



Evaluating Sistema Scotland – Big Noise Torry: initial findings report

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Executive summary

Sistema Scotland believes that children and young people from disadvantaged backgrounds can gain significant social and wellbeing benefits and acquire a range of life skills by being part of a symphony orchestra programme. This report documents the findings of an initial phase of evaluation assessing the delivery and impacts of Sistema Scotland's Big Noise Torry programme in Aberdeen City. At present Big Noise Torry is delivered to 522 children aged three to nine years. The programme has in-school and after-school elements; the latter being the more intensive orchestral provision available to all children from Primary 3 onwards.

A key strength of this evaluation in Torry is the range and depth of methods utilised, which are described in Section 2. The main findings of the evaluation are:

- At this early stage, based on the evidence we have gathered, we conclude that Big Noise Torry is a large scale, high quality social intervention which is already positively impacting on the lives of participants.
- The impacts of Big Noise are underpinned by a range of partners not least the schools in Torry namely Walker Road and Tullos primary schools and Torry Academy secondary school, all of whom merit particular credit for their dedication and flexibility in working in partnership with Big Noise towards delivering a high quality programme for their pupils.
- Feelings of happiness, enjoyment, fulfilment and pride in developing musical skills, playing their instrument and being part of Big Noise were consistently expressed by the 130 Big Noise participants taking part in this evaluation.
- Big Noise is well embedded within community life in Torry and working well with partners in the area. Musicians and staff are described as skilled, dedicated and passionate; the quality and consistency of relationship between Big Noise musicians and participants alongside the structure and routine of Big Noise provision are described as pivotal to the impacts observed.
- A range of impacts were reported by participants, parents or guardians, teachers, Big Noise staff and delivery partners. The impacts reported in Torry are strikingly consistent with those observed in other Big Noise sites, for this participant age range; including – positive impacts on emotional wellbeing, education and learning, social and life skills and health behaviours.

- Pupils from disadvantaged parts of Torry; those of ethnic minority background; those where English is the second language spoken in their home; and pupils 'looked after' by local authority are all equitably represented within Big Noise Torry after-school provision.
- Engagement with pupils with additional support needs (ASN) is lower, however a range of bespoke provision is being delivered (including one-to-one sessions) to promote sustained engagement in after-school provision for children with ASN.
- School attendance rates are higher among Big Noise after-school participants in comparison with the total eligible population and non-attenders; furthermore rates of unauthorised absences are lower among after-school participants making the same comparisons.
- Opportunities exist to enhance the delivery of Big Noise Torry; ensuring equitable after-school engagement among male pupils is a priority, as is the continued monitoring of the transition from bespoke delivery into after-school provision for children with ASN. Enhanced communication between Big Noise and school teachers might also strengthen and reinforce the impacts observed. At a strategic level a stronger articulation of Big Noise Torry, as fulfilling vital social elements within the wider holistic regeneration efforts in the area, may be beneficial in promoting local understanding of the programme and its long-term role.

This evaluation further underlines Sistema Scotland's approaches to Big Noise delivery reported by the GCPH in 2015. The early impacts of the programme evidenced at this stage in Torry are clear and consistently positive. Looking to the future these impacts can be reinforced through consistent participant engagement with Big Noise throughout both primary school and high school into young adulthood. If there is consistent and prolonged engagement with the programme, then the potential exists to enhance participants' lives, prospects, health and wellbeing through a variety of well-defined and measurable pathways, as evidenced by the GCPH.

Working closely with the schools and a range of partner agencies and services in Torry, Big Noise has an important role to play in the regeneration of the area over the long term.

1. Introduction

1.1 Sistema Scotland's Big Noise programme

Sistema Scotland is a charity on a mission to transform lives through music¹. Through its Big Noise programme, Sistema Scotland believes that children from disadvantaged backgrounds can gain significant social and wellbeing benefits and acquire a range of life skills by being part of an intensive and immersive symphony orchestra programme. Based on the Venezuelan *El Sistema* model², Sistema Scotland aims to use music making to foster wellbeing, confidence, self-esteem, pride and aspiration among the children and young people taking part.

Big Noise Raploch, in Stirling, was the first site in Scotland – established in 2008, with Big Noise Govanhill, in Glasgow, following in 2013. Big Noise Torry, in Aberdeen, is the third and newest site and opened in 2015. There are plans to open a fourth Big Noise centre in Douglas, Dundee in autumn 2017. The three existing sites deliver a long-term orchestral programme for preschool and school-age children and young people; currently totalling approximately 2,000 participants across the three Big Noise centres. A variety of in-school (provision embedded within the school curriculum) and after-school (optional, more intensive provision) music-teaching formats are delivered, as are a range of concerts, trips and wider community activities.

Sistema Scotland is at a pivotal stage of its development. Important learning has emerged from the centres in Raploch and Govanhill to date, but there is a need to assess the early progress and impacts of Big Noise Torry. This is with a view to supporting implementation and monitoring of the programme in Torry, and also to contribute to the overall understanding of Sistema Scotland's work and its impacts.

1.2 The Glasgow Centre for Population Health

The Glasgow Centre for Population Health (GCPH) was established in 2004 and is now entering its fourth phase of activity. The Centre's original aims of generating insights and evidence, supporting new approaches, and informing and influencing action to improve health and tackle inequality are still applicable today³. The early years of the Centre had a focus on observing Glasgow's health and defining and understanding specific issues which perpetuated the city's poor health and widening inequalities.

In recent years we have been working in a co-productive manner with a wide range of stakeholders, including service providers and communities in order to conduct research of direct relevance to policy and practice. This has enabled us to facilitate and stimulate the exchange of new ideas, fresh thinking and debate; and to support

processes of development and transformative change. We are based in Glasgow, however our approaches and learning are recognised as having implications for other cities, not only in the UK, but worldwide.

Since 2013 the GCPH has been leading the evaluation of Sistema Scotland's Big Noise programme. A comprehensive evaluation plan is available from the GCPH website⁴. The evaluation aims are to make clear key features of Big Noise delivery and describe the impacts of the programme. What sets the GCPH evaluation of Big Noise apart from most other studies in this field is the depth of evaluative approaches and measures used as well as the range of expertise contributing to the study. In the short-term the evaluation deploys a range of primarily qualitative methodologies to understand the delivery of Big Noise and the nature of its impacts. In the longer term the GCPH will examine quantitative life-course outcomes of participants in comparison with an appropriate control group. This will include analysis of education, health, social care, welfare system and justice system records in the decades to come.

This report represents an early assessment of Big Noise Torry implementation and programme impacts on the children taking part. Alongside this some recommendations are made for consideration in terms of the strategic and operational planning and delivery of the programme. This report is authored by the GCPH and is based on fieldwork conducted over a six-month period from June to December 2016.

2. Purpose, approach and methodology

2.1 Purpose

The purpose of this report is to inform the development of Big Noise Torry by providing an accurate account and assessment of programme implementation. The report also describes early impacts on children taking part in Big Noise and includes recommendations designed to enhance programme delivery. The report is intended to be of value to Big Noise Torry staff and local delivery partners and funders in Aberdeen City. Beyond this, the report will also be of relevance to wider Sistema Scotland funders and stakeholders as well as policy-makers and practitioners concerned with the development and implementation of social regeneration and other social interventions.

2.2 Approach

The report presents a range of information beginning with an overview of the Torry community and a summary of Big Noise Torry delivery. We provide an in-depth socio-demographic profile of the eligible target population in Torry and participants currently engaged in the Big Noise Torry after-school provision. Next we consider how the programme has engaged with the Torry community and assess current partnership working required in the delivery of Big Noise Torry. We then describe the Big Noise impacts observable at this stage, including insights directly from the children attending, their parents, Big Noise musicians, school teachers, headteachers and deputy headteachers and selected delivery partners and stakeholders. To illustrate the programme, we present five case studies which highlight the impacts and programme delivery challenges. A summary of findings is included with key implications. Finally, strategic and operational recommendations are made to support the local planning and delivery of Big Noise Torry.

The way in which the delivery of Big Noise Torry and its impacts are considered draws heavily on the comprehensive GCPH 'Evaluating Sistema Scotland' initial findings report published in June 2015⁵. Specifically, the seven principles for Big Noise delivery and the seven impact pathways reported in 2015 are used when approaching this early evaluation of Big Noise Torry and in discussion of the findings.

Table 1. Big Noise delivery principles and impact pathways (GCPH; 2015).

Sistema Scotland/Big Noise Seven delivery principles	Big Noise Seven participant impact pathways
<ol style="list-style-type: none"> 1. Longevity and commitment 2. Quality relationships: people change lives 3. Inclusivity and accessibility 4. Intensity and immersion 5. Innovation and flexibility 6. Collective and co-operative learning 7. Excellence, aspiration and inspiration 	<ol style="list-style-type: none"> 1. Boosting engagement with learning and education 2. Developing and building life skills 3. Securing emotional wellbeing 4. Building social skills and networks 5. Respite and protection 6. Developing as a musician 7. Encouraging healthy behaviours

The 2015 report endorses the seven Big Noise delivery principles, finding that the principles underpin a programme which is positively impacting on participants' wellbeing, confidence and aspiration with indications of likely improvements to health and wellbeing in the longer term through the seven identified pathways.

2.3 Methodology

A variety of quantitative and qualitative methods have been deployed in generating the evidence used in this report. Table 2 below summarises these approaches. More detail, including the data analysis approach, is provided after Table 2.

The analysis of Big Noise Torry participant engagement data (method 1) is based on the linkage of Big Noise after-school participant data with Aberdeen City Council Education Services data, specifically pupil demographics and school attendance. The GCPH accessed this information in an anonymous format. The data show the socio-demographic profile of pupils eligible for after-school provision, those currently engaged and those who have not engaged to date. Within each of these three groups the gender split and rates of deprivation, ethnicity and school attendance are provided along with the proportions of 'looked after' children and rates of additional support needs. Big Noise Torry implementation data (method 2) is to give a sense of the scale of the project, the stage of its development and its required resource. Quantitative implementation data are presented alongside descriptive narrative.

Observation data (method 3) were recorded using extensive handwritten researcher (KM) field notes. Field notes were then transcribed and this textual data used in analysis. Observation was primarily of Big Noise delivery including in-school provision and after-school provision. Furthermore Big Noise planning and management meetings were also observed.

Table 2. Summary of methods used in evaluation of Big Noise Torry.

	Methodological approaches and study populations involved
Quantitative methods	<ol style="list-style-type: none"> 1. Analysis of Big Noise Torry participant engagement data; this assesses the inclusivity, access and fairness of Big Noise Torry participant engagement. The data presented is a socio-demographic profile of pupils eligible for after-school provision, those currently engaged and those who have not engaged. 2. Analysis of Big Noise Torry implementation data; this enables the presentation of key programme implementation descriptive statistics, the data was gathered within Big Noise Torry and is accurate as of January 2017.
Qualitative methods	<ol style="list-style-type: none"> 3. Structured observation of Big Noise Torry delivery totalling 170 hours; primarily this was undertaken to develop understanding and insights concerning programme delivery in Torry and to observe impacts on participants and participant progress made over the duration of fieldwork. Observation was also used to identify participant case studies. 4. Creative drawing exercise with 130 Big Noise Torry participants; this validated, age-appropriate methodology was used to assess participant insights and feedback regarding what they liked about the programme and how it made them feel. Aspects of the programme that the participants did not like were also considered through the drawing process. Participant drawings and insights were also used in case study development. 5. Semi-structured interviews with eight Big Noise Torry musicians; interviews were undertaken with musicians to learn more about Big Noise delivery and to gather perspectives on programme impacts. Interviews also served to discuss key challenges in programme delivery and to enhance case study development. 6. Semi-structured interviews with three Big Noise Torry volunteers; interviews took place to discuss the programme contributions made by volunteers including strengths of the current approach and opportunities for improvement. Volunteer interviews also served to enhance case studies. 7. Fourteen online questionnaires with school teachers and four with headteachers and deputy head teachers; online questionnaires were completed by school teachers directly involved in Big Noise delivery and the respective head and deputy headteachers of these schools. Questionnaires explored views on partnership working, delivery strengths and challenges and participant and community impacts. 8. Nine online questionnaires with local delivery partners and stakeholders; online questionnaires covering partnership working, delivery strengths and challenges and participant and community impacts were completed by funders and wider Big Noise delivery partners in Aberdeen City. 9. Development of five participant case studies; including direct feedback and input from participants, some parents and guardians (we spoke to four parents of case study children and had brief communication with a further three parents regarding the impacts of Big Noise), Big Noise musicians, volunteers and school teachers. Case studies were selected to represent participants with strong engagement, intermittent engagement and disengagement with the programme. The case studies highlight the complexities and realities of Big Noise delivery.

The creative drawing exercise with Big Noise Torry participants (method 4) was based on established age-appropriate methodologies where child participants are asked to draw a response to a short series of basic questions. This approach has been shown to be more effective than traditional qualitative methods (for example, interviews or focus groups) in enabling young children to participate in research and as a means of developing and articulating their views and beliefs⁶.

In total 130 children aged four to eight took part in the drawing exercise which produced a total of 390 drawings. Ninety-two of the children participating were 'in-school participants' aged four to six years of age and in Primary 1 and 2; these children produced 277 drawings. The remaining 38 children participating were 'after-school participants' aged seven to eight years who are part of the Primary 4 orchestra; these children produced 114 drawings. The children participating in the drawing exercise were assessed, in advance, to be representative of the socio-demographic profile of families residing in Torry. Children were allocated to groups of between three and six participants and it took approximately 45 minutes to one hour to complete the exercise.

The exercise was split into three sections, where the children were asked to draw (and annotate with help of musicians, teachers and the researcher) 'What do you like best about Big Noise?', 'What do you not like at Big Noise?' and 'How do you feel at Big Noise?' The exercise was explained to the children at the start of the session, and it was made clear that they could choose whether to take part, to draw something different, or not to draw at all. The participants' parents were provided with an information sheet in advance of the exercise explaining the process and an opt-out form was also provided if parents did not want their child to take part. No opt-out forms were received.

During the exercise the researcher, musicians, teachers and volunteers assisted the children with annotating and discussing their drawings. The annotation was appropriate to ensure the children's views were made clear and to minimise any assumptions made during the analysis. Each group had a facilitator who prompted the children to describe their drawings and discuss the reasons for their choice of drawing. Picking up on particular aspects of the drawing proved to be a useful stimulus for discussion with children becoming co-interpreters of their own image⁷. The vast majority of participants drew relevant pictures which were used in the analysis. The data used in analysis, therefore, comprised the drawings and text produced by the children participating.

Semi-structured interviews with musicians and volunteers (methods 5 and 6) lasted approximately one hour and were audio-recorded on a portable digital device with the permission of the interviewees. Interviews began with a clear description as to the purpose of the interview and how the interview data would be used. The interview schedule covered the development and delivery of Big Noise in Torry,

including: challenges and successes; the observed impacts on participants taking part and the wider community; and finally the musician or volunteer's background and experience. The recorded digital files were then transcribed by an external agency and this textual data was used in the analysis. Further interviews were undertaken with the key musicians of the case study participants to gain depth in their background and involvement in Big Noise. These lasted around 20 minutes and followed the same procedure as the initial interviews.

Electronic questionnaires were used with school teachers, deputy headteachers and headteachers as well as with wider Aberdeen City delivery partners and stakeholders including NHS, the University of Aberdeen and local authority and community-based partners (methods 7 and 8). The online questionnaires for teachers were slightly different from those used with head and deputy headteachers. Wider partners and stakeholders also had their own specifically designed questionnaire. All three questionnaires contained combinations of check boxes for pre-defined answer options, scales to communicate strength of opinion in relation to defined statements and free text to enable the capture of more detailed feedback, views and insights. The questionnaires covered the strengths of living in Torry and the challenges within the community and in growing up there. Next, perceptions of working with Big Noise were gathered as were views of impacts observed so far and perceptions of parental and community engagement with the programme. The electronic responses and 'free text' answers were the data used in the analysis.

Analysis of qualitative data (generated in methods three to nine) was undertaken using a thematic approach; one of the most common approaches to analysing qualitative data, especially within the field of health-related research⁸. Thematic analysis involves coding textual data into categories that summarise and systemise the content of the data. The advantage of this approach in this context is that the analysis provides a useful summary of the views and experiences of those taking part in the evaluation and an overview of the range and diversity of the ideas presented. The quality of the analysis was ensured through the close collaboration of two analysts (KM and CH) throughout the process⁹.

Initial coding was developed within the data relating to each methodology (i.e. observation, drawing exercise). Codes were identified by each of the analysts independently and data relevant to each code were collated. In subsequent meetings this coding was discussed and refined. The coded data were then sorted into potential themes, again by the two analysts independently, using a process whereby the identified themes were compared across the data. Interpretations of identified themes were discussed, and re-assessed and re-interpreted as necessary. Direct quotes (and illustrations) from the data were grouped under thematic headings providing a clear illustration of each theme and also some indication of the frequency with which each theme was addressed. Towards the end of the study no new themes emerged, which suggests that the major themes had been identified. A

qualitative data indexing package (Atlas.ti) was used to facilitate coding and retrieval of the data¹⁰. Quotations were chosen to illustrate particular points and are identified in the text.

3. Local context

3.1 Torry community overview

Located just south of the River Dee in the city of Aberdeen, Torry is a community with a strong identity and heritage dating back to 1495. Torry was physically separate from the city until the late 19th century when the Victoria Bridge was completed, linking it to Aberdeen. The current population of Torry stands at around 10,582¹¹. Local amenities in Torry include shops, medical practices, schools and several community venues.

Until recent years Torry has been home to a settled White indigenous community, with generations of families living in the area. Over the last decade there has been a sharp increase in migration to the area, particularly of Eastern European families and individuals moving to Scotland for employment opportunities. This has seen the community becoming increasingly diverse, with currently a third of pupils in Torry schools living in households where English is not the first language¹². The schools and local community centre, among other services and resources, have played a pivotal role in the integration of migrants within the community.

According to official statistics, Torry is a disadvantaged community in socioeconomic terms¹¹. Torry has higher unemployment and poverty rates in comparison with the rest of Aberdeen City and Scotland as a whole. Furthermore the area exhibits higher rates of adults claiming out-of-work benefits, incapacity benefits and severe disability allowance¹³. However over the last few years there have been several improvements in the area.

Currently ten of Torry's 14 datazones rank among the 10% most deprived areas in Scotland in terms of education, skills and training¹³. Six of these 14 datazones fall into the category of the 20% most deprived neighbourhoods in Scotland overall. However this represents an improvement on 2012 figures when nine of the 14 datazones were classed within the most deprived SIMD quintile. Aberdeen's Community Regeneration Strategy recognises the challenges facing Torry, describing the area as a 'high-priority neighbourhood'¹¹.

"There was a feeling around that Torry needed a bit of a boost, a bit of feel good factor, which has now arrived with The Big Noise"

Aberdeen City Councillor, Torry/Ferryhill Ward

The school teaching staff participating in this evaluation describe the Torry community as proud people; loyal and resilient. Many families are described as being involved in and supportive of the schools. However there is also clear

recognition of the deprivation in the area and the challenging social circumstances of some school pupils. Teaching staff also felt that there are occasionally challenges in communication with parents for whom English is their second language. Some parents are described by the teachers as being concerned about their children getting involved in the 'wrong crowds' and the potential damage of drug and alcohol misuse over the teenage years.

Inextricably linked to the socioeconomic disadvantage evident in Torry, are the health inequalities faced by its residents, again in comparison with Aberdeen City and Scotland. Torry has higher rates of premature deaths from cancer and coronary heart disease, increased drug and alcohol-related hospital admissions and deaths and elevated mortality rates at all ages¹⁴. Torry West has the lowest male life expectancy in Aberdeen at 68 years¹⁴. Rates of teenage pregnancy and mothers smoking during pregnancy are also higher in Torry. Furthermore Torry has significantly higher rates of common, domestic and serious assaults and shows double the rate of street drinking compared with the rest of Aberdeen City¹¹. However a range of services and interventions – including the Torry Alcohol Action Group, the first scheme of its kind in Scotland¹¹ – have made good progress on these issues.

There is a range of housing types and tenures in Torry, but there is the perception of a lack of family housing which has led to reported overcrowded conditions in the area. Torry West is the most housing deprived neighbourhood in Aberdeen City, with two other areas in Torry also falling into the 5% most deprived housing locations in Scotland¹³.

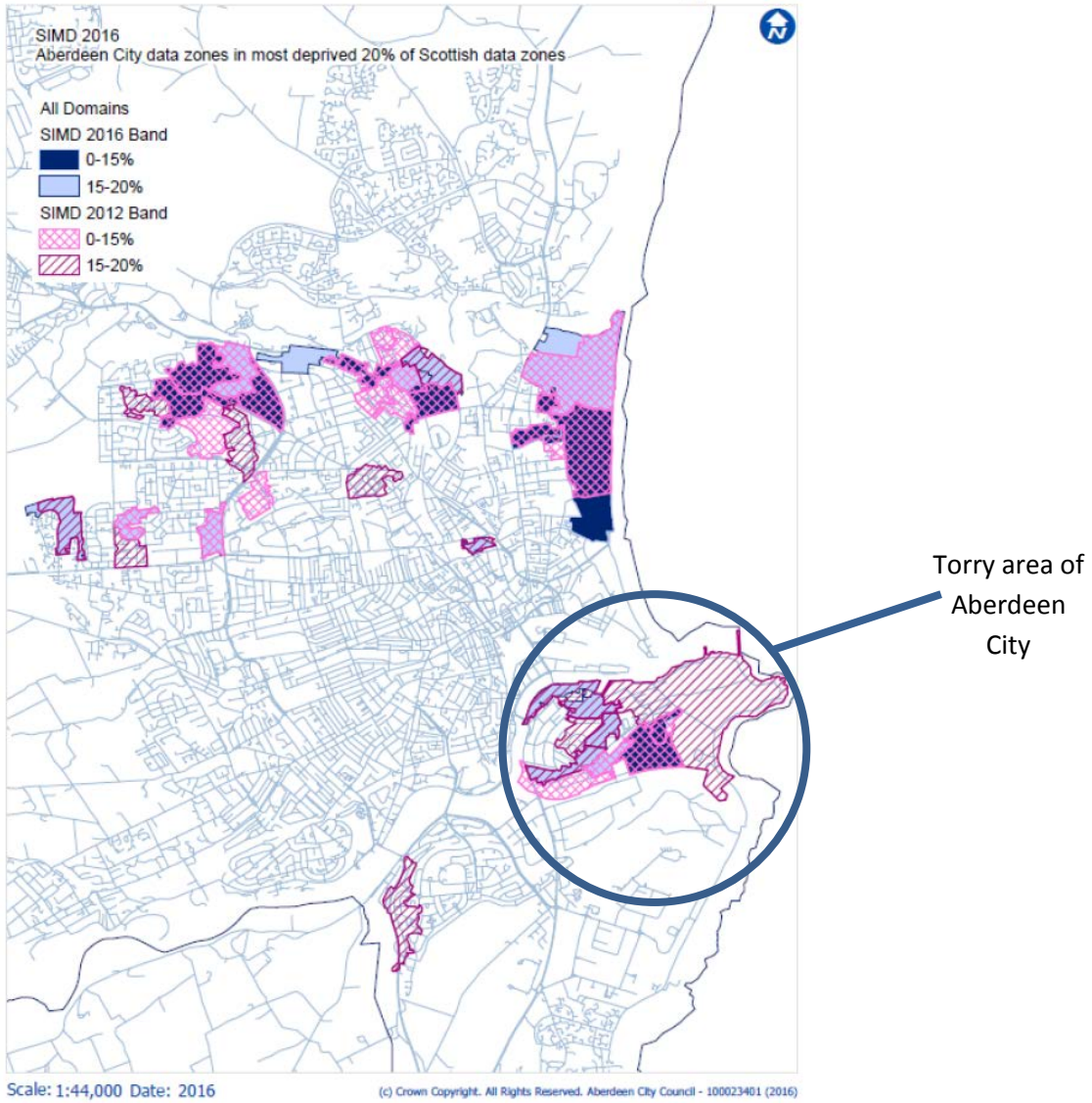
In summer 2018 the current Torry Academy will be demolished and a new community hub will be built on the site, with a target build completion date of 2020. It is currently proposed that Big Noise will operate from the new community hub at that time. This is a welcome development but one which also presents a range of challenges and uncertainty including where Big Noise will be delivered from in the interim 2018-20 period, logistics of programme delivery and capacity.

Figure 1 (below) depicts the Aberdeen City area's SIMD profile map¹³. Torry is located in the lower right hand area of the map. Using the key, it is apparent that three Torry SIMD datazones which were in the 0-15% and 15-20% most deprived Scottish datazones in 2012, no longer fall into these categories according to the SIMD in 2016.

This is depicted in the map as having dark purple diagonal lines (15-20% most disadvantaged, SIMD 2012) on two data zones, and pink crossed lines on one of the zones (0-15% most disadvantaged, SIMD 2012) however none of the three data zones have either the light or dark blue shading (0-15% and 15-20% most

disadvantaged respectively; SIMD 2016) over them, meaning that as of 2016 they are no longer classified in the bottom SIMD quintile, and that socioeconomic conditions in these zones have improved over the period 2012 to 2016.

Figure 1: Aberdeen City SIMD profile map (2012 and 2016)¹³.



3.2 Big Noise Torry overview

Table 3 and the subsequent narrative summarises some key information concerning the delivery of Big Noise Torry.

Table 3: Big Noise Torry overview summary (data accurate as of January 2017).

<ul style="list-style-type: none"> • Big Noise Torry was established in 2015. • At present there are approximately 522 children engaged with Big Noise Torry. • Participants start from three years old, up to nine years old. • Approximately 157 children participate in nursery Big Noise activities. • Approximately 235 children participate in 'in-school' provision. • Approximately 130 children participate in 'after-school' provision. • Of these, around 90 children attended summer 'school holiday' provision in 2016. • Big Noise Torry programme costs were £325,000 in the 2015/16 financial year. • Aberdeen City Council provides £243,000 in the 2015/16 financial year (75%) of the total programme funding. • The remaining £82,000 comes from Creative Scotland, private trusts, foundations and donors.

Big Noise Torry was established in 2015 as Sistema Scotland's third programme, working with children in the nursery and primary schools of Walker Road and Tullos (as well as children who live in Torry but attend other schools). The Big Noise centre is based in Torry Academy (secondary school), located between the two primary schools. In-school provision is delivered to all nursery, Primary 1 and Primary 2 children within the two schools. The after-school programme is the more intensive orchestral element of delivery and is available to all children in Primary 3 and Primary 4 (and children of the same age who live in the community but attend school elsewhere) on an opt-in basis.

In-school provision involves singing, instruments and musicianship. The after-school provision includes orchestra and musicianship sessions, and sessions with the children split into groups according to their instrument. The current orchestra uses string instruments only, giving children the option of violin, viola, cello and double bass. The nursery classes receive 30 minutes of in-school tuition a week, with Primary 1 and Primary 2 attending two 45-minute sessions. During after-school provision the children participate in three to four sessions per week, each session lasting 90 minutes. There is also one-to-one and small group provision for all after-school participants. 'Little Noise' is a baby and toddler programme designed for six month olds to three year olds and their parents and carers, and 'The Noise' is a programme for adults; both of these are currently in early development and are delivered as part of Big Noise Torry.

Big Noise Torry currently has a total of 522 children aged three to nine accessing the programme on a weekly basis. Of this number, 392 children are from nursery, Primary 1 and Primary 2 and participate in Big Noise in-school provision. A further 130 children from Primary 3 and Primary 4 attend the after-school orchestra. From these groups, around 90 engaged in the 2016 summer holiday provision and 53 in the October 2016 holiday provision. Between 2015 and 2016 after-school participation increased by 60; from 70 to 130 children. It is expected to increase by a similar number each year with a new Primary 3 intake and existing participants moving up through the year groups.

The cost of delivering Big Noise Torry for the financial year 2015-16 was £325,000. The annual cost is expected to increase to £918,000 by 2019/20 when an estimated 759 children will be participating in the programme. At present, approximately £243,000 (75%) of the funding for Big Noise Torry comes from Aberdeen City Council, with the remainder raised from Scottish Government, Creative Scotland, private trusts, foundations and individual donors.

4. Evaluation findings

4.1 Profiling Big Noise engagement: equality, inclusion and fairness

Table 4 summarises the socio-demographic profile of pupils eligible for Big Noise Torry after-school programme; those who engage at present and pupils who are not currently engaged (columns three to five). The same socio-demographic information is provided for all Scottish school pupils and all school pupils in Aberdeen City (columns one and two) to contextualise the Torry information. Column six summarises the key observations emerging from analysis of each data row.

Assessing the equality, inclusion and fairness of access to the after-school element of Big Noise delivery is important for multiple reasons. First, other Big Noise provision is embedded within the school day and access is compulsory meaning there is no potential for unequal or unfair access; second, after-school provision is not compulsory and is offered on an opt-in basis meaning there is the potential for unequal access. Lastly, after-school provision is the most intensive part of Big Noise where the strongest outcomes are likely to be achieved, and it is important that access is promoted equally and especially among pupil groups with greatest need.

At the time of writing some 128 pupils are actively engaged in the after-school provision, from an eligible population of 213 pupils. This represents an after-school engagement rate of 60% in Big Noise Torry, which is markedly higher than the after-school engagement rates in Raploch (49%) and Govanhill (31%) as reported by the GCPH in 2015. This higher engagement rate in Torry is positive and reflects a strong and consistent focus on participant engagement and raising awareness of the community programme, described in more detail in the next section. Direct comparisons of the after-school engagement between centres however must be tempered with recognition of the diversity between the communities served, and the range of programme delivery factors and contexts which may influence engagement.

The after-school engagement rate is 29 percentage points higher for female pupils (81 from 109 pupils; 74%) than for males (47 from 104 pupils; 45%). This higher after-school engagement among eligible female pupils was also evident in Big Noise Raploch in 2015, where 59% of the eligible female population were accessing the after-school programme compared with 41% of eligible male pupils; an 18 percentage point difference. The gender breakdown was not available for Govanhill in 2015.

Table 4. Profiling Big Noise Torry engagement: equality, inclusion and fairness (data accurate as of January 2017).

		1. All Scottish pupils	2. Aberdeen City Pupils	3. Pupils eligible for Big Noise after-school	4. Pupils attending Big Noise after-school	5. Non-attenders	6. Observations
Pupil numbers		679,840	13,723	213	128	85	Currently 128 of 213 (60%) eligible pupils are accessing the after-school programme
Gender ⁱ	Male	346,203	7,021	104	47	57	The after-school take up rate among eligible male pupils (45%) is markedly lower than that of female pupils (74%)
	Female	333,637	6,702	109	81	28	
Pupils living in most deprived SIMD deciles ⁱⁱ		11.0%	12.5%	47.4%	55.5%	35.3%	Pupils from SIMD deciles 1 and 2 are over represented in after-school provision (55.5% among after-school participants compared with 47.4% in eligible population).
Pupils of non-White: Scottish or White: British ⁱ		13%	32.7%	39.4%	41.4%	36.5%	Pupils with non-White backgrounds are well represented within BN after-school provision (41.4% of after-school participants are non-White, compared with 39.4% among eligible population).
Pupils where English is second language spoken in household ⁱ		5%	22.2%	33.3%	33.6%	32.9%	Pupils where English is second language spoken in household are well represented within after-school provision.
Pupils currently 'looked after' by local authority ⁱ		2%	0.9%	1.4%	1.6%	1.1%	'Looked after' children are well represented within after-school provision (1.6% of participants in after-school are 'looked after' compared with 1.4% among the eligible population).
Pupils with additional support needs (ASN) ⁱ		22%	19.7%	29.6%	14.6%	51.7%	The rate of pupils with ASN engaged in after-school provision is 14.6%; approximately half the rate in the eligible population (29.6%)

Average school attendanceⁱⁱⁱ	93.7%	94.8%	92.7%	94.3%	90.7%	Pupils engaged in after-school provision have a higher attendance rate (94.3%) than both the eligible population (92.7%) and non-attenders (90.7%).
School absences which are unauthorisedⁱⁱⁱ	2%	1.6%	1.7%	1.4%	1.9%	Pupils engaged in after-school provision have lower unauthorised absences (1.4%) compared with the eligible population (1.7%) and the non-attenders (1.9%)

ⁱ Pupil Census 2016 data used for pupil numbers.

ⁱⁱ Percentage of pupils in decile 1 and 2 based on SIMD2016 linked to Pupil Census Data.

ⁱⁱⁱ Based on Attendance, Absence and Exclusions 2015/16 data set. Primary 3 and 4 pupil information is based on their attendance/absence when they were in Primary 2 and Primary 3 respectively.

Pupils residing in the most disadvantaged SIMD datazones within the Torry community are well represented within Big Noise after-school provision. Some 47.4% of the eligible pupil population in Torry live in datazones that are among the 20% most deprived in Scotland. Currently 55.5% of Big Noise Torry after-school attendees live in these disadvantaged datazones. This means that according to 2016 SIMD statistics, pupils from disadvantaged areas in Torry are actually slightly 'over-represented' within Big Noise after-school provision. This is an important finding. From these figures it suggests that there is equitable access to after-school provision for pupils from the most disadvantaged parts of Torry.

Similarly pupils from a minority ethnic background in Torry engage with after-school provision at a comparable level with those from a White Scottish or British background. Furthermore pupils living in households where English is the second language spoken are also equitably represented within after-school delivery; the current rate of engagement for this demographic group is 33.6% compared with 33.3% within the eligible population. This is an encouraging finding – these data indicate that the after-school programme in Torry is being delivered in such a way as to minimise potential cultural or language barriers among minority ethnic pupils. These findings are reasonably similar to the same analysis in Raploch in 2015; but the after-school engagement of ethnic minority groups in Torry is markedly higher than the rates seen in Big Noise Govanhill also in 2015. We recognise, however, that the demographic profile and some of the living circumstances in Govanhill make direct comparisons with other communities and neighbourhoods somewhat arbitrary¹⁵.

'Looked after children', that is, children defined as those in care of their local authority by the Children (Scotland) Act 1995, are well represented within the Big Noise Torry after-school programme. The majority of looked after children will either

be categorised as 'looked after at home' or 'looked after away from home'. Both these categories are included in this analysis. Currently, 1.4% of the eligible population are looked after children, with a comparable proportion (1.6%) engaged in the after-school provision.

The Education (Additional Support for Learning) (Scotland) Acts 2004 & 2009 define additional support needs (ASN) as referring to a child or young person requiring the provision of additional support to benefit from school education. According to this analysis, pupils with ASN are not as well represented within the after-school provision in Torry as they are in the other Big Noise sites. The proportion of after-school participants with ASN is 14.6% compared with 29.6% seen in the eligible population. This equates to just under half (49.3%) of ASN pupils within the eligible population engaging with after-school provision. The ASN pupil after-school engagement rate in Torry is markedly lower than that seen in Big Noise Raploch (90%) and Big Noise Govanhill (97.5%). However we have found that Big Noise is acutely aware of this issue and is delivering specialist sessions with ASN pupils to promote and enhance access to after-school provision. The individual programmes and enhanced provision sessions are not classified as 'after-school' and are therefore not captured in this analysis.

The enhanced provision sessions last for 45 minutes and are based in Walker Road Primary School. The sessions have been developed in partnership between Big Noise and the school's 'enhanced provision team'. The sessions usually consist of nine pupils from Primary 4 to Primary 7, who have been selected by the enhanced provision team. The same musician leads the session every week so that the children have continuity. The content includes musicianship, percussion, graphic scores, practising of 'turn taking', social skills development, group work, fine and gross motor skills and rhythm work.

Similarly there are around nine Primary 3 and Primary 4 children who currently participate in an individual programme with a Big Noise musician. These sessions are tailored to individual pupil requirements, and are designed again, to promote access to after-school provision. Participants benefiting from one-to-one sessions have been identified as either previously struggling to participate fully in Big Noise group settings (such as after-school); or, in collaboration with school teachers, have been assessed as not currently at the point where they could comfortably attend the after-school sessions. While it is not the sole reason for one-to-one sessions, the majority of these children have ASN.

"[the Big Noise Torry team leader] has also been very keen to support those children who require extra support ensuring they can be accessed in school."

Deputy Headteacher, Torry.

As of January 2017, Big Noise Torry began providing every child participating in after-school provision with an additional weekly session to work on general or specific skills. These sessions are 20-minutes long and consist of small groups of one to three children; the sessions are spread flexibly during and after school hours in order to promote inclusion. They are designed to continue involving all children in the group teaching, but allow extra support for those who are having difficulty keeping up and need extra tuition, or for those who are excelling and need to be further challenged.

The school attendance rate for Big Noise Torry after-school participants is higher (94.3%) than that of the eligible population (92.7%) and those that do not attend (90.7%). The attendance among after-school participants is 1.6 percentage points higher than the total eligible population. In addition, the attendance rate is 3.6 percentage points higher than those who do not attend. It should be stressed that the improved school attendance and reduced unauthorised absence rates observed among Big Noise after-school participants cannot be attributed to Big Noise in empirical terms. However it is emerging as a remarkably consistent finding across three diverse Big Noise populations. The higher school attendance rates among Big Noise after-school participants in Torry are strikingly similar to the rates observed in Big Noise Raploch and Govanhill in 2015. The decreased rate of unauthorised absences among after-school participants in Torry is also similar to the rates in Big Noise Raploch in 2015. (Although the unauthorised absence metric presented in the two analyses is different the underlying rates are similar; this data was not available for Big Noise Govanhill in 2015 for comparison.)

These differences in attendance rates within the same socioeconomic strata in Torry are potentially important. When national attendance rates between socioeconomic groups are considered, there is a 4.3 percentage point difference in school attendance rate (both primary and secondary schools) between Scotland's least deprived SIMD quintile (95.7%) and the most deprived quintile (91.4%)¹⁶. Furthermore the rate of unauthorised school absence is lower among Big Noise Torry after-school participants (1.4%) than in the eligible target population (1.7%) and pupils who have not attended (1.9%).

4.2 Community engagement and partnership working

The delivery of Big Noise Torry is underpinned by having a strong connection with the community, with local residents having good awareness and understanding of the programme. Ultimately this community connection is undertaken in order to promote participant engagement in the programme. To increase awareness of Big Noise among parents and guardians, the musicians regularly play outside the schools when children are being collected. Wider community awareness is achieved

through regular local ‘mini-concerts’ where Big Noise participants play alongside musicians in prominent community venues.

Big Noise Torry has also staged its own full-scale concerts: an opening concert took place in June 2015; a Christmas concert in December 2015; a ‘first birthday’ concert in June 2016; and most recently a Christmas concert in December 2016.

Furthermore holiday club concerts have taken place at the end of each school holiday. A group from the Big Noise Torry orchestra also performed at the Aberdeen and North East of Scotland Music Festival in 2016. Big Noise Torry is also represented within local community groups, partnerships and structures, which helps to maintain the profile of the programme and to identify areas of collaboration which may enhance community engagement and awareness of Big Noise and also support the local community. Big Noise Torry also has partnership links with the University of Aberdeen, both with staff, and the music department. Students can join Big Noise for placements in the spring as part of the Music and Communities degree programme.

“I have thoroughly enjoyed watching concerts and lessons and the enjoyment, sense of pride and achievement which is seen through this is something which fills me with great joy.”

Deputy Headteacher, Torry

“It’s amazing, he’s so much better than he used to be. He’s really getting the hang of it. At the Christmas concert, it just sounded so much better. I’m excited to think how good he’ll get if he keeps it up. I’m proud of him for it.”

Parent of Big Noise after-school participant

The previous section describes how Big Noise Torry places a strong emphasis on tailoring the programme to the specific needs and circumstances of participants in a bid to promote and maintain after-school engagement. Importantly, as described in the 2015 GCPH evaluation report of Big Noise Raploch and Govanhill, this focus on promoting and maintaining engagement is a permanent and enduring focus of Big Noise delivery and not just an initial activity in an intervention timeline. We have found that Big Noise Torry strongly embodies this way of working demonstrating innovation and flexibility in ensuring access and inclusivity. The case studies presented in the next section shed light on some of the barriers and circumstances affecting participant engagement and the approaches taken by Big Noise to overcome these. The following statement from the team leader in Torry illustrates some of the approaches to community and participant engagement:

“When we first started working in Torry our priority was to get to know the community. I spent a lot of time going to community centres and meetings, chatting to people, and trying to figure out what makes Torry tick. It continues to be very important to me that the Big Noise programme is shaped by and owned by the community. We attend community council and learning partnership meetings to update community members on Big Noise but also to hear about what else is happening locally and to identify opportunities to link up with other programmes and initiatives.

“We are always adapting the programme to meet the needs of the children. Big Noise works in close partnership with the primary schools and with parents to identify children who need tailored support, whether that is a different timetable, one-to-one lessons with a Big Noise teacher, or translated materials. Sometimes a child will sign up for Big Noise and then for whatever reason we see that the programme is not working for them. It then becomes our responsibility to speak to their parents, their school, and sometimes other partners as well to make the tweaks necessary for that child to successfully access Big Noise.

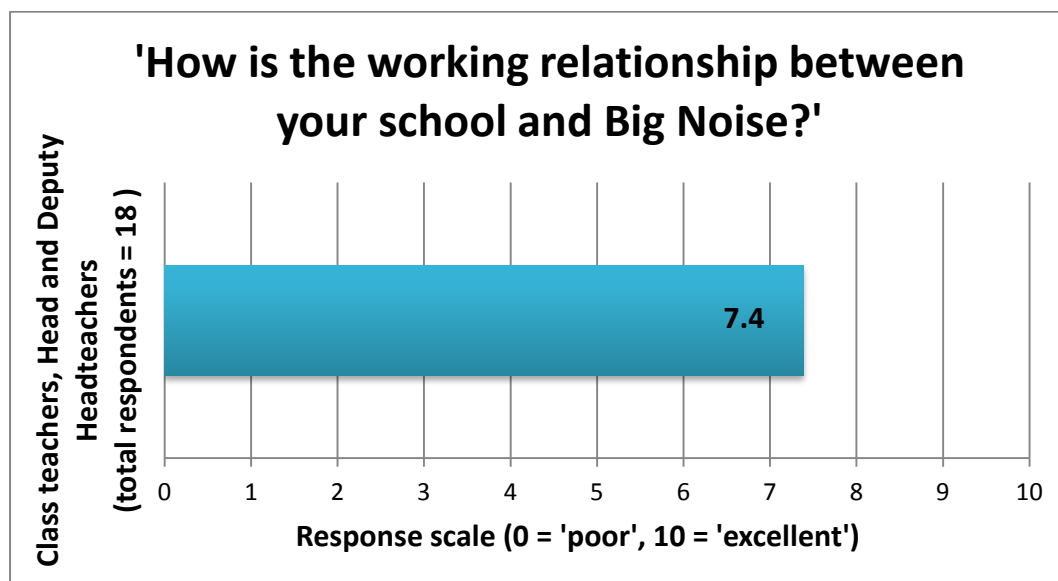
“One element of the programme that is very special is ‘Take a Musician Home for Tea’. This is when two Big Noise musicians visit a child in their home and put on a little concert for family members. The musicians bring their instruments, the child's instrument, and some goodies, and set up in the child's living room or kitchen. The children love the opportunity to show off their hard work on their instrument, and the musicians enjoy building that link with the child's family.”

Team leader, Big Noise Torry

Big Noise Torry was nominated for the Partnership Working Award at the 2016 Aberdeen City Council Children and Young People's Service Awards. Indeed the logistic delivery of Big Noise is predicated on strong partnership working with the schools in Torry but furthermore the delivery of specific support for some children taking part requires solid working arrangements with a range of partners. During this early evaluation of Big Noise Torry, delivery partners were asked to assess the current programme delivery and their working relationship with Big Noise.

Using an electronic survey, headteachers (2), deputy headteachers (2), and school teachers (14, whose classes received either in-school or after-school Big Noise provision this year and/or the previous year) from Walker Road and Tullos primary schools were asked to rate ‘How is the working relationship between your school and Big Noise?’. Figure 2 depicts the average of all 18 responses; which was 7.4 on a scale from 0 (poor working relationship) to 10 (excellent working relationship).

Figure 2: Working relationship between schools and Big Noise Torry.



One third of teaching staff stated that there were no improvements to be made in the relationship between the schools and Big Noise, and no major issues were highlighted across any of the surveys. The school staff have good faith in Big Noise being a part of their teaching and feel that they work together well. Two thirds of the respondents believed that some improvements could be made and provided constructive suggestions to that effect. Thematic analysis of the range of detailed responses arrived at two key overarching themes of potential improvement: communication between Big Noise and the schools, and continuity of Big Noise staff.

Staff continuity, and consistency in programme structure, were cited by teachers as being vitally important in terms of enhancing participants' wellbeing. Five of the current musicians are long-term members of Big Noise Torry, while the remaining three musicians are newer additions to the team. They have been recruited both to fill vacancies of former staff members, and to increase teaching capacity as the programme expanded at the start of its second year. There has also been the recent addition of two support musicians and there is ongoing recruitment of volunteers throughout the year. The views of the teachers were gathered at the beginning of the school year, when the after-school provision doubled in size and plans for Little Noise and Adult Noise were developing at pace. This required an increase in the number of staff and volunteers, and it is recognised that the timing of the data collection may have contributed towards the observations concerning continuity and structure.

The issue of communication was raised by teachers who highlighted that the time required to enhance communication was limited due to the delivery demands of both Big Noise and regular schooling. Specifically however, it was felt it would be beneficial for teachers and musicians to share core elements of the Big Noise

programme and curriculum methods as well as the specific content of sessions. Through the survey feedback, some teachers demonstrated a willingness to utilise appropriate elements of the Big Noise teaching methods within the school class setting to potentially reinforce and enhance the children's learning overall.

"I have enjoyed working with the Big Noise team along with the nursery children."

Class teacher, Torry

"Children could benefit more if teachers and Big Noise staff were able to communicate more regularly."

Class teacher, Torry

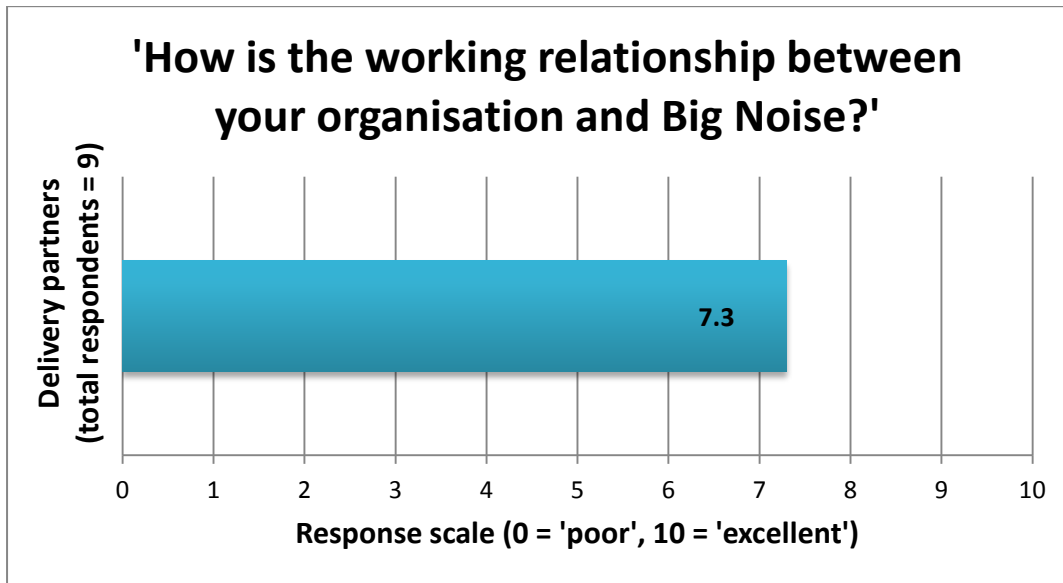
"We need to work more collegiately with teachers and Big Noise working on the same topics which will mean finding time for them to meet outwith class time."

Headteacher, Torry

The only other noteworthy challenge of working with Big Noise raised by teachers involved the suitability of venue. In the primary schools there is little usable space for Big Noise. There are similar issues in the high school, as classrooms aren't vacated until the end of the school day, causing time delays and restrictions on setting up for the after-school provision. Since the long-term plan is that Big Noise will be based in the new community hub this is a temporary problem; but until then this is an area of concern, especially as the number of participants grows each year.

Figure 3 below displays the average rating given by delivery partners regarding their relationship with Big Noise/Sistema Scotland. Delivery partners who provided feedback included NHS staff, university staff, learning partnership workers, community council representatives, a community centre worker and a representative from a local media unit. The average score of 7.3 is strikingly similar to that reported by the school staff in Figure 2. The respondents gave feedback about the strengths of the relationship and made suggestions for improvements that could be made.

Figure 3: Working relationship between delivery partners and Big Noise Torry.



Communication was listed as a strength by the majority of partners, with appreciation shown for the regular updates, invitations to events and the openness of staff for discussion. That said, there were requests for enhanced communication from some partners, which suggests a lack of awareness as to Big Noise communication mechanisms. For example, one partner stated that the weekly newsletter was very useful, while another suggested receiving a regular newsletter would be beneficial for being kept up to date. Other partners stated they would like more regular contact on top of what they currently have but recognised that it would be dependent on the availability of Big Noise staff time, which is recognised as limited.

"I feel I am up to date with what they are doing in the area and am invited to events."

Delivery partner, Aberdeen City

A key strength identified across the feedback was the commitment and willingness between Big Noise and the partners to work together to achieve progress. The partners felt that there was a strong mutual dedication to the outcomes being sought by Big Noise, in the schools, with the children, and across the wider community; this commitment in turn underpins the working relationship. The feedback from partners on the whole made clear that the majority were content with the way they were currently working with Big Noise, and this should be continued in order to maintain and enhance the desired outcomes.

“The opportunity has created a great working relationship with the local primary schools in our target communities that we are funded to work with and also the Big Noise team.”

Delivery partner, Aberdeen City

All partners agreed that Sistema Scotland was different to other organisations they had worked with. Reasons for this related to the longevity, delivery approaches and the transformative goals of the programme. The availability of funding was recognised, which enables long-term work and for Big Noise to provide a high quality programme and range of opportunities for the children and the community of Torry. Big Noise was praised for its short and long-term goals, and its methods for achieving them. However, the role Big Noise Torry fulfils alongside other local regeneration efforts was not well articulated by delivery partners or teachers.

There were also very positive statements about the attitude of Big Noise staff towards their work and their involvement in community life. These comments were echoed by deputy and headteachers with recurring key words being ‘unique’, ‘consistent’ and ‘sustainable’ in relation to Big Noise delivery.

“Although we work in partnership with many cultural organisations across the city, none offer the kind of teaching and facilities that the Big Noise do.”

Delivery partner, Aberdeen City

“I feel they [Big Noise staff] are quite unique in what they do and are trying to achieve. It seems to be a very vibrant and friendly organisation who seem to have settled in well to the community.”

Delivery partner, Aberdeen City

“Yes they [Big Noise staff] are organised, efficient, community orientated and offer opportunities to the children that would otherwise not be open to them.”

Delivery partner, Aberdeen City

Within Big Noise Torry, musician staff described the programme as working effectively; being well managed, well planned and resourced. However a recurring theme, also noted in Big Noise centres in Govanhill and Raploch, was that the pace of the programme was very fast and that working for Big Noise was at times very demanding. In some instances of acute pressure, some musicians felt they did not have adequate preparation time for some sessions. The feeling was, however, that this did not necessarily detract from the quality of learning delivered, rather that it contributed to the stress levels of the musicians and feelings of not being in control of their working day. Volunteers were described as invaluable to the operation of Big Noise Torry, supporting musicians in almost all aspects of delivery. Volunteers themselves describe a well-functioning programme but some did state that they might be even more of an asset to the programme had they had more training particularly in dealing with disruptive participant behaviours, and supporting participants with additional support needs.

4.3 Early assessment of Big Noise Torry

4.3.1 Programme delivery

Evaluation evidence gathered at this stage makes clear that Big Noise Torry programme delivery is firmly underpinned by the seven Sistema Scotland delivery principles reported by the GCPH in 2015⁵. The 2015 findings strongly endorse the delivery principles as pivotal to achieving the range of impacts observed. Table 4 synthesises a range of evaluation evidence and perspectives gathered in Torry in order to make clear how the delivery of Big Noise aligns with the seven delivery principles.

4.3.2 Participant impacts

This section of the report summarises an early assessment of the impacts of Big Noise Torry on participants. The programme impacts are described as 'early' in the sense that, being established in 2015, the programme has only been operational for 18 months. Furthermore at present, the programme in Torry works with young children, from an age range of three to nine years of age. As such, the impacts on participants that are observable at this point in time are limited, compared with the impacts reported in Big Noise Raploch for example, where participants are now at school-leaving age; some of whom have been engaged in the programme for almost a decade.

This limits the range of impacts that can be assessed in Torry. This in turn has methodological implications, particularly in terms of approaches to gather the views and experiences of young children. That said, we are confident in the reliability of our findings; we have conducted extensive fieldwork over a six-month period, deploying

a range of appropriate methods and capturing the views and insights from a variety of respondent groups, not least 130 Big Noise participants themselves. The data generated from fieldwork has been analysed systematically and rigorously by two independent analysts.

Table 5. Big Noise Torry: seven delivery principles.

Sistema Scotland delivery principles	Big Noise Torry delivery
1. Longevity and commitment	<ul style="list-style-type: none"> • Big Noise has strong community links and is emerging as a highly visible and recognisable part of community life in Torry. • The programme design and implementation is undertaken with long-term social change in mind. • Big Noise staff appear highly motivated and committed to participants and the community; alongside a range of delivery partners. • The move to the planned community campus will see Big Noise having a permanent base in the heart of the Torry community.
2. Quality relationships: people change lives	<ul style="list-style-type: none"> • The programme design places a premium on developing quality relationships between Big Noise staff and participants. • Big Noise musicians are educators, mentors and role models for the participants. • There are strong examples of positive, trusted, effective and developing relationships between musicians and participants and their families; even among participants exhibiting disruptive behaviours and fragmented programme engagement. <p data-bbox="651 1323 1394 1525"><i>“The staff [Big Noise Musicians] are so encouraging with the children and this is one of the most positive things I have seen when covering Big Noise. It is really heart-warming to see the children react to staff who are able to foster a really encouraging relationship with them and to see them trust and relate to the adults.”</i></p> <p data-bbox="1107 1529 1407 1559">Delivery partner, Torry</p>
3. Inclusivity and accessibility	<ul style="list-style-type: none"> • Big Noise Torry demonstrates a high after-school engagement rate compared with the rates recorded in Govanhill and Raploch Big Noise centres in 2015. • Participants from disadvantaged areas, ‘looked after’ children, non-White background participants and participants from households where English is not the first language spoken at home are all well represented in after-school provision. • There are a range of additional forms of provision to promote programme access for vulnerable populations such as children with additional support needs.
4. Intensity and immersion	<ul style="list-style-type: none"> • The progressive roll-out of Big Noise Torry will eventually see participants accessing the programme from six months of age until school-leaving age; meaning an immersive early years programme.

	<ul style="list-style-type: none"> • After-school delivery in Torry is available three evenings a week and over school holidays, enabling an intensive music education and sustained development of a range of life skills.
5. Innovation and flexibility	<ul style="list-style-type: none"> • The programme design in Torry is innovative and flexible in order to promote equitable and sustained engagement among participants. • This involves tailoring delivery to the specific needs and circumstances of participants who may be struggling to maintain engagement.
6. Collective and co-operative learning	<ul style="list-style-type: none"> • The collective orchestral model underpinning Big Noise Torry enables the development of a range of social and life skills. • Central to this is the discipline, co-operation and reciprocal relationships required between Big Noise participants. • The orchestra represents an effective and inherently reflective teaching model, allowing participants to quickly and easily recognise their progress and aspects of their learning that need more attention.
7. Excellence, aspiration and inspiration	<ul style="list-style-type: none"> • Big Noise Torry participants experience musical excellence through regular demonstration by musicians, their own practise and through attending concerts. • This 'excellence' appears to play an inspirational role, particularly alongside the quality of relationship with musicians in raising aspirations and ambition.

At this stage, based on the evidence we have gathered we conclude that Big Noise Torry is a large scale, high quality social intervention which is already positively impacting on the lives of participants.

Synthesis of participant impacts

Table 4 summarises key Big Noise Torry impacts on participants based on the variety of methods (detailed in Chapter 2) including quantitative data analysis and qualitative approaches with participants, parents/guardians, teachers, Big Noise staff and delivery partners. What then follows is some specific insights from participants themselves via the drawing exercise, and five case studies which bring to life some of the impacts described in Table 5 as well as the challenges in delivering the programme.

Feedback from Big Noise participants

The drawing exercise with 130 Big Noise participants proved successful in eliciting the views and opinions of the children taking part. In pragmatic terms, in response to the question 'what do you like about Big Noise?', all of the pictures drawn by in-school and after-school participants contained positive images and narratives which related to the happiness experienced from playing an instrument, the enjoyment of being part of Big Noise and the fulfilment in developing musical skills. Similarly when responding to 'How does Big Noise make you feel?' all participant drawings (both in-school and after-school) contained positive images and narratives, again in reference to happiness, enjoyment, fulfilment and pride.

An interesting difference between the in-school and after-school groups was the specific ownership of their instruments consistently depicted by after-school participants. Upon taking up a place in after-school provision, participants are given their own instrument, which they take home and care for. This point of instrument ownership, along with their developing ability to play it, and to perform and create music, were strong themes emerging from the after-school participants.

“He loves it – like he’s protective about it. Won’t let his brother near his violin. It’s like he’s proud that he has it and he knows how to use it. He’s a bit more confident too. Speaks up a little more. It’s nice because he used to be a bit shy.”

Parent of Big Noise Torry after-school participant

Similarly, many after-school participants were keen to demonstrate their increasing musical understanding through the drawings; often depicting notes, scales and specific exercises. It is our interpretation that these themes allude to increasing pride, self-esteem, motivation, commitment to learning and feelings of belonging. These feelings among participants were also observed by teachers, delivery partners and parents of participants. By contrast, the younger, in-school groups’ drawings reflected broader emotions of happiness, fun and enjoyment.

“My son is so funny – when we see someone from Big Noise, he always shouts ‘hello’ to them. He’s really proud that he’s in an orchestra, he was telling everyone over the Christmas holidays. He’s more open now, not just wanting to be on his own all the time.”

Parent of Big Noise Torry after-school participant

“It’s nice seeing something give her confidence. Confidence with other people but for herself as well. She knows she has a talent and that’s really good for her. She’s not just in front of the telly all the time now.”

Parent of Big Noise Torry after-school participant

Table 6. Summary of impacts observed in Big Noise Torry.

Big Noise impact pathways	Big Noise Torry early evidence of impact
1. Boosting engagement with learning and education	<ul style="list-style-type: none"> • Improvement in academic-related skills and behaviours were consistently reported among Big Noise participants. • These improvements have translated into better performance in the school setting – listening, concentration, creativity and oral communication. • Music and creativity are described as contributing to enjoyment of learning; both in Big Noise and in the school setting. • Consistent challenges and goal setting; encourages resilience, accountability and conceptualising long-term learning. • Children are choosing to practise Big Noise activities during playtime or in their own time (songs and games). • Improvement in English language skills development among children from households where English is the second language.
2. Developing and building life skills	<ul style="list-style-type: none"> • Improvements to confidence, team working, oral communication, responsibility and leadership were widely reported among Big Noise participants. • Enhanced ability to follow instructions and understanding of behavioural boundaries and rules; improved self-discipline and self-awareness also reported. • Big Noise participants are described as having increased resilience and adaptability in a range of settings; willingness to try new things. • Programme instils work ethic, motivation and commitment; demonstration of perseverance with difficult skills development. • Participants demonstrate emotional intelligence and skills in supporting others; working together towards a collective goal.
3. Securing emotional wellbeing	<ul style="list-style-type: none"> • Participants demonstrate consistent feelings of happiness and enjoyment when taking part in Big Noise provision. • Participants experience a strong sense of belonging and purpose within a positive, supportive and safe environment. • Big Noise participants experience support, encouragement and regular praise from positive adult role models. • Big Noise provides a positive and creative outlet. • Consistency and structure of routine; offers stability and builds confidence among participants. • Pride and achievement; consistent feelings of being valued, builds self-esteem. • Builds self-belief among participants and makes future aspirations seem more possible.
4. Building social skills and networks	<ul style="list-style-type: none"> • Big Noise participants consistently reported as having improved social and team-working skills. • Big Noise provides participants with the opportunity to socialise and make new friends within and outwith Torry.

	<ul style="list-style-type: none"> • Big Noise participants are building a positive peer group and support network. • Promoting community cohesion; e.g. local concerts involve school staff, participants, parents and guardians, family members and wider community. • Enhancing community spirit; creates opportunities for the community to interact and celebrate participants' achievements. • Big Noise participants have opportunities to travel (within Aberdeen, across Scotland and potentially abroad).
<p>5. Respite and protection</p>	<ul style="list-style-type: none"> • Big Noise provides a safe, positive environment separate from school and home for some vulnerable participants. • Big Noise represents an additional route to engage parents or guardians in children's learning and development. • Can contribute towards 'bridging the gap' between school, other services and home. • Big Noise represents an important support system for participants experiencing difficult or problematic periods in their lives. • The programme promotes a sense of belonging, consistency, structure and routine which may, at times, be missing within the home for some vulnerable participants.
<p>6. Developing as a musician</p>	<ul style="list-style-type: none"> • Big Noise nurtures an enjoyment of and interest in learning music; creating a new avenue of cultural appreciation, creative expression and skills development. • Opportunities to learn skills, play a specific instrument and fulfil a role within the wider orchestra ensemble. • Big Noise participants develop skills in reading and recognising music. • Potential careers in music are encouraged; playing and/or teaching. • Participants develop the ability and confidence to perform in public; contributing to emotional wellbeing through pride, aspiration, praise and recognition. • Developing responsibility and maturity; participants caring about their contribution within the orchestra, musical skills development and responsibility for expensive instruments. • Potential to enhance participants' cognitive development; progression through immersive early years programme design; Baby Noise, nursery provision, in-school and after-school delivery.
<p>7. Encouraging healthy behaviours</p>	<ul style="list-style-type: none"> • Healthy snacks provided for participants during after-school and school holiday provision; contribute to fruit and vegetable consumption. • Developing healthy physical activity habits, such as walking, physical activities and trips. • Big Noise participants spend time doing a social, meaningful activity away from inactive and unsociable pastimes; such as 'screen time' – TV / tablet / games console usage.

The pictures considered in this analysis are minus those that were 'excluded' – meaning the images drawn and text written was not deemed relevant to Big Noise or the drawing task. In total 159 of 277 (57%) drawings were included from the Primary 1 and Primary 2 in-school participants, while 111 from 114 drawings (97%) were included from the Primary 3 and Primary 4 after-school participants. Giving a total of 270 drawings used in this analysis.

In response to the question 'What do you not like at Big Noise?' many of the in-school participants struggled to answer this question, with two thirds choosing to draw something else they liked, or an unrelated picture. When questioned further many answered that they 'liked everything about Big Noise'. The only other noteworthy theme that emerged was that 21% of the participants who provided a relevant response didn't enjoy sitting on the carpet for a long period of time during the sessions.

Responses from the older, after-school participants indicated that 21% of children disliked 'snack'; and 13% disliked 'nothing'. The remaining drawings showed a variety of answers; making the presentation of coherent themes difficult. When investigating the drawings relating to 'snack' more closely, it was evident that there were a range of reasons as to why the children disliked it. These included the food available, the noise level in the room and that they felt they were missing out on music time while they were there.

Participant case studies

Please note that all case studies which describe the lives of children and young people in Torry are made anonymous. In some instances specific details have been changed to protect the identity of children, young people and families taking part. While some details may have been changed, the overall case study is representative of the circumstances of the participants and the inputs from the Big Noise Torry programme and staff other partners.

Case study A - “Jakub” – 7 years old, Primary 4, Big Noise Torry after-school participant.

Key points: developing musical skills, sense of belonging, building social skills and networks, developing and building life skills.

Jakub is a Primary 4 child who has been involved since the opening of Big Noise Torry. He has attended regularly and is well engaged, the Big Noise team see him as a child who will participate for the long term. Jakub seems to enjoy learning and understanding his instrument, as well as playing it, and happily takes part in other aspects of the programme such as singing.

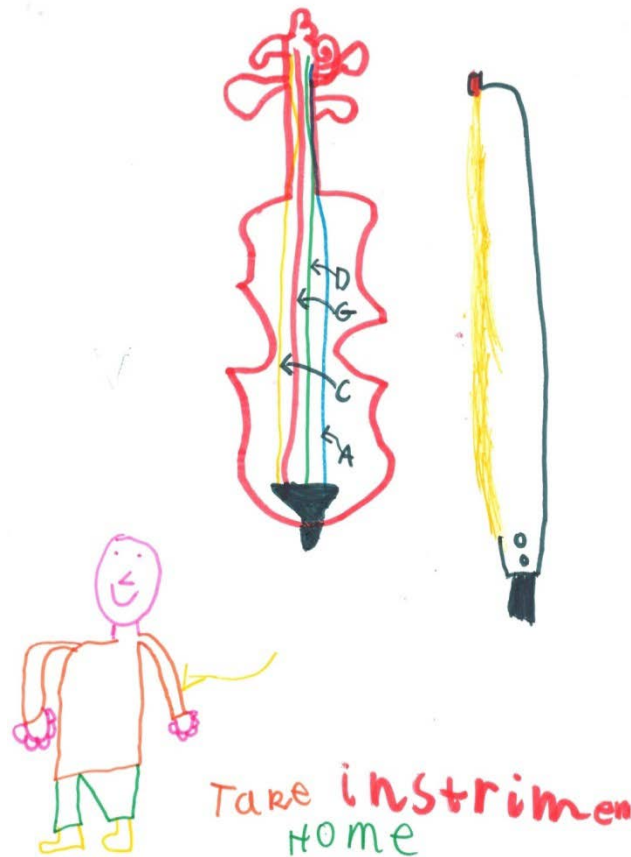
He is a very capable child who does well when he applies himself, however he can be somewhat stubborn and dislikes change, which has held him back to a degree when learning new techniques. Big Noise staff are working with him to accept change as part of his routine; to enhance his ability to learn, which they believe will allow him to excel. For his age Jakub possesses strong academic skills and abilities which, Big Noise staff feel can be utilised to help him progress his musical learning:

“He [Jakub] is really good at problem-solving, you can see him figuring things out. He is a very curious individual, and I think [his instrument] satisfies some of that curiosity, through experimenting through noises, he likes coming up with new ideas.”

Key musician, Big Noise

Jakub has a good ability to understand and conceptualise the links between music and his instrument. This can be seen from his drawing (below) where he has colour coded the strings, as the Big Noise curriculum does. Big Noise musicians describe this as advanced learning and understanding for his age. We interpret Jakub’s illustration as also conveying his enjoyment or pride in being able to take his instrument home.

Jakub: 'What do you like best about Big Noise?' – [Taking my instrument home]



Jakub's family seem very supportive, but they haven't been hugely involved in his musical education. His mother, however, has recently joined in for a parent-child lesson. It was interesting for her to see how her son fitted into Big Noise, as he, in the words of his key musician, has really developed a 'Big Noise persona'. While Jakub came to Big Noise as a fairly outgoing child, he has visibly become more confident and comfortable, both with the musicians and the other children. Being part of Big Noise has given him the opportunity to broaden his circle of friends and meet peers he may not have had the opportunity to meet otherwise.

"He really enjoys Big Noise and listens to more music now. He used to worry that he didn't have friends but now he's more confident and feels popular."

Jakub's mother

"I think he's gotten more confident, he was a big personality before, but he's more confident with what we do, our curriculum, our songs, [his instrument]."

Key musician, Big Noise

Case study B: “Scott” – 8 years old, Primary 4, Big Noise Torry after-school participant.

Key points: quality of relationship with musician, sense of belonging, innovation and flexibility of programme, inclusivity and commitment to children, boosting engagement with learning and education.

Scott’s attendance and engagement with the after-school programme had been very consistent until recently. Continuous difficulties with his behaviour reached a point where it became a problem for the other children. The Big Noise team are very committed to keeping Scott involved in the programme and have made alternative arrangements for him to receive one-to-one tuition within school time with his key musician.

“It gives him [Scott] a sense of extra family, he likes helping the staff and having informal chats with us. It also gives him a chance to be good at something which is related to school.”

Key musician, Big Noise

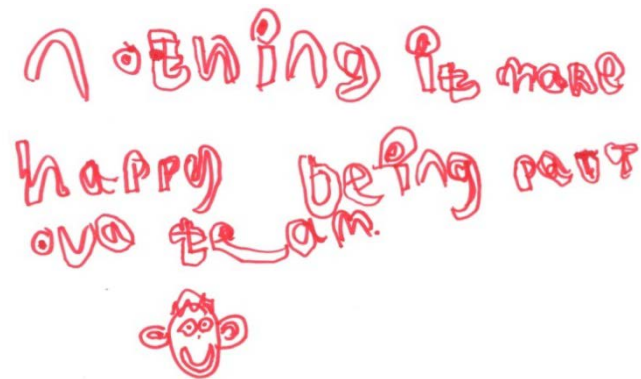
Scott is not currently attending after-school provision but this is planned to be a temporary measure until his behaviour can improve and he can re-engage with the after-school sessions. He is still very involved in Big Noise and he has a strong relationship with his key musician who has supported him throughout this time. Big Noise has become an integral part of Scott’s life, with his family taking part in group lessons during holiday club and an important bond developing between Scott and his key musician. This sustained and bespoke support should ensure Scott remains a part of Big Noise until he is in a position to participate fully.

Scott is seen as a challenging pupil in school and in Big Noise; however it is clear that despite the difficulties he has, he gains a lot from being a part of Big Noise and is developing musical skills. In response to the below two questions, Scott’s largely textual responses convey his enjoyment and even gratitude at being part of Big Noise.

Scott: ‘How do you feel at Big Noise?’ – [Fun and joyfull – 1000000% Big Noise Thank you]

FUN and JOY FULL • 1000000% :-
BIG NOISE
THANK YOU

Scott: 'What do you not like at Big Noise?' – [Nothing it makes (me) happy being part of a team]



Big Noise is described by his teacher and musician as providing Scott with a sense of purpose in school, and a feeling of belonging as a part of the team. Without going into detail, it is felt that Scott is a child who is at risk of being caught up in negative behaviours outwith school, particularly as he gets older. The routine, structure and stability of the after-school programme appear to provide a positive diversionary activity outwith school hours. It also gives him a chance to channel his energies positively. Perhaps most importantly it gives him an opportunity to develop skills and confidence and to be able to demonstrate that he is good at something and for this to be recognised by his teachers, family and peers.

Case study C: “Jonathan” – 8 years old, Primary 4, Big Noise Torry after-school attendee.

Key points: promoting continuous engagement, quality of relationship with musician and peers, sense of belonging, gradual progression and long-term development.

Jonathan is a Primary 4 child who attended the Big Noise after-school programme sporadically at the beginning of Primary 3, but withdrew completely for the last six months of the year. He returned to Big Noise at the start of Primary 4 and while his attendance has been better, the musicians note that he is prone to disengaging during the sessions. Jonathan’s key musician describes him as polite and well-behaved and while he often chooses not to participate, he isn’t disruptive to the other children.

The musicians find that when they prompt Jonathan he responds positively to direction, but does not maintain focus for long periods of time. As the weeks go on, his key musician has observed him reacting well to the encouragement of Big Noise and believes that he is enjoying both learning about music and playing his instrument. Jonathan is slightly behind his peers in terms of musical knowledge and ability, which may be due to his previous difficulty with attendance and may be a reason for his current disengagement in sessions. However his key musician has noticed his confidence slowly increasing as he learns, which should have a positive impact on his future engagement and progression.

Jonathan’s key musician has noted that he has struggled to initiate friendships with his fellow Big Noise participants which may be due to inconsistent attendance, particularly in Primary 3 where the other children first bonded. The musician believes that Jonathan may not fully feel part of the team yet but hopes that with more regular participation and support, the feeling of belonging will be built upon and the relationship that Big Noise strives for will be established. As Jonathan becomes more involved in the programme, particularly in orchestral performances and holiday clubs, it is expected this will instil feelings of inclusion, and that relationships between Jonathan, his peers and the Big Noise team will flourish. His key musician has prioritised building greater contact with Jonathan’s parents to discuss approaches to maintain and improve engagement, and to support the child in participating fully in Big Noise moving forward.

Case Study D: “Sarah” – 8 years old, Primary 4, Big Noise Torry after-school participant.

Key points: developing musical skills, building social skills and networks, developing and building life skills.

Sarah began with in-school provision in Primary 2 and continued into the after-school club at the beginning of Primary 3. She has very good attendance and has participated in all the Easter, summer and autumn holiday clubs. Her family are supportive, with both parents attending Big Noise concerts and events regularly, but have not as yet taken up family lessons or musician visits. Sarah is very keen to participate and learn, and likes to always do her best, although she has a tendency to want to perfect new skills immediately and can become frustrated when learning something new. She is very engaged with the musical aspect of Big Noise and has grown very attached to her instrument. This ownership is evident in her first drawing (below) which we interpret as related to feelings of accomplishment and pride. Sarah has also communicated the happiness she feels in being part of Big Noise in her second drawing below.

Sarah: ‘What do you like best about Big Noise?’ – [I like playing my cello]



Sarah: 'How do you feel at Big Noise?' – [Big noise makes me happy!]



Sarah is naturally quite a shy child, so her key musician has been working on her confidence within the group setting. This has involved encouraging her to answer questions and to demonstrate her musical skills within the sessions. Her key musician intends to continue working on confidence, and to utilise one-to-one sessions to introduce more challenging concepts into her learning. Sarah's progress in overcoming her shyness has been noticed by both the Big Noise team and her family; with a visible difference seen in her ability to confidently approach and speak to others. The closeness with which Sarah works with other cello students has, it seems, contributed to her increasing social confidence, transitioning from the smaller group into the larger orchestra is an important forthcoming step in Sarah's journey.

"She's made so many new friends – from both schools. It's nice for her to have a new interest and it's good to watch her playing."

Sarah's mother

"She is very natural and picks up concepts very quickly."

Key musician, Big Noise

Case Study E: “Aleksander” – 8 years old, Primary 4, Big Noise Torry after-school participant.

Key points: promoting continuous engagement, gradual progression and long-term development, developing musical skills, building social skills and networks, inclusivity and commitment to children.

“That’s a big change where we maybe didn’t even expect too much from him, you know, we were just happy to have him there and all that sort of stuff, but it actually made an impact further than we thought.”

Musician, Big Noise

Aleksander is a Primary 4 child who has consistently attended Big Noise Torry, but has only begun to properly take part in classes recently. For a long period Aleksander hardly spoke during Big Noise provision, and it was thought that it was primarily due to a language barrier. It appeared as if he didn’t understand instruction; he wouldn’t hold his instrument correctly when prompted, he would often look away and not attempt the instruction. His key musician recalls that one day he suddenly spoke, and he slowly started getting involved in the Big Noise activities and gradually began talking more. The musicians describe how Aleksander began showing that he’d actually been taking in everything being taught during Big Noise provision and had indeed been listening to what the musicians had been saying. For example he knew how to hold his instrument properly and how to begin using it. The Big Noise team saw that he began to start engaging when the sessions became more challenging:

“When things got a bit more difficult, then I think he suddenly started to engage and like, oh yes, I really want to learn how to move my fingers and make those two different sounds, so he’d actually put in effort and actually show that to us, whereas before I think maybe it was like, huh I can’t see the point in holding it properly, because it doesn’t change the sound it makes, so there’s no reason to hold it up properly.”

Musician, Big Noise

During the time he has attended Big Noise he has learned a lot about music and technique but hasn’t learned enough in terms of the fine motor skills required to play consistently (due to his initial lack of participation). However his English and his confidence have improved over the time he’s been involved. He originally did not participate in group work at all and lacked friendships within the group but the musicians have worked extensively with him on this and he has begun to engage well socially with a group of boys his own age.

Recently the Big Noise team decided to utilise one-to-one sessions with Aleksander during school time to try and engage him with the music. Over the last few weeks he has progressed well both musically and socially. Within the individual sessions he has been enjoying musical quizzes and working out notes and scales, and beginning to improvise on his instrument alongside his key musician. This has led to an increase in Aleksander's confidence and he has now taken up opportunities to try out other instruments and has voluntarily improvised music with groups of other children; listening and co-operating with them in the after-school group. These areas of progress have been described as very important by the Big Noise musicians involved, representing a strong foundation for Aleksander's continued development.

"He [Aleksander] has moved on from refusing to participate in music to now jumping at the chance; he's found a way into music! Long may it continue!"

Key musician, Big Noise

5. Discussion and recommendations

The GCPH is leading a long-term evaluation of Sistema Scotland's Big Noise programme. The evaluation aims are to make clear key features of Big Noise delivery and describe the impacts of the programme over the life-course of participants⁴. The evaluation began in 2013 with an assessment of Big Noise programmes in Raploch, Stirling and in Govanhill, Glasgow – initial findings being published in 2015⁵.

This evaluation has been undertaken to assess the delivery processes of Big Noise Torry and to describe the short-term impacts. In so doing, the report informs the ongoing development and implementation of Big Noise Torry but also contributes to the long-term evaluation. The methods deployed at this early stage have been largely qualitative. Moving forward, the impacts of Big Noise in Raploch, Govanhill and Torry will be assessed in terms of the effects on participants' life-course outcomes.

In keeping with the 2015 findings, this evaluation strongly endorses the approaches to delivery adopted by Big Noise Torry. We find that Big Noise Torry is a large scale, high quality early-years intervention offering a challenging and rewarding learning environment where a range of musical, academic, social and life skills can be developed. We are encouraged by the impacts of the programme evidenced at this stage, and by the consistency of the findings from the different components of our study and indeed across the three Big Noise sites being evaluated.

Big Noise participants contributing to this evaluation were unanimous that they enjoyed the programme, it made them feel happy and that taking part was fun. Older participants within the limited age range of participants in Torry describe or allude to feelings of pride, sense of belonging, increasing confidence and self-esteem. Teachers reported improvements in academic-related skills and behaviours in the school setting, such as: listening and concentration; creativity; and oral communication. Teachers and Big Noise musicians also described developments in life skills such as emotional intelligence, co-operation and conceptualising long-term goals. All of the findings described here are consistent with those reported by the GCPH and Education Scotland in 2015⁵. The case studies presented indicate that the programme can adapt to specific individual participant circumstances and need, in order to promote engagement and strengthen programme outcomes. The effective tailoring of the Big Noise programme is predicated on a strong, long-term relationship between the 'key' Big Noise musician and the participant and their parent(s) or guardian(s).

The implementation of Big Noise Torry has been undertaken in accordance with the seven Sistema Scotland delivery principles reported by the GCPH in 2015 (depicted in Table 1). These delivery principles, including relationship quality, intensity, inclusivity and flexibility underpin the impacts of the programme on its participants.

We have mapped the impacts observed in Torry against the seven impact pathways also reported in 2015. The impacts observed within the age range of Big Noise participants in Torry are identical to those recorded by the GCPH within Big Noise centres in Raploch and Govanhill. Looking to the longer term, we recommend that these participant impact pathways including boosting learning and education, developing life skills and securing emotional wellbeing as being absolutely applicable to Big Noise Torry. It follows therefore that, like the other Big Noise sites, Big Noise Torry has the potential to significantly enhance participants' lives, prospects, health and wellbeing through a variety of identified pathways.

Praise is also due to a range of local partners who contribute to the delivery of Big Noise in Torry. The schools involved, namely Walker Road and Tullos primary schools and Torry Academy secondary school merit particular credit for their dedication and flexibility in working in partnership with Big Noise towards delivering a high quality programme for their pupils. The positive work undertaken by Sistema Scotland, the schools involved and wider partners must also be contextualised in what are challenging times. Aberdeen City Council and other partners involved in delivering Big Noise Torry do so amid increased service demand and reduced resource. Some of the populations engaged with Big Noise in Torry experience multiple deprivation and considerable numbers within the geography are affected by unemployment, austerity measures and welfare reforms.

We are particularly struck by how well embedded Big Noise appears to be within the fabric of community life in Torry, this is underpinned by a range of effective relationships with partner agencies and representation within appropriate community fora. The commitment of all staff in Big Noise Torry to providing an inclusive and accessible programme is also notable. These two points have been instrumental to seeing the achievement of a higher after-school engagement rate in Torry in comparison with the longer established Big Noise sites in Govanhill and Raploch. The crossover impacts of Big Noise participation within wider schooling were also particularly evident in Torry. The higher school attendance rate and lower unauthorised school absences among Big Noise participants in Torry (although unattributable to Big Noise at this stage) also appear to support this.

The positive work undertaken by Big Noise, the schools involved and wider delivery partners should be considered as fulfilling vital social elements as part of a wider regeneration strategy and investment in Torry. This has already contributed towards reported improvements in the area, comparing 2012 Scottish Index of Multiple Deprivation data for Torry with that of 2016. That said, many challenges remain in Torry. Moving forward, Big Noise and delivery partners have an important role to play in addressing current low educational attainment and high levels of youth antisocial behaviour in the area.

The 2015 GCPH evaluation of Sistema Scotland raised important considerations relating to the society Scotland aspires to be. These considerations relate to whether conditions, including the short-termism associated with political and funding timescales and structures, are conducive to embedding long-term, quality, social programmes within prioritised communities. The 2015 findings and this evaluation highlight the crucial role that third sector organisations can play within processes of neighbourhood regeneration. In broader terms, high quality social interventions, such as Big Noise, should have a strategic as well as a delivery role within local regeneration efforts.

The delivery of Big Noise brings the pressures surrounding resourcing and monitoring of long-term, preventative investment into focus at a local level. If the programme is to achieve its goals, commitment needs to be long-term and must endure throughout turbulent political and economic times. The achievement of better prospects for long-standing disadvantaged communities such as Torry will not be achieved through continuing with established approaches alone. Alongside a range of quality public services; innovation, early-intervention, sustained commitment and more person-centred ways of working are required. As the GCPH has made clear since 2015, Sistema Scotland and the Big Noise programme embody these ways of working.

5.1 Strategic recommendations

- **Communication** – a stronger strategic articulation of Big Noise Torry as fulfilling vital social elements within the wider holistic regeneration efforts in the area, may be beneficial in promoting local understanding of the programme and its long-term role.
- **Regeneration** – Big Noise is well embedded and connected within the Torry community. Recognising the interdependency between the social, physical and economic fabric of communities, Big Noise may have valuable contributions to make as a strategic partner within wider holistic regeneration efforts in Torry.
- **Engagement of male pupils** – male pupils are consistently under-represented across the three current Big Noise centres; approaches to enhancing programme engagement and retention among boys should be considered by Sistema Scotland leadership.
- **Long-term funding** – it is understood that Aberdeen City Council have committed resource to Big Noise Torry for six years in the first instance. It would be beneficial at this stage to continue to assess the monitoring requirements over this period and to determine the forms of evidence that are valued within Aberdeen City Council and among wider funders.

5.2 Operational recommendations

- **Pupils with additional support needs** – the transitioning of children with additional support needs from bespoke provision into the after-school programme in Torry should be closely monitored, to ensure that this group is equitably represented within the main component of Big Noise delivery.
- **Partnership working** – school teachers have expressed a desire to reinforce appropriate aspects of the Big Noise curriculum within the normal school setting. This should be built upon with closer communication between Big Noise musicians and teachers.
- **Volunteer training** – additional training should be considered for Big Noise volunteers in dealing with disruptive participant behaviour, and in supporting participants with additional support needs.

6. Conclusion

This report documents the findings of an initial phase of evaluation assessing the delivery and impacts of Sistema Scotland's Big Noise Torry programme in Aberdeen City. A key strength of this evaluation in Torry is the range and depth of methods utilised. The impacts of the programme on participants have been assessed from a variety of perspectives including those of the children, parents, or guardians, teachers, headteachers and deputy headteachers, Big Noise musicians and volunteers and delivery partners who work closely with Big Noise.

This evaluation in Torry provides evidence supporting Sistema Scotland's approaches to delivery: the impacts of the programme at this stage are consistently positive. What is also certain is that there is remarkable consistency between the nature of the impacts observed within Big Noise Torry and those evidenced in the Big Noise programmes in Govanhill and Raploch. If these early impacts continue to be built upon through consistent programme engagement, there is potential to enhance participants' lives, prospects, health and wellbeing through a variety of well-defined and measurable pathways in the long term.

To this end, working closely with the schools and a range of partner agencies and services; Sistema Scotland would indeed be 'transforming lives through music'.

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