

Delight in Dream

Evaluation Report

Academic Year 2018-19

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Delight in Dream was delivered in partnership with:



Guildford Shakespeare Company is a professional site-specific theatre company, specialising in Shakespeare. Their approach places the audience right at the heart of the action, immersing them in the world of the play and creating an experience that is immediate and accessible to everyone.

Delight in Dream funders



Surrey Educational Trust



THANK YOU!

About Us

Delight exists to help children engage with learning in all its forms. Our programmes allow children to explore and develop skills, build resilience and confidence whilst enjoying new experiences.

Working in close partnership with selected primary schools across Surrey and outstanding arts organisations we deliver intensive arts programmes that increase the social, learning and artistic development of each child.

Building Strong Foundations

We recognise that some children – especially those affected by poverty, disadvantage and other challenges – face barriers to learning that negatively impact on their engagement with school, enjoyment in learning, educational attainment, wellbeing and personal development.

The Delight programmes broaden children's horizons through new and exciting opportunities, increase wellbeing, positive mental health, confidence and resilience whilst also sparking an interest in learning both academic and artistic.

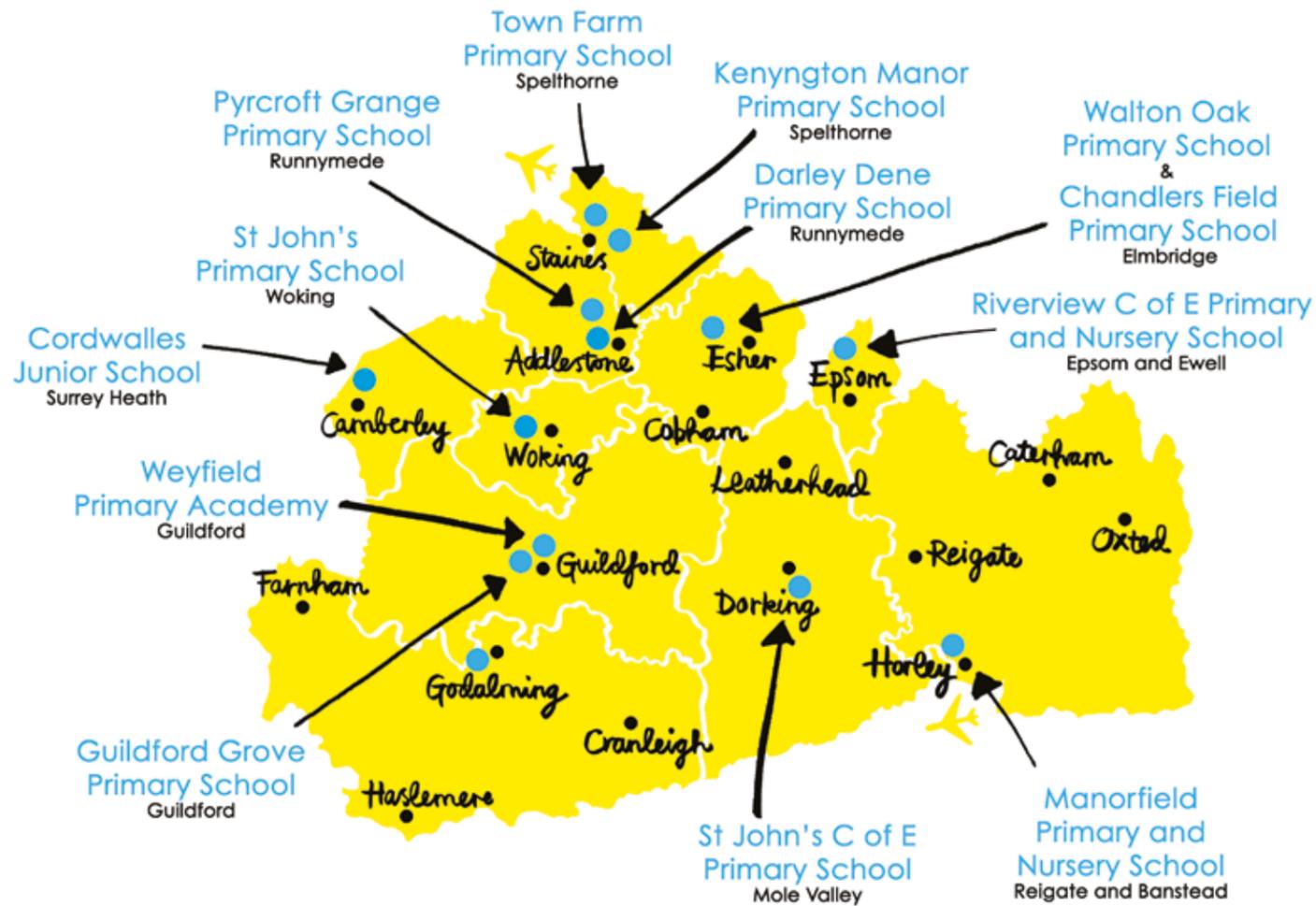
The Delight Partnership Approach

Whilst being carefully founded on targeted and evidenced outcomes our intensive arts-based programmes excite, enthuse and engage. But these outcomes can only be achieved by working in close relationship with teachers and arts professionals working towards shared goals.

Delight programmes inspire and support not only the children at their heart, but the adults who surround them: involving parents and carers in the learning journey is an integral part of our approach whilst enthusing and upskilling teachers ensures a legacy of learning through the arts for future pupils.

Together we can create a brighter future for all children

Delight partner schools



What is Delight in Dream?

Delight in Dream is a six-week creative programme, which forms part of our Delight in Shakespeare programme. Delight delivers a trilogy of Shakespeare plays over three years, *Midsummer Night's Dream*, *Romeo and Juliet* and *Macbeth* in partnership with Guildford Shakespeare Company and selected primary schools across Surrey, all schools are situated in areas of high socio-economic disadvantage.

The professional performances of each play are watched by children in years four, five and six ensuring children have a strong foundation in Shakespeare before they move onto secondary school.

Each year children in year five participate in the full Delight in Shakespeare programme with the chosen play. During the academic year 2018-19 533 Year five children from 13 primary schools participated in Delight in Dream and the Shakespeare play was *A Midsummer Night's Dream*.

The Delight in Dream programme is built around 5 key elements

A 'wow' creative experience

The first part of the programme is designed to provide an educational hook.

Year five children (9 or 10 years of age) alongside their peers in years four and six watched and participated in an interactive performance of *A Midsummer Night's Dream* adapted and performed by Guildford Shakespeare Company (GSC). The performance used original text with the actors facilitating audience interaction and narrating key moments to aid comprehension.

Workshops with professional artists

The year five children then worked with Guildford Shakespeare Company professional actors in a series of workshops over four weeks, developing the skills and knowledge needed to create their own performance of *A Midsummer Night's Dream*.

Parent sharing

The programme culminated in the children showcasing their learning and performing their own version of *A Midsummer Night's Dream* to parents and families.

Arts Award

All children achieved the Discover level of their Arts Award, a nationally recognised arts accreditation, for which each child receives a certificate from Trinity College. The children complete activities that cement their learning and develop their creative skills, and document their journey in a bespoke Arts Award Journal, designed and provided by Delight.

Building a strong support network

Delight in Shakespeare is designed to have a lasting impact beyond the life of the immediate project. We involve parents to help build home/school links, as low parental engagement is often an issue affecting the children we work with. And we provide high quality training and support for teachers, so that the project has a strong immediate impact in the classroom, and teachers develop new arts-based learning skills to share with other children.



Demonstrating the impact of arts-based learning

We're passionate about creating high quality programmes – and demonstrating how arts-based learning can impact on children's outcomes. We evaluate against clear targeted outcomes, so that we can find out what works, and the impact programme elements have on children, teachers, school communities and families.

We do this by:

- meeting with head teachers to understand the specific needs of each school
- carrying out before and after surveys with all children and teachers
- tracking in detail 6 children of mixed abilities per class
- asking parents for their feedback at the end of project sharing
- holding in-depth evaluation meetings with all schools and project partners

For Delight in Dream 2019 we obtained detail tracking of 76 pupil premium children across 13 schools, met with 13 head teachers and collected views from 461 children, 268 parents and 27 teachers.

Programme Specific Objectives

The outcomes of Delight in Dream are evidenced around four key development areas

OUTCOME 1
Supporting children's social and emotional development

OUTCOME 2
Engaging children with learning

OUTCOME 3
Broadening children's horizons

OUTCOME 4
Developing a positive support network around each child

OUTCOME 1

Supporting children's social and emotional development

Confidence

Working towards a performance for family and friends, Delight in Dream successfully builds children's confidence. The programme content is designed so that children devise their own performance based on A Midsummer Night's Dream bedding in lines of Shakespeare for more able children. This gives the children ownership of the language and the narrative. The extended timescale of the programme, stretching over a full half term and the involvement of professional actors from beginning to programme end is designed to develop deep confidence and for children with low self-esteem and low parental engagement the knowledge that they deserve this involvement from professional adults.

Artistic development

The development of stage craft and performance skills is an essential element of Delight in Dream.

Children learn how to:

- interpret a text to create their own scenes
- use a performance space well
- project their voice and develop verbal characterisation
- develop physical characterisation
- understand and use performance and stage craft terminology.

With the development of each skill children increase their abilities to produce a high-quality performance.

IMPACT

Based on results of 76 high pupil premium children case studies



"Amazing performance from the children, such a positive feedback everyday from my child, brought out a bit of confidence – thank you"

PARENT

Collaboration and Teamwork

During the workshops, children are taken through activities that foster and develop collaboration. By devising, working together and compromising children form new friendships and our evidence shows work more collaboratively in class beyond the life of the programme. The programme offers an opportunity for all children to be involved, be that in a technical role, front of house role or as an actor, the decision on how a child is involved is led by the child. This whole year group engagement increases a sense of comradery.

"It was amazing to watch my son grow in confidence on the stage"

PARENT

"It was much bigger than 'a Shakespeare play project' – we included huge aspects of personal and social development – confidence, trust, body language, voice and it has had and continues to have an impact within class, as we reference our experience within other aspects of school life and beyond. I think it will resonate with them all (and me!) for many years."

TEACHER



"I AM PROUD OF THE PERFORMANCE BECAUSE EVERYONE WORKED TOGETHER TO BUILD THE PLAY."

CHILD

OUTCOME 2

Engaging children with learning

"I LOVED DELIGHT IN DREAM. I REALLY ENJOYED WRITING ABOUT IT AS WELL AND SOME OF MY SCRIPT WAS USED IN THE FINAL SHOW."

CHILD



Immersive learning

Delight in Dream helps children who may be struggling or disengaged to re-discover their enjoyment of learning, increasing their engagement. Delight in Dream doesn't deliver the National Curriculum, but we encourage teachers to explore links between the programme and other parts of classroom learning to enhance the experience for their pupils. Our historic evidence of the impact embedding Delight in Shakespeare into classroom learning can have on pupils outcomes means schools now choose the Delight in Shakespeare text as their topic which allows a significant amount of time to be dedicated to the programme.

"I can't believe the changes I have seen in my class overall. They all loved the performance and all they want to do is perform it again and again. Their confidence has grown and they are all so eager to complete our current writing unit about Puck."

TEACHER

Positive Shakespeare experience

"IT WAS FUN AND I WAS ABLE TO REMEMBER ALL OF THE THINGS IN THE PLAY AND LEARNT ABOUT THE STORY."

CHILD

By immersing the children in A Midsummer Night's Dream as audience members, as participants in dynamic actor led workshops, as theatre creators in their own devised performances, and as learners in the range of classroom activities embedded in the programme means the children fully absorb and understand the story and feel real sense of ownership. The exposure to Shakespearean language and context is designed to create a solid foundation for later Shakespeare study.

"I thought very ambitious for children of 9 years but was impressed and they understood what the play was about."

PARENT

IMPACT

Based on 76 pupil premium case children case studies

69%
improved understanding of heritage text

Based on 461 children surveys

94%
of children answered questions about the Midsummer Night's Dream story correctly after participating in the programme

47%
improved ability to articulate new learning

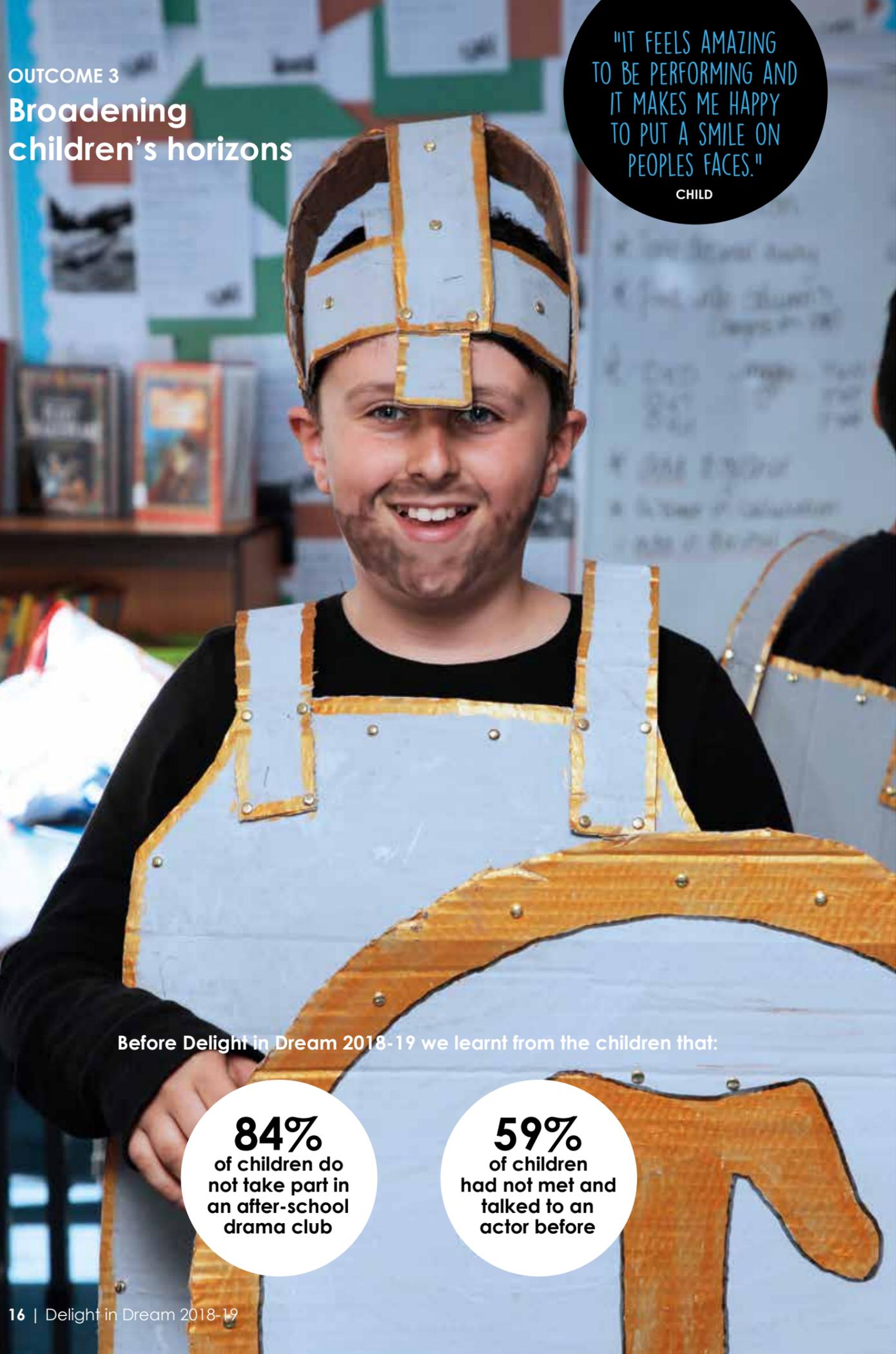
57%
improved oracy

67%
said taking part in Delight in Dream helped them understand the story of A Midsummer Night's Dream

94%
of children said they felt confident talking about A Midsummer Night's Dream

OUTCOME 3

Broadening children's horizons



"IT FEELS AMAZING TO BE PERFORMING AND IT MAKES ME HAPPY TO PUT A SMILE ON PEOPLES FACES."
CHILD

Before Delight in Dream 2018-19 we learnt from the children that:

84% of children do not take part in an after-school drama club

59% of children had not met and talked to an actor before

New experiences

Delight in Dream offers a range of new experiences from watching a Shakespeare performance, to theatre workshops where children learn new skills, explore new concepts, new techniques and develop new performance vocabulary. The programme is jam packed with 'first times'.

"Unbelievable what they have pulled off in such a short time, we even went to Stratford to learn more about Shakespeare as a direct result of this."

PARENT

Artist contact

Working with professional actors is exciting and engaging for children and they respond very well to the extended time scale of the programme and the frequency of the Guildford Shakespeare Company workshops. New this year was the addition of an actor led warm up session before the children's performance, the actor then watching the children's performance and commenting on it in front of the audience of family and friends, which was received very positively by the children.

"IT WAS GOOD THAT EVERYONE GOT TO DO SOMETHING AND MEET REAL ACTORS. THEY REALLY HELPED US."

CHILD

Showing that The Arts are for them

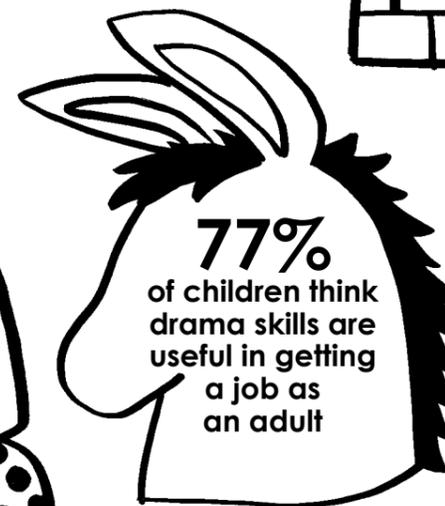
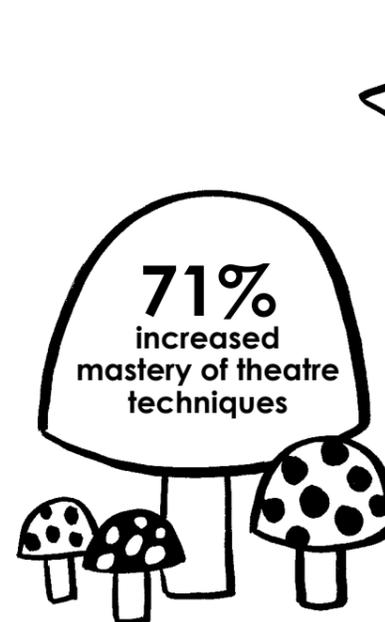
Delight in Dream provides children with a chance to build a comfortable relationship with a Shakespeare play, with Shakespeare as a playwright and with their own capacity to create theatre. The opportunity to connect with professional actors and see possible career paths within the arts is achieved through the time and energy the Guildford Shakespeare Company actors invest in each group of children.

"I WANT TO BE AN ACTOR BECAUSE IT IS MY PASSION AND I LOVE IT SO MUCH AND THE GUILDFORD SHAKESPEARE COMPANY WERE SO SUPPORTIVE."

CHILD

IMPACT

Based on 377 children surveys





"I ABSOLUTELY LOVED IT WHEN MY ART TEACHER SAID THAT I WAS MADE FOR THE STAGE! WOULD LOVE TO BE AN ACTOR WHEN I AM OLDER. MY MUM AND DAD ARE LOOKING AT ACTING SCHOOLS FOR ME!"

CHILD

Impact Case Studies

REECE (HIGHER ABILITY) GENDER: MALE

Teacher Comments

Reece is an intelligent boy whose favourite subject is maths, he can enjoy English when he is interested in the topic.

When he was cast as Oberon, I was worried about his commitment to the role and how he would feel about acting on stage, as he can be self-conscious I was unsure if he would enjoy the programme. I could not have been more wrong! He transformed into the most fabulous Oberon and was so dedicated about learning all his lines. He was desperate to improve his performance every time we practised.

Reece is really getting into our writing topic and is using all of his knowledge about Oberon and what he said to Puck to put into his story. Reece's mum was so tearful on the night of the performance as she couldn't believe how amazing his acting skills were. She helped him to learn his lines (which he had a lot of) at home every day.

Child Comments

Q: What did you think about the Delight in Dream project?

A: It was amazing but I was nervous at first. The play was hard to learn because there are lots of characters and I had a lot of lines to learn every night.

Q: Did you get what you hoped for from the project?

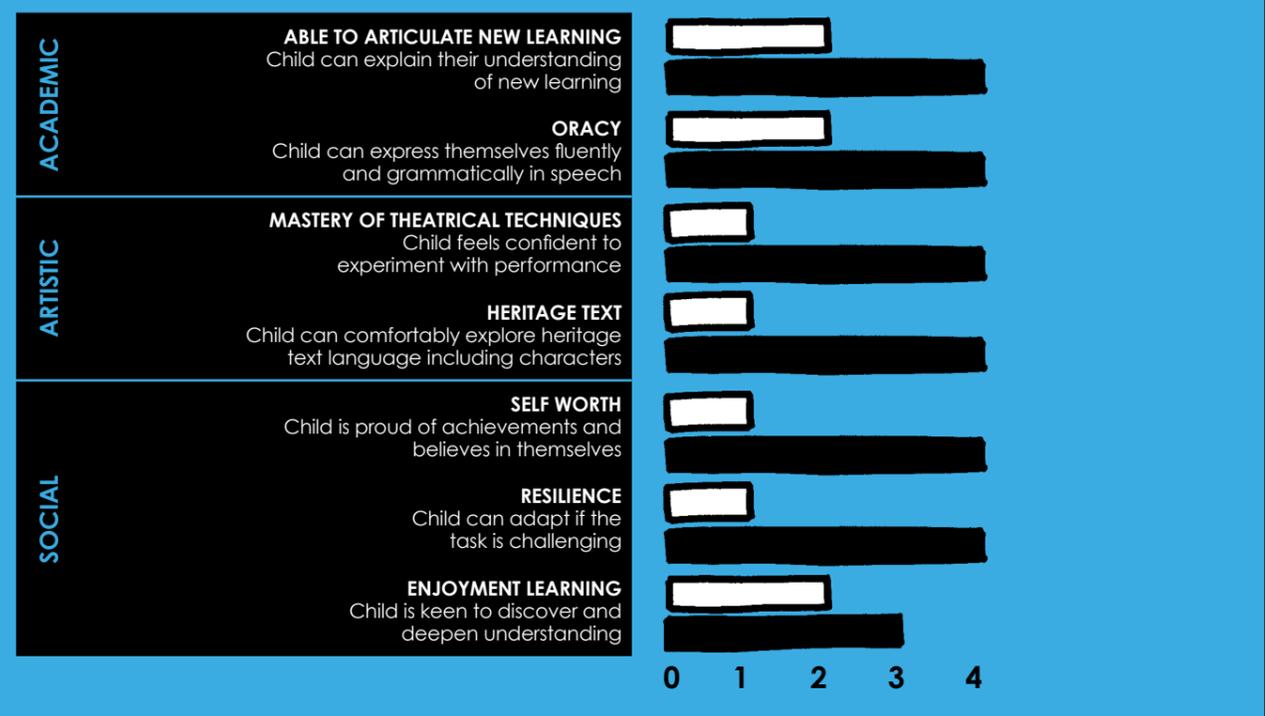
A: I got more than what I hoped to get because at the start I didn't think it was going to be good but it turned out to be really good. I think the funny characters and the costumes made it good.

Q: Has the Delight in Dream project changed how you feel about school?

A: I feel like school was more like an acting school when we were learning the performance because we didn't do any work, just acting. It was good for my education because acting is a good job.

Q: How did you feel about performing?

A: I was nervous because I had so many lines to learn but after practising and practising I learnt them all and I loved it.



All names have been changed for protection purposes

Before After

Case studies of 76 pupil premium children were completed throughout the programme

JAMIE-LEE (MIDDLE ABILITY) GENDER: FEMALE

Teacher Comments

Jamie-Lee is a bright girl who has huge passion for maths. She is an able writer but often loses confidence in her ability and can become upset / demotivated.

Jamie-Lee loved playing Queen Titania and has continued her enthusiasm for her character and the story during our current writing topic. She has had some difficulty in the past with relationships with other children in the class and not wanting to work with certain children but this has totally changed since the project. She is no longer shying away from working with someone new and her confidence has really grown. She used to get quite embarrassed about standing in front of an audience (this showed a lot during rehearsals) but on the night she pulled it out of the bag and was fantastic. She told me that she knew she had to be as amazing as the other children – she couldn't let them down.

Despite being usually hard to engage with, Mum attended the performance with Jamie-Lee's sister (who has previously taken part in Romeo and Juliet a few years ago). They were very enthusiastic and proud of her.

Child Comments

Q: What did you think about the Delight in Dream project?

A: I feel proud of the performance because I didn't get scared and I understood the whole play. I knew what I was doing.

Q: Did you get what you hoped for from the project?

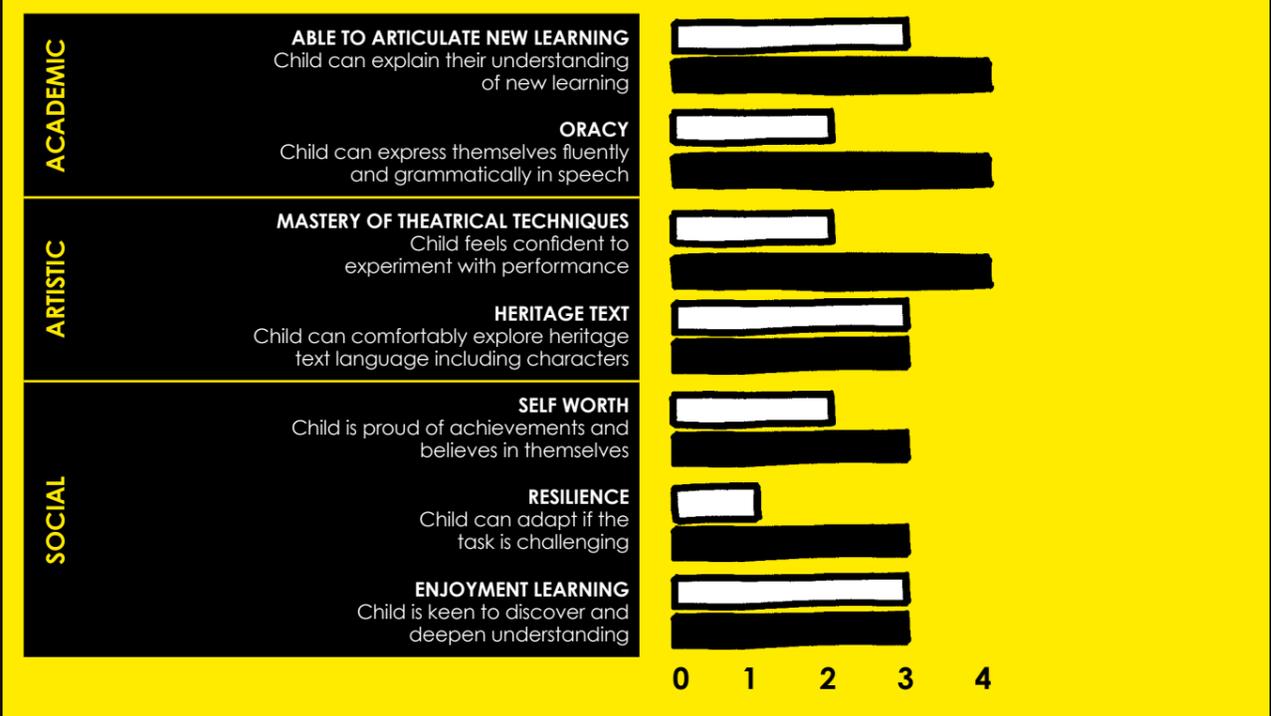
A: I was hoping to feel proud and confident and afterwards I felt proud and confident. In the beginning of rehearsals I kept laughing and giggling at the parts of the play but afterwards I didn't. I managed to act it seriously.

Q: How did you feel about performing?

A: My nerves just faded away when I got on stage on the night because I knew I couldn't be bad. I knew that if I said something wrong, the parents wouldn't notice.

Q: Has the Delight in Dream project changed how you feel about school?

A: I've taken more of an interest in writing at school as we have started writing about the story from Puck's point of view.



Before After

CHANTAL (LOWER ABILITY) GENDER: FEMALE

Teacher Comments

Chantal is on the SEND register for her learning. She is working below the expected standard for all subjects, especially maths. She struggles to control her emotions and has been known to be stubborn when she is asked to do things. She is very particular about who she follows instructions for and will demonstrate different behaviours for different adults.

We have seen an improvement in Chantal's writing, she is now more willing to slow down and think about her sentences before she writes anything down.

During the time of the performance, we saw an improvement in her behaviour. There are other external factors that link to this but her desire to be a part of the show was a big motivation for her. Chantal was one of the Hermias and she played it with great attitude.

This was the perfect programme for Chantal because it highlighted all of her strengths and gave her the opportunity to demonstrate them in front of all the parents and the school.

Parents are disengaged with school regarding academics but they came to watch the performance and were very proud of her.

Child Comments

Q: What did you think about the Delight in Dream project?

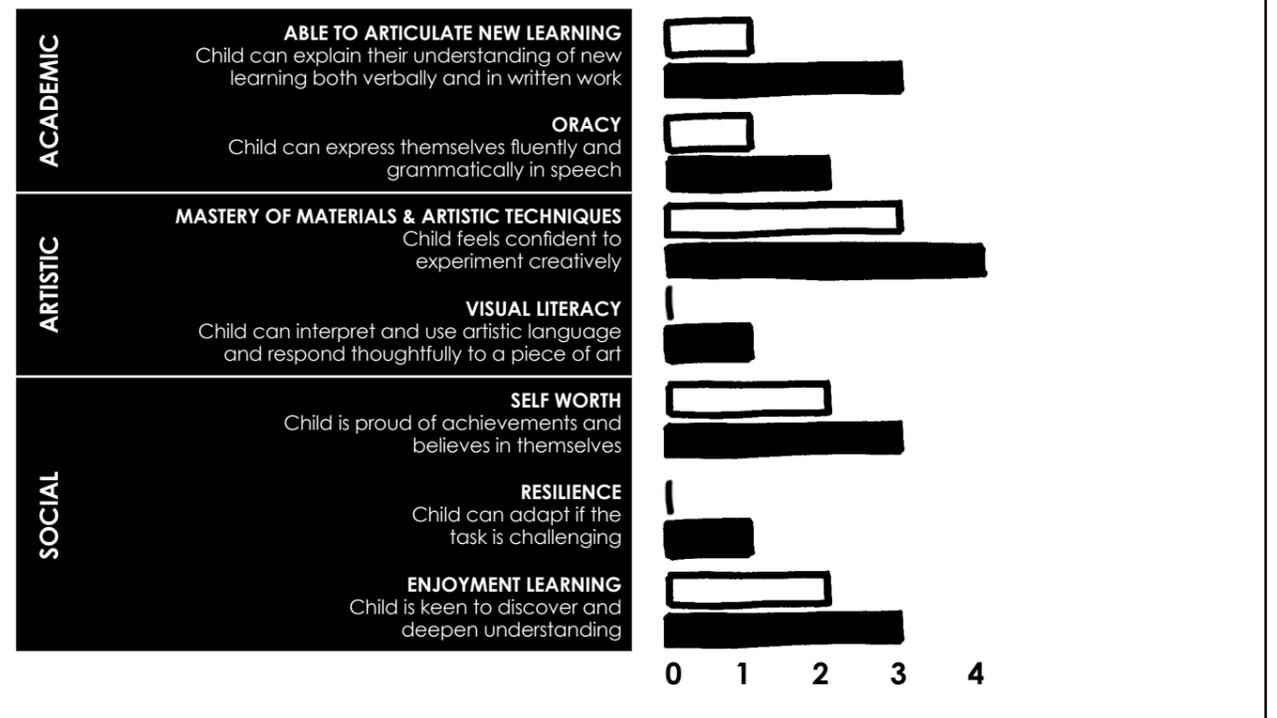
A: I loved Delight in Dream.

Q: Did you get what you hoped for from the project?

A: I didn't think I would enjoy doing the Shakespeare play as much as I did but I loved it.

Q: Has the Delight in Dream project changed how you feel about school?

A: I enjoy school because I like being with my friends and learning. I really enjoyed writing about it as well and some of my script was used in the final show.



□ Before ■ After



ACTOR TESTIMONIAL:

SAM DAVIES GUILDFORD SHAKESPEARE COMPANY ACTOR AND FACILITATOR

“Having the opportunity to storm into schools, grab whole classrooms by their metaphorical collar and throw them headlong into the world of Shakespeare is an utter joy.

You know your job is special when you are duty bound to encourage children to explore telling stories through weird faces, strange walks, vocal experimentation and most importantly a sense of play, all in the name of education. Most importantly though, it pays off. In different ways for different children but it all pays off.

Many times during the process I've heard teachers comment, either directly to me or to each other, that they would never have anticipated certain pupils had hidden character traits. Quiet children have, during the process found their cheekiness; serious little souls have revealed themselves as masters of comic timing and pupils who normally are told that they have too much energy for the classroom find that that same boundless energy can suddenly be released in a scenario where it is positive and appreciated.

There are instances also where I've witnessed first-hand this programme help build confidence. At the beginning, when it is revealed that the students will be putting on their own play, it is natural and expected that there is a group, usually small but not always, who instantly get nerves, decide that they don't want to participate and shy away. The general pattern

from this point however, thanks to the heavy emphasis of inclusion, is that many children will follow the confidence in others and will end up taking part, some in a big way. One example of this would be a pupil who, after expressing that she didn't want a speaking part had changed her mind so adamantly that a new character had to be written in. The first scene of A Midsummer Night's Dream now included Theseus, Egeus, Hermia, Helena, Hypollita, Lysander, Demetrius...and Susan, Hermia's Mum.

I've been lucky enough to have been approached by both teachers and parents, bursting with joyful pride that certain children who they'd never have imagined would find the confidence to recite classical Shakespeare prose in front of a room of strangers had done so with such eagerness. That, I must say, is a wonderful feeling. It is rewarding as well to work on a project that promotes teamwork as much as it does. Whether the pupils are acting, singing, dancing, in charge of making costumes, operating music and lights or designing the programme, there is a real sense that everyone is working towards the same goal, together.

Whether it is providing a child with a platform to better express themselves, encouraging a young mind to realise their limitations are not as low as they may perceive or just finding new tools through which they might work, play or communicate, it all pays off.

Working with Delight through the Guildford Shakespeare Company has been so very rewarding for me as a storyteller, teacher and person.”



OUTCOME 4

Developing a positive support network around each child

Supporting schools to build parent engagement

Supporting schools to share Delight in Dream with parents and families is a key part of the programme.

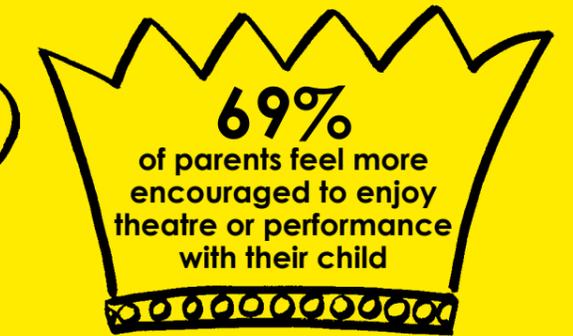
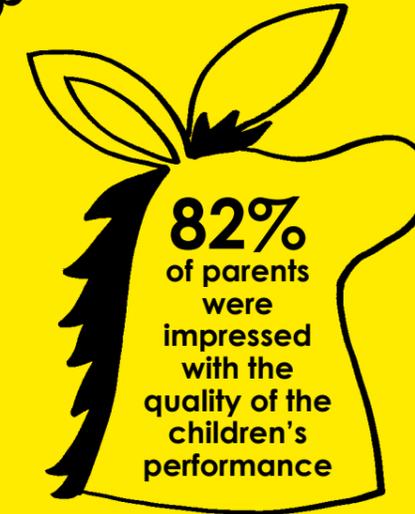
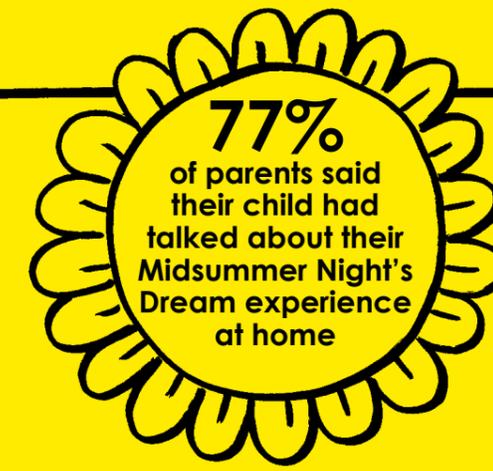
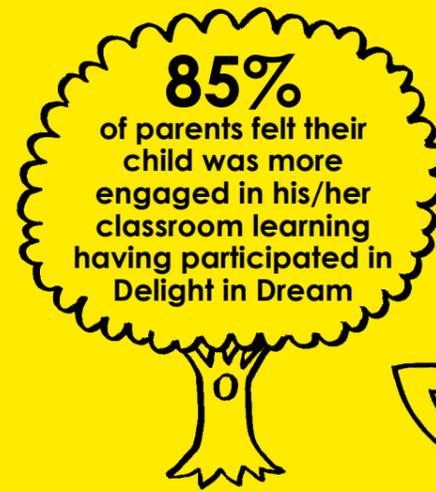
Our data shows that supporting family engagement within the programme strengthens family connection from the child's perspective and also strengthens parental engagement with schools and teachers. This year Delight undertook parent feedback research, which presented extremely positive results from a family perspective.

"My son has loved being a part of the show. You all totally inspired him to be the very best he could be. Thank you all so much."
PARENT



IMPACT

Based on feedback from 670 parents



School performances: Parent/family attendance as % of class



(NB Kenyngton, Manorfield & Walton Oak had evening performances that were open to the whole school)

DELIGHT TEACHER SUPPORT

Supporting Teachers Continual Professional Development

The strength of Delight's work is down to the positive and collaborative working relationships we have established with each of our partner schools.

Teacher Continual Professional Development Day

All teachers participating in the programme attended a Delight in Dream CPD Day in October 2018. Teachers watched a professional rehearsed reading of A Midsummer Night's Dream performed by four Guildford Shakespeare Company actors, were then introduced to the programme content and participated in a series of practical performance sessions to introduce devising skills and techniques.

Some teachers took the learning from the CPD day and led in school inset sessions with their colleagues to share the skills learnt.

Working alongside professional actors

Teacher feedback on Delight in Dream was extremely positive. The teachers valued having access to actors who could impart expertise and technique. Feedback showed that by observing workshops and having the support of professional actors, teachers learned techniques that they planned to use in future literacy lessons as well as techniques they could use for school performances. This demonstrates the longer-term impact of Delight in Shakespeare on teachers' skills and professional practice.

Face to Face support

Delight is committed to ensuring that teachers feel confident in delivering the Delight in Dream programme, learn new skills and feel comfortable and compelled to share their learning with colleagues. After the initial CPD day the Delight coordinator works with each teacher to ensure that they feel knowledgeable about programme content and any issues they are concerned about with regards to their cohort of children, families and school.

Teacher Resource Pack

The Delight in Dream Teacher Resource Pack serves as a week-by-week guide to the programme and aims to make sure each teacher feels supported at every stage.

Discover Arts Award and Cross Curriculum Learning

12 out of the 13 schools participating in Delight in Dream chose to take part in a Discover level Arts Award, a nationally accredited award for the arts.

The Arts Award Journal content included activities with strong links to the Year 5 literacy curriculum and the Teacher Resource Pack was designed to give guidance on which Arts Award Journal activities link with each part of the programme and how the programme supported learning.

Delight in Dream saw all schools choosing to use A Midsummer Night's Dream (or Shakespeare in general) as their literacy topic. This secured a good amount of lesson time that was available to dedicate to the Arts Award Journal created by Delight. An incredible amount of high-quality work took place within classroom time and gave the children a truly immersive experience.

"I absolutely loved the programme. I can't believe the changes I have seen in my class overall. They all loved the performance and all they want to do is perform it again and again. Their confidence has grown and they are all so eager to complete our current writing unit about Puck. Such a great experience – looking forward to next year."

TEACHER

IMPACT

82%

of children would like to continue with more Arts Awards

504

children achieved their Discover Arts Award



Summary of achievements

Strong outcomes

As this report demonstrates Delight in Dream continues to produce strong results from the tangible – confident, enthusiastic performances, a celebratory family and school event and strong case study profiles and statistics; and the intangible – a sense of success which stays with socially vulnerable and otherwise underachieving pupils, new friendships, changing perceptions, and joy in their own creativity.

“She has had some difficulty in the past with relationships with other children in the class and not wanting to work with certain children, but this has totally changed since the project”

TEACHER

Building on teacher experience

As some of the teachers Delight works with remain in the same year group, their experience of Delight in Shakespeare is deepened. As well as developing the teacher artistically, this also allows them to offer a fuller experience of the programme to the children.

New teacher CPD day

Teacher support offered by Delight grew this year in the form of the Delight in Dream CPD Day. The day allowed class teachers to plan the programme in to their academic year and build the teacher's own confidence in drama-based teaching.



Improved Teacher Resource Pack

Delight built on last year's resource pack and improved the content and structure to provide a week-by-week guide for the teachers to support them through the programme. This included more information but in a streamlined format allowing teachers to access key programme info more easily.

Improved Arts Award Journals

Building on teacher feedback, Delight created several new pages for the Arts Award Journal designed to have strong links with the English curriculum and supported language development. This allowed class teachers more time to spend on the Delight in Dream programme and give the child a fully immersive experience.

A stronger focus on devised work

Supporting children to devise scenes using modern language alongside Shakespearean text is an important way of enabling them to understand the story, and feel real ownership of Shakespeare's work. Greater use of devising was an important focus for Delight in Dream, and proved largely successful, allowing greater creativity and participation from the children as well as strengthening their understanding.

Making performances a celebration

New this year was the addition of a Guildford Shakespeare Company actor to deliver a warmup session and watch the children's performance, which filled a gap felt last year.

This was warmly welcomed and very rewarding for the children. Delight encourages schools to create a real sense of celebration around the performances, and one school progressed from doing a daytime performance last year to putting on a more elaborate evening performance, which went extremely well.

Parent feedback

Delight was able to gather parent feedback data which gave a new and important angle to impact evidence. In the child data Delight consolidated development areas, which in addition to streamlining teacher workload for tracking data, allowed programme strengths more focus.

