



“TRUST THE PROCESS”

Big Noise impact on participants,
families and their wider communities

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Author contributions

This evaluation was conceived and designed by Aileen Campbell, Senior Auditor seconded from Audit Scotland to Big Noise, who also led all primary data collection and undertook the analysis and interpretation of the findings.

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Chloe and Dede, peer researchers from Big Noise Torry, designed and led a youth-led research component, contributing additional data and analysis from a peer perspective.

The Big Noise Leadership Team facilitated access to sites, contextual information and logistical support but had no role in data analysis or interpretation.

All named authors reviewed and approved the final report.

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Executive summary

As Big Noise continues to grow in scale and ambition, this evaluation clearly demonstrates its impact. Children, families, schools and staff consistently describe positive and lasting impacts on wellbeing, confidence, relationships and musical development. Big Noise creates safe, welcoming spaces where people feel supported, connected and able to thrive.

The evaluation is grounded in the **voices and lived experiences of those communities closest to the programme**, participants, families, school partners and staff. By prioritising qualitative evidence, the evaluation **captures how change is experienced in real life, not just whether outcomes are achieved**. This approach highlights what matters most to children and families, how Big Noise supports them over time, and why the programme has meaning beyond individual sessions or milestones.

Alongside this, innovative systems-mapping approaches were used to understand how impact develops over time and across different parts of children's lives. This has helped identify the critical elements that enable change, such as trusted relationships, continuity, inclusive spaces and long-term presence, and how these elements interact to support wellbeing, learning and belonging. These pathways are explored in detail in this report and on our [interactive impact map](#).

The evidence shows that Big Noise's impact is driven by strong relationships, high-quality music-making and sustained engagement with communities. These strengths are already delivering significant benefits, particularly for children who face additional challenges or barriers to participation. The economic evaluation also highlights the substantial long-term social value created through sustained investment in preventative, relationship-based approaches.

The opportunities identified in this report are not about fixing problems. They focus on building on success and removing barriers that limit how far impact can go. Stakeholders, including Big Noise staff, highlighted the importance of greater capacity for individual support, calmer and more accessible spaces, stronger coordination with schools and families, and simple systems that support learning without adding unnecessary bureaucracy.

At a wider level, the findings offer important lessons for policy and practice. The evaluation shows how **preventative, place-based programmes** like Big Noise create long-term value by supporting children early, strengthening relationships and building community connection over time. The systems perspective helps explain not just that Big Noise works, but **how and why it works**, providing valuable insight for policymakers seeking to support effective early and preventative interventions.

Taken together, the findings reflect what young people who have grown up with Big Noise already know and wanted to share: when programmes stick around, build relationships and stay consistent, change happens, you can *“trust the process”*.



Contents

Executive summary.....	3
Contents	4
Key messages	5
Big Noise’s opportunities to enhance impact.....	7
Wider policy opportunities to enhance impact.....	8
Key Facts	10
1.About this evaluation.....	12
Aims	14
Focus	14
Methods	15
Keeping people at the centre.....	15
2. Findings	16
Key impacts	17
Musical development.....	18
Social networks.....	24
Emotional wellbeing	30
Positive post-school pathways	36
The importance of these revised pathways	42
3. Designing pathways for impact.....	43
4. Economic evaluation.....	50
5. Implications for policy and practice.....	55
What this evaluation adds.....	56
Limitations of this study.....	57
Big Noise and policy: insights from this report and long-term GCPH evaluation learning..	58
Conclusion	62
Further information	63





Key messages

1. Big Noise continues to deliver meaningful and sustained impact

Across all centres, the evaluation finds strong and consistent evidence that Big Noise makes a lasting difference in the lives of children and young people. Participants experience improvements in **emotional wellbeing, social connection**, alongside **clear musical development** and **access to wider post-school opportunities**, as a direct result of participating in the Big Noise programme. These impacts have broader positive influence across their wider social communities; through their family, school and friendships.

These impacts are evident across age groups and delivery settings, and are widely recognised by children and young people, families, schools and Big Noise staff.

2. After-school participation drives the programme's strongest outcomes

While in school, Big Noise delivery provides vital **early foundations**; introducing children to music, embedding routine and structure, and building initial confidence, engagement and basic skills, it is through sustained after-school participation that these foundations are fully realised.

The most significant and lasting impacts emerge through after-school participation. This is where relationships deepen, engagement is sustained and children experience the greatest gains in wellbeing, friendships, musical progression and post-school pathways. After-school delivery is central to Big Noise's transformational effect.

3. Change happens gradually through connected and reinforcing pathways

Big Noise's impact develops cumulatively over time through interconnected pathways. Early experiences of safety, enjoyment and belonging support confidence, motivation and social connection. These enable sustained engagement with musical learning and wider opportunities, shaping longer-term outcomes beyond school. Impacts overlap and reinforce one another, so short-term snapshots underestimate the programme's full effect.

4. Three core drivers underpin Big Noise's success

The evaluation identifies three primary assets that consistently underpin Big Noise's strongest outcomes.



- **Trusted, caring and consistent relationships**, which create emotional security and form the foundation for learning, confidence and wellbeing.
- **Supportive, joyful and predictable environments**, which enable emotional regulation, inclusion and sustained participation.
- **Collaborative group music-making**, which integrates musical, social and emotional development through shared effort and collective achievement.

These drivers are particularly powerful for children and young people facing the greatest challenges. Improvements across the programme which enhance these assets will likely lead to deeper impacts for participants and their families.

5. Big Noise delivers strong value for money

Independent economic analysis of Big Noise Govanhill shows that monetised social benefits substantially outweigh costs, delivering £90.3 million of gross benefits over a 70-year lifetime appraisal period.

For every £1 invested, Big Noise is estimated to generate significant return over a ten-year period: **£3.25 of societal benefit in Glasgow, £3.94 across the wider region, and £5.99 at the Scotland wide level.** These benefits reflect improved wellbeing and engagement, reduced antisocial behaviour, increased community participation, and the economic value of volunteering. Over a participant's lifetime, or 70 years, the programme is expected to contribute wider economic value of around **£60m in Glasgow, £73m across the City Region, and £111m nationally**, reflecting long-term social, wellbeing, and economic benefits.

6. Big Noise offers transferable lessons for policy and public service reform

This evaluation shows that Big Noise is more than an effective programme: it demonstrates how long-term, place-based, and relational approaches can deliver sustained change for children, families and communities. By working across education, health, arts and culture, wellbeing and community development, it offers clear lessons for policy on the importance of joined-up systems, sustained investment and evaluation approaches that reflect how complex social change happens in practice.





Big Noise's opportunities to enhance impact

Identified by stakeholders, including Big Noise staff, these opportunities focus on strengthening success and removing barriers that restrict impact.

1. Create capacity for strategic improvement and traction for change

As Big Noise grows, there is an opportunity to review internal structures to clarify roles, decision-making and accountability. Protecting time for reflection, learning and improvement will support clearer priorities, stronger follow-through and a steady pace of change, while maintaining high-quality, people-centred practice.

2. Build capacity for individual and small group support

Big Noise already responds well to individual needs. Expanding one-to-one and small group support, particularly for neurodivergent children, those with ASN, and those experiencing emotional challenges, would enable more children to engage fully and thrive.

3. Enhance physical spaces to support calm, access and learning

Improving physical environments, especially for after-school delivery at some centres, would further strengthen experiences. Quieter, more accessible and well-designed spaces help children settle and participate with confidence.

4. Build clearer, more connected communication with schools and families

Schools and families value Big Noise highly and want stronger alignment. Making learning, progress and opportunities more visible and consistently shared would support joined-up working across settings.

5. Continue widening access and inclusion

Big Noise is widely seen as welcoming and inclusive. There are opportunities to go further by addressing practical, cultural and informational barriers, including delivery timings, language and awareness.



6. Invest in staff capacity and continuity

Strong relationships drive Big Noise's success. Increasing staffing capacity and consistency gives staff the time and stability needed to build trust, respond flexibly to need, and sustain high-quality delivery.

7. Strengthen coordinated monitoring, learning and use of data

There is an opportunity to improve how activity and impact are captured and learned from, building on emerging work from the economic evaluation. Simple, joined up systems, supported by IT, can record what matters while keeping staff focused on frontline delivery.

Wider policy opportunities to enhance impact

The findings also point to opportunities for policymakers to better support children, families and communities, and to strengthen approaches that are already working well.

1. Support long-term, relationship-based work by valuing trust, consistency and time as foundations for lasting change.

2. Make place-based and joined-up working easier by improving how policies, funding streams and decision-making are aligned across current education, arts and culture, health and community services silos, reducing fragmentation and supporting more coordinated local delivery.

3. Strengthen partnership-working by enabling genuine collaboration between statutory services and the third sector, including data sharing and shared decision-making.



4. Reduce barriers for third sector organisations by simplifying funding and reporting requirements to free capacity for frontline work.

5. Broaden how success is defined to include community-level outcomes such as belonging, pride and connection alongside individual progress.

6. Support learning over time by continuing to invest in long-term evaluation and shared learning.

Together, these opportunities offer a more supportive policy environment for long-term, preventative and community-based approaches, helping turn strong ambition into lasting, real-world impact.





Key facts

£££

Annual budget



£6.5 million

Funded by public, charitable and philanthropic investment, keeping Big Noise free for all children.

Value for money

- ➔ **£3.25** of benefit for every £1 spent (Glasgow).
- ➔ **£3.94** of benefit for every £1 spent (Glasgow Region).
- ➔ **£5.99** of benefit for every £1 spent (Scotland).

(Big Noise Govanhill, 2026)



Where the programme operates



6 communities:

- Raploch
- Govanhill
- Torry
- Douglas
- Wester Hailes
- Fallin



39%

of participants live in **SIMD 1 areas**, meaning they are located in the communities experiencing the highest overall levels of deprivation in Scotland.

83%

of Big Noise participants live in the **30% most disadvantaged areas** in Scotland, as measured by the Scottish Index of Multiple Deprivation (SIMD 1–3).



Participation



3,600

children and young people take part **each week**.



3,052

children receive delivery in **school and nursery**.



115

young people are on individual programmes delivered at school or in Big Noise centres.

After-school programme



945 children are signed up for **after-school clubs**.
On average, **386** children attend after-school **each evening**.



741

Primary school pupils



204

Secondary school pupils

1/3 are families who benefit from additional support (Priority Families).



68% engage in the full programme offer available.



Staff and support roles



196

staff



118

FTE roles



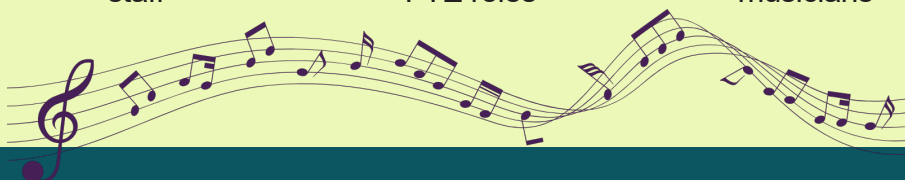
111

musicians



49

support workers (many are professional musicians)





1. About this evaluation





Big Noise is a long running, preventative programme that uses orchestral music and sustained support to help children and families in disadvantaged communities build skills, confidence and relationships so they can thrive. Big Noise has grown significantly since it began in Raploch in 2008. What started as a small team using music and relationships to support children’s wellbeing now operates across six communities in Scotland, reaching around 3,600 children and young people, with more than 1,000 taking part in afterschool, or individual programmes. Many participants are supported over several years, through different stages of childhood and adolescence, by a large and diverse workforce.

With this growth comes greater complexity. Children’s needs change as they move through school, and more young people now need tailored and inclusive support, including adjustments for additional support needs. Delivering this well requires skilled staff, strong partnerships and systems that can adapt, while maintaining consistency and quality across sites. More detailed information about the Big Noise programme can be found on their [website](#).

Big Noise has been independently evaluated by the [Glasgow Centre for Population Health](#) (GCPH) for over ten years. Several GCPH evaluation publications have shown that the programme has the potential to create long-term positive change and identified seven delivery principles that help explain why it works¹. These principles continue to guide the programme today.

Delivery principles

- ▶ Long-term commitment
- ▶ Quality relationships
- ▶ Inclusivity & accessibility
- ▶ Intensity & immersion
- ▶ Innovation & flexibility
- ▶ Collective & co-operative learning
- ▶ Excellence, aspiration & inspiration



Since 2013, GCPH has led a long-term evaluation following participants over time. This work explores how outcomes develop as children and young people reach key life stages, including leaving school and entering further education, work or adulthood. It recognises that some outcomes take time to emerge and depend on data held by other services. Further evaluation of health and justice impacts is planned. (See [Additional Information Appendices, Appendix 1: GCPH Big Noise Evaluation Bibliography](#))

Alongside this, Big Noise commissioned this independent evaluation to focus on current practice and impact. This looks at participants’ experiences, how impacts develop over time, how well the programme supports those with the greatest needs, where impact could be strengthened, and the programme’s economic effects. The GCPH has incorporated this review into their Big Noise evaluation series.

¹ www.gcph.co.uk/assets/000/000/316/Sistema_findings_report_original.pdf?1700036401








This work contributes to the wider evaluation by showing how Big Noise delivers change in practice and what is working well now. It complements long-term outcomes analysis by identifying strengths, areas for improvement and future priorities, providing a clear picture of how the programme can continue to support children, young people, families and communities.

This evaluation also informs current policy and practice in Scotland. It shows how preventative programmes work in practice and the long-term outcomes they can achieve. It highlights implications for the Scottish Government and wider public sector, as well as opportunities to strengthen support for people living in the most disadvantaged communities.

Aims

This evaluation explored five key questions:

-  What difference does Big Noise make, according to children, young people, families and communities?
-  How well are Big Noise's core principles working in practice across different locations?
-  How effectively does Big Noise support those with the greatest needs?
-  How do partnerships help strengthen impact, and how well do these relationships work?
-  Does Big Noise offer good value for money?

Focus

The main focus was on the two parts of Big Noise delivery that reach the most children:

- **In-school and nursery sessions**, reaching almost 3,300 children each week.
- **After-school programmes**, reaching 945 children taking part more intensively each week.



Methods

A mixed-methods approach was used to explore impacts across participants' personal, social and school lives:

- Teacher and nursery staff surveys to capture changes in learning, behaviour, and confidence (68 responses, an estimated 42% response rate)². (See [Methods Appendix 2b](#))
- Eight participatory systems-mapping workshops, each including up to 12 young participants, staff members and parents, alongside community group members. It involved collaboratively creating a visual map of impacts created by the programme and how they influence and build on one another. These maps were brought together and digitised by the research team (77 people in total attended, including 27 young participants, aged 16 or over). (See [Methods Appendix 4](#))
- 16 case studies of participants, parents and volunteers alongside a focus group of 10 recent Big Noise Raploch & Fallin graduates, explored after-school impacts and long-term journeys. (See [Methods Appendix 3](#))
- A series of five surveys with Big Noise Staff and Volunteers (18-37% response rate)³ (see [Methods Appendix 2c](#)), parents attending Little Noise, baby/ toddler groups (27) (see [Methods Appendix 2d](#)), and a peer-designed survey in Torry (43 responses). (See [Methods Appendix 2a](#))
- An independent economic evaluation of the Govanhill Big Noise was conducted by [Glasgow City Region Intelligence Hub](#), using a refreshed methodology and available data from the programme. (See [Additional Information Appendix 2](#))

These different sources helped check findings and ensure a wide range of experiences were reflected.

Keeping people at the centre

Children, young people, families, and adult participants were active contributors throughout the evaluation. Their voices run through the findings, ensuring the report reflects real experiences and highlights what matters most to the Big Noise community.

² Across all centres, a total of 68 responses were received from school staff, including 51 front-line nursery and school teachers. Based on an estimated population of approximately 122 primary and nursery classes, this equates to an approximate response rate of 42%.

³ A total of 302 responses were provided by Big Noise Staff and Volunteers over five themed surveys; **An Overview** (May 2025, 89 responses, 37% response rate), **Relationships** (May 2025, 64 responses, 30% response rate), **Effectiveness** (June 2025, 62 responses, 26% response rate), **Impact** (June 2025, 42 responses, 18% response rate), **Inclusion** (August 2025, 45 responses, 19% response rate).



2. Findings





Across all Big Noise centres, we heard the same thing repeatedly; people told us the programme made a positive difference in their lives across many areas. Each Big Noise programme is shaped by the community it operates in and is delivered differently across the centres. We found that the programmes and practice are however, still grounded in shared Big Noise principles. Despite the variation, people described strikingly similar impacts. The words they chose, and the first things they talked about, helped show us not only the strength of these changes but also what mattered most to them. (See [Results Appendices](#))

When we brought all the evidence together, four clear themes emerged. These themes helped us organise a wide mix of individual experiences into something simple, meaningful and easy to navigate. (See [Results Appendix 4a](#))

The four key impact areas highlight the processes and interdependence between various elements of the Big Noise programme. Learning music and playing together helps children build skills and confidence. This quickly strengthens their friendships and emotional wellbeing, which are the most immediate benefits people notice. Over time, these gains support better engagement with learning and lead to more positive post-school pathways. The interconnections between programme impacts, and the data that underpins them, can be explored on our [interactive impact map](#), which is layered into these four themes.

Key impacts



Musical development: How people learn and grow through music

The process of exploring, learning and improving musical skills, such as listening, playing, creating and performing, which helps people build confidence, pride, creativity and resilience, and gives them opportunities to express themselves and take part in performances.



Social networks: How people make friends and feel part of something

The meaningful relationships, friendships and connections people build, supported by strong social skills, that help them feel included, supported, confident and part of a community they can rely on both within Big Noise and beyond.



Emotional wellbeing: How people feel

A person's day-to-day sense of happiness, calm, confidence and ability to cope, shaped by feeling safe, valued and supported, and by being able to recognise, express and manage their emotions in a healthy way.



Positive post-school pathways: How people learn skills that help them at school and beyond

The skills, confidence and readiness that help children and young people engage well in nursery, school and future learning, including the routines, behaviours and attitudes that support long term success in education and beyond.



Understanding how Big Noise makes a difference

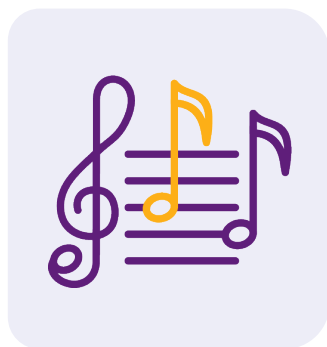
The following findings section explains not just what difference Big Noise makes, but how it makes that difference.

It starts by describing the changes children and young people experience, then shows how these come from the way Big Noise works in practice, through long-term commitment, strong relationships, inclusive and flexible support, learning together in groups and high expectations. It then looks at how these changes spread into school, home and future pathways, and where impact could be strengthened further.

By taking this approach, we can see the full picture of change over time and understand why Big Noise is effective. This is essential for showing impact, learning from practice and making sure Big Noise continues to support children and young people in the best possible way.

The full versions of all the case studies from the evaluation are available in the [Results Appendix 3](#).

Musical development



Musical development is at the heart of Big Noise. Children and young people explained that learning an instrument is often the gateway to many of the other benefits they experience. Big Noise helps children build a wide range of musical skills including rhythm, listening, coordination, reading music, playing confidently with others, and understanding musical ideas. Young people often progress to other music groups or specialist programmes, showing that Big Noise helps them develop the skills to thrive in wider musical settings.

Building musical skills helps them grow in confidence, resilience, creativity and motivation. It gives them structure, encourages focus, and helps them feel proud of themselves. Importantly, musical development is not only about becoming a skilled musician. It forms a strong foundation that supports wider social, emotional and educational growth across the whole programme.

Across all evidence sources, musical development emerged as one of Big Noise's most consistent and strongly-evidenced impacts. Children, teachers, families and school leaders frequently described clear progress in musical skills, alongside the broader benefits that flow from this progression.

Paige and, further in this section, Charlie share their stories of how their musical journey has shaped their skills, identity, opportunities and experiences. You can explore case studies and pathways to impact for musical development on our [interactive layered map](#).



Paige

“I feel quite good about my instrument... I feel quite responsible. Because before, I felt like I wasn’t properly responsible for anything, really, but now I feel like I’m responsible for loads of things!”



Paige is 12 years old and first joined Big Noise Raploch after watching a winter concert and instantly deciding the French Horn was the instrument for her – even though she was the first in her group to play it, and felt nervous about people staring. The moment she played with the orchestra she thought, “Oh wow, this is the instrument for me” and felt “all her stress disappear”. Since then, she has moved into the highest-level Symphonic Band, playing four days a week, composing music with friends, and developing a strong passion for music.

Having her own French horn became an important step in her Big Noise journey. It made her feel responsible and independent, something she hadn’t experienced before. Paige says Big Noise feels calm, giving her a place to relax after difficult school days, with music helping frustration “just go away.”

She also values the kindness of Big Noise staff, especially during a period when she was being bullied at school. Staff created a safe space, listened and supported her, helping reduce her anxiety and build her confidence. Paige believes having trusted adults outside the family is essential, and Big Noise became exactly that.

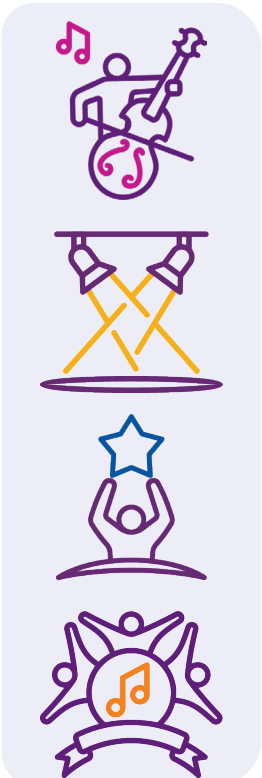
Musically, Paige takes huge pride in achieving challenging skills, especially mastering high notes on the French Horn, something she worked on “step by step.” Each musical challenge she overcomes boosts her confidence, and she believes this confidence will “follow [her] down different routes,” whatever path she chooses in the future. Big Noise has given Paige not just musical ability, but a sense of pride, joy and belief in her potential as a young musician.





The building blocks of musical development

Across all data sources, four core areas emerged as the most significant contributors to musical development:



- Developing musical skills:** Children build skills in rhythm, coordination, timing, reading music, listening, and working with others. These skills deepen over time and help young people thrive in both Big Noise and wider musical settings.
- Performance opportunities:** From informal early-years Sharing events (open events where families can see after-school activities in action), to major concerts and international trips, performing gives children chances to shine, build confidence and celebrate their progress.
- Pride:** Feeling proud was one of the strongest emotions children described. Success with challenging music or performing in an orchestra helps them see their own progress and builds self-belief.
- Musical opportunities beyond Big Noise:** Many young people go on to join national ensembles, specialist programmes or further education in music, with Big Noise providing the skills and support needed to access these pathways.

How Big Noise supports musical development

Big Noise strengthens musical development through a combination of approaches:

- ➔ **High-quality music learning**, focused on rhythm, technique, listening, co-ordination and playing together.
- ➔ **Regular practice and structured routines**, giving children time to develop discipline, focus and creativity.
- ➔ **Collaborative group playing**, teaching teamwork, communication, patience and shared responsibility.
- ➔ **Frequent performance opportunities**, helping children build confidence, resilience and pride.
- ➔ **Specialist support and progression routes**, including preparation for auditions, guidance on funding and further education applications, and access to specialist music education pathways.
- ➔ **Supportive environments**, where children feel encouraged, motivated and able to take risks in their learning.



Together, these elements help children develop strong musical foundations while also growing the personal qualities that support wider success.

How the delivery principles drive musical development

The **intensity and immersion** levels that the Big Noise programme offers emerge as the most significant driver of musical development. Regular, sustained participation allows children to practice, improve and build confidence over time. This is supported through the **positive relationships** children have with their tutors and the **group-learning model**, helping children stay motivated and engaged so that musical progress is both consistent and meaningful.

Analysis of what people told us

Teachers and Senior Leadership Teams reported that the **in-school Big Noise programme** leads to clear improvements in children’s musical skills, including rhythm, coordination, listening, reading music and playing confidently with others. It also helps them meet national Curriculum for Excellence music benchmarks. Teachers observed that participation in Big Noise sessions boosts children’s focus, confidence and teamwork in class, strengthening both their learning and their overall engagement in school.

After-school participants attending mapping workshops and case study discussions described clear, steady progress in their musical learning. They often spoke about the moment a new skill “clicked”, whether mastering rhythm, coordinating both hands, or reading music fluently, and the satisfaction that came with seeing their practice pay off. They also explained that these musical skills supported other parts of their lives, improving their concentration, listening, multitasking and persistence at school.

Performance opportunities were described as some of the most memorable and transformative moments. Young people described concerts, Sharing events and international trips as standout experiences that advanced their learning and built their confidence by navigating challenges and stretching themselves in a supportive environment. Families valued these moments as chances to celebrate progress and share pride and joy. Staff across centres also expressed a strong desire to offer even more performance opportunities, especially within local community settings.

These experiences also contributed to wider impacts. As children’s musical skills improved, they became more confident, focused and motivated. Older participants said that progress in Big Noise helped them apply successfully for opportunities such as the Royal Conservatoire of Scotland and the National Youth Orchestra of Scotland, while others used their musical skills in areas like childcare, community arts and even working at Big Noise.



Big Noise has provided me with the unique opportunity of participating with music sessions in Castleview Primary School. This is a school for young people with ASN and disabilities.”

Participant, Leavers Focus Group, Big Noise Raploch & Fallin, 2024

Parents and carers of younger children felt that music-making classes supported their child’s language development, communication and group interaction, helping them feel ready for nursery and primary school. Many older participants described music as a key part of their identity, explaining that musical development strengthened their sense of who they are and gave them experiences that shaped their aspirations and future pathways.



Big Noise was the reason I went to the Conservatoire – I wouldn’t have done it otherwise.”

Leaver, Focus Group, Big Noise Raploch & Fallin, 2024

Opportunities to enhance impact

Big Noise already delivers strong musical impacts, but the evidence shows there is room to strengthen progress further by giving children more time and space for personalised musical learning, especially those ready to advance more quickly.

More frequent and varied performance opportunities, particularly within local communities, would help celebrate progress and build confidence. Deeper integration with schools, families, and community settings would further reinforce music learning across children’s daily lives.

Increasing accessibility and staffing capacity would help ensure children can learn at a pace that suits them and receive the support they need. These improvements would enable more children to succeed musically, feel proud of their achievements, and access a wider range of opportunities beyond the programme.



Charlie

“I just enjoy it, and that’s my main passion. I don’t – if I didn’t do music, I don’t know, yeah, actually, don’t know what I would have done...yeah, I don’t think I would have done music if Big Noise wasn’t here, I would have thought, “Oh, it’s too hard and it’s not for me”, because none of my family does music.”



Charlie is 16 and has been part of Big Noise Torry since she was seven. Over nine years, she has followed a clear path of musical development, starting with simple violin skills to confidently playing in ensembles. Group music has taught her patience and that “everyone’s just good at different things”. For Charlie, making music makes her feel “very calm”.

Performances, especially concerts and the Big Noise United residential, have boosted her confidence, helped her make new friends, and given her a strong sense of pride. She now helps younger players and can see herself teaching violin in the future.

After moving to home-schooling due to bullying, Big Noise became a safe, supportive place where she felt accepted: “I have friends and people like me... I don’t need to change for anyone else.” She believes she wouldn’t have tried music without Big Noise and would have felt “bored and left out.” Big Noise has given her skills, confidence, and new possibilities for the future.





Social networks



“ You just kinda get to know the person you are sitting beside all year, I never knew the person that I sat next to at the beginning of the year and now we are like, best pals!”

Participant, Big Noise Govanhill Mapping Workshop, 2025

Social networks refer to the relationships, friendships and sense of belonging that help children feel connected to others. For some children, Big Noise is one of the first places where they experience supportive peer groups, positive social interactions and adults who help them build these skills safely. The programme strengthens social connection across all ages, helping children form friendships, work well with others and feel part of a wider community.

Across the evidence, social networks consistently emerged as a major impact of Big Noise. Children frequently described making new friends, becoming more sociable, and feeling more comfortable speaking to others. Teachers and parents also highlighted improvements in teamwork, communication and the ability to build positive relationships.

Mohammed’s and, further in this section, Jensen’s stories demonstrate how these networks help children thrive socially and emotionally, while building resilience in other parts of life. You can explore case studies and pathways to impact for social networks on our [interactive layered map](#).





Mohammed

“Before Big Noise...I was a very shy person...and, you know, ever since I came to Big Noise, I’m making new friends. It was just natural that any new person I talked to we were friends, Big Noise just has that sort of environment where, like, you know you’re safe, you know you can, make friends!”



Mohammed (15), first got involved with Big Noise in their summer club when he was in P4, describing it as “amazing”, and he continues to attend as he finishes High school. His mum Sophia felt the clubs helped relieve boredom while keeping him and his brothers engaged, entertained and developing new skills.

Mohammed enjoys playing music in a group of friends, saying it relieves stress and brings joy and satisfaction. Playing with musicians from the RSNO and RSC also increased his confidence, self-belief and public speaking skills. Big Noise has had a strong social impact on him.

His younger brother shared a similar experience:

“When I first joined Big Noise, I was actually kind of nervous, but... I made different friends from different schools... It’s like, I never want to leave.”

The impact extends beyond the children. Sophia and the whole family have developed meaningful relationships with other Big Noise families, regularly meeting socially. She also values the inclusive opportunities provided, which would otherwise be unaffordable.

Both Mohammed and Sophia describe Big Noise staff as supportive and approachable, with strong relationships built over time. Sophia highlights the welcoming, relaxed environment:

“When kids come over here, this is what they’re looking for... They need to calm down... When they come over here, they see Big Noise staff like friends...everybody was chill, fun, doing stuff, talking, chit chatting, jokes and enjoying music... That’s what I love.”





The building blocks of social networks

Across all data sources, four core areas emerged as the most significant contributors to stronger social networks:



Social and teamwork skills: includes communication, listening, turn-taking, empathy and co-operation.



Trusted relationships with staff: caring and dependable connections built between children and Big Noise staff.



Big Noise friendships and wider connections: friendships form through spending time together and sharing musical experiences, while wider connections grow through relationships made across ages, schools and other communities.



Sense of belonging: feeling accepted, valued and comfortable, knowing you are part of something.

How Big Noise supports social networks

Big Noise supports strong social connections through a mix of:



Warm, inclusive environments where children feel welcome and part of a group.



Consistent staff relationships that model healthy communication, respect and co-operation.



Group music-making that relies on teamwork, listening and shared responsibilities.



Opportunities for shared achievement across concerts, projects and performances that bring children, families and communities together.



Mixed-age and cross-school interactions, widening friendship groups and reducing social barriers.



Together, these elements help children feel connected, valued and able to build positive relationships. They also lay the foundations for long-term social confidence, collaboration and belonging.

How the delivery principles drive social networks

The evaluation confirms that the development of social skills and networks continues to be strongly driven by Big Noise's delivery principles, particularly **collective and co-operative learning**. Ensemble-based music-making brings children and young people together in shared, purposeful activity, helping them build friendships, trust and a sense of belonging over time. This principle is reinforced by **developing meaningful relationships** and **inclusivity and accessibility**, ensuring that social connection is sustained, supportive and accessible to all participants across different stages of involvement.

Analysis of what people told us

Teachers and Senior Leadership Teams reported that the **in-school Big Noise programme** strengthens children's social networks by improving teamwork, communication and confidence in group situations. They saw children forming stronger friendships, interacting more positively with peers and seeking support from staff more comfortably, leading to better relationships across the school day.

Children's social networks at **after-school Big Noise** begin with the social and teamwork skills they develop through group music-making. Playing together helps them listen, take turns, communicate and work towards a shared goal, which gradually increases their confidence in joining in and talking to others.



Big Noise definitely helped him socially... when he moved school it was easier because he already knew so many through Big Noise.

Parent, Big Noise Douglas, Case study, 2025

As these skills grow, children start forming strong friendships and trusted relationships. Many describe these friendships as “a second family,” built through shared rehearsals, concerts, trips and fun social time. These relationships often cross ages, schools and backgrounds, widening children's social circles and reducing isolation. Trusted relationships with staff also matter greatly; children say staff listen, care and support them through challenges at home, school or with peers.



Sometimes you might want to talk to people that aren't your family, because your family might sometimes get very worried about you. So, it's just like, it's very important to speak to someone that you trust in – that's not your family as well."

Participant, Big Noise Raploch & Fallin, Case study, 2025

With growing confidence, children begin forming friendships beyond Big Noise too. Families and staff notice that the confidence gained in ensembles carries into school and community settings, helping children join new groups and make connections more easily. This increased social confidence leads to smoother school experiences, better peer relationships and stronger readiness for new challenges.

Together, these friendships, supportive adults and expanding social skills create a strong sense of belonging. Children and families frequently described Big Noise as a place where they feel welcomed, safe and accepted. It can be the one place a child feels completely comfortable. This sense of belonging boosts mental health, confidence and engagement in learning.

Friendships and trusted adults also offer long-term benefits. They reduce loneliness, help children cope during difficult times and provide stable support networks that last beyond the programme.

Opportunities to enhance impact

Big Noise could further strengthen children's social connections by offering more smaller-group and mixed-centre activities, providing structured social opportunities for those who need extra confidence, and creating more quiet and calm spaces for children who find large groups overwhelming.

Strengthening cross-school and cross-age activities (especially during transitions like P7 to S1) and improving communication around staff changes would help maintain stable, trusting group dynamics.

Expanding cross-centre and community events and involving families and schools more in the programme's social life, would further broaden children's connections and strengthen their sense of belonging.



Jensen

"I feel more like I can express myself and show people who I really am... [outside of Big Noise] I hide away from folk that don't like me. Just kind of avoid people. But then now, coming to Big Noise, I've learned that I don't need to hide. I can just speak to them!"



Jensen (14), joined Big Noise in Primary 6 and quickly found that making music together helped him develop the social and teamwork skills he needed to feel more confident. Group rehearsals and shared routines taught him how to listen, join in and communicate, helping him move past the shyness he often felt elsewhere.

These shared experiences soon grew into friendships with young people from other schools and even other cities. He describes Big Noise as a safe place where no one judges him for his hearing loss or dyslexia, and where trips, such as the RSNO side-by-side concert and Big Noise United residential and concert helped him build wider connections that inspired him.

Jensen also formed trusted relationships with staff, who check in on him, understand his needs and support him without ever making him feel different. Their consistent care has helped him feel secure, valued and included.

"I feel like they're caring about every single person and understanding their needs."

Together, these relationships have given Jensen a powerful sense of belonging. He says he has been "included right from the beginning," and his mum notices he stands "taller" at Big Noise, more confident in himself. Jensen now feels able to speak to others, be himself and no longer hide away, Big Noise has become a place where he fits in and feels part of something.





Emotional wellbeing



“Probably the best thing [about Big Noise] is...it helped with my confidence. It was really nerve-wracking at first, just coming to a new school after I’ve been to four other primary schools.”

Participant, Big Noise Raploch & Fallin, Case study, 2025

Emotional wellbeing refers to how children feel day-to-day; their happiness, calmness, confidence, sense of safety and belonging, and their ability to manage stress and express emotions. Big Noise plays a significant role in strengthening these aspects for children and families, especially within communities facing social and financial pressures. The programme provides stable, caring environments where children feel listened to, supported and valued, helping them build emotional security and hope for the future.

Across all evidence sources, emotional wellbeing emerged as one of the most powerful and consistent impacts of Big Noise. Participants frequently described feeling happier, calmer, more confident, and better able to cope as a direct result of taking part.

Elijah’s and, further in this section, Danielle’s stories share their own journeys with Big Noise, so far, and how it has impacted on their emotional wellbeing. You can explore case studies and pathways to impact for emotional wellbeing on our [interactive layered map](#).





Elijah

“No matter what happens I will feel like I’m part of it...just from the way they make me feel happy. They make me feel just playing, yeah, just like, even if you don’t get it perfectly right the first time, they’ll always be like, “you’ve done a good job for trying!””



Elijah (9) attends Big Noise Raploch twice a week and loves the fun of making music. Playing violin and piano makes him “feel really happy”, and that enjoyment keeps him engaged as he takes part in rehearsals and lessons. This sense of joy also helps him push through challenges. When frustration, or his ADHD, make things difficult, staff support him calmly, giving him space when he needs it and helping him try again. Over time, these experiences have strengthened his resilience and ability to manage emotions.

What matters most to Elijah is how genuinely cared for he feels. He talks about staff who always look out for him, and his mum, Nicola, deeply trusts the team, knowing they offer kindness, patience and a safe place for him to talk. Feeling understood and valued helps Elijah relax, open up, and feel that he truly belongs.

With that emotional security behind him, Elijah’s confidence has grown. He’s proud of what he can do, willing to try new things, and reassured that effort is celebrated, even when things aren’t perfect the first time. For him, Big Noise is a joyful, supportive space where he feels capable, included and confident in himself.





The building blocks of emotional wellbeing

A range of factors in the Emotional Wellbeing layer of our interactive impact map shows how many different things can influence how children feel. Across all sources, four core areas emerged as the most influential contributors to improved emotional wellbeing:



The experience of fun and enjoyment: the playful, joyful aspects of music-making; enjoyment reflects pride, satisfaction and meaningful connection.



Strong sense of feeling loved and valued: knowing you are cared for, respected and recognised as important.



Improved resilience and the ability to manage emotions: the ability to keep going when things are difficult; emotional management involves expressing and regulating feelings safely.



Increased confidence: feeling capable and willing to try new things, it was one of the clearest impacts of Big Noise, with many young people reporting a strong boost in their self-belief.

How Big Noise supports emotional wellbeing

Big Noise strengthens emotional wellbeing through its distinctive combination of:



Creating joyful, **calming and predictable spaces** where children feel happier, more relaxed and less stressed.



Building **trusted, caring relationships with consistent adults** who listen, reassure and help children feel safe, valued and understood.



Using **collaborative music-making, routines and safe environments** to help children express emotions, develop resilience and manage stress more effectively.



Providing **achievement and belonging opportunities** that grow pride, independence and confidence, one of the strongest and most consistent outcomes.



Strengthening **focus, communication and long-term aspirations**, supporting smoother transitions, better learning and readiness for future education, training and work.



These elements work together to help children feel calm, capable, valued and connected. They also create a foundation for long-term benefits such as resilience, positive relationships, confidence and improved engagement in learning.

How the delivery principles drive emotional wellbeing

The evaluation confirms that emotional wellbeing continues to be strongly driven by Big Noise's established delivery principles, particularly **developing meaningful relationships and longevity and commitment**. Trusted, consistent relationships with staff provide safety, stability and reassurance, while long-term engagement allows children and young people to feel secure and supported through different stages of their lives. These principles, reinforced by **inclusivity and accessibility** and a responsive, flexible approach, remain central to helping participants regulate emotions, build resilience and experience sustained improvements in wellbeing.

Analysis of what people told us

Teacher surveys highlight a distinct set of impacts from the **in-school programme**. They report noticeable growth in class confidence, with pupils more willing to join in and take positive risks, as well as strong opportunities for personal achievement through performances and creative music-making. Teachers also see improvements in children's ability to express their ideas, thoughts and feelings, alongside better teamwork, engagement and communication during lessons. These **in-school findings** show that Big Noise enriches the classroom environment, boosts self-esteem and supports healthy emotional expression.

This adds a clear and complementary layer of impact to the wider Big Noise programme. Big Noise creates a strong and reliable pathway for children's emotional wellbeing, starting with fun, enjoyment and a genuine sense of excitement about taking part. Children attending **after-school** describe sessions as lively and sociable, often as the highlight of their day, and parents note that this positive energy carries home, helping to reduce stress and lift mood. This enjoyment forms the foundation for trusted relationships with staff and peers.



I mean, it's generally just how you prioritise those hours (in Big Noise). And that's, all they did, is prioritise it to the child."

Past Participant, Big Noise Raploch & Fallin, Case study 2025

Mapping workshops highlighted that children consistently experience Big Noise as a warm, caring and welcoming place where adults know them well, listen when things aren't going well for them, and offer steady reassurance. Parents value having additional trusted adults



in their child's life, and teachers see these relationships reflected in kinder peer interactions and stronger teamwork in class.

These relationships help children feel loved, valued and emotionally safe. Big Noise becomes a space where they can relax and be themselves, supporting better emotional stability at school and at home. From this sense of safety, children begin developing stronger resilience and emotional regulation. They use the programme to process difficult feelings such as anxiety, grief or frustration, while teachers and parents notice improvements in pupils' ability to calm themselves, co-operate, ask for help and recover after setbacks. These emotional skills support stronger friendships, more positive behaviour and better engagement in learning.



Big Noise has made me the person I am today, all the good and bad will always be loved and supported, even when I grow up and move on.

Past Participant, Leavers Focus Group, Big Noise Raploch & Fallin, 2024

Over time, this pathway leads to a clear increase in confidence, one of Big Noise's most consistent and long-lasting impacts. Children become more willing to speak up, participate, try new things and build friendships. Older participants describe confidence as the biggest benefit that remains with them into adulthood, shaping how they handle stressful situations, settle into new environments and approach opportunities.

Opportunities to enhance impact

Big Noise could strengthen emotional wellbeing further by offering more one-to-one or small-group support, creating calmer or sensory-friendly spaces, and ensuring greater staffing consistency. Children who struggle with anxiety, busy environments or speaking in groups would particularly benefit from more tailored support. Additional time, space and resources would help staff continue providing the nurturing, steady relationships that underpin emotional safety and confidence

It is still difficult to measure emotional-wellbeing outcomes reliably, so Big Noise would benefit from improved tools and methods for capturing these changes. The Intelligence Hub report outlines several ways future measurement could be strengthened. (See [Additional Information Appendices, Appendix 2: Economic Appraisal](#))



Danielle

“It gave me self-achievement, confidence as well. That’s something I’ve really struggled with during high school and stuff. I had really, really bad mental health, had a hard time in school, you know. [...] So I think the best thing it gave me was self-belief, you know, self-confidence, definitely. Because never in a million years, when you first handed me that flute, I thought I’ll go away to Venezuela and stuff like that. It gave me purpose, really, yeah, definitely!”



Danielle (26), joined Big Noise Raploch at age 11 and quickly found it to be “a second wee family” where learning was fun and she felt genuinely valued and cared for.

She remembers getting her flute as “a big game changer”, describing Big Noise as “a gateway to get away from reality” that gave her something positive to focus on.

As she grew up, Big Noise became a safe and trusted space during a time when her confidence and mental health were low. She believes music sessions gave her a vital emotional reset: “If today’s a bad day, it’s a bad day, but I know I’m gonna have a good evening, ’cause I’m going to Big Noise... Soon as I get on that coach, that’s it. It’s gone.”

Feeling loved and remembered by staff helped her slowly build self-worth: “You don’t ever feel unwelcomed... You just feel like you’re their kids.” These relationships helped increase her confidence, resilience, and ability to cope with challenges.

Danielle describes Big Noise as a place that gave her pride and belief in herself. The hard work she put into learning the flute helped her realise she could tackle anything: “If I put half the determination in as I did to my flute, I’ll get there... It gave me purpose, really.”

Looking back now as an adult, she says Big Noise made her “more caring, more understanding of others” and helped her manage emotions with greater strength and perspective. Above all, she sums up what Big Noise meant to her in one word: “magical”.





Positive post-school pathways



“ I was a participant since Primary 3, I think, and then graduated in April this year, and school yeah this year. And then I did my summer internship here, and then applied for a job [at Big Noise] and eventually got it!”

Past participant & current Staff, Big Noise Govanhill, Case study 2025

Post-school pathways are the routes young people take after leaving school. These include further education, training, employment, or continued involvement in music and the community. Big Noise helps strengthen these pathways by building skills, confidence and real-world experience. Long-term relationships, tailored guidance and practical opportunities help young people imagine new possibilities and feel able to pursue them.

Across all evidence sources, post-school pathways were a strong and consistent impact. Young people talked about gaining skills employers value and feeling more confident in interviews. They also described accessing specialist opportunities and considering careers or education options they had never thought possible. Many said Big Noise was the reason these opportunities opened up, or the thing that made them believe those paths were achievable.

The stories of Ben and, further in this section, Emily show how Big Noise’s different impacts build on each other. Growing confidence, wellbeing, social connections and real-world skills, ultimately support the positive pathways they followed beyond school. You can explore case studies and pathways to impact for positive post-school pathways on our [interactive layered map](#).





Ben (in his younger days)

“I’m just, I’m just full of life, and I feel like I’ve had the hardships, I had all the support I had to get me through, and I have them problems – and I rise from them and beat them. I wouldn’t be never near where I’m at!”



Ben (21) joined Big Noise Raploch at the age of six and quickly found it was a place where he could focus, feel safe and develop the discipline that later helped him succeed at school and now in college. Through rehearsals, routines and the chance to channel his energy into the tuba, he built concentration, resilience and responsibility, skills he uses daily in his sound-production course.

Big Noise also fuelled Ben’s ambitions and aspirations. Becoming the first young Scot to attend the National Orchestra for All (NOFA) and taking part in regular performances showed him what he could achieve. Growing up in kinship and foster care, he credits Big Noise, and one teacher who became a “father figure”, with giving him stability, purpose and belief in himself. As he puts it, “Without Big Noise... I genuinely think I’d be in jail... Big Noise changed the trajectory of my life”.

These experiences strengthened Ben’s employability skills, including confidence, leadership, communication and problem-solving. He now works as a trainee peer mentor for care-experienced young people, saying he is “doing what the staff did for me”, using the skills and empathy he gained to support others.

Big Noise also broadened Ben’s opportunities through the wider connections, linking him with professional musicians and community organisations. These experiences helped him access college, youth-work roles and teaching opportunities in music and social-impact charities. Today, Ben describes Big Noise as “a home” and credits it with giving him the confidence, support and direction he needed to build a positive future.





The building blocks of positive post-school pathways

Big Noise helps young people prepare for life after school by building the confidence, skills and support networks they need to move into work, training, further education or volunteering. This section identifies four core areas that most influence young people's progression:



Focus and academic performance: Big Noise supports young people's ability to concentrate and stay engaged in learning and manage challenges at school. Strong focus and better academic performance help young people stay connected to education and build the foundations they need for future qualifications, training and employment.



Ambitions and aspirations: Exposure to professional musicians (both externally and within the staff team), youth leadership roles, national ensembles and supportive staff help young people aim higher. These experiences encourage them to raise their ambitions and believe in their potential.



How Big Noise supports employability: Young people gain practical, transferable skills. These include communication, teamwork, leadership, responsibility and resilience. They told us they use these skills in jobs, interviews and further education.



Signposting to other organisations and opportunities: Staff help young people access music colleges, training programmes, funding and auditions. They also connect them with wider community supports, helping bridge the gap between school and future opportunities.

How Big Noise supports positive post-school pathways

Big Noise strengthens post-school pathways through its combination of:



Real-world work experience, including volunteering, paid roles and internships that give young people and other community members responsibility and build confidence.



Development of core employability skills, such as communication, leadership, teamwork, planning and resilience.



Specialist mentoring and guidance, helping young people prepare for auditions, college applications, interviews and transitions.



Exposure to aspirational environments, such as working with RSNO musicians, joining national ensembles, or taking part in trips and residencies.



Long-term, trusted relationships, providing continuity, encouragement and emotional support during key milestones.

Together, these elements help young people feel prepared, capable and excited about their future options. They also strengthen the wider systems that support transitions into education and employment.

How the delivery principles drive positive post-school pathways

The evaluation confirms that positive post-school pathways are strongly driven by Big Noise's delivery principles, particularly **longevity and commitment**. Sustained involvement over many years allows young people to build confidence, skills and aspirations gradually, supported through key transitions beyond school. This principle is reinforced by **developing meaningful relationships** and **excellence and aspiration**, ensuring that young people receive consistent encouragement, guidance and realistic opportunities that support progression into further education, training, employment or other positive destinations.

Analysis of what people told us

Teachers and Senior Leadership Team staff members (SLT) reported that **in-school Big Noise** programme delivery strengthens the skills and attitudes that support successful post-school pathways. They observed improvements in **pupils' focus, confidence, listening and communication**, alongside **more positive engagement in learning** and **better behaviour in class**.

SLT staff agreed that Big Noise **raises aspirations**, with pupils showing greater ambition and enthusiasm for future education and career possibilities. Teachers also noted that the programme develops transferable skills such as **teamwork, responsibility and resilience**, all of which help prepare young people for employment or further study.

Both teaching and SLT staff recognised the value of Big Noise staff in **supporting transitions**; helping pupils with applications, auditions and next-step planning, and providing additional guidance during key school milestones.

Young people in the mapping workshops and case study discussions described clear growth in the skills that help them succeed academically and professionally. Many said Big



Noise taught them discipline, focus, leadership and problem-solving skills that they used in schoolwork, exams and later employment.



In primary five I wasn't that really good at concentrating. My math was going down, my English was going down, and my dyslexia wasn't helping, but then when I started doing Big Noise, it helped a lot. And my concentration went higher and higher and higher and higher. And now every single report my parents get is always good."

Participant, Big Noise Raploch & Fallin, Case study, 2025

Volunteering and paid roles in Big Noise were described as crucial stepping stones, helping participants, and other members of the community, gain experience, confidence and references for future opportunities.



Big Noise has been the one thing that's been constant for me throughout that five-and-a-half years I've been at Uni, and then it got me a job. I work in one of the Primary schools... I wanted to take a year out before going back to Uni, but I thought I need a job...and I really don't think I would have got that job if it wasn't for me being at Big Noise."

Volunteer, Big Noise Raploch & Fallin, Case study, 2025

Case study parents saw the programme as a lifeline, offering experiences they could not otherwise provide and giving their children a broader, more ambitious sense of what their futures could be.

Experiences with professional musicians, residentials and performances were described as transformational, giving young people motivation and belief in their abilities. Staff emphasised that their ongoing relationships with participants help guide them through difficult transitions, such as moving to high school, choosing subjects or leaving school.

Together, these skills, opportunities and relationships create a strong, reliable pathway into further education, training, vocational routes and employment, helping young people build positive, achievable futures with greater confidence and ambition.



Opportunities to enhance impact

Big Noise could further strengthen post-school pathways by creating clearer progression routes for young people, expanding partnerships with employers and colleges, and offering more leadership, volunteering and paid trainee opportunities.

Making core skills like focus, teamwork and communication more visible, improving calm and accessible learning spaces, and giving young people better information about future careers would also support their development.

Closer coordination with schools and community services would help young people feel more supported. More structured guidance during key transitions, such as moving to high school or applying for college or work, would also help them feel better prepared for their next steps. Together, these improvements build on Big Noise's strong foundations and offer practical ways to enhance long-term outcomes.

Emily

Emily (aged 23) began volunteering with Big Noise Raploch & Fallin during a break from university, and found that it gave her focus, routine and stability at a time when she needed it most. She described Big Noise as “the thing that changed my life completely,” offering a supportive community she could rely on, even through the loss of her Mum.



Her time with Big Noise expanded her ambitions and aspirations, showing her a more positive and hopeful environment than she experienced in formal education. Feeling valued and welcomed back “with open arms” after some time out, strengthened her belief that she could build a future in education and community work.

Through hands-on work with children, Emily developed practical employability skills; communication, understanding barriers to learning and child behaviour, that she found more useful than university theory. This experience helped her secure a paid job in a partner primary school.

Big Noise also provided opportunities, giving Emily networks, training and purpose that shaped both her personal and professional identity. She dedicated her dissertation to the programme, crediting it with helping her become a confident young woman with a clear sense of direction.





The importance of these revised pathways

The four impact pathways, **musical development**, **social networks**, **emotional wellbeing** and **positive post-school pathways**, closely align with the impacts identified in earlier GCPH research and with evidence of improved destinations for Big Noise Raploch participants leaving school⁴. This evaluation adds greater clarity and authenticity: overlapping outcomes have been simplified and regrouped to better reflect how change is experienced in practice. Crucially, these pathways have been mapped using participants' own stories and insights, providing a lived-experience-led picture of how Big Noise creates positive and sustained change over time.

These impacts are especially important for children facing disadvantage in Scotland, as they address the everyday pressures linked to poverty, isolation, unequal access to opportunities and poorer post-school outcomes^{5, 6, 7, 8}.

Big Noise supports children in ways that are closely connected and unique to each individual. Through learning music together, children build skills, confidence and a sense of pride in what they can achieve. Making music as part of a group helps friendships grow and creates strong social connections, so children feel part of something positive and supportive. These relationships, along with safe and familiar spaces, help children feel valued and secure, supporting their emotional wellbeing. Over time, the mix of musical achievement, supportive friendships and growing confidence helps children imagine and work towards positive futures after school, shaped by their own interests, strengths and experiences.

Together these impacts help mitigate both the immediate and long-term effects of disadvantage by strengthening the personal, social and emotional resources children need to navigate their lives.

⁴ Harkins, C. (2022) Statistical analysis of educational outcomes among Big Noise participants. Glasgow: Glasgow Centre for Population Health. [BN_educ_outcomes_analysis_FINAL_Oct22_original.pdf](#)

⁵ Scottish Government (2024) [Child and parental wellbeing: measuring outcomes and understanding their relation with poverty](#).

⁶ Education Scotland (2025) [Evidence and insights on the poverty-related attainment gap](#).

⁷ Treanor M and Troncoso P (2024) [The impacts of poverty on children's social, emotional and behavioural outcomes](#).

⁸ Creative Scotland (2022) [Arts in education: review of research into arts and creativity in schools in Scotland](#).



Designing pathways for impact





The drivers of impact

Evidence from all sources shows that changes in children's lives are linked to Big Noise, not to broader background factors. Participants point to key parts of the programme as making the difference: trusted relationships, safe and welcoming spaces, long term stability, making music together, chances to perform, pastoral support, and routes into volunteering or paid work. These parts work together as a whole, rather than as separate activities.

Using three criteria: **breadth of impact**, **consistency and strength of influence**, and **foundational importance**, the evaluation identified three core assets that drive the programme's strongest outcomes:

1 ■ **Trusted, caring and consistent relationships**

The most powerful driver of impact is the stable, supportive relationships children build with Big Noise staff. These relationships provide safety, trust and emotional security, which are essential for learning, confidence and wellbeing. They are the foundation on which all other positive outcomes are built.

2 ■ **Supportive, joyful and predictable environments**

Big Noise offers calm, inclusive and well-structured environments where children feel safe and that they belong. These settings help children regulate emotions, stay engaged and take part confidently, strengthening both musical and wider developmental outcomes.

3 ■ **Collaborative group music-making**

Playing music together is central to the Big Noise approach. Group music-making develops musical skills while also building teamwork, communication, emotional expression and social connection. It is the main way the programme brings musical, social and emotional growth together. Performance opportunities were recognised as a separate but related component of this driver. Group performances encourage skill development while delivering wide-ranging benefits including children's confidence and pride, parental pride, increased motivation and drive, and stronger community cohesion through shared performance events.

Overall, this analysis (see [Additional Information Appendices, Appendix 4: Prioritisation Analysis](#)) shows that Big Noise's greatest impact comes not from music alone, but from how music is delivered within a caring, consistent and collective system. The three priority



drivers work together to create the conditions for children to thrive academically, socially, emotionally and artistically. **Suggested improvements**, such as additional staffing, more performance opportunities, clearer progression routes or more targeted support, **will only strengthen an already effective model and should be seen as enhancements, not evidence of weakness**. This reflects the views of participants who when asked to, couldn't fault the Big Noise programme as it stands.



I don't actually think there is anything they could do better... I would say, definitely go try it."

Participant, Big Noise Raploch & Fallin, Case study, 2025

Importantly, **no part of the programme emerged as redundant across the evidence reviewed**. Every core element – musical progression, relational support, ensemble structures, routines, performance opportunities, social connection and employability pathways – contributes to at least one positive change, and most contribute to several. This reinforces that Big Noise's impact does not come from any single activity, but from the interaction of all parts of the system working together over time. The evidence shows repeatedly that **each component plays a meaningful role in helping children and young people feel better, build skills, form relationships and move confidently into the future**.

Underpinning delivery principles

The current evaluation shows that each impact pathway is driven by a combination of delivery principles working together across different parts of the programme. These principles remain active and embedded in how Big Noise is delivered and continue to be essential to the impacts seen. Their consistent application across sites provides assurance that impact is not dependent on local variation, but is generated through a shared, principle-led approach, supporting reliable and comparable outcomes for children and young people wherever Big Noise operates.

Developing impact pathways

Children first experience safety, joy and belonging, which strengthens emotional wellbeing. These foundations support the development of social confidence, friendships and trusted relationships, which in turn enable deeper focus, motivation and commitment to musical learning. Together, these strands grow into the skills, aspirations and real-world experiences



that shape strong post-school pathways. Because these outcomes build on one another in a predictable way across years of involvement, the systems mapping approach makes it possible to trace how and why change happens, rather than simply observing that change exists.

How impact builds over time

In the short term, the programme's effects are not dramatic, one-off events, but **small shifts that build up over many years**. These micro-impacts do not simply add together; they interact and strengthen each other through multiple feedback loops, so that **progress made early on increases the effect of later experiences**. The long-term, immersive nature of the programme makes this accumulation possible. However, it also means that evaluating impact at any single moment will understate what is happening, because many of the most significant changes take years to fully emerge.

Individual impacts

The programme also affects each participant differently and this variation is intentional. Big Noise is designed around relational, inclusive practice, responding to the needs and circumstances of each child. As a result, individual patterns of change vary more from person to person than from site to site. This personalised approach is a strength, but it does create an evaluative challenge: without a clear counterfactual, and with impacts that look different for each child, it is difficult to measure population-level change in a conventional way.

For this reason, the current evaluation prioritised the insights of people who are best placed to observe change over long periods. Young people in the after-school programme, particularly those in their teens, can now look back on how Big Noise has shaped them. Classroom teachers and senior school leaders, who see children move through the programme year after year, can identify shifts in confidence, behaviour and engagement that would be invisible in a short-term snapshot. And Big Noise staff hold an understanding of how the wider system operates and adapts over time. Together, these perspectives provide the closest available proxy for the kind of long-term, cumulative insight that the programme's gradual, compounding impact requires.





Importance of the after-school programme

Analysis shows (see [Additional Information Appendices, Appendix 5: Importance of the after-school programme](#)) that the after-school programme isn't just a top-up to in-school delivery. It provides a distinct environment that can drive the programme's most powerful impacts. In-school sessions offer access and routine, musical foundations, group learning, confidence and fun. After-school participation unlocks the deeper emotional, social and developmental benefits by giving children calmer, more supportive spaces, stronger relationships and longer stretches of collaborative music-making. This is where confidence grows, wellbeing strengthens and real belonging can take hold, supported by meaningful performances, progression and long-term mentoring. Simply put, **after-school is where Big Noise delivers its most transformational change.**



Targeting need

Evidence across the evaluation shows that Big Noise **actively supports** children and young people with the greatest needs. The Principles of Delivery Review (see [Additional Information Appendices, Appendix 3: Principles of Delivery Review](#)) highlights the structures in place to support every-day responses to the needs of individual children. Participants describe the programme as a safe and steady place where trusted adults give emotional support, stability and encouragement during difficult times such as grief, anxiety, care experience and school pressure. Staff surveys show that relational support, flexible adaptations and individual plans are central to daily practice. These approaches help young people with ASN, trauma histories or behavioural needs take part through quieter spaces, shorter sessions, sensory supports and one-to-one nurture time.



The programme is especially effective for those with the highest needs because it **creates early gains that trigger further progress**. When children first feel safe, valued and connected, their confidence grows. This confidence helps them join in socially, focus for longer and stay motivated in their musical learning. Over time, these small steps build into stronger skills, higher aspirations and positive post-school choices. For children who often experience disrupted services or inconsistent support, Big Noise provides the long-term relationships they need for this progress to take root and grow.

The *Priority Family* approach and close links with schools, health visitors and community organisations, help staff identify needs early and tailor support for families facing poverty, instability or additional challenges. Staff also report pressures that limit how far this support can stretch, including limited space, staffing, time for individual work and inconsistent communication during transitions. Stronger partnerships with specialist services, such as ASN teams, trauma-informed practitioners, mental-health services and Social Services, would help meet the needs of children with the most complex challenges.

Overall, the evidence shows that Big Noise already delivers deep and often life-changing support for those with the highest needs. With more capacity, improved inclusion infrastructure and stronger specialist partnerships, the programme could go even further.

How partnerships enhance impact

Partnerships are central to how Big Noise achieves its impact. Evidence shows that the strongest outcomes are made possible through effective collaboration with schools, families, community organisations and cultural partners.

Strong partnerships with schools create consistent routines, shared expectations and joined-up support for children. They can also create opportunities for shared learning and enhance community events. Senior Leadership Teams reported improvements in curriculum support, learning environments and musical progress, while teachers highlighted greater confidence, engagement and teamwork, outcomes they link directly to respectful, trusting relationships with Big Noise staff. Some school partnerships could develop further by increasing the school staff's awareness of the Big Noise programme, what it delivers and how it can support the school more widely.

Partnerships with families and community organisations can strengthen emotional wellbeing and social connection. Regular communication, family events, referrals and groups such as Little Noise help reduce isolation, build trust and make participation easier for families facing challenges, extending Big Noise's support beyond music and enabling earlier, more holistic help where needed.





Cultural and music-sector partnerships, including the RSNO, RCS and national ensembles, add specialist expertise and aspirational opportunities. Young people frequently described these experiences as transformative, broadening horizons and raising ambitions in education, music and employment.

Overall, partnerships emerge as a major asset, highly effective, strongly valued and central to Big Noise's success. The evaluation highlights opportunities to strengthen this further through clearer information-sharing during transitions, deeper and more systematic collaboration with statutory organisations such as Social Services to better support young people with complex needs, and wider links with further-education and employability supports.





4. Economic evaluation





Introduction

Many of the most important benefits of the Big Noise programme, such as improved wellbeing, confidence and social connections, are difficult to quantify, despite being central to its value. This economic evaluation therefore uses the best available evidence and good practice valuation methods, in line with HM Treasury Green Book guidance, to capture both measurable outcomes and wider social benefits. This independent economic evaluation of Big Noise Govanhill by the Glasgow City Region Intelligence Hub (2026) aims to assess the programme's economic contribution while recognising impacts that cannot yet be fully monetised.

Purpose of the economic evaluation

The economic evaluation considers whether Big Noise creates more value for the community than it costs to deliver. It uses a recognised method called **Cost-Benefit Analysis (CBA)** to compare the programme's costs with the measurable benefits it generates for participants and the wider community.

What the evaluation found

The analysis shows that **Big Noise produces significantly more value than the money invested in it**. Even under cautious assumptions, the programme delivers a **positive return** on investment, generating £90.3 million in gross benefits over a 70-year lifetime appraisal period.

Over a ten-year period, the Benefit/Cost Ratio equates to:

- ➔ Around **£3.25 of benefit** for every £1 spent in **Glasgow**.
- ➔ **£3.94 of benefit** for every £1 spent across the wider **Glasgow City Region**.
- ➔ **£5.99** of benefit for every £1 spent at the **Scotland-wide** level.

These benefits come from the positive effects of Big Noise on wellbeing, engagement, reduced anti-social behaviour, community participation and the economic value of volunteering.

Over a participant's lifetime, the programme is expected to contribute to the wider economy by around **£60m in Glasgow, £73m across the City Region**, and **£111m nationally**, reflecting long-term benefits to individuals, communities and the economy.



How the analysis was carried out

The evaluation followed UK Government guidance to ensure a robust and consistent approach. Key features of the method include:

- ➔ **A five-year assessment period**, counting only benefits and costs within that timeframe.
- ➔ **A 3.5% discount rate**, which adjusts future values into today's money.
- ➔ **Real-terms pricing**, meaning figures are adjusted for inflation.
- ➔ **Inclusion of both infrastructure and programme running costs.**
- ➔ **Measurement of quantifiable benefits only**, ensuring the analysis is cautious and evidence-based.

The evaluation did not include several important long-term benefits because they cannot yet be reliably measured in pounds (e.g., improved health, higher lifetime earnings). This means the final results are likely **underestimates** of the programme's true value.

Important note on comparability

The report makes clear that this economic evaluation **cannot be compared** with earlier studies. This is because:

- ➔ Different benefits were included or excluded.
- ➔ Capital costs were treated differently.
- ➔ Updated Government guidance was used.
- ➔ New modelling tools and assumptions were applied.

As a result, the findings are **not designed to show change over time** but instead provide a stand-alone assessment of value for money.



What the results mean for communities

The findings show that Big Noise:

- ➔ Generates more benefit than it costs.
- ➔ Strengthens wellbeing, confidence and engagement in learning.
- ➔ Reduces risks linked to poorer outcomes.
- ➔ Supports positive behaviour and community connection.
- ➔ Contributes economic value by involving volunteers and creating cultural activities.

Even when important longer-term benefits cannot yet be monetised, **Big Noise still shows a strong return for its investment**. It benefits children, supports families and contributes positively to local communities, while generating more value than it uses.

Summary and future evaluation opportunities

Since 2014, the Glasgow Centre for Population Health has led a long-term evaluation of the Big Noise programme. The evaluation combines early learning with long-term tracking to understand how the programme affects children, families, and communities.

The evaluation design is strong and uses a mix of data to capture delivery and impact without placing excessive demands on staff. Evidence from the evaluation shows that the clearest and most meaningful impacts are on the children who take part. While Big Noise brings value to communities, it cannot on its own overcome wider social, economic, and health inequalities.

Access to key data remains a challenge, as much of the information needed sits with external organisations such as local authorities. Future evaluations would benefit from early data-sharing agreements, although collecting data in-house would require extra resources and training.

Because Big Noise operates differently across locations, the evaluation should remain flexible. It could be strengthened by adding clearer measures of **mental health, resilience, and children's views of their future; noting whether staff identify safeguarding or unmet needs**; and, where possible, **tracking longer-term outcomes beyond school**. Collecting **basic background information, delivery details, and reasons for not participating** would also help explain differences in impact.



Overall, the evaluation should clearly show what works, for which children, and in which settings. It should also be realistic about impact: Big Noise can support children and families, but it cannot by itself address deep-rooted inequalities shaped by wider policy and funding decisions.

The full original report and reference sources are available in the [Additional Information Appendices, Appendix 2, Economic Appraisal](#).





5. Implications for policy and practice





What this evaluation adds

This report comes at an important moment for Big Noise. The programme is still growing and now operates across multiple communities, making it more complex to deliver than ever before. This study offers an up-to-date picture of how Big Noise is working at scale, building on earlier evaluations that first showed why the programme works and what makes it effective.

A key strength of the report is how it brings different perspectives together. It combines public health insight with the independent scrutiny and practical focus associated with an Audit Scotland-led approach. This strengthens the findings by looking not just at outcomes, but at how systems work in practice, how resources are used, and how value and effectiveness can be understood in real-world public services.

Together, this approach adds depth, credibility and clarity, helping decision-makers understand what is working well, where there are pressures, and how Big Noise can continue to deliver strong impact as it grows.

This study puts people firmly at the centre. It is built around the real experiences of children, young people, families and communities, rather than relying only on statistics or top-down measures. Using tools like participatory systems mapping, case studies and peer-led research, it shows how change is felt and understood by those taking part in Big Noise, and what actually makes a difference in their day-to-day lives.

This adds important depth to earlier evaluation work. Instead of focusing mainly on what outcomes are achieved, this study helps explain how those outcomes come about and how they are sustained over time. It gives a clearer picture of the connections between relationships, musical learning, wellbeing and opportunity, grounded in real-world experiences.

The inclusion of a current economic assessment strengthens the report further. Community-based, arts-led programmes are not often examined in this way, and the findings provide valuable evidence about value for money and wider social benefits. This helps show how Big Noise contributes not just to individual lives, but also to broader public priorities and public service reform.

Finally, the development of the interactive impact map is a real step forward. It offers a clear and accessible way to explore the evidence, see how different impacts connect, and keep learning as the programme develops. This creates a practical tool that supports ongoing evaluation and helps Big Noise continue to grow, adapt and improve over time.



Limitations of this study

This evaluation focuses mainly on people's experiences and stories. This gives rich, detailed insight into how Big Noise works, but it also means the findings cannot be assumed to represent the experiences of *all* participants, particularly those who engage less often or for shorter periods.

The study was shaped by available time and resources, so it looks closely at selected parts of the programme rather than covering everything in equal depth. For example, community and volunteer activity is not explored as fully as other areas and would benefit from further, dedicated evaluation in the future.

This study does not measure long-term outcomes such as health, education or wider life-course impacts. This is intentional. These outcomes are being explored through a separate, long term evaluation programme led by the Glasgow Centre for Population Health (GCPH), which is designed to follow participants over time as these changes emerge.

There are also limits linked to the data used. Some elements draw on small groups of highly-engaged participants, which may place greater weight on more positive experiences. The economic assessment also involves assumptions and estimates, and not all benefits – such as confidence, wellbeing and relationships – can easily be given a financial value.

Finally, like many community-based programmes, it is difficult to separate the impact of Big Noise from other influences in people's lives, such as family, school or wider community factors. While the evaluation shows credible and well supported pathways through which Big Noise contributes to change, it cannot claim to be the only factor shaping outcomes.

Taken together, these limitations highlight where caution is needed in interpreting the findings, while also pointing clearly to areas for future evaluation and evidence building as the programme continues to develop.





Big Noise and policy: insights from this report and long-term GCPH evaluation learning

This summary section builds on the main report by exploring in more depth what this evaluation, and earlier findings from GCPH, tell us about what works. It highlights the programme's key strengths and considers what this learning could mean for policy and practice more widely. In doing so, it points to how public services and community-based programmes across Scotland could increase their impact for children, young people and families.

An inequalities-focused, long-term approach

Big Noise shows that reducing inequality requires long-term, sustained support rather than short-term interventions. By supporting children from early years into adulthood and building strong, trusting relationships, it demonstrates what early intervention looks like in practice: intensive, consistent and rooted in care. This offers clear lessons for policy and funding focused on improving outcomes for children, families and communities.

Prevention investment

Big Noise shows what prevention looks like in practice: early support that is sustained over the long term and embedded in communities. By building confidence, skills and relationships from childhood, it delivers clear social and economic value across education, wellbeing and future life chances. The findings highlight that prevention works best when it is long-term, trusted and properly resourced, underlining the importance of sustained, protected investment in preventative approaches that operate at the scale and intensity needed to make a lasting difference.

Working as part of a wider system

Big Noise demonstrates how a whole-systems approach can work in practice, supporting children within the wider network of schools, services and communities. Its impact goes beyond formal partnerships; it is driven by how people collaborate over time. Consistent presence, shared understanding and trusted relationships with families are at its core.

The findings reinforce that prevention is a strong policy approach, but only when applied consistently over the long term. They highlight the need for more joined-up services and sustained investment in relationships with communities and third sector organisations. Without this level of collaboration, meaningful and lasting change is unlikely.



Ultimately, the evidence points to a clear priority: policy must place greater value on long-term, relational working and deeper partnership with community organisations if joined-up services are to deliver real impact.

Place-based change and community impact

Big Noise shows the value of place-based working that is deeply rooted in communities and sustained over time. By maintaining a visible, long-term presence, it helps build not only individual confidence and skills, but also wider community pride, connection and a sense of belonging. The evaluation highlights that these community-level impacts are an important part of improving outcomes for children and families, even though they are not always captured in traditional measures. The findings point to the need for policy and funding to better support long-term, community-led approaches, with broader definitions of success that reflect strengthened communities as well as individual change.



Education and life chances

Big Noise supports children and young people to do better at school by working with them over the long term and addressing more than academic learning alone. Alongside high expectations and structured activity, it helps build confidence, motivation and resilience – skills that underpin sustained engagement and success in education. The evaluation shows that educational outcomes are closely linked to wellbeing and life circumstances, and that enrichment-based approaches combining relationships, stability and positive experiences can strengthen learning. This highlights a key policy lesson: closing the attainment gap depends not only on improving attainment, but on supporting the whole child through long-term, developmental approaches that open wider life opportunities.

Person-centred, relational and aspirational practice

Big Noise brings person-centred policy to life by putting children and young people first. Support is shaped around each individual and adapts as needs, interests and circumstances change over time. The evaluation found that children and families consistently felt loved, valued and cared for across the organisation, not just by individual staff. This sense of care was rooted in strong relationships and a clear “team around the child” approach, with parents and carers feeling included and supported. Big Noise also places strong emphasis



on confidence and aspiration, giving young people opportunities that build self-belief and broaden horizons. The findings show that nurturing care, ambition and relationships are not an added extra, but a core part of helping children thrive, offering important learning for policy and practice, particularly in delivering commitments such as the Scottish Promise and reducing long-term inequality.

Big Noise as a “super intervention”

Taken together, the findings show that Big Noise operates as more than a single programme. It supports children, families and communities in ways that span education, health, wellbeing and community strength, helping build confidence, relationships and a positive sense of place at the same time.

The evaluation highlights a mismatch between this kind of holistic impact and how policy and funding are currently organised. Work that cuts across multiple policy areas does not fit easily into separate funding streams and reporting systems, creating unnecessary burden for third sector organisations. In practice, funding is often split across organisations such as the NHS, councils and the third sector, each working to its own budget and short-term priorities.

The findings point to a clear policy lesson: funding needs to be more joined up, meaning organisations plan and use resources together and can shift funding across services over the long term. Simpler reporting and more coherent commissioning would also help, allowing programmes like Big Noise to focus on delivering high-quality, long-term support where it matters most.

Delivery principles in practice

This evaluation shows that Big Noise’s impact depends as much on how it is delivered as what it delivers. Long-term commitment, trusted relationships, inclusive and flexible practice, high aspirations and consistent engagement create the conditions for sustained change. While developed within Big Noise, these principles are widely transferable and highlight that relationships, continuity and delivery quality are core drivers of impact, not programme additions. The findings reinforce a key policy lesson: short funding cycles and under-investment in delivery quality limit impact, while sustained investment in people, time and relationships is essential for achieving meaningful, long-term outcomes across social interventions.

Arts interventions for public health

The findings show that long-term arts programmes like Big Noise play an important role in prevention and public health, not just culture or education. By working early, staying for the long term and building strong relationships, Big Noise helps shape everyday experiences that support wellbeing and protect future health. The evaluation shows this approach



delivers real social and economic value, particularly in communities facing disadvantage. The key policy lesson is that prevention works best when it is long-term, relationship-based and properly resourced. Programmes like Big Noise should be recognised as part of core public health infrastructure, with funding and policy support that reflect how change happens in practice, not as short-term or add-on services.

Evaluation of social interventions

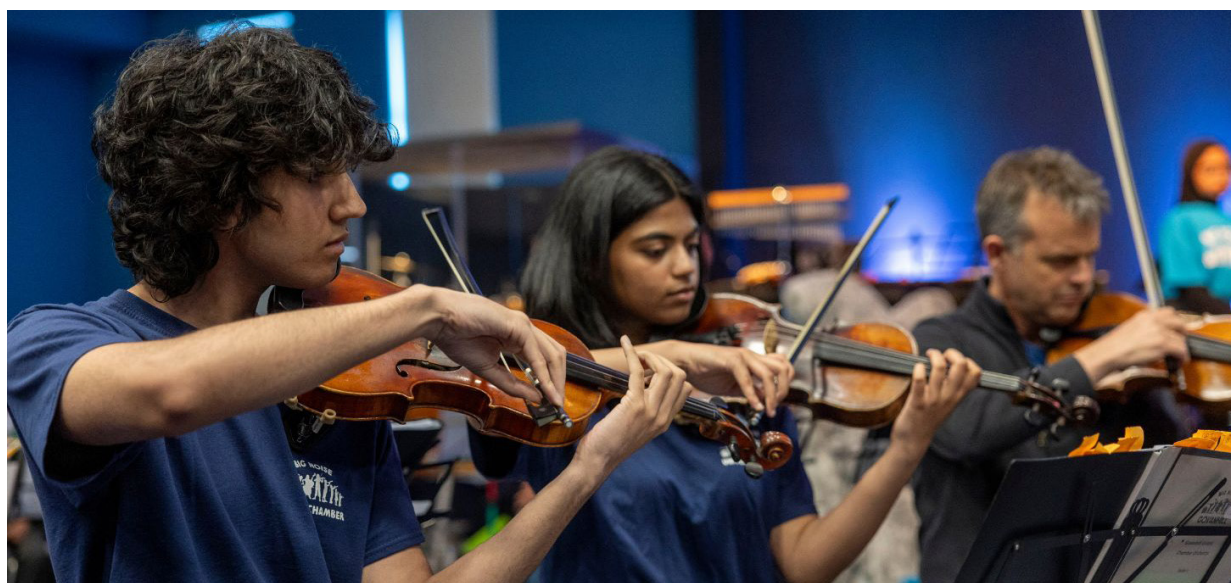
Evaluating complex social programmes, especially arts-based ones, is about more than asking whether they work. It is also about understanding how change happens and why it lasts. Programmes like Big Noise influence many parts of people’s lives at once – confidence, wellbeing, learning, relationships and community connection. These changes build over time, often in small but meaningful ways, and don’t follow a simple or linear path.

This evaluation has been designed to respond to that complexity. It focuses on how Big Noise is working now, what participants and families are experiencing, and how change is created in practice. It looks closely at relationships, delivery quality, lived experience and the everyday conditions that support positive outcomes. In doing so, it moves beyond simple outcome measures to capture what is happening on the ground and why it matters.

Importantly, this work sits alongside the long-term evaluation led by the Glasgow Centre for Population Health (GCPH). Earlier GCPH research helped establish the foundations of Big Noise’s impact and identified the key principles that underpin its success. Ongoing and planned GCPH work continues to track longer-term outcomes over time, including transitions into adulthood and future health and life-course impacts.

A full narrative of this reflection and wider policy implications is available in [Additional Information Appendices, Appendix 6: Big Noise & policy](#).

Opportunities for policy change and review are highlighted at page 8 of this report.





Conclusion

This evaluation shows clearly that Big Noise is making a real and lasting difference to children, young people and their communities. It highlights strong improvements in wellbeing, confidence, relationships and future opportunities, and shows that these changes build over time through consistent support, strong relationships and shared music-making. Just as importantly, the evaluation shows the value of taking a closer look at how the programme works in practice. By listening to people's experiences and mapping how change happens, it helps explain why Big Noise is effective, not just what it achieves. It also points to practical ways the programme could be strengthened further, such as improving spaces, increasing individual support and building stronger links with schools and families. Overall, the evaluation shows Big Noise as both an effective programme and one that continues to learn and improve, offering useful lessons for how long-term, community-based work can create lasting change.





Further information

For more detail on the data that underpins this analysis, please access the following appendices and additional resources.

Interactive layered map – here you can find a [digital map](#) of the programmes impacts, including extensive data from this evaluation and case studies illustrating impact.

Data from the interactive layered map – if you would prefer to view the data embedded in the digital map in written form, it can be found in the [Results Appendices](#), Appendix 4b: Participatory Systems Mapping

For a full description of the methodologies employed throughout the evaluation, see the [Methodology Appendices](#).

For a full review of the results of the evaluation, see the [Results Appendices](#).

For all additional Information, including the Economic Appraisal, see the [Additional Information Appendices](#).





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