

Delight in Libraries

Evaluation Report
Academic Year 2019-20





Delight partner schools



St Michael's Catholic
Primary School



Town Farm
Primary School

COVID Postponed



Ashford Park
Primary School

Delivered in partnership with

Made By
Katie
Green



Delight in Libraries Funders



Supported using public funding by
**ARTS COUNCIL
ENGLAND**



THANK YOU!

Delight in Libraries 2020 Evaluation Report

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Delight in Libraries

***Delight in Libraries* is our newest intensive arts programme. Created by Delight in partnership with Contemporary Dance Company, Made by Katie Green and Surrey Library Service – Ashford Library.**

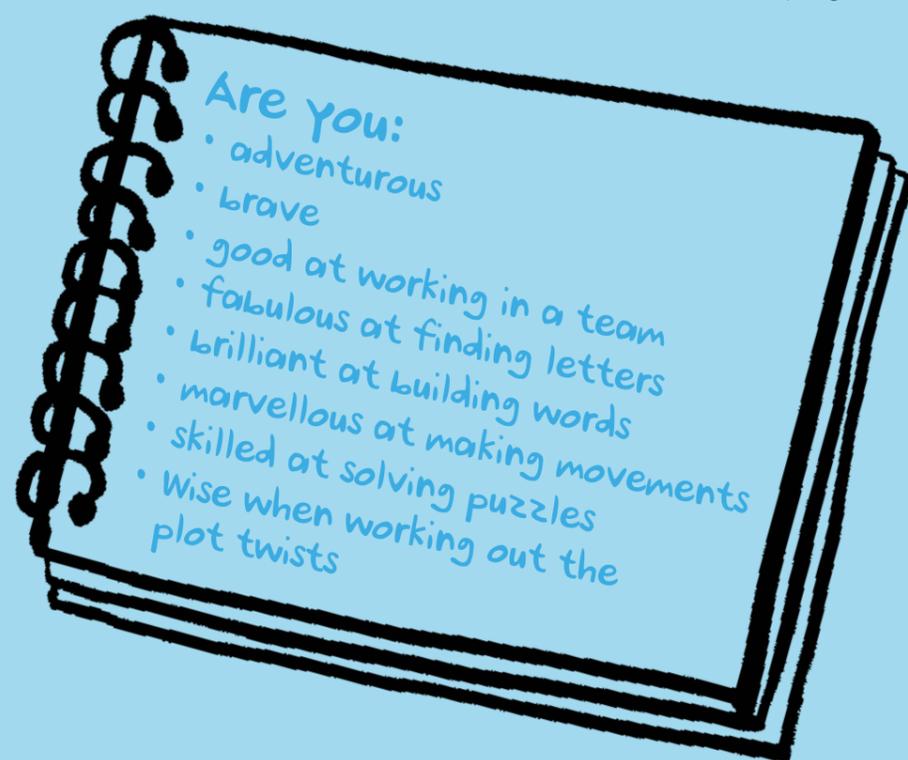
Delight in Libraries uses dance storytelling techniques to encourage children to enjoy storytelling, increase their engagement with literacy learning and with their local library whilst discovering new dance skills.

At the request of a poster which appears on the school wall Ashford Library needs the help of local 'Story Detectives' to help in the search for 'The most important story'.

On arriving at the library the children find themselves immersed in the contemporary dance world of the Story Detectives who need the children's help as they jump through portals that take them from one story world to another.

In the following 5 weeks, working with choreographer Katie Green and a professional dancer, the children develop skills to be able to create their own dance stories.

Bespoke Arts Award journals reinforce learning and increase confidence with all children receiving Arts Award Discover accreditation at the end of the programme.



Made By
Katie
Green

CHOREOGRAPHER TESTIMONIAL: KATIE GREEN

"Working on the Delight in Libraries programme has been a joy.

The children always exceed our expectations, and the most wonderful thing is when there are children who the teachers tell us are usually less confident or quieter who come out of their shell during the process and really enjoy what they're doing.

It is also rewarding to see the ways in which the work we do with the children can impact on other aspects of their lives at school, including their creative writing, or their capacity to work well with others."



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.

For Delight in Libraries 2020 we collected detailed evaluation data of 30 pupil premium children across 2 schools, collected views from 134 children and 5 teachers*

Programme Specific Objectives

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

OUTCOME 1
Social and Emotional

OUTCOME 2
Engaging with Learning

OUTCOME 3
Broadening Children's Horizons

OUTCOME 4
Developing a Positive Support Network

*all children's names have been changed for protection purposes



OUTCOME 1
Social and Emotional

"Leanne enjoyed the Delight in Libraries programme more than I anticipated. She enjoyed using dance and movement as a way of explaining new concepts. This in turn improved her confidence and ability to express her emotions. She seems more willing to share how she feels and is more open if she does not understand a concept in class. Delight in Libraries has allowed her to acknowledge her artistic ability and identify herself as a more able learner within this area."

PARTICIPATING YEAR 3 TEACHER

Devising a unique contemporary dance story over several weeks, being challenged to use newly learnt dance techniques and employ dance terminology affords all children an equal opportunity to shine.

We were looking to see improvements in 2 key areas:

- Increased confidence and self-worth
- Increased resilience

IMPACT

Based on results of 30 pupil premium case studies



OUTCOME 2 Engaging with Learning

“One pupil in particular hardly said a word in class previous to the project, however during the workshops and back in class afterwards would be truly engaged and confident in his ideas. He was proud of what he had achieved and was setting new targets and goals for himself – it was really lovely to see this development.”

PARTICIPATING YEAR 3 TEACHER

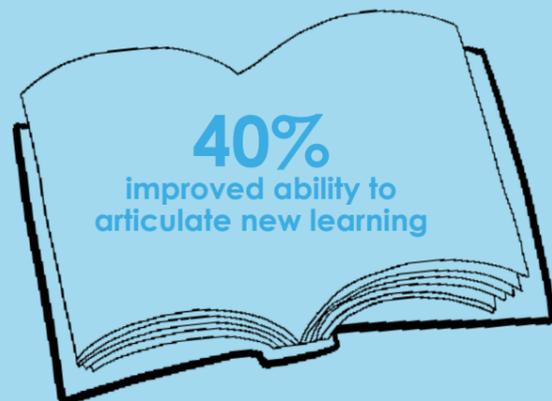
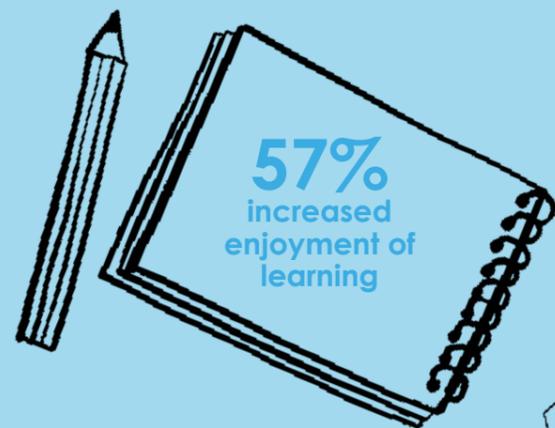
From the interactive Made by Katie Green performance of the Story Detectives to the professional-led dance sessions and embedded cross-curricular learning links, Delight in Libraires offers an intensive learning experience for each child. Using dance to convey a story, offered creative freedom for some children and an opportunity to reconnect other children with literacy learning.

We were looking to see improvement in 3 key areas:

- Greater enjoyment of learning
- Increased ability to articulate new learning
- Improved confidence in speaking and listening

IMPACT

Based on results of 30 pupil premium case studies





OUTCOME 3

Broadening Children's Horizons

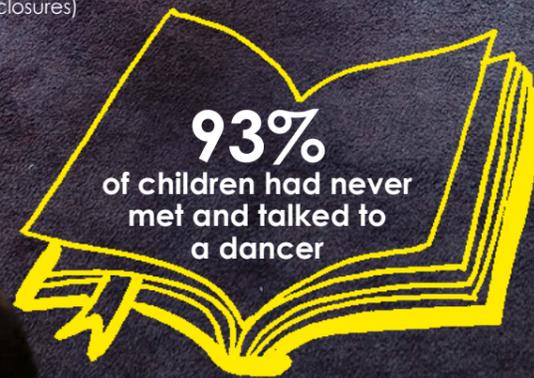
Delight in Libraries takes learning beyond the classroom through visiting the library to see a professional dance performance, workshops with professional dancers who develop children's dance skills and vocabulary and participation in Arts Award. The range of opportunities are designed to counteract creative opportunity deficits.

We looked at:

- Access to out of school clubs
- Exposure to professional dancers

IMPACT

134 children surveys (pre programme only due to COVID closures)



We were looking to see improvements in 2 key areas:

- Improvements in movement literacy
- Increased mastery of dance techniques

IMPACT

Based on results of 30 pupil premium case studies



Case Studies

HARVINDER: LOW ABILITY GENDER: FEMALE

Teacher Comments

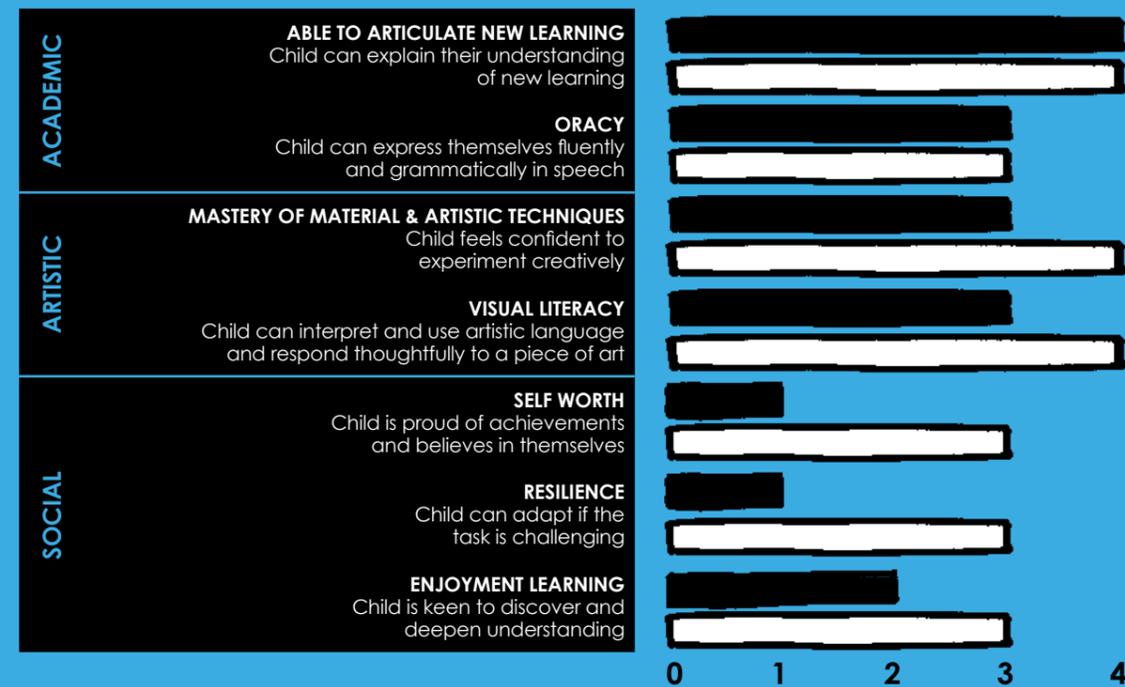
Pre-programme: Harvinder is bright and bubbly and really enjoys dancing. However Harvinder's writing is very low. She often becomes very upset if she feels she cannot do something very well and this has a big effect on her confidence and self-esteem.

Post-programme: The Delight in Libraries programme was very beneficial to Harvinder, it improved her confidence, resilience in approaching new tasks and her ability to articulate new concepts. As dance and movement is a passion of Harvinder's, it gave her an alternate method to demonstrate her ideas about her learning. Harvinder seems a lot happier in class, she gives most of her learning a go without teacher support and wants to be more independent than before. Her parents have seen this positive impact at home too and have articulated about how much she enjoyed the programme.

Pupil comments

Pre-programme: I find English difficult because it is in lots of different subjects and I am not known as writing lots and I can't write as much as everyone else. I am looking forward to it because I like dancing and movement. I am worried that I am going to be too hard on myself if I do something wrong.

Post-programme: comment unavailable



All children's names have been changed for protection purposes

Before After

ARCHIE: MIDDLE ABILITY GENDER: MALE

Teacher Comments

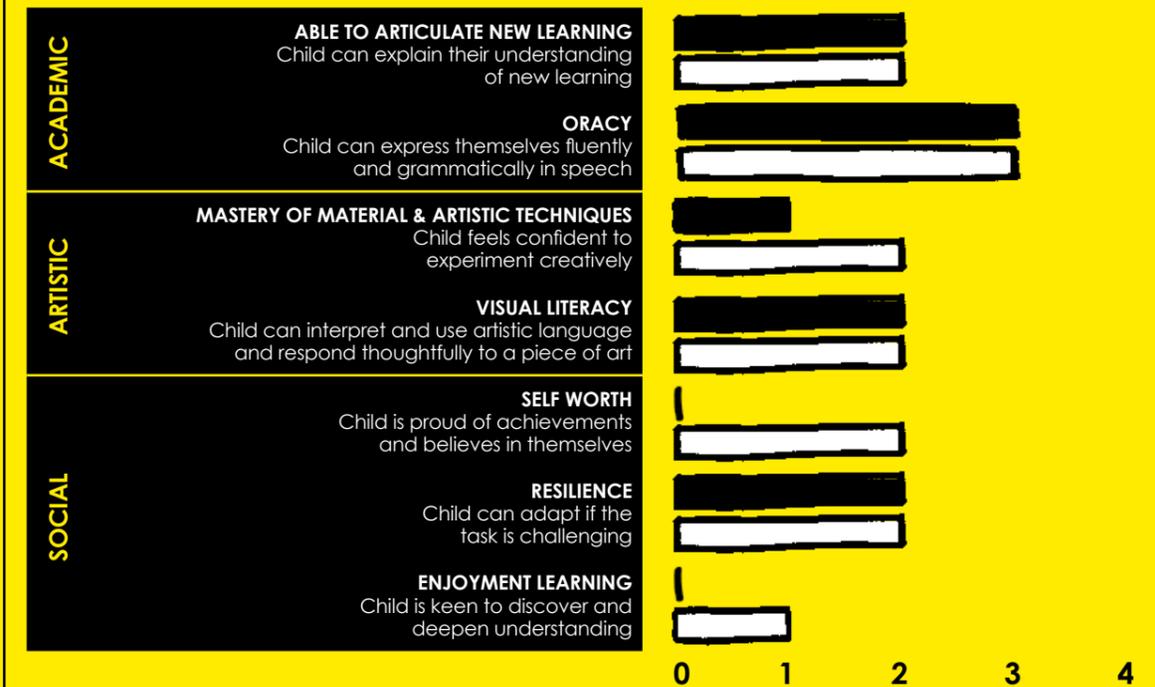
Pre-programme: Archie is a complex pupil. He is the 'class clown' and will often mess around or try and make others laugh. Despite being quite able he does not always engage with the learning well enough to achieve his potential.

Post-programme: Archie's academic ability has improved vastly throughout the Delight in Libraries program. He is more engaged with the learning, keen to share his knowledge and often takes the lead in group learning activities. He is very active, and often becomes distracted but I believe the program held his attention enough for him to engage as much as possible. He often spoke about what we had done in each workshop, showing he may have taken on board more than he was letting on! Both mum and dad have become more engaged in Archie's learning – as I have been able to share more positive comments with them, they have been more open and engaged with me.

Pupil comments

Pre-programme: I enjoy science and maths at school. I am confident about taking part in Delight in Libraries and am looking forward to working with the dancers. I want to learn new ways to express myself with my body and improve my dance skills. I'm a bit nervous about doing something wrong because I get embarrassed.

Post-programme: comment unavailable



Before After

OUTCOME 4

Developing a Positive Support Network

Delight Teacher Support

“The delight in libraries program has benefited both my teaching practice and the pupils experience with storytelling, dance and movement. We have all grown in confidence – thank you!”

PARTICIPATING YEAR 3 TEACHER



Delight is committed to developing teacher confidence, creative skills and knowledge, providing the tools to carry the experience forward in class and share their learning with colleagues.

We do this through 5 programme strands:

- Supporting teachers' continual professional development (CPD)
- In-programme teacher support
- Teacher resource pack
- Cross-curriculum learning resources
- Discover Arts Award

“I feel I have vastly developed my confidence in using movement in the classroom – I am more confident to work dance and movement into my English lessons (through storytelling, to help remember specific phrases etc), maths lessons (using our bodies to show angles, reciting times tables whilst moving etc) and in non-core lessons such as PSHE and IPC. I will take what I have learned with me and apply it to my practice as a class based teacher.”

PARTICIPATING YEAR 3 TEACHER



COVID-19 Impact

Celebratory Performance

School closures on the 20th March 2020 meant the children from Town Farm Primary School and St Michael's Catholic Primary School were not able to perform their dance performances in Ashford Library as intended. The sharing is a significant part of the programme and provides an opportunity for children to share and celebrate their learning journey with family and friends.

To offer a conclusion to Delight in Libraries each class dance performance was filmed by Katie Green, and both schools intended to share these with family members via their school communication channels.

Strong Relationships Built

Both schools were very keen to retain Made by Katie Green working with their children until schools officially closed. Teachers felt Delight in Libraries gave the children something positive to focus on at a turbulent time and demonstrates the value placed on the experience.

The value in the relationship was further demonstrated in teachers willingness to work with Delight in documenting tracked pupil premium children's development and their own personal development.

Arts Award

All 134 children were successful in completing their Arts Award and will be handed certificates in September.

Data Gaps

We were unable to collect end of programme data from the participating children so this report does not demonstrate the end of programme pupil voice of either whole classes of children or pupil premium tracked children.

Library Legacy

A library exhibition documenting the programme experience and outcomes was planned but was not possible due to library closures. Delight shared with participating schools the opportunities that Ashford Library had on offer during school closures to support the legacy link between schools, families and the library service.

Moving Forward

Ashford Park Primary School, a three-form entry Spelthorne school, was unable to participate in Delight in Libraries in the Summer term due to school closures. 90 year 3 children will participate in Bubble of Delight – Dance Detectives, our adapted COVID-19 resilient programme in Autumn 2020.



Delight