

CREATE

CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION



STANDARDS & QUALITY REPORT

2024-25



www.glasgowcreate.online



@GlasgowCREATE

ABOUT GLASGOW CREATE

Glasgow CREATE — Creativity and Expressive Arts Transforming Education — is Glasgow City Council's specialist service for expressive arts education. We support Art & Design, Dance, Drama, Film & Screen, and Music across all of Glasgow's early years, primary and secondary schools, working directly with children and young people and alongside class teachers, schools, and cultural partners across the city.

CREATE provides instrumental music tuition, city-wide ensembles, performance opportunities, professional learning for teachers, and whole-school programmes that place the expressive arts at the heart of children's learning and wellbeing. Our work is grounded in a commitment to equity — ensuring that every child in Glasgow, regardless of background, ability or circumstance, has access to high-quality creative experiences.

OUR COMMITMENT

CREATE is committed to:

Ensuring equitable access to high-quality expressive arts experiences for all learners

Developing creativity as a key skill for life, learning and work

Supporting schools through professional learning and partnership

Celebrating the achievements and voices of children and young people

Strengthening Glasgow's vibrant cultural learning community

Glasgow CREATE was established in 2016 and is part of Glasgow City Council Education Services. Our work aligns with All Learners, All Achieving (2022–2027), Scotland's Creative Learning Plan, and the principles of Curriculum for Excellence.

2024–25 AT A GLANCE

In session 2024–25, Glasgow CREATE reached children and young people across every school in the city.

8,455

CHILDREN & YOUNG PEOPLE RECEIVING INSTRUMENTAL MUSIC TUITION

7,371

P1 & P2 CHILDREN RECEIVING YMI MUSIC INPUT ACROSS 152 SCHOOLS

7,506

CHILDREN ACROSS P1–7 PARTICIPATING IN READY STEADY SING

7,156

P7 CHILDREN ENGAGED IN CELTIC CONNECTIONS TRADITIONAL MUSIC WORKSHOPS

2,053

PRIMARY SCHOOL CHILDREN IN BABY STRINGS WHOLE-CLASS STRING TUITION

550+

YOUNG PEOPLE PARTICIPATING IN CREATE CITY GROUPS & ENSEMBLES

412

PRIMARY TEACHERS AND EARLY YEARS PRACTITIONERS SUPPORTED THROUGH CLPL

100+

TEACHERS SUPPORTED THROUGH SECONDARY EXPRESSIVE ARTS NETWORKS

9

HGIOS 4 QUALITY INDICATORS EVIDENCED ACROSS THIS REPORT

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REPORT OVERVIEW

This report presents Glasgow CREATE's evaluation of its work during session 2024–25. Our provision supports Glasgow City Council's ambition to be a world-class learning city founded on nurture principles, as set out in All Learners, All Achieving (2022–2027). Through high-quality expressive arts experiences, CREATE contributes to improved wellbeing, engagement and achievement for children and young people across Glasgow.

CREATE works in partnership with schools, cultural organisations and national agencies to ensure that learners can access meaningful, inclusive creative opportunities. This includes sustained investment in instruments, resources and specialist equipment to reduce barriers to participation and promote equity across schools and settings. Digital resources and curriculum guidance further support consistent access to high-quality learning experiences across the city.

This Standards and Quality Report evaluates the impact of CREATE's work using the framework provided by How Good Is Our School? (4th Edition). Evidence gathered throughout session 2024–25 demonstrates strong performance across the three categories of the framework:

1. LEADERSHIP AND MANAGEMENT

- 1.1 Self-evaluation for self-improvement
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity

2. LEARNING PROVISION

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

3. SUCCESSES AND ACHIEVEMENTS

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Across these indicators, evaluation evidence gathered from learners, practitioners, families and partners demonstrates strong outcomes for children and young people. CREATE programmes support inclusive participation, strengthen creative progression pathways and contribute to improved confidence, creativity and collaboration across the curriculum. Our partnerships and professional learning offerings extend capacity within schools, while targeted interventions and city-wide programmes provide both breadth and depth of impact.

Based on the range of qualitative and quantitative evidence gathered throughout the year, CREATE judges its overall performance in session 2024–25 to be Very Good. The service demonstrates strong leadership, effective partnership working and a sustained commitment to equity, creativity and continuous improvement across Glasgow's schools.

SERVICE EVALUATION

Evaluation evidence gathered from pupils, teachers, families and partners demonstrates sustained positive impact on learning, wellbeing and equity. Feedback highlights the value of CREATE programmes in supporting engagement, self-expression and inclusion, particularly for learners who may otherwise face barriers to participation. This evidence reflects strong alignment with the principles of *How Good Is Our School?* and national priorities outlined in *Scotland's Creative Learning Plan*, which positions creativity as central to wellbeing, confidence and effective curriculum design.

Across the service, there is clear evidence of reflective practice and a strong focus on continuous improvement. Evaluation information is used purposefully to inform planning, refine delivery and shape future developments. CREATE's work demonstrates a clear understanding of creativity not as an add-on, but as an integral part of high-quality learning and teaching that supports positive outcomes for children and young people.

LEARNING PROVISION

CREATE learning experiences during session 2024–25 were active, practical and inclusive. Over 90 per cent of participating young people reported that they developed confidence, creativity and collaboration skills through their involvement. Learners engaged in a wide range of expressive arts activities, including Art & Design, Dance, Drama, Music and Photography, often working alongside professional artists in authentic and motivating contexts.

These experiences supported learners to apply creativity across their learning and to recognise it as a key skill for life, learning and work. Programmes promoted learner agency, with children and young people encouraged to contribute ideas, make creative decisions and reflect on their progress. This approach aligns well with national expectations around creative pedagogy and supports the development of transferable skills.

Learning provision was responsive to the needs of different learners and contexts. Inclusive approaches ensured that children and young people with a range of needs were supported to participate meaningfully and achieve success. The consistent use of practical, engaging methodologies contributed to high levels of motivation and sustained engagement.

WHAT CHILDREN AND YOUNG PEOPLE SAY

Children and young people spoke enthusiastically about their experiences within CREATE programmes. Feedback consistently highlighted enjoyment, personal growth and the opportunity to build new friendships. Many learners valued working with peers from other schools and described feeling part of a wider creative community.

Learners reported increased confidence, particularly in relation to performance and self-expression. Several young people reflected on discovering new talents and developing the confidence to take creative risks. Their comments demonstrate the positive impact of participation on wellbeing, communication skills and self-belief.

They said:

"I learned how to express myself and not be scared to perform."

"It was brilliant meeting people from other schools."

"I've discovered talents I didn't know I had."

"I'd love to do it again; it's the best thing I've done at school."



WHAT TEACHERS SAY

Teachers across both primary and secondary sectors praised the quality of CREATE learning experiences and their impact on pupil engagement. All staff who responded to the evaluation agreed that CREATE activities enhanced learning and motivation, with many highlighting the positive effect on pupils who are often less confident or less engaged in school.

Teachers commented on the speed at which positive relationships developed through the creative process and the value of providing pupils with opportunities to step beyond their comfort zones. Staff also highlighted the professional learning benefits of working alongside artists and colleagues, noting increased confidence in creative pedagogy and assessment approaches.

Teachers said:

"It was so refreshing to see pupils step out of their comfort zones."

"Relationships developed so quickly through the creative process."

"This work has reinvigorated my own practice."

WHAT FAMILIES SAY

Family feedback was overwhelmingly positive. Parents and carers spoke of their pride in seeing their children perform, create and grow in confidence through participation in CREATE programmes. Many highlighted improvements in wellbeing and motivation, noting increased enthusiasm for rehearsals and creative activities.

Families valued the way expressive arts experiences connected home, school and community. Performances and showcases were described as meaningful celebrations of achievement and of what young people across Glasgow can accomplish when given high-quality opportunities.

Parents and carers said:

"My child is happier and more confident."

"It's lovely to see how excited they are to go to rehearsals."

"They've found their voice through this project."

SUCCESSES AND ACHIEVEMENTS

Across the year, CREATE continued to strengthen inclusion and equity by ensuring that all learners, regardless of background, had access to high-quality cultural experiences. Opportunities to work in professional venues, collaborate with national arts organisations and participate in city-wide projects supported ambition and aspiration for children and young people.

The service's work aligns closely with the aims of *Scotland's Creative Learning Plan*, particularly in relation to improving wellbeing through creative experiences, increasing accessibility and embedding creative approaches within the curriculum. These successes directly support *All Learners, All Achieving* and contribute to positive outcomes across learning, wellbeing and achievement.

OVERALL EVALUATION

The CREATE Service is performing at a **Very Good** level in its impact on learning, teaching and partnership working. Evidence shows a strong culture of reflection, collaboration and innovation, with evaluation information used effectively to support ongoing improvement.

Through clear alignment with local priorities and national policy, CREATE continues to demonstrate that creativity is a powerful driver of equity, wellbeing and excellence across Glasgow's schools.

HGIOS 4 INDICATORS EVIDENCED ACROSS THIS SECTION:

1.1, 1.5
2.2, 2.3, 2.4, 2.5, 2.6, 2.7
3.1, 3.2, 3.3



CELTIC CONNECTIONS PARTNERSHIP PROJECT

CREATE continued its partnership with Celtic Connections to deliver a series of six traditional music workshops to every Primary 7 and Primary 7/6 class in all primary and ASN primary schools across Glasgow. This programme reached approximately **7,156 children**, ensuring equitable access to high-quality music experiences at a key transition point in learners' education.

The workshops focused on developing music skills while nurturing an awareness of Scottish traditional music to support the transition to secondary education. Celtic Connections Music Tutors led learning across a wide range of musical forms, including Scottish step-dance, Scots song, Gaelic song, bodhrán, tin whistle, pipe band drumming, chanter and fiddle.

All tutors agreed or strongly agreed that the workshops supported children to develop their music skills and increased their awareness of Scottish traditional music. Tutors consistently observed high levels of engagement, enjoyment and confidence among learners, alongside improvements in social skills and the ability to work collaboratively.

Tutors commented:

"The children gained a number of new skills throughout the sessions, and their confidence

steadily grew throughout the six-week block. This was evident in their enthusiasm when singing or performing their instrument."

"Children gained a lot of confidence and pride in the experience. In the ASN schools, the routine of the session gave the children a lot of joy and focus."

Teachers highlighted the interactive and practical nature of the workshops, noting that high-quality delivery sustained engagement for all learners, including those who are often less motivated in classroom-based learning.

Teachers said:

"We felt these classes were very worthwhile, encouraging the children to listen and follow instructions and help build an internal rhythm. The lessons were engaging and challenged the children."

"My children really loved these classes and looked forward to them. They are not an easy class to motivate, and it was lovely to see them so engaged. It was especially nice to see some of the children who can find many areas of the curriculum challenging shine during the class."

"The children became more confident throughout the sessions, and it was good for them to experience a genre of music they perhaps hadn't encountered before. The tutor was a fantastic and patient instructor and the children responded very well."

BUILT ON THE CLYDE

CREATE worked in partnership with Scottish Opera to support the development and delivery of *Built on the Clyde*, a large-scale children's opera celebrating Glasgow's 850th anniversary. This ambitious project brought together ten Glasgow primary schools to form a **300-strong pupil chorus**, performing alongside professional artists and musicians at the SEC Armadillo.

CREATE played a key coordinating role throughout the project. The service facilitated communication between Scottish Opera and participating schools, supported the call-out and selection process, and ensured equitable access across the city through a transparent ballot system. CREATE also supported schools to establish clear logistical and curricular links, enabling pupils to engage meaningfully with the project.

Through this partnership, pupils accessed high-quality expressive arts experiences in a professional performance context. The project supported collaboration across schools, strengthened links between education and the arts sector, and contributed to city-wide celebrations marking **Glasgow 850**.

Built on the Clyde exemplifies CREATE's ongoing commitment to widening participation, promoting inclusion and ensuring that children and young people across Glasgow can experience the highest standards of creative learning.

CREATE CHAMPIONS CONFERENCE

CREATE continued to communicate regularly with an established network of **CREATE Champions** in every primary school. This network plays a key role in supporting the sharing of CLPL opportunities, resources and professional arts partnerships to enhance learning and teaching in Expressive Arts across the city.

The third CREATE Champions Conference took place in May 2025 and was attended by **45 teachers**. This professional learning and networking event focused on practical application and collaboration. Sessions included workshops based on the previous year's *Glorious Glasgow* resource, alongside input from arts partners including Scottish Opera, Creative Scotland, Visible Fictions and Glasgow Life. These sessions highlighted current and future partnership opportunities available to schools.

All attendees reported that they were **very satisfied** with the conference. Teachers particularly valued the practical nature of the workshops, the leadership shown by the primary leads facilitating sessions, and the breadth of ideas shared that could be taken directly back into classrooms and schools.

Teachers commented:

"The active nature, the casualness, the camaraderie, it felt like teaching in the old days."

"Such a lovely, supportive environment."

The CREATE Champions Conference continues to strengthen professional networks, support leadership in Expressive Arts and build shared understanding of high-quality creative learning across Glasgow's primary schools.



1.3, 1.5
2.2, 2.3, 2.4, 2.6, 2.7
3.1, 3.2, 3.3



CREATE

+

STARCATCHERS

+

Glasgowlife
Museums

PRIMARY & EARLY YEARS CLPL

During session 2024–25, CREATE delivered **37 CLPL sessions** to support Expressive Arts and creativity, attended by a total of **412 primary teachers and early years practitioners**. Professional learning opportunities were designed to build confidence, develop practical skills and support high-quality delivery across early years and primary settings.



CLPL partnerships included **Glasgow Museums** and **Starcatchers**, strengthening both the quality and relevance of provision. Four Art and Design twilight sessions were delivered in partnership with Glasgow Museums and attended by **29 teachers**, with participants highlighting the accessibility and adaptability of the approaches shared.

Teachers said:

“The practical aspects of these courses were really helpful, as most activities were very simple and could be completed in class at varying levels.”

In partnership with **Starcatchers**, a three-day Creative Skills training course was attended by **35 early years practitioners and EAL teachers**, supporting the development of creative approaches to communication, play and expressive learning.

Through this programme, practitioners developed a deeper understanding of how creativity supports **emotional literacy**, including the role of non-verbal communication, reflective practice and the importance of embedding creative experiences within

everyday learning. The training also encouraged practitioners to be more present within creative experiences, focusing on interaction and reflection rather than documentation alone.

Evaluation evidence demonstrated a **significant increase in practitioner confidence**, with the majority reporting that they felt confident to apply creative approaches across learning following the training. Practitioners also highlighted that the programme helped address common barriers such as time and resources, increasing confidence to deliver high-quality creative experiences using simple, adaptable approaches.

CLPL to support **Music and Phonological Awareness** was delivered in partnership with Glasgow’s Improvement Challenge and attended by **27 early years and primary staff**. In addition, a further **72 primary teachers** attended sessions delivered by YMI tutors focusing on music and literacy across the city.

Participants commented:

“I will be trying to do most of the things we learned today with my P2 class. I think they’ll really enjoy it.”

CREATE Expressive Arts Framework twilight courses were attended by **46 teachers**, supporting increased confidence in using the framework to plan, assess and support progression in Expressive Arts.

These professional learning opportunities continue to build capacity across early years and primary settings, supporting consistent, high-quality creative learning experiences for children across Glasgow.



1.3
2.2, 2.3, 2.4, 2.7
3.2



SECONDARY NETWORK MEETINGS

During session 2024–25, the Expressive Arts Networks continued to play a vital role in strengthening collaboration, professional dialogue and shared practice across Glasgow’s secondary schools. Each curricular area, Art and Design, Dance, Drama and Music, maintained active online and in-person networks, ensuring that all secondary teachers had access to subject-specific communication channels through Microsoft Teams and Outlook.

These networks remain a key source of professional support, particularly for single-person departments and early career teachers. They provide regular access to SQA updates, facilitate the sharing of high-quality learning and teaching resources, and enable professional dialogue around pedagogy, assessment and moderation. Network agendas were informed by both Glasgow’s improvement priorities and practitioner requests, ensuring relevance and impact.

Across the session, **seven network meetings** took place, attended by **over 100 teachers**. Meetings combined practical workshops, subject-specific moderation activities and sessions led by visiting artists and national partners. Feedback consistently highlighted the value of opportunities to collaborate across schools and disciplines.

Teachers commented:

“Speaking to different disciplines was really valuable.”

“It was helpful to share ideas and challenges.”

“Working collaboratively to improve outcomes for learners made a real difference.”

A key strength this session was the increased emphasis on cross-curricular working and alignment with the national curriculum reform agenda. The networks also acted as an effective consultation platform, shaping future CLPL offers and informing city-wide priorities.

Teachers described the meetings as “inspiring” and “energising”. One colleague reflected:

“It was invaluable to have the space to connect, share strategies and hear directly from others facing similar challenges. I left with new ideas and renewed enthusiasm for my subject.”

1.3
2.2, 2.3, 2.7
3.2

SECONDARY CLPL

During the 2024–25 session, CREATE delivered **twenty secondary CLPL sessions**, reflecting a strong commitment to collaborative professional learning led by and for teachers. Sessions covered a broad range of topics, including design in Higher Drama, Art as Nurture and music composition, and were designed to strengthen subject knowledge, confidence and classroom practice.

Feedback highlighted the high quality and relevance of the sessions. Teachers valued opportunities to examine candidate evidence, hear directly from learners and engage in professional discussion around standards and expectations. Sessions were described as “massively helpful” and “hugely beneficial”, particularly in supporting new course delivery.

The practical nature of many sessions was consistently highlighted. Teachers reported that ideas, warm-ups and strategies could be applied immediately within their own classrooms.

Teachers said:

“Seeing candidate evidence and hearing directly from learners was invaluable.”

“This was massively helpful for our department as we deliver this course for the first time.”

“Useful tips and warm-up ideas that I can take straight back into lessons.”

Overall, CREATE’s secondary CLPL provision continues to support professional confidence, collaboration and consistency across Expressive Arts subjects, contributing to improved learning experiences and outcomes for young people.

1.3
2.2, 2.3, 2.4, 2.7
3.1, 3.2

ART AS NURTURE

Art as Nurture was piloted across a small number of Glasgow secondary schools as a low-cost, high-impact wellbeing intervention to support young people experiencing social, emotional or mental health challenges. The pilot was led by Principal Teacher of Art and Design Amy Birchard, in collaboration with Impact Arts, and aimed to build confidence, resilience and connection through creative practice.

Rooted in nurture principles and aligned with GIRFEC and SHANARRI, the intervention was delivered in schools including Hyndland, St Andrew’s, St Mungo’s, Springburn, John Paul Academy and Govan High. Evaluation data showed a strong positive impact. **100% of pupils** reported that the sessions improved their wellbeing, and **90 per cent** said they would like the sessions to continue. Teachers also reported improvements in attendance and engagement.

Pupils said:

“Spending a period simply sitting drawing and painting has completely cleared my head.”

“I feel more comfortable here than anywhere else in school.”



A secondary case study demonstrated measurable progress for pupils with autism and anxiety. Over the course of an academic session, learners developed communication, confidence and artistic skills, enabling them to move from nurture settings into mainstream classes and work towards National 4 and 5 qualifications. Staff highlighted that adapting the learning environment and using trauma-informed approaches supported inclusion, attainment and emotional regulation.

This pilot demonstrates the powerful role of creativity in supporting wellbeing and inclusion. CREATE continues to work closely with Glasgow’s Nurture team and has extended this training offer to nurture teachers across the city. To date, 50 teachers have been trained through the programme.

1.3
2.3, 2.4, 2.7
3.1, 3.2



DANCE DAY

In May, **40 young people** participated in two non-competitive dance sessions as part of the annual Dance Day, hosted by the University of Glasgow. Led by Scottish choreographers Jennifer Scullion and Kyla Bell, pupils took part in energetic hip hop and commercial workshops. With only two hours to learn each routine, participants demonstrated high levels of focus, teamwork and resilience, resulting in confident, high-quality performances.

Pupils described the experience as *"inspiring"* and *"the best day of the year"*. One young person commented:

"I loved learning a new style and being pushed out of my comfort zone. It felt like what a real dance audition would be like."

Another reflected:

"The choreographers were amazing. I learned so much about how to perform with confidence and personality."

The event also included a question-and-answer session, giving pupils insight into dance as a potential career pathway and helping them understand opportunities within Scotland's creative industries.



Teachers provided equally positive feedback. One commented:

"It was fantastic CPD for staff as well as pupils. Seeing high-quality choreography and teaching approaches gave me so many ideas to take back to school."

Another noted:

"The day reminded me how important it is for young people to see the breadth of opportunity in dance beyond the classroom."

All participating pupils said they would welcome similar opportunities in the future, and teacher feedback was unanimously positive. Schools involved included Bannerman High, Drumchapel High, Govan High, Hillpark Secondary, John Paul Academy, King's Park Secondary, Knightswood Secondary, Rosshall Academy, St Paul's High and Whitehill Secondary.

2.2, 2.3, 2.7
3.1, 3.2, 3.3



GLASGOW SCHOOLS YOUTH THEATRE



GLASGOW SCHOOLS' YOUTH THEATRE

The Glasgow Schools' Youth Theatre (GSYT) continues to provide a powerful platform for young people across the city to develop creative skills, confidence and a strong sense of belonging through live performance. Open to all S1–S6 pupils, the group rehearses at City Halls and brings together young people from a wide range of schools and backgrounds.

During the previous session, the Musical Theatre group performed *Matilda Jr* at Lourdes Secondary School over three nights to an audience of approximately **200 people**. Young people involved in the production shared overwhelmingly positive feedback about the experience.

Participants said:

"It was so much fun and something I'll never forget."

"It helped me take risks and believe in myself."

Rehearsals were described as supportive spaces where young people could connect with others and feel part of something larger. Pupils spoke of the pride and excitement that came from performing on stage:

"It was amazing getting to perform in front of an audience."

"The buzz you get from it is just incredible."

GSYT continues to exemplify the impact of the arts in fostering confidence, resilience and teamwork while nurturing emerging talent. Looking ahead, a new S1–S3 group will provide a distinct pathway for younger pupils interested in acting.

2.3, 2.6
3.1, 3.2, 3.3



COME ACT

In June 2025, **eighty young people** from **eleven Glasgow secondary schools** took part in *Come Act 2025*, a two-day inclusive drama event held at City Halls. Using the theme **Glasgow 850**, pupils devised, rehearsed and performed original pieces celebrating the city's character, humour and history.

Working with a professional practitioner, young people explored voice, movement and ensemble work, gaining an authentic theatre experience. Pupils reported increased confidence and enjoyment, with many highlighting the social and collaborative aspects of the event.

Pupils said:

"I felt like a real actor working in a theatre."

"It helped me be more confident speaking in front of people."

"I enjoyed making new friends and meeting people from other schools."

Teacher feedback was unanimously positive. Staff commented:

"It was so refreshing to see my pupils stepping out of their comfort zone."

"I can't believe how well their relationships developed in such a short time."

Ninety per cent of pupils requested similar opportunities in the future. Schools involved included All Saints Secondary, Bannerman High, Eastbank Academy, Govan High, Hillhead High, King's Park Secondary, Lochend Community High, Notre Dame High, St Andrew's Secondary, St Mungo's Academy and St Thomas Aquinas Secondary. *Come Act 2025* once again demonstrated the power of drama to bring young people together, inspire creativity and celebrate Glasgow's vibrant cultural identity.



2.2, 2.3, 2.7
3.1, 3.2, 3.3



GLASGOW SCHOOLS' ART EXHIBITION

The Glasgow Schools' Art Exhibition (GSAE) was hosted by the Gallery of Modern Art (GoMA) throughout **May and June**, offering young people the opportunity to have their work selected and exhibited publicly in GoMA's COMMONspace gallery. This residency continues to provide an important platform for pupils to showcase their creativity in a professional setting.

The **Glasgow 850** theme invited pupils to respond creatively to the city's past, present and future. The resulting exhibition featured a wide range of work, including architectural studies, expressive portraiture

and imaginative explorations of community, heritage and identity. Collectively, the exhibition reflected both the diversity of Glasgow's young people and their pride in the city.

Schools represented included Cardinal Winning Secondary, Eastbank Academy, Glasgow Gaelic School, Govan High LCR, Hillhead High, Hollybrook Academy, Holyrood Secondary, Lourdes Secondary, Rosshall Academy, Springburn Academy, St Mungo's Academy, St Paul's High and Whitehill Secondary.

The exhibition continues to celebrate pupil voice, ambition and artistic skill, positioning young people at the heart of Glasgow's cultural life and strengthening links between education and the city's creative sector.

GLASGOW
850





PRIMARY AND ASN INPUT

During session 2024–25, CREATE YMI tutors planned and delivered progressive, skills-based music lessons on a **fortnightly basis for the full academic year** in all primary schools, and **weekly for half of the year** in all ASN primary schools. This strand of the programme reached **152 schools** and approximately **7,371 children**.

Tutors worked with all Primary 1 classes and with Primary 2 classes where time allowed. Lessons focused on developing core music skills alongside language development. Class teachers were encouraged to actively participate in lessons and had access to supporting resources via the CREATE website and the Glasgow Framework for Expressive Arts to enable continuity of learning between tutor visits.

Almost all teachers who responded to end-of-year evaluation reported that they felt well supported to deliver regular, high-quality music experiences for their classes. Many highlighted the positive impact on their own professional confidence.

Teachers said:

“It has been incredibly valuable to my own professional development and given me confidence to use music more often with my class.”

“I have seen such a dramatic development in the musical skills and understanding of the children.”

Teachers and tutors consistently reported improvements in learners’ musical skills, engagement and enthusiasm.

Tutors noted:

“Children’s ability to keep a steady beat and sing at pitch have improved drastically since the start of the year.”

In addition to musical development, teachers observed wider benefits, including improvements in literacy, communication, concentration, working memory, coordination, turn-taking, listening, social skills and self-expression.

Teachers commented:

“The lessons are cross-curricular with many of our literacy lessons and provide an opportunity to consolidate learning, particularly in phonological awareness.”

“The sessions have supported language development through rhyme and song lyrics. It has been particularly beneficial for our EAL learners and children with ASN.”



In ASN primary schools, staff rated the quality of delivery as **excellent**, noting increased engagement, willingness to participate and confidence among learners.

The **ASN musical resources playlist**, comprising **39 videos** on the CREATE YouTube channel, continues to be widely accessed by teachers, parents and children. Total views reached **53,686**, an increase of **15,350** from the previous year.

For the first time, YMI tutors invited parents and carers to take part in **family music sessions**. These sessions provided insight into how music supports a range of developmental skills and were very positively received.

Tutors observed that children were confident and proud to share their learning, while families appreciated being welcomed into the learning environment.

1.3, 1.5
2.2, 2.3, 2.4, 2.5, 2.7
3.1, 3.2, 3.3

CASE STUDY – MUSIC AND LANGUAGE

From August 2023 to June 2024, CREATE completed a detailed case study with **Camstradden Primary** and **Langside Primary** to demonstrate the YMI model of delivery provided to all Primary 1 classes across Glasgow and to evaluate its impact on music development and phonological awareness.

The case study video included two visits to each school, in January and May 2024, featuring a combination of YMI music lessons and interviews with tutors, teachers and children. The footage captured both the consistency of delivery and the progression of learning over time.

Teacher observations highlighted improvements in engagement, rhyme and syllabic awareness, listening skills, working memory and readiness to learn. Particular impact was noted for learners with English as an Additional Language and for children who had limited phonological awareness at the start of the year. YMI tutors observed that by the end of the academic year, learners demonstrated a secure sense of pulse, improved rhythm skills and increased enjoyment and confidence in singing and pitch matching.

Teachers said:

“At the start of the year they couldn’t generate rhymes at all – now they can use their knowledge of rhyme to predict patterns in language.”
“The children have built up a huge bank of rhymes they can now recite, and they use them naturally in their play.”

“Children with English as an additional language often stay silent at first, but in the music sessions they feel safe. Once they feel comfortable, they start singing out and joining in.”



1.3, 1.5
2.2, 2.3, 2.4, 2.7
3.1, 3.2, 3.3

Across both schools, **61 per cent** of children had gaps in phonological awareness on entry to Primary 1 in August 2023. By June 2024, this had reduced to **19 per cent**, with **81 per cent** of children on track with Early Level progress. Repeat phonological awareness assessments showed an **average score increase of 52 per cent**, with clear improvements in listening, rhyme awareness, syllabic awareness and phonemic awareness.

Analysis of pre- and post-assessment data supports teacher observations and provides strong evidence that participation in the YMI Music Programme, alongside school literacy programmes, contributed to raised attainment for learners from a range of backgrounds.

CREATE was accepted to present this case study at the **International Study Association of Teachers and Teaching (ISATT) Conference 2025**, hosted by the University of Glasgow. The case study aligned closely with the conference theme of socially just classrooms and demonstrates the potential of music education to promote equitable and innovative teaching practices and close attainment gaps in literacy.





IT'S OUR HOME, GLASGOW

As part of the **Glasgow 850** celebrations, CREATE delivered a city-wide music project titled "It's Our Home, Glasgow" – a song specially written for children across the city to sing together. With verses in English, Scots and Gaelic, and a chorus supported by Makaton signing, the project celebrated the voices, cultures and stories that make Glasgow home.

All primary and primary ASN schools across the city were invited to take part. To support delivery, YMI tutors created teaching videos, backing tracks, lyric sheets and a Makaton signing guide, all available through the CREATE website. Resources were structured for different stages, making the song accessible to every class from Early Years to P7.

Teachers reported that having resources readily available made it easy to practise and revisit the song between tutor visits and embed the learning within class routines.



A total of **327 videos** were submitted by **135 primary schools, three ASN schools, one nursery school and one home education group**. These were edited into a final citywide digital performance video which premiered on 12 June 2025 – schools across Glasgow were invited to watch the live premiere together as a shared celebration. To date, the video has received over 7,000 views.

"It was very enjoyable being part of Glasgow 850 and having a focus to practise the song in between YMI tutor visits."

- Class Teacher

The project successfully brought schools and communities together, celebrating pupil voice and participation at scale while reinforcing a strong sense of identity and belonging for children across Glasgow.

Watch the final performance at <https://youtu.be/Ysr8rjAWS-Q> or scan the QR code on the right.



2.2, 2.3, 2.5, 2.7
3.1, 3.2, 3.3





READY, STEADY, SING!

During session 2024–25, YMI tutors delivered **28 whole-school “Ready Steady Sing”** sessions, reaching **7,506 children across Primary 1–7**. The programme continues to grow in popularity – **56 schools applied** to take part, reflecting the significant demand for this type of high-quality, inclusive whole-school music experience.

Sessions combined singing, movement and body percussion to create enjoyable, large-group music-making experiences for children of all abilities. Teachers consistently highlighted the quality of delivery and the high levels of engagement achieved across every stage.

Teachers said:

“The wonderful tutors were so engaging and had such strong presence, which led to a highly engaged and motivated session.”

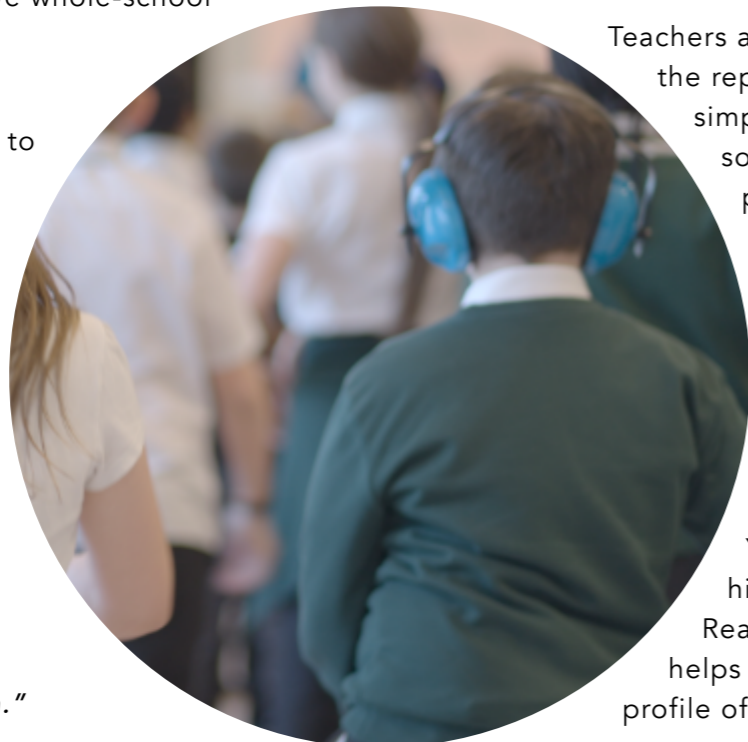
“It was lovely to see the children enjoying joining in with the songs. I liked the use of

different types of voice and will use that in future lessons.”

“The sessions were planned very well, with content suitable for both upper and lower stages.”

Teachers also noted that the repetition and simplicity of the songs supported participation for all learners, including those with additional support needs.

YMI tutors highlighted that Ready Steady Sing helps raise the profile of the wider YMI programme and provides a clear progression from early years and Primary 1 music experiences.



“Delivering these sessions is without a doubt the highlight of my job.”

(YMI Tutor)

**28
SCHOOLS
7,506
CHILDREN**

Tutors commented:

“Seeing children who are usually quite reserved discovering the joy of singing is outstanding.”

“Delivering these sessions is without a doubt the highlight of my job.”

2.2, 2.3, 2.4
3.1, 3.2, 3.3

INSTRUMENTAL MUSIC SERVICE

In 2024–25, CREATE Instrumental Music Service (IMS) delivered instrumental music tuition to **8,455 children & young people** as detailed below.

INSTRUMENT	NO. OF PUPILS
Strings	3240 pupils
Woodwind	801 pupils
Brass	563 pupils
Percussion / Drum Kit	1637 pupils
Guitar	988 pupils
Traditional Instruments (Exc. Bagpipes & Highland Drumming)	101 pupils
Bagpipes/Chanter	157 pupils
Highland Drumming	136 pupils
Voice	487 pupils
Piano/Keyboard	345 pupils

IMS continues to play a central role in supporting high-quality music education across Glasgow's schools. Delivered by a dedicated team of instructors, the service provides individual and small-group instrumental tuition while supporting progression pathways that enable children and young people to develop musical skills, confidence and creativity.

Beyond instrumental lessons, IMS instructors facilitate a wide range of ensemble and performance opportunities within schools and across the city. These experiences allow learners to develop collaborative music-making skills, perform for audiences and celebrate their achievements. Instructors also support participation in city-wide ensembles, play days and masterclasses, providing opportunities for young people to work alongside peers from other schools and experience music in a wider creative community.

Instrumental instructors work closely with school staff to support learners undertaking national qualifications, including SQA Music courses. Many pupils also choose to sit external

examinations through organisations such as Trinity, ABRSM and MTB, further extending opportunities for accreditation and progression.

CREATE continues to prioritise widening access to instrumental music by reducing barriers to participation and ensuring equitable opportunities for learners across the city. Through sustained investment in instruments and equipment, alongside strong partnerships with schools, IMS ensures that children and young people from a wide range of backgrounds are able to access and benefit from instrumental tuition.

Participation in instrumental learning provides important progression routes for young people. Many pupils move on to take part in school ensembles and CREATE city groups, developing advanced performance skills and building the confidence required to pursue further musical opportunities. Through these experiences, IMS contributes significantly to raising attainment, strengthening creativity and supporting pathways into further study and careers in music and the creative industries.





CITY GROUPS & ENSEMBLES





MUSIC GROUPS & ENSEMBLES

In session 2024–25, CREATE City Groups and Ensembles offered an expanded programme of weekly ensemble opportunities for young musicians from across the city. Groups included Symphonic Wind Band, Junior Brass, Senior Brass, Concert Band, Percussion Ensemble, Intermezzo Orchestra, String Orchestra, String Sinfonia, Chamber Choir, Junior Choir, Senior Choir, Big Band, Guitar Ensemble, Clarinet Choir, Saxophone Ensemble, Flute Choir, String Ensemble, and – joining the programme for the first time – the Glasgow Schools’ Pipe Band and the Glasgow Schools’ Trad Ensemble.

The addition of the Pipe Band and Trad Ensemble marks a significant expansion of CREATE’s city group offer, reflecting the service’s commitment to

celebrating Scotland’s musical heritage alongside the classical and contemporary traditions already represented. Both groups were developed from the ground up in 2024–25 and are featured in more detail on the following pages.

Across all ensembles, **550+ young people** from secondary schools across Glasgow participated in high-quality group music making, performing at City Halls and venues across the city throughout the year.

85 young musicians also took part in the Glasgow Schools’ Symphony Orchestra, delivering an outstanding performance at Sherbrooke Parish Church following an intensive week-long residential rehearsal course.

GLASGOW SCHOOLS' PIPE BAND

The Glasgow Schools' Pipe Band was established in August 2024, bringing together talented young pipers and drummers from schools across Glasgow to rehearse weekly, develop their skills and represent CREATE at concerts and events throughout the city.

In its first year, the band performed at the CREATE Christmas Concerts and Spring Concerts at City Halls – significant early milestones for a brand new ensemble. In March 2025, the band competed for the first time at the Scottish Schools Pipe Band Championships, achieving 4th place in the Junior C category – a remarkable result for a band in its debut year of competition.



The Glasgow Schools' Pipe Band rehearses on Monday evenings at Holyrood Secondary School, and is open to pipers and pipe band drummers by teacher recommendation.

The establishment of the Pipe Band gives CREATE a presence in one of Scotland's most distinctive and culturally significant musical traditions. For young pipers and drummers in Glasgow's schools, it provides a city-wide ensemble pathway that previously did not exist – a chance to develop their skills alongside peers from across the city, perform on public stages and represent Glasgow at a national level.

2.3, 2.6
3.1, 3.2, 3.3

GLASGOW SCHOOLS' TRAD ENSEMBLE

The Glasgow Schools' Trad Ensemble was launched in session 2024–25 – CREATE's newest city-wide ensemble, and a direct response to the enthusiasm generated by the service's first-ever Trad Play Days.

In June 2024, CREATE hosted two Trad Play Days at City Halls on 10th and 11th June, open to young people from Primary 7 upwards with an interest in traditional music. Approximately **30 young people** attended each day, playing a wide range of traditional instruments. The strong response to these sessions made clear there was both appetite and talent for a sustained traditional music offering within CREATE's city groups programme.

The Trad Ensemble was announced in August 2024 and began rehearsing on Thursday evenings at City Halls. In its first year the ensemble brought together **12 members** playing fiddle, accordion, guitar, bodhrán and cello.



In its debut session the ensemble performed at the CREATE Christmas Concerts and Spring Concerts at City Halls. In March 2025, the Trad Ensemble were invited to perform at the Lord Provost's **Glasgow 850** Celebration Concert at City

Chambers on 27 March – a prestigious civic occasion marking Glasgow's 850th anniversary. Their performance was highly received, reflecting the quality and confidence the ensemble had developed in just a matter of months.

The launch of the Trad Ensemble represents an important step in broadening CREATE's musical offer. It provides a progression pathway for young people introduced to traditional music through the Celtic Connections Partnership Project or IMS tuition in pipes and highland drumming, and brings together musicians from across the city who share a passion for Scotland's folk and traditional heritage.

2.3, 2.6, 2.7
3.1, 3.2, 3.3

PERFORMANCE OPPORTUNITIES

During session 2024–25, Glasgow CREATE provided an exceptional and wide-ranging programme of performance opportunities for children and young people across the city. From civic concerts in some of Glasgow's most prestigious venues to international collaborations with world-class musicians, this was a year of outstanding achievement.

CREATE Concerts & Chamber Concerts

The CREATE Christmas Concerts in December brought together **500 young performers** across two full days at City Halls, performing to a combined audience of **1,800 people**. Alongside the main concerts, the CREATE Chamber Concerts provided a platform for smaller ensembles, with **150 young musicians** performing to **360 audience members**. The CREATE Spring Concerts in March again filled City Halls with **500 performers** and **1,800 audience members**, marking a year of sustained ambition and quality in large-scale ensemble performance.

Glasgow 850 Lord Provost Concert

In March 2025, CREATE ensembles performed at the **Glasgow 850** Lord Provost Concert at the City Chambers – one of Glasgow's most historic and prestigious civic venues. The concert formed part of Glasgow's 850th anniversary celebrations, and CREATE's involvement reflected the central role the service plays in the cultural life of the city.

CREATE Music Festival

The annual CREATE Music Festival took place at the Grand Hall in April 2025, bringing together ensembles and performers from across the city in a celebration of young musical talent.

Young Musician Competition

The Young Musician Competition attracted entries from **27 primary schools** and **28 secondary schools**, with separate finals for primary and secondary pupils held in February. The competition provides a vital platform for individual young musicians to develop performance skills, build confidence and showcase their talent before a live audience.

RSNO Partnership – Kellen Gray & Randall Goosby

A highlight of the year was an extraordinary partnership between CREATE's String Ensemble and the Royal Scottish National Orchestra. **Thirty young musicians** from the String Ensemble took part in a series of rehearsals led by internationally acclaimed conductor Kellen Gray, building towards a side-by-side performance with the full RSNO at the Royal Concert Hall. Performing alongside professional orchestral musicians in one of Scotland's most celebrated concert venues was a transformative experience for all involved.

The evening produced a particularly special moment when the ensemble's lead cellist, Daniil Liusov – a young Ukrainian refugee – performed a duet on stage with world-renowned violinist Randall Goosby. It was a moment that captured everything CREATE believes in: the power of music to open doors, build bridges, and give every young person the chance to shine, regardless of background or circumstance.

The String Sinfonia also had the privilege of performing side-by-side with the Scottish Chamber Orchestra during the year, further strengthening the connections between Glasgow's young musicians and Scotland's professional music sector.

Glasgow Schools' Symphony Orchestra

The Glasgow Schools' Symphony Orchestra performed their summer concert at the Grand Hall in June, the culmination of an intensive week-long residential rehearsal course. Eighty-five young musicians delivered an outstanding performance, showcasing the exceptional level of achievement that the GSSO represents for young orchestral players across the city.

Across the year, CREATE also supported young people performing at the Young People's Conference, the Inclusion Conference, and Holocaust Memorial Day, and provided Vocal Play Days in partnership with Scottish Opera, Trad Play Days celebrating Scotland's musical heritage, and external examination opportunities through Trinity College London and ABRSM.



AN EVENING OF JAZZ, FUNK & SOUL

A HIGHLIGHT OF 2025

was Glasgow Schools' Big Band headlining their own concert at the iconic Old Fruitmarket — one of Glasgow's most celebrated live music venues — in an evening of Jazz, Funk & Soul that brought together young musicians from across the city.

On the night, the Glasgow Schools' Big Band (GSBB) were joined by six guest ensembles: Shawlands Academy Soul Band, Better Call Soul from Hillpark Secondary School, Bannerman Jazz Group, Rood Soul from Holyrood Secondary School, Second Hand Soul from Lourdes Secondary School, and Rosshall Academy Function Band — a brand new ensemble performing publicly for the first time.

Across the six groups and the Big Band, 93 young musicians took to the stage, performing an ambitious programme that ranged from jazz standards and funk classics to original compositions. Bannerman Jazz Group performed their own piece, Fruit Market Funk, created through group composition during the session. GSBB's headline set featured 11 pieces, including arrangements of Gershwin, Miles Davis, Stevie Wonder and Laufey — a testament to the range and ambition of Glasgow's young musicians.

The concert demonstrated the power of CREATE's city ensembles programme to create genuine performance pathways, providing young people with authentic, high-quality experiences on a professional stage and building confidence, collaboration and creative identity.



2.3, 2.6, 2.7
3.1, 3.2, 3.3



Baby Strings

In May 2025, Baby Strings Play Days brought together approximately **403 pupils** from **13 schools** across 6–12 May. Pupils performed together in larger ensembles, celebrating the progress made throughout the year. The events gave children the experience of ensemble performance beyond their own school setting and provided a powerful moment of collective achievement for the programme as a whole.

Glasgow Barons – Orchestra in Residence

In January 2025, the Glasgow Barons were announced as the Official Orchestra in Residence for the Baby Strings programme. Founded in Govan in 2017, the Glasgow Barons are a street orchestra and charitable organisation with a long track record of bringing live music into schools and communities across Glasgow.

Over three days in January, the Barons visited 13 Baby Strings schools across the city, with a special visit to Oakwood pupils at Platform Glasgow in Easterhouse, engaging approximately **3,000 children**. For many, it was their first experience of hearing a live orchestra play the very instruments they are learning. The partnership brings the Baby Strings programme to life in a vivid and inspiring way, offering pupils a glimpse of where sustained musical learning can take them.



Glasgow CREATE Baby Strings began in 2017 across four schools in the Eastbank learning community and has since grown into one of the service’s flagship programmes. Now operating in **13 schools** across the city, the programme employs **nine tutors** to deliver weekly, whole-class string lessons to **2,053 primary school children**.

Supported initially through **Pupil Equity Funding** (PEF) and strengthened by additional Scottish Government funding for Instrumental Music Services alongside core Instrumental Music Instruction provision, Baby Strings is designed from the outset to remove barriers to participation and ensure that every child has access to high-quality musical learning.

In Primary 1, pupils develop the foundations for instrumental learning through Kodály-informed activities focusing on singing, rhythm, pitch and movement. Violin, viola and cello are introduced in Primary 2, with tuition building progressively through **P2–P7**. Performance opportunities are embedded throughout the programme from an early stage, reflecting the belief that children learn best when music has purpose and audience.

Parents and families are central to the Baby Strings ethos. Sessions are designed to support parental engagement through informal performances, classroom visits and shared musical activities, enabling families to experience the programme alongside their children and develop a shared musical language at home.

Classroom teachers participate in CLPL opportunities throughout the year, building their confidence and skills to support musical learning between specialist visits. Shared weekly lesson plans ensure continuity and consistency of provision across all 13 schools.

Schools have clear approaches to evaluating the programme’s impact on attainment, achievement and wellbeing. Evidence gathered across participating schools demonstrates positive outcomes for the majority of pupils, with reported improvements in literacy, numeracy and health and wellbeing. Parents and carers consistently affirm the value of the programme and the difference it is making for their children.



- PARENTAL INVOLVEMENT
- PERFORMANCE
- LISTENING
- SELF CONFIDENCE
- SOCIAL SKILLS
- SENSE OF BELONGING
- TEAM WORK
- SELF DISCIPLINE
- SENSE OF ACCOMPLISHMENT
- CO-OPERATION
- RESPONSIBILITY
- COMMITMENT
- MUTUAL SUPPORT
- BONDING TO MEET
- GROUP GOALS
- INCREASED CONCENTRATION
- FINE MOTOR SKILLS
- RELAXATION
- ENJOYMENT
- TRANSITIONS
- WIDER OPPORTUNITIES
- SHARED LANGUAGE
- RESPECT

1.5
2.2, 2.3, 2.4, 2.5, 2.6, 2.7
3.1, 3.2, 3.3

PLAY DAYS & MASTERCLASSES

In 2024–25 CREATE continued to provide children and young people with high-quality Play Days and Masterclasses in City Halls, delivered by world-class performers. Highlights included a Strings SQA Masterclass bringing together **32 pupils from 13 schools** to develop performance technique and strategies for managing anxiety; a Rhythm Section Play Day where **37 pupils** explored ensemble skills across guitar, bass and drums; and an Early Chamber Music Day on 28 November engaging **35 pupils** in collaborative string and woodwind music-making.

BEGINNER PLAY DAYS

To promote and encourage group performance, and to help provide a stepping stone for young people who are almost ready but not yet attending CREATE Music Groups.

INTERMEDIATE PLAY DAYS

To further enhance ensemble playing, musicianship and technical skills. Friendships across the city that have already been forged through the Beginner Play Days and involvement in our Junior/Beginner ensembles are strengthened as we work in teams to build a cohesive ensemble experience.

SQA / MASTERCLASS

To prepare for exam/recital performances and to celebrate the many transferable skills that studying music offers. Sessions address performance anxiety, confidence and resilience, offering practical strategies applicable beyond music. Specialist musicians work alongside pupils to share expertise and normalise the challenges of performance, supporting young people to achieve their full potential. In November, an SQA Musical Theatre Vocal Masterclass supported pupils preparing for performance exams. In January, two Scottish Opera Vocal Play Days on 15 and 24 January brought **55 pupils** together to work with the Assistant Musical Director from Scottish Opera, exploring material from *Wicked*. A Piano Play Day on 22 January attracted **50 pupils**, with RCS mentors performing alongside participants. A Woodwind Advanced Higher Play Day in March provided targeted SQA support for senior pupils.

NEW FOR 2024–25 were the Trad Play Days, first run in June 2024 with approximately **30 pupils** and growing to **58 pupils** attending across two days in May 2025 — reflecting strong demand for traditional music within the programme.

Also new this year was the Jazz Vocal Play Day, which saw **50 pupils** take part in the first event of its kind within the CREATE programme.

ENGAGEMENT

447 pupils attended String Play Days

37 pupils attended Guitar Play Day

160 pupils attended Woodwind Play Days

130 pupils attended Brass Play Days

58 pupils attended Trad Play Days

37 pupils attended Rhythm Section Play Days

67 pupils attended SQA Play Days



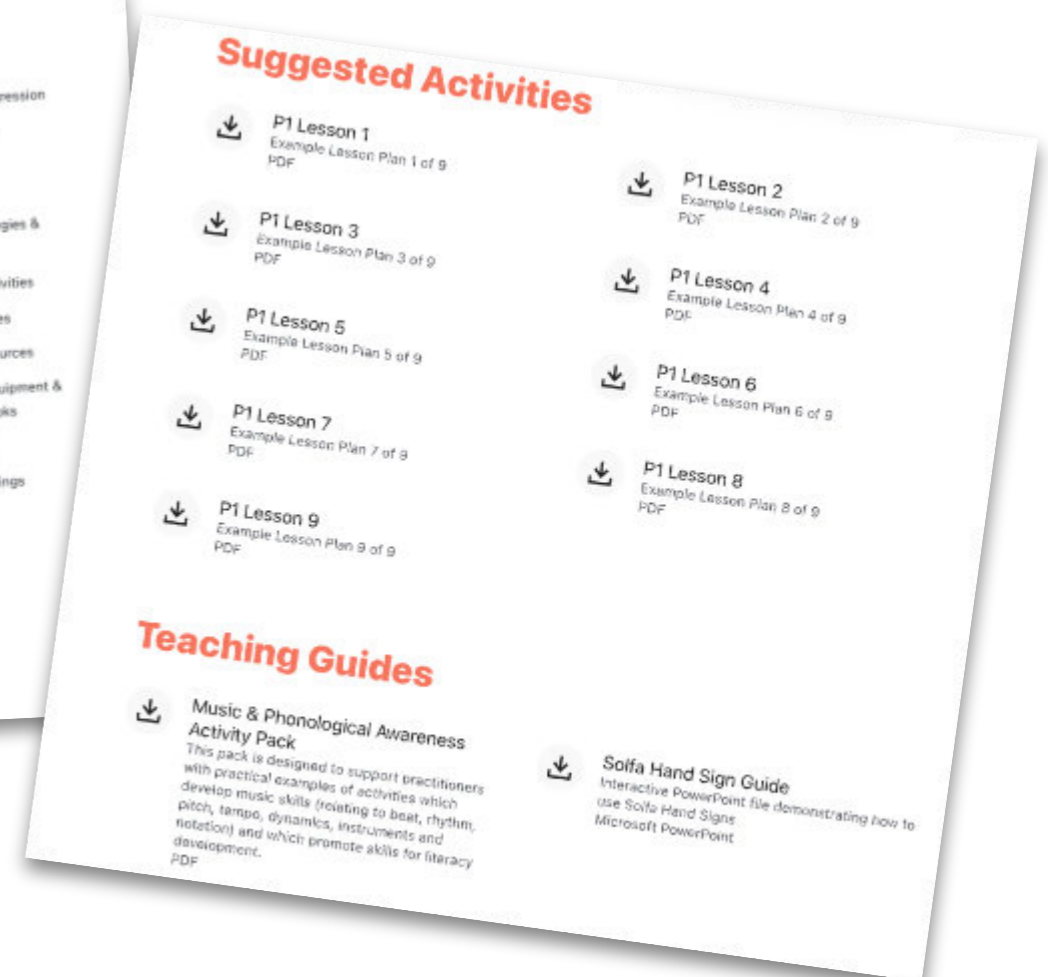
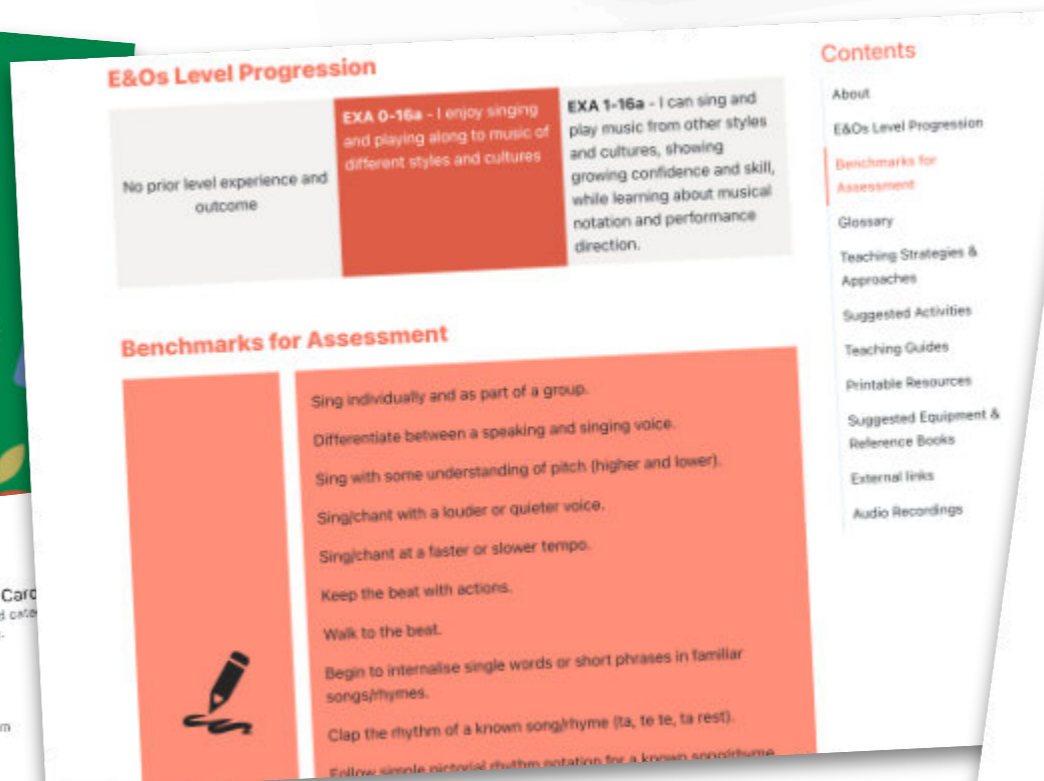
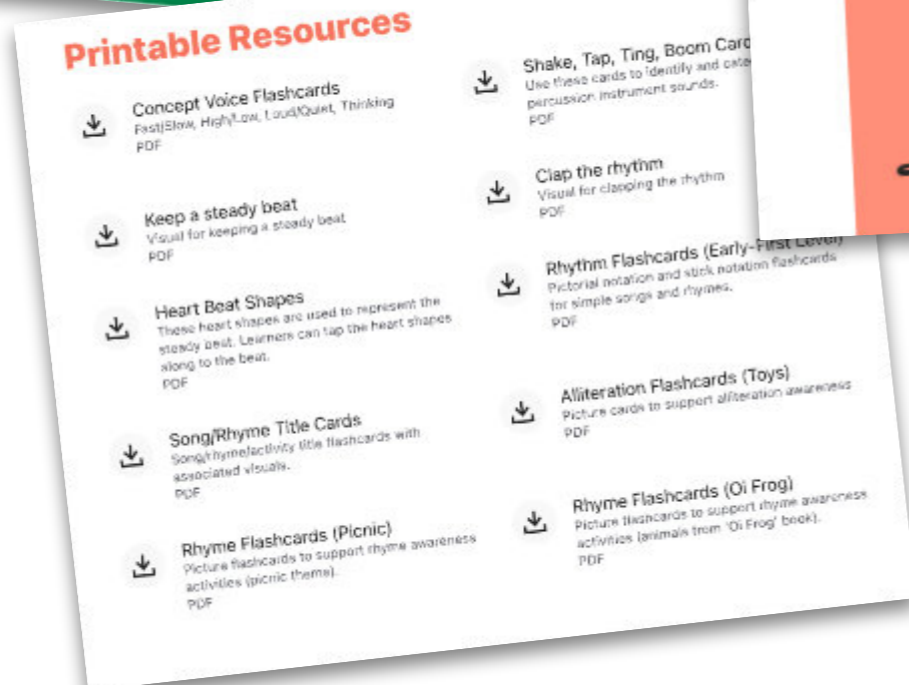
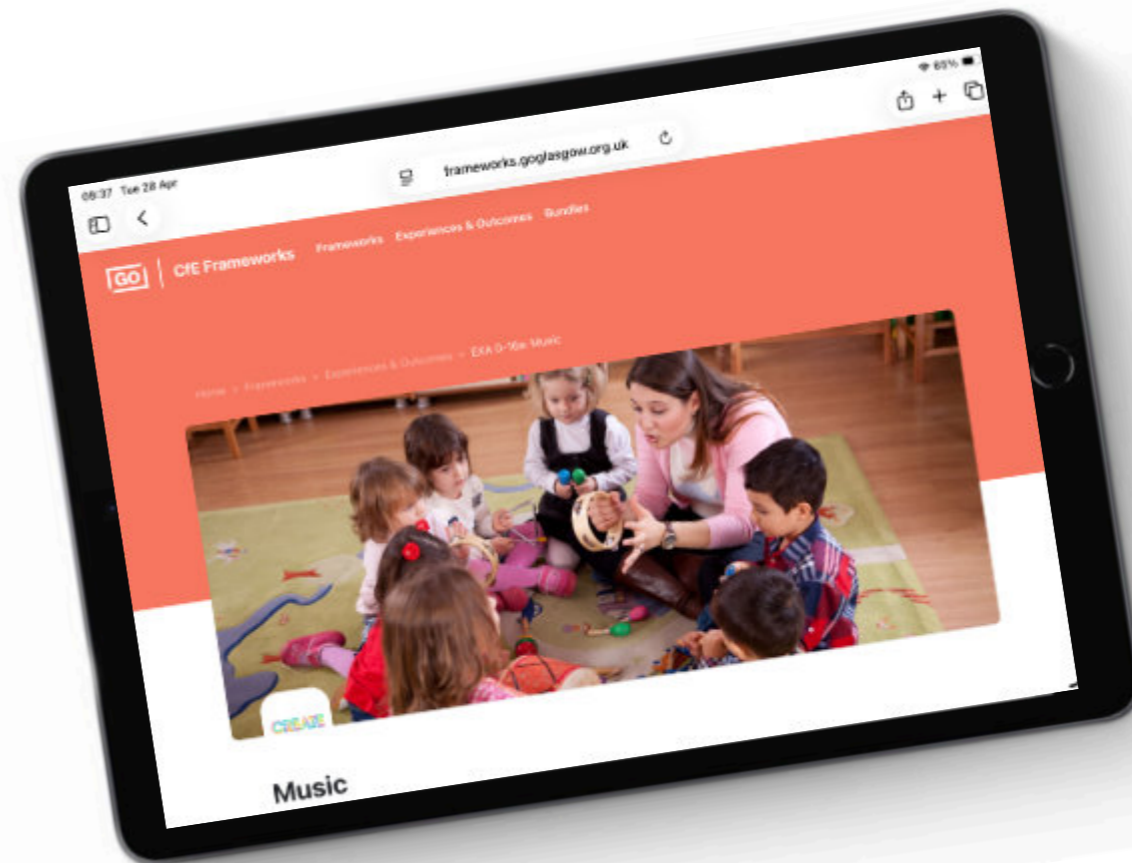
FRAMEWORK FOR EXPRESSIVE ARTS

CREATE continues to develop and maintain Glasgow's Framework for Expressive Arts, providing clear guidance and support for the teaching of Art and Design, Dance, Drama and Music from Early to Fourth Level. The framework supports progression in skills, consistent planning and effective assessment, and includes lesson ideas and links to high-quality online resources.

Following Glasgow City Council's move to centralise curricular frameworks, CREATE reviewed and updated the Expressive Arts Framework to improve accessibility and usability for staff. The frameworks were restructured from broad curriculum levels to specific stages, such as Primary 3 or S2, making it easier for practitioners to locate relevant benchmarks and apply them in practice.

The revised frameworks provide clear progression from Early Years to S3 and support consistency in learning, teaching and assessment across the city. They are designed as practical tools to support planning and tracking of learner progress, particularly in settings where practitioners may not be subject specialists.

The online framework is accessible to all GCC staff via connected learning iPads through **www.glasgowcreate.online**, as a **Glow tile**, and via **GO Glasgow**, ensuring ease of access and consistent use across sectors.



CREATE

Distinguished Schools Award



CREATE DISTINGUISHED SCHOOLS AWARD

Rationale and Development Process

The CREATE Distinguished Schools Award was developed to formally recognise and celebrate excellence in Expressive Arts across Glasgow's primary schools. The award supports schools to strengthen provision in creativity, participation and pupil voice, while aligning directly with Glasgow's Five Grand Challenges: wellbeing and learning; achievement and progress; engagement, participation and inclusion; networked learning organisation; and connected learning.

The award provides a structured yet flexible framework to support schools in evaluating and evidencing their Expressive Arts provision. Schools progress through **Bronze**, **Silver**, **Gold** and **Platinum** levels, with the Bronze level focusing on establishing strong foundations in planning,

participation and evidence gathering. The award promotes equity of access to creative opportunities, encourages interdisciplinary working and supports leadership at all levels.

Development began during session 2024–25, with CREATE's Senior Leadership Team consulting closely with practitioners, school leaders and CREATE Champions to ensure the framework reflected Glasgow's context and priorities. Supporting materials were developed to provide clear guidance while allowing flexibility for individual school contexts. These included a handbook, quick start guide, challenge menu, strategy templates and evidence checklists.

By June 2025, a **pilot group of 11 primary teachers from 11 schools** was established to trial the full Bronze-level process. Feedback focused on accessibility, clarity and workload, and provided valuable insight into how schools engaged with the challenges, committee structures and evidence systems.

Impact and Next Steps

Initial feedback from pilot schools has been highly positive. Schools reported that the award structure increased staff confidence in delivering Expressive Arts, strengthened pupil engagement through committee involvement and raised the visibility of creative learning across the whole school. Shared planning and evidence tools were also seen as supporting consistency and collaboration between staff.

Findings from the pilot are being used to refine documentation, streamline evidence requirements and ensure alignment with wider Glasgow Improvement Challenge priorities. The city-wide launch of the CREATE Distinguished Schools Award is planned for **August 2025**, alongside a refreshed CREATE Champions network and updated CLPL programme.

1.1, 1.3, 1.5
2.2, 2.3, 2.7
3.1, 3.2, 3.3



FINAL REFLECTION & NEXT STEPS

Session 2024–25 has been a year of breadth, ambition and demonstrable impact. Across YMI, IMS and Expressive Arts, CREATE has reached thousands of children and young people in every part of the city, supported hundreds of teachers and practitioners through high-quality CLPL, and delivered a programme of performance and creative opportunities that is unmatched in scale and variety anywhere in Scotland. Evidence across this report reflects a service that is consistently high in quality, inclusive by design, and driven by a clear commitment to ensuring every child in Glasgow has access to exceptional creative learning experiences.

The impact of CREATE's work extends well beyond musical attainment. Teacher confidence in delivering music has grown significantly, Celtic Connections partnership work engaged schools citywide and was described by teachers as transformational for pupils' engagement with Scottish traditional music, and in ASN settings, tailored delivery was consistently praised as inclusive, highly engaging and uniquely valued. Highlights from the IMS programme include Craig McGroarty of Knightswood Secondary winning the Glasgow Final of Scottish Young Musicians 2025 and representing the city at the National Final at the Royal Conservatoire of Scotland, CREATE Clarinet Choir reaching the SYM National Ensemble Final, and young people from the CREATE String Ensemble performing side-by-side with the RSNO in the Royal Concert Hall.

Looking ahead to 2025–26, CREATE's priorities are shaped directly by the evidence gathered this session and aligned to Glasgow City Council's Education Services Grand Challenges.

CITY-WIDE CPD STRATEGY Continuing to expand the rolling CLPL calendar across primary and secondary, with differentiated provision: practical and planning-focused for primary, and SQA-aligned and industry-linked for secondary, further embedding co-delivery with partners and peer-led sessions.

EXPRESSIVE ARTS EQUITY AUDIT A new initiative to map participation across all Glasgow schools, identifying gaps by stage, sector and geography, and using findings to target support, lending resources and visiting artists where access remains weakest.

CREATE DISTINGUISHED SCHOOLS AWARD Launching citywide to primary schools in August 2025, providing a clear framework and roadmap for embedding Expressive Arts across the school, with Bronze Award completions targeted by April 2026.

EMBEDDING DIGITAL CREATIVITY IN INSTRUMENTAL MUSIC Delivering CLPL across the IMS in Sibelius First for iPad, GarageBand, Teams and Showbie, aligned to the Connected Learning 2.0 refresh, and enabling pupils to compose, record and share their music in new ways.

WOODWIND & BRASS DEVELOPMENT Continued targeted investment in double reed and French horn provision, with specialist hubs, centrally purchased instruments, and extended CPD with RCS and RSNO specialists to reduce barriers and grow participation.

Through sustained reflection, collaboration and innovation, CREATE remains well placed to support Glasgow's schools in delivering high-quality creative learning that enables all learners to thrive.



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