

# INTERIM EVALUATION REPORT

LEEDS PARTNERSHIP: IMPROVING LITERACY THROUGH FILM



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**Context**

The programme was developed in order to establish 'lead practitioners' who would be trained by the team in using film to support raising attainment in

literacy in primary schools. They were asked to disseminate what they had learnt to colleagues back in school.

10 Leeds' primary schools joined the programme and this report focuses on the first term of the project. Each teacher was asked to choose 6-8 children who had made little or no progress in the previous term in reading/writing as well as children who did not enjoy aspects of literacy or had a poor attitude to learning. We asked the teachers to pay close attention to the focus groups' progress in particular throughout the Spring and Summer terms whilst encouraging them to be mindful that the approach we were suggesting would work well with all children.

Training consisted of 5 face to face sessions: an introductory twilight, 3 full training days and a celebration and screening event for staff and children involved at Hyde Park Picture House, Leeds.

The training began at the end of the Autumn term and ended in June.

## **Partners**

The partners who came together to deliver the scheme were:

Debbie Maturi and Martin Grund: Leeds Young Film

Craig Lawson: Access Moving Image

Rob Martin: Agere Learning

Diane Evans: Independent Literacy and School Improvement Consultant

Funding was attracted from Into Film and schools were charged a subsidised rate for attending the course. One school was asked to be a 'trial school' and did not have to pay a fee.

One meeting and communications via email also took place with Mark Reid, Head of Education at the BFI, who kindly came to Leeds to share resources and ideas.

## **Objectives of the Programme**

- Begin to build a platform for practitioners who are confident in disseminating resources and training for other practitioners
- Highlight the importance of film and how it can be used successfully to support the curriculum
- Use proven strategies to support teachers in raising attainment in literacy through the use of film

## **Progression Towards Achievement of Objectives**

Very good progress has been made in relation to all of the stated objectives. Three teachers left the course due to unforeseen circumstances (change of classes mid-year and maternity leave) and their results therefore cannot be included. Altogether, 47 children's data was collected. The remaining teachers have contributed to the evaluation process by sending in data returns.

A staff meeting has been held in all but one of the schools (a date has been set for the Autumn Term) and the teachers participated in and led them, alongside course leaders, disseminating what they had learnt on the course.

Small pockets of excellence have been developed that can subsequently be drawn on and a wide range of innovative and exciting work has taken place. The report was written using the evidence gathered after one term of delivery.

## Key Successes

There has been some innovative and creative work taking place across the schools involved and all teachers are now more confident about using film to raise attainment in literacy.

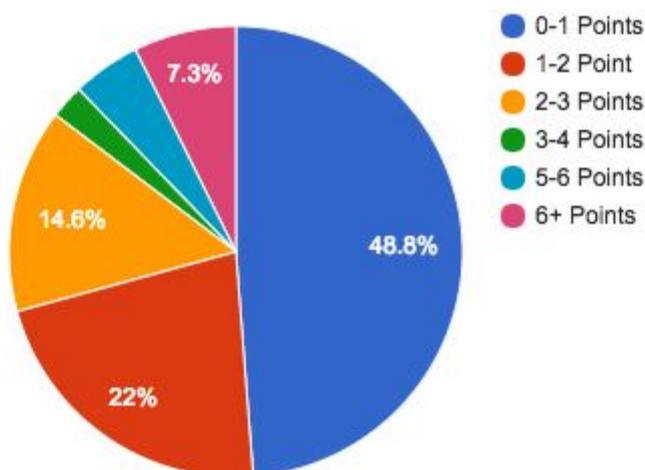
The programme has also had a very positive effect on the motivation, engagement and attainment of children. There is evidence that it has raised attainment in reading, writing and attitudes to learning.

## Results

### Reading

The original average points' progress for reading in the Autumn term before the course began, was 1 point. This rose to 1.96 in the Spring term. A rise of almost **100%**, showing that the average progress had almost doubled in one term. 21 out of the 47 pupils (44.7%) saw an increase above their progress in the Autumn term.

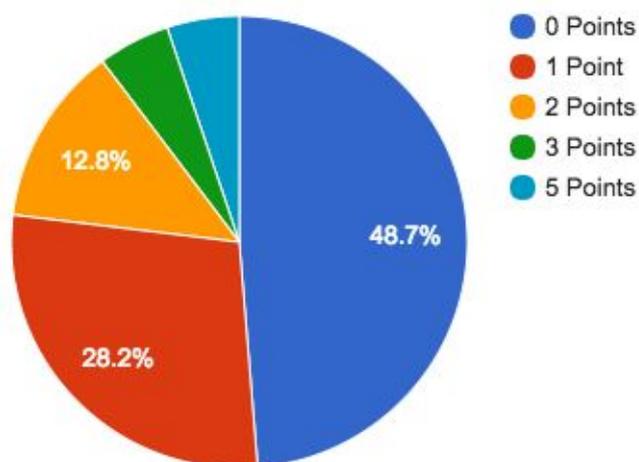
**Reading Improvement to Spring Term**



## Writing

The original average points' progress for writing in the Autumn term, before the course began was 1 point. This rose to 1.6 in the the Spring term. A rise of **60%**, showing that the average progress had increased by more than half the previous measure in one term. 20 out of the 47 pupils (42.6%) saw an increase above their progress in the Autumn term.

**Writing Improvement to Spring Term**



## Attitude to Learning

There was an improvement of 75% in attitudes to learning, with one school showing a 500% improvement amongst SEN children involved in the study.

## Key Challenges

The lack of available funding for this type of work from the government and the highly competitive nature of training provision meant that the programme could only take place because of the motivation and commitment of individuals in the partnership.

If practise is to be developed, funding needs to be available and schools made even more aware of the benefits of the programme.

The work undertaken so far has generally been located within the literacy/ English curriculum. The participants were encouraged to cross boundaries into other subject areas and they began to look at how they could incorporate film right across the curriculum.

There was a request from teachers for films grouped into themes that they could use 'off the shelf' as they expressed they had limited time to search for resources. This is an area that could be a focus for another study.

Some teachers chose children that were already making at or above average progress, even though they were encouraged to choose those who had made little or no progress in the Autumn term before the course began. With hindsight, we would strongly urge teachers to alter their choices if this occurred again.

## **Interim Recommendations**

- It would be useful to develop the capacity of schools and build the number of contacts
- Data continues to be collected and analysed so that the impact for the whole term of the programme can be measured

## **Conclusion**

This interim evaluation suggests that, so far, the ***Improving Literacy Through Film*** programme in Leeds has been highly successful in making progress towards its objectives and has had a very positive impact on raising attainment in literacy.