKey={0C7F7743-5399-4CE1-8253-015E95747501}&ReportType=Indicator	Annual
18	Improved attendance - Secondary school attendance rate of children living in Raploch	Scottish Neighbourhood Statistics http://www.sns.gov.uk/Reports/Tale.aspx?ReportId=7&SessionKey={0C7F7743-5399-4CE1-8253-015E95747501}&ReportType=Indicator	Annual (begin when first cohort of BN children reach age 11)
19	Improving attainment - No. of S4 Pupils with English and Maths and SCQF level 3 or above in Raploch	Scottish Neighbourhood Statistics http://www.sns.gov.uk/Reports/Tale.aspx?ReportId=7&SessionKey={6A615185-A888-4B7F-8EB5-F313788DBA61}&ReportType=Indicator	Annual (begin when first cohort of BN children complete S4)
20	Improving attainment – No. of S4 pupils with 5 awards at SCQF level 4 or above in Raploch	Scottish Neighbourhood Statistics http://www.sns.gov.uk/Reports/Tale.aspx?ReportId=7&SessionKey={6A615185-A888-4B7F-8EB5-F313788DBA61}&ReportType=Indicator	Annual (begin when first cohort of BN children complete S4)
21	Improving attainment - No. of S5 Pupils with 3 awards at SCQF level 6 and above – In Raploch	http://www.sns.gov.uk/Reports/Tale.aspx?ReportId=7&SessionKey={6A615185-A888-4B7F-8EB5-F313788DBA61}&ReportType=Indicator	Annual (begin when first cohort of BN children complete S4)

			Key={E43A91E0-7C2D-42A8-8316-109D434268E9}&ReportType=Indicator	complete S5)
	22	Proportion of children reported to have improved concentration	CfE Assessment Reports; Parents and Carers Survey	Annual
	23	Children are successfully achieving at school	CfE Assessment Reports	Annual
Empower communities				
Create opportunities for Parents/ Carers and families to contribute to and shape the orchestra programme	24	No. of parent forum meetings	Activity Monitoring Database	Termly
	25	No. of parents attending the parent forum meetings	Activity Monitoring Database	Termly
	26	No. of parents completing the parent surveys	Activity Monitoring Database	Annual
Provide opportunities for Parents/ Carers and families to develop their social skills, parenting skills, confidence and aspiration	27	No. of Parents/ Carers and family members volunteering	Activity Monitoring Database	Annual
	28	Parents/ Carers report improved family relationships	Parents and Carers Survey	Annual
	29	No. of Parents/ Carers receiving musical tuition	Activity Monitoring Database	Quarterly
	30	Parents/ Carers have enhanced social networks	Parents and Carers Survey	Annual
	31	Parents/ Carers feel more confident in their parenting skills	Parents and Carers Survey	Annual
	32	Parents/ Carers feel more positive about their child's future	Parents and Carers Survey	Annual
Create a community programme of national significance and recognition	33	No. of articles and features in local and national media	Activity Monitoring Database	Annual
	34	No. of activities to promote links with national and international community	Activity Monitoring Database	Annual
	35	No. of visits to Big Noise from UK and international agencies	Activity Monitoring Database	Annual
	36	Big Noise and Sistema contribute to conferences/ events/ seminars etc	Activity Monitoring Database	Annual
Link communities from Scotland with others from across the globe	37	Links established between communities in Scotland and other countries	Activity Monitoring Database	Annual
	38	Parents/ Carers and families play an active role in establishing and maintaining links	Activity Monitoring Database; Parents and Carers Survey	Annual
Grow future orchestras				
Create fully accessible and inclusive orchestras	39	No. of children in SEN who participate	Activity Monitoring Database	Annual
	40	No. of children receiving 1:1 tuition with inclusion programme	Activity Monitoring Database	Annual
	41	Big Noise is successful reaching key target groups	Equal Opportunities Survey	Annual
	42	No. of communities with Sistema Scotland Children's	Activity Monitoring Database	Annual

		orchestra		
Support children in all areas of their development	43	See indicators 8 to 23	Parents and Carers Survey	Termly

7. Appendices

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Appendix 1: Parent Evaluation Surveys

Child (ID):

Date:

1.1.1 Parent Evaluation Survey

To help Big Noise tell if it is making a difference we would be grateful if you could complete this short questionnaire about your and your family's experience of the Big Noise. (Big Noise to insert instructions for returning this)

1.1.2 About you and your family

1. Thinking about your child or children who go to Big Noise:
 - a) Have you noticed any change in their confidence as a result of the Big Noise?
 - ☐ They are more confident
 - ☐ No change
 - ☐ They are less confident
 - b) Have you noticed any change in their general happiness that you think has resulted from the Big Noise?
 - ☐ They are happier
 - ☐ No change
 - ☐ They are less happy
 - d) Have you noticed any change in their willingness to concentrate as a result of the Big Noise?
 - ☐ They are more willing to concentrate
 - ☐ No change
 - ☐ They are less willing to concentrate
2. What changes if any, have there been in their hopes for their own future?
 - ☐ Their hopes have increased
 - ☐ No change in their hopes and aspirations
 - ☐ Their hopes have decreased
3. Thinking about the changes in your child or children, do you think they have led to an overall change in behaviour at home?
 - ☐ Their behaviour has improved
 - ☐ No change in their behaviour
 - ☐ Their behaviour has got worse
4. Does your child show more respect as a result of being involved with Big Noise?
 - ☐ They show more respect
 - ☐ No change in the respect they show
 - ☐ They show less respect

5. On a scale of 1 to 10 how often do you do activities together as a family (1 is we never do activities together and 10 is we always do activities together)

1 2 3 4 5 6 7 8 9 10

6. Do you think the amount of activities you do together as a family has changed as a result of Big Noise?

- ☐ We do more activities together
- ☐ No change
- ☐ We do fewer activities together

7. Has Big Noise made a difference to you and your family in any of the following ways (please tick all that apply)

- ☐ We get on better as a family
- ☐ No change
- ☐ We get on less well as a family

- ☐ I feel more confident as a parent
- ☐ No change
- ☐ I feel less confident as a parent

- ☐ My child/children has made new friends
- ☐ No change
- ☐ My child/children has fewer friends now

- ☐ I have made new friends
- ☐ No change
- ☐ I have fewer friends now

- ☐ I have learnt new skills
- ☐ No change
- ☐ I have fewer skills now

- ☐ I feel more positive about my child's future
- ☐ No change
- ☐ I feel less positive about my child's future

- ☐ Other (please tell us what this is in the box below)

THANK YOU

Appendix 2: Equal Opportunities Monitoring Form

Equal Opportunities Monitoring

About you and your child

1. Are you:
☐ male
☐ female
2. What age are you?
☐ 16-19
☐ 20-24
☐ 25-34
☐ 35-49
☐ 50-Retirement age
☐ Over retirement age
☐ I prefer not to say
3. Are you currently:
☐ self employed
☐ employed full time
☐ employed part time
☐ looking after home or family
☐ retired
☐ unemployed and seeking work
☐ in further or higher education
☐ in a government work or training scheme
☐ unable to work due to short term injury/ illness
☐ permanently unable to work due to illness/ disability
☐ Other
4. How many adults with care responsibilities live in your household?
5. How would you describe your cultural/ ethnic background:
☐ White
☐ Asian/ Asian Scottish/ Asian British
☐ Black/ Black Scottish/ Black British
☐ Mixed background
☐ Other ethnic background (please specify).....
6. Do you consider yourself to have a disability?
☐ yes
☐ no
7. How many children (16 or under) do you have living in your household?

8. About your children:

	Gender	Age	Involved in Big Noise	Involved since (year)
Child 1	M/F		Y/N	
Child 2	M/F		Y/N	
Child 3	M/F		Y/N	
Child 4	M/F		Y/N	
Child 5	M/F		Y/N	

*School year in which child joined big noise

9. Do you consider any of your children to have a disability?

- ☐ yes
☐ no

10. How would you describe your child's cultural/ ethnic background:

- ☐ White
☐ Asian/ Asian Scottish/ Asian British
☐ Black/ Black Scottish/ Black British
☐ Mixed background
☐ Other ethnic background (please specify).....

Appendix 3: Workshops

Big Noise Youth Orchestra – Workshop Themes & Questions for Researchers

SECTION 1: ALL

2. Description of the Big Noise (10mins)

Resources:

- Music
- Big Noise posters – sunshine / raincloud
- 'Post it' notes
- Felt tip pens

Activity: Musical statues

This will introduce the 'frozen picture' drama convention. Children will play musical statues and be asked to freeze in a position which illustrates what they do at Big Noise.

The frozen pictures can be brought to life through "thought tracking," this is where the child is allowed to move from their freeze in order to explain what it is he/she is doing and how they feel doing it. Interviewers will prompt children to discuss experiences/ thoughts and feelings on different Big Noise activities.

Prompts:

- One to one tuition
- Individual tuition
- Performances
- Musicians
- Friends
- Meals

We will use the sunshine and raincloud posters (which the children are familiar with) to ask about their favourite activities and least favourite activities. For example using the 'sunshine' poster we will ask the children to think about their favourite activities at the Big Noise and when the music stops freeze as if they are doing that activity so that we can see what their favourite things are.

Example Questions:

- What are you doing?
- Why is this your favourite/ least favourite thing?
- How do you feel when you are doing it?

After the game, we will ask children to write/ draw their favourite thing and attach to the sunshine poster. We will repeat this exercise for dislikes.

Outcome measured: Create new life opportunities for children

Indicators:

1. *Children receiving musical tuition*
2. *Children enjoying musical tuition*
3. *Children taking part in new things*

SECTION 2: USE ONLY WITH SOME GROUPS

3. Confidence and social skills (15mins)

Resources:

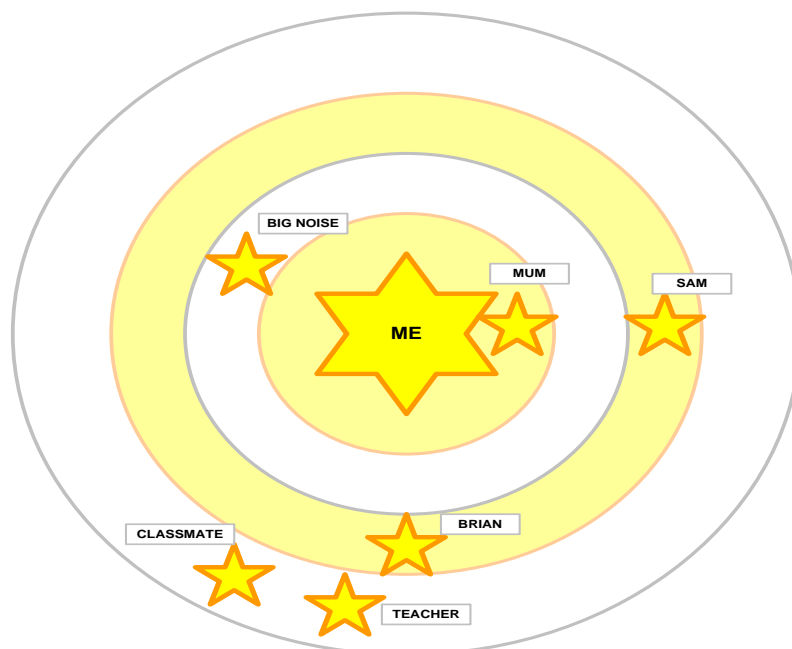
- Relationship map
- Sticky stars
- Smiley faces
- Flash cards

Activity:

This section will focus on children's confidence and social skills. We will use relationship maps (also known as social network maps) to give an overview of children's relationships and friendship networks and where Big Noise and the people they meet there sit in their lives. Children will be given a relationship map and sticky stars. The star in the centre of the circle represents the child. Researchers will ask the children to think about different people in their lives (parents, siblings, teachers, musicians, classmates, friends from the orchestra) and place a star in one of the concentric circles around the centre. Interviewers will discuss the maps with children as they complete them

Example Questions:

- Who is this?
- How often do you see them?
- What activities do you do with them?
- How do you feel when you are doing that activity?
- Do you like to do things with groups of people / one other person / on your own? Why is that?
- If you were playing this game before you started coming to Big Noise – who would be on the picture (less people, more people, different people?) Why is it different (if it is different)?
- What activities did you do before you started coming to Big Noise?
- How did you feel when you are doing that activity?
- Did you like to do things with groups of people / one other person / on your own? Why was that?



SECTION 2 (cont)

Activity:

When children have done their relationship map researchers will ask a few questions to the group. We will get children to think about their thoughts and experiences using faces; one sad; one neutral and one happy; and flash cards. Children will then select face/ flash card best represents their feelings.

Researchers will speak to children about why they have chosen a particular face/ flash card.

Questions

1. Imagine that you are sitting in school and the teacher asks a question. Would you be most likely to:

- put your hand up, stay quiet, something else (flash cards)
- why would you do that?
- how would you feel? (faces)
- why would you feel like that?

2. Now imagine that you are sitting in Big Noise and (insert name) asks a question. Would you be most likely to:

- put your hand up, stay quiet, something else (flash cards)
- why would you do that?
- how would you feel? (faces)
- why would you feel like that?
- (If different) why is that different to what you would do in school?

3. Can you think back to before you started coming to Big Noise? What primary would you have been in then? Who was your teacher? Imagine you are sitting in your class with (insert name of teacher) and she asks you a question. What would you have done then? Would you:

- put your hand up, stay quiet, something else (flash cards)
- why would you do that?
- how would you feel? (faces)
- why would you feel like that?
- (if different from what they would do now) Why is this different to what you would do now?

Outcome measured: Develop children's social skills, confidence, aspiration and drive

Indicators:

1. *Children feel confident in social situations*
2. *Children interact well with others in school and outside*
3. *Children describe positive relationships with family/ friends*

SECTION 3: USE ONLY WITH SOME GROUPS

4. Empathy and emotional intelligence (15mins)

Resources:

- Smiley faces
- Flash cards

Activity:

This section will focus on children's empathy and emotional intelligence. We will get children to think about their thoughts and experiences using faces; one sad; one neutral and one happy; and flash cards. In pairs/ groups children will be encouraged to take part in scenarios to illustrate their thoughts, feelings and reactions in a particular circumstance. For example, one child acts out how a new child may feel at Big Noise while the other goes to speak to them/ introduce themselves etc

Researchers will speak to children about why they have acted in a certain way, in what situation they might act differently and the impact of Big Noise in helping them act in this way.

Questions

1. Imagine there was a new little boy or girl in Big Noise and they don't know any of you. How do you think they might be feeling?

- Happy, sad, excited, frightened etc (ask children to shout out. Use flash cards as prompt if necessary)
- Why do you think they would feel like that?
- Can you all pretend that you are this new little boy/ girl and show me how they might be feeling?

2. Imagine, that the same little boy or girl who has just started Big Noise is sitting in here with us...

- What would you do?
- Would you speak to them? What would you say?
- What would you do with them?
- Why would you do/ say that?

3. How would you feel going to talk to that little boy/ girl?

- (using faces) would you be happy/ nervous?
- why would you feel like that?
- (using flash cards) how do you think the little boy/girl would feel if you went to talk to them?
- why do you think they would feel like that?

4. Can you think back to before you started coming to Big Noise? - Can you think of a time when a new boy or girl joined your class or moved to your street? What's the little boy/girl's name?

- What did you do then?
- Did you talk to them? What did you say?
- Is that the same or different to what you would do/ say now?
- Why would you say/ do something different now?

Outcome measured: Grow children's respect, understanding, and empathy for each other and emotional intelligence

Indicators:

1. *Children recognise the emotions of others*
2. *Children interact well with others in school and outside*
3. *Children describe positive relationships with family/ friends*

SECTION 4: ALL

5. Engagement with education and successful learning (15mins)

Resources:

- Smiley faces
- Flash cards

Activity:

This section will focus on children's motivation for learning and engagement with Big Noise/ education. We will get children to think about their thoughts and experiences using faces; one sad; one neutral and one happy; and flash cards. In pairs/ groups children will be encouraged to take part in scenarios to illustrate their thoughts, feelings and reactions in a particular circumstance. For example, children will be asked to think about/ act out how they feel when they are feeling really determined/ motivated and when they are not. They will then be asked questions about how they feel in relation to different activities e.g. Big Noise/ school/ other activities.

Researchers will speak to children about why they have acted in a certain way, in what situation they might act differently and the impact of Big Noise in helping them act in this way.

Questions

1. I want you to imagine that its (insert day) afternoon and you are on your way to Big Noise.
 - How do you feel? Can you show me?
 - Why do you feel like this?
 - Do you always feel like this when you're going to Big Noise?
 - How often do you practice?
 - Who helps/ encourages you to practice?
 - Do you think it is important to practice? Why?
2. I want you to imagine its (insert day) morning and you are on your way to school.
 - How do you feel? Can you show me?
 - Why do you feel like this?
 - Do you always feel like this when you're going to school?
 - What about after school when your doing your homework, how do you feel then? Can you show me?
 - Who helps/ encourages you to do your homework?
 - Do you think it is important to work hard in school/ do your homework? Why?
3. I would like you to think back to before you started coming to Big Noise. Now imagine its (insert day) morning and you are on your way to school.
 - How do you feel this time? Can you show me?
 - Why do you feel like this?
 - (If different) why do you feel differently now about school that you used to?
4. Can you think back to before you started coming to Big Noise? What kinds of things did you do after school before you started coming to Big Noise? (NB: For younger children ask about what they might be doing if they didn't go to Big Noise?). Can you show me?
 - What are you doing?
 - Who are you doing it with?
 - How do you feel when you are doing it?

Outcome measured: Encourage engagement with education and successful learning

Indicators:

1. *Children are motivated in school and outside activities*
2. *Children are successfully achieving in school*

SECTION 5: ALL

6. Aspirations (15mins)

Resources:

1. Paper
2. Coloured pencils
3. Music
4. Rainbow

Activity: Drawing

We will use the idea of the 'rainbow' to ask about children's aspirations for the future. We will introduce the idea of aspirations and 'a dream' using the story of the Wizard of Oz and song '*somewhere over the rainbow*'. Children will be asked to think about and draw their aspirations/dreams – these can be immediate dreams, things for next week, next year or in the future.

Children will be asked about their pictures while they are drawing them in order to explain what they are doing in the picture, what it shows, why they have chosen to draw this, who is with them and who can help them achieve their dreams etc.

Outcome measured:	Develop children's social skills, confidence, aspiration and drive
Indicators:	
1.	<i>Children speak about their plans for the future</i>

Appendix 4: Quantitative Parent Survey

NOTE TO INTERVIEWER: This topic guide should guide consultation with parents/ carers of children involved with the Big Noise. The topic guide comprises a mixture of open and closed questions followed by a short quantitative survey. The topic guide will help us to establish the scale and nature of change that has been brought about by the Big Noise, the circumstances of the individual/ family, their thoughts, feelings and views on why the Big Noise results in this change. Prior to completion of the consultation, interviewers should familiarise themselves with the logic model and facilitate discussion with parents that provides insight into the specific Big Noise activities that result in outcomes for children, parents and families and why this is the case.

AWARENESS/ICE BREAKER

2. How long have you/ your child been involved with the Big Noise?

3. How did you first hear about the Big Noise?

4. What did you think about the programme when you first heard about it and Why did you want your child to be involved?

5. Which Big Noise activities has your child/ children been a part of?

INTERVIEWER CODE

- ☐ Pre- orchestra programme
- ☐ Special educational needs programme
- ☐ Individual tuition
- ☐ After school club
- ☐ Holiday school
- ☐ Community events and performances
- ☐ Outings to SSO performances
- ☐ 'take a musician home for tea'

INVOLVEMENT

6. Have you had the opportunity to speak with the staff/ musicians at the Big Noise and give them your views on the programme?

- ☐ Yes
- ☐ No

b. (If No) Would you like the opportunity to provide feedback and how would you like to be able to provide this.

c. (If Yes) Please describe the way you provided feedback

Prompts if necessary:

- Formal meetings
- Informal discussions
- Surveys

- d. Are you happy with the ways you are able to provide feedback? Could this be improved? In what ways?

7. Can you tell about any other ways in which you have been involved with the Big Noise?

Prompts if necessary:

- Performances
- Outings
- Take a musician home for tea
- Adult orchestra
- Volunteering

Note to interviewer: probe for views on whether they enjoyed this involvement and what they and their family got out of it.

- a. Were you happy with the ways you were involved? Could this be improved? In what way?

- b. Have there been any impacts/ changes for you as a result of being involved in Big Noise?

Note to interviewer: probe for impact on things such as:

- their skills
- personal development
- parenting
- participation in other activities
- employability

- c. Have there been any impacts/ changes for your child/ family as a whole as a result of your involvement in Big Noise?

8. Would you like to be involved in the Big Noise in future? In what ways would you like to be involved and why would this be important to you, your family and the programme?

BARRIERS TO PARTICIPATION

9. How easy is it for children to get involved in Big Noise?

Prompts if necessary:

- is it on at suitable times?
- did you get all the information you needed to decide that you wanted your child to be involved?
- Are staff supportive and encouraging of children who are nervous about coming along?
- Are there prohibitive costs involved?
- Is the idea of joining an orchestra appealing to children?

10. Have you/ your child experienced any difficulties in being involved in the Big Noise?

- ☐ Yes
☐ No

11. (If yes) please describe the barriers you have faced and what caused the barriers?

Prompts if necessary:

- lack of time
- lack of transport
- lack of confidence to attend
- peer pressure

12. Have these barriers been overcome?

- ☐ Yes
☐ No

13. (If Yes) how have they been overcome? Are you satisfied that they have been fully overcome? How can they be prevented in future for you and for others (If No) What could be done to overcome these? Who needs to be involved to overcome the barriers? How can these barriers be prevented from affecting you and others in future?

IMPACT FOR YOUR CHILD

14. How would you describe your child's experience of Big Noise?

15. Thinking about your child's involvement in Big Noise at the present time, do you think that there has been an impact on/ change in your child as a result of their involvement?

Note to interviewer: probe for the following (gather examples of how each of these things has changed (in a positive or negative way) as result of Big Noise and their views on what has brought about the change.

- ☐ Confidence
- ☐ Social skills
- ☐ Motivation in school
- ☐ Motivation in other activities
- ☐ Achievement
- ☐ Empathy and emotional intelligence
- ☐ Behaviour and respect

16. What do you think is the most significant impact/ change and why?

(Note to interviewer: This may be a positive or negative impact. Probe for examples and link back to specific activities

17. Thinking about your child's future, do you think there will be a long term impact/ change for your child, as a result of their involvement in Big Noise? What do you think is the most significant long term impact/ change will be and why?

(Note to interviewer: This may be a positive or negative impact. Probe for examples and link back to specific activities)

18. Is your child involved in any activities (outside of school) in addition to the Big Noise? e.g. football, swimming, dancing etc? Which activities?

19. Has their involvement in other activities changed since they became involved in the Big Noise? (If change) Why has this changed?

IMPACT FOR YOU AND YOUR FAMILY

20. Do you think there have been impacts/ changes for you as a result of your child's involvement in Big Noise? What are these impacts/ changes? How have they come about?

Note to interviewer: probe for impact on things such as:

- the way you think about the school and its offer
- the way you think about the community
- the way you contribute to the community
- the activities you do with their child
- the way you feel about the opportunities your child has
- aspirations for your child's future

Note to interviewer: These may be positive or negative impacts.

21. Do you think there have been impacts/ changes for the rest of your family as a result of your child's involvement in Big Noise? What are these impacts/ changes? How have they come about?

Note to interviewer: probe for impact on things such as:

- the way they think about the school and its offer
- the way they think about the community
- the way they contribute to the community
- the activities they do with their child
- the way they feel about the opportunities your child has
- aspirations for your child's future

Note to interviewer: This may be positive or negative impacts.

IMPACT FOR YOUR COMMUNITY

22. Do you think there have been impacts/ changes for your community as a result of Big Noise? What are these impacts/ changes? How have these come about?

Note to interviewer: probe for impact on things such as:

- Community cohesion
- Increased pride in the community

- Positive activities for young people
- More community involvement

Note to interviewer: This may be a positive or negative impact.

23. Do you think that the Big Noise is changing the way people living in Raploch think about the Raploch? How is it doing this?

24. Do you think that the Big Noise is changing the way people living outside of Raploch think about the Raploch? How is it doing this?

CONCLUSIONS

25. Overall, what do you think are the most significant impacts of having the Big Noise at your child's school?

- b. What is it about Big Noise that brings about these impacts/ delivers these impacts?

1a.

1b.

2a.

2b.

3a.

3b.

26. Is there anything else you think the Big Noise, could/ should be doing or anything that could be done better?

- 27. What would be the impact on your child/ you and your family/ the community if the Big Noise was no longer operating in the area?**

- 28. Concluding comments – is there anything you want to add to what we've already discussed**

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