

Delight in Shakespeare

Evaluation Report
Academic Year 2019-20





Delivered in partnership with

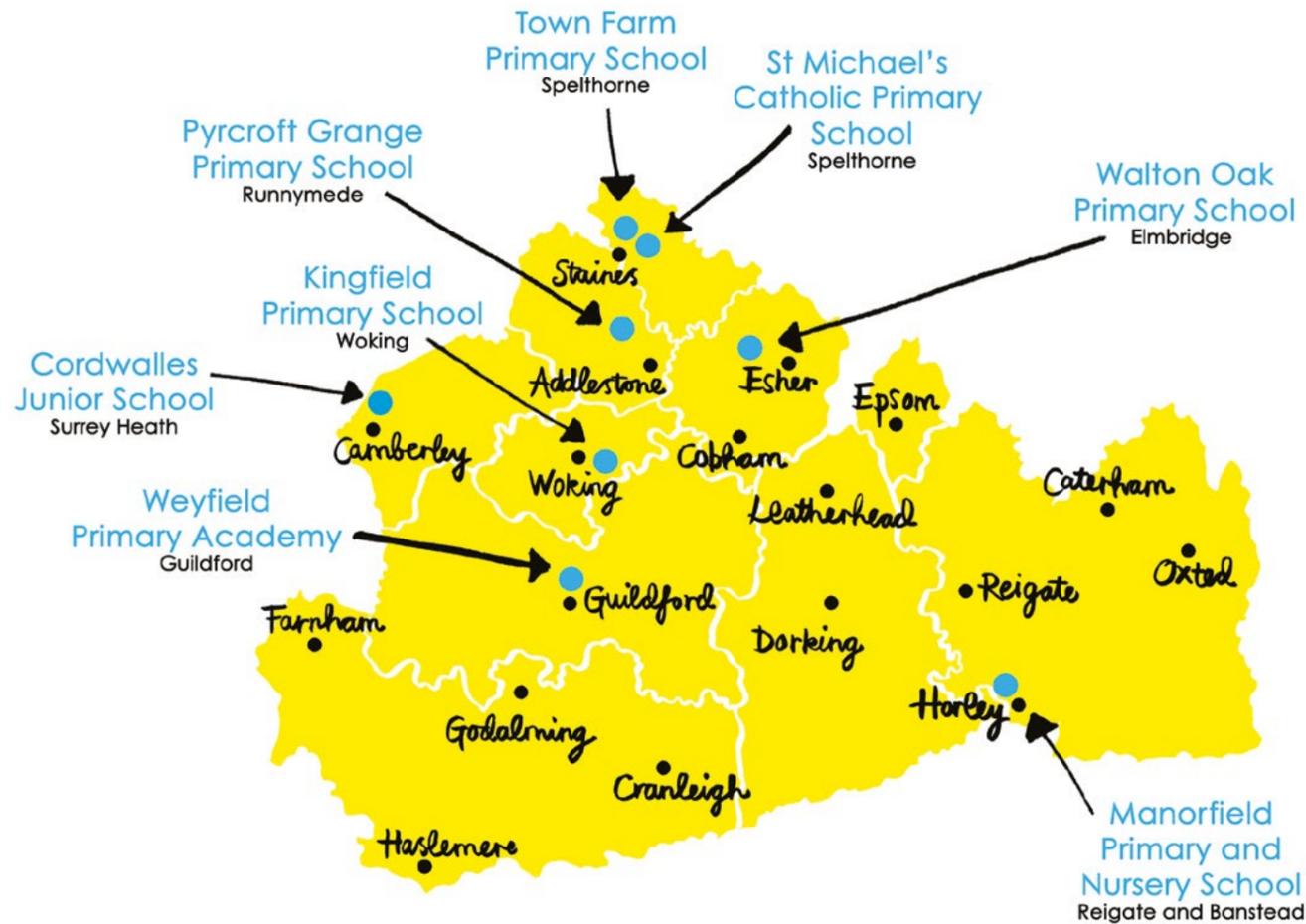


Delight in Shakespeare funders



THANK YOU!

Delight partner schools



Delight in Shakespeare Evaluation Report Academic Year 2019-20

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“I have loved working with Delight and so have the children. It was a magical and memorable experience which will live with them forever.”

TEACHER

Delight in Shakespeare, Romeo and Juliet

Delight in Shakespeare is a 6-week intensive arts-based programme that strengthens children’s learning and life skills and increases their enthusiasm for drama, storytelling and heritage text. The programme stimulates each child’s imagination, challenging them to devise, use Shakespearean language, design sets, and make props and costumes – whilst working towards their own unique Shakespearean performance.

Created by Delight and delivered in partnership with Guildford Shakespeare Company and primary schools, the programme sees children in Years 4, 5 and 6 gain an understanding of three Shakespearean plays over three years, ensuring that they have a strong foundation in Shakespeare before moving onto secondary school.

The programme begins with a ‘wow’ interactive performance by Guildford Shakespeare Company, watched by Year 4, 5 and 6 children. The Year 5 children then take part in the full programme, working with professional actors to learn performance skills, and devise and develop their own translation of the story to share with family and friends.

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

In 2019-20, 357 Year 5 children from 8 Surrey schools with high levels of socio-economic disadvantage took part. Romeo and Juliet was the featured play.

COVID-19 Impact

The in-school delivery of the Delight in Shakespeare programme was completed prior to the COVID-19 lockdown in March 2020, however school closures did impact on the collection of

some evaluation data resulting in pupil voice being reduced in both our pupil premium children tracking and whole class surveys.



ACTOR TESTIMONIAL:

SAM DAVIES GUILDFORD SHAKESPEARE COMPANY ACTOR AND FACILITATOR

“In my third year of doing so, working for Delight continues to be a joy.

Having the opportunity to take Shakespeare into schools and handing it over to children for them to take complete ownership of the stories is such a rewarding experience.

It is clear that the reward is not only felt by me. It is fantastic to see students get to grips with the story and then dive into acting and rehearsal technique; discovering new ways to move, and talk and express themselves through theatre. I never get tired of teachers quietly singling out a student and confiding in me that, ‘I’d never imagine that they would want a lead role’.

I love having the opportunity to create a learning environment where the main aim is to promote confidence, respect, creativity and fun.”



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 Shakespeare 2020 we collected detailed evaluation data of 71 pupil premium children across 8 schools, collected views from 357 children, 16 teachers and 221 parents/carers*

Programme Specific Objectives

The outcomes of Delight in Shakespeare 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

"This completed a journey for our daughter from a place where she had selective mutism as she entered school to a place where she is speaking comfortably to many people on a stage! A fantastic opportunity for her!"

PARENT

Devising a unique Shakespearean performance over several weeks, being challenged to use newly learnt acting techniques, Shakespearean language and script writing to tell a classic story, and working as a whole class to build a performance affords all children an equal opportunity to shine and increases positive interactions within the group.

We were looking to see the impact on 3 key areas:

- Increased confidence and self-worth
- Increased resilience
- Enjoyment of collaborative learning and working as part of a team



"I LIKED BEING INVOLVED IN THE PLAY BECAUSE ITS FUN AND YOU HAVE TO WORK HARD AND KEEP TRYING AND TRYING."

CHILD

"We have a number of children who have learnt to believe in their own abilities more, work better as a cohesive team and to communicate with each other and with me as a teacher in a different way."

TEACHER

"I FEEL VERY PROUD OF MYSELF BECAUSE I THINK I DID PRETTY WELL. ALSO, I LIKED IT BECAUSE IT WAS A GOOD EXPERIENCE TO GET OVER MY STAGE FRIGHT. I MADE NEW FRIENDS THAT I WOULD NOT HANG OUT WITH OFTEN BEFORE."

CHILD

IMPACT – TRACKED CHILDREN

Based on 71 pupil premium case studies



OUTCOME 2

Engaging with Learning

“This programme is a must for all. I felt it was extremely valuable and the children learnt so much.”

TEACHER

From the interactive Guildford Shakespeare Company performance of Romeo and Juliet to the professional-led theatre sessions and embedded cross-curricular learning links, Delight in Shakespeare offers an intensive learning experience for each child. Providing an opportunity to devise from a classical text 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 understanding of a heritage text
- Increased ability in being able to articulate new learning
- Improved confidence in speaking and listening

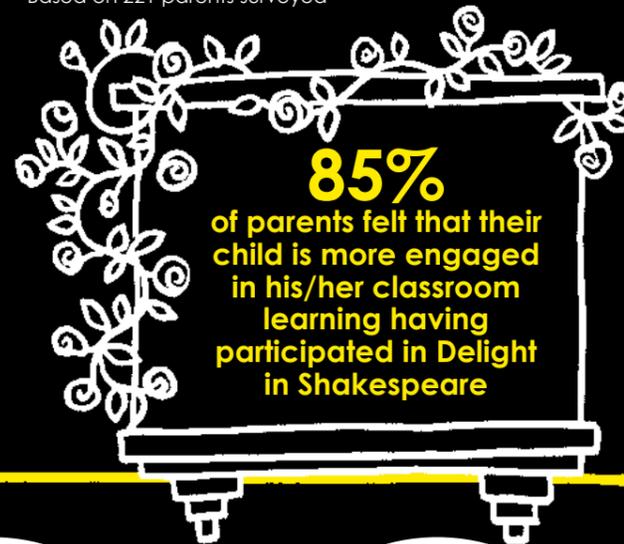
IMPACT – TRACKED CHILDREN

Based on 71 pupil premium case studies



IMPACT – PARENTS

Based on 221 parents surveyed



IMPACT – WHOLE CLASS

Based on 89 children surveyed post programme



“Melody had a real confidence boost whilst taking part in Romeo and Juliet. I have seen a difference in her engagement in class and she participates more often.”

TEACHER

“No one felt that they didn’t have an equal chance. We had a lot of engagement from SEN children.”

TEACHER

“IT’S REALLY FUN. AND MAKES LEARNING FUN AT THE SAME TIME AND LEARNS YOU LOTS OF THINGS AT THE SAME TIME.”

CHILD

“My son was really enthusiastic about doing Romeo and Juliet. We even watched the film at home and talked about it at length. Really, really positive experience.”

PARENT



OUTCOME 3

Broadening Children's Horizons

"I want to be a director and sound technician' he said at the end."

TEACHER (TRACKED PUPIL PREMIUM CHILD)

Delight in Shakespeare takes learning beyond the classroom through a professional theatre performance, workshops with professional actors, participation in Arts Award and a celebratory performance.

The range of opportunities are designed to counteract creative opportunity deficits.

We looked at:

- Access to out of school clubs
- Perceptions of the acting profession
- Interest in continuing engagement with the arts

"Dean was probably our greatest success story – I never knew what a brilliant actor he could be. He demonstrated resilience and determination in learning. An absolute hero who couldn't get enough Shakespeare and who became my star of the show."

TEACHER

"IT WAS GREAT AS THEY TOLD US HOW TO BE CONFIDENT ON STAGE AND PROJECTING OUR VOICE AND I DEFIANTLY WANT TO DO THIS AGAIN!"

CHILD

"They will remember this forever. We don't always get the chance in school to give them opportunities like this."

TEACHER

"Fynn wanted to play every part. He has since joined a Stagecoach programme outside of school."

TEACHER

IMPACT – Before Delight in Shakespeare 2019-20 we learnt from children that:

Based on 284 pupils surveyed pre programme



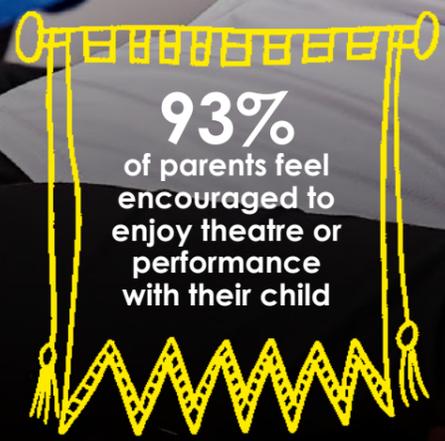
IMPACT – After participating in the programme

Based on 89 children surveyed post programme



IMPACT – PARENTS

Based on 221 parents surveyed



Case Studies

ABILITY: MIDDLE GENDER: MALE

Teacher Comments

Pre-programme: Dean is a charming and polite young man who has great ambitions for the future. He has shown some great promise academically but often rushes his work and the standard of presentation can be below what it could be if he just slowed down a bit and reflected on checking more carefully and looking at how he could add more detail. Artistic skills need developing. It would be good if he could believe in himself more, he often seems nervous and keen to impress, sometimes he appears a bit sad and distant.

I would like to see him show the real him, not just what he thinks others want him to be like. He is somewhat vulnerable as others may take advantage of his good nature – he needs to develop more real self-esteem that will help empower him to deal with things more effectively.

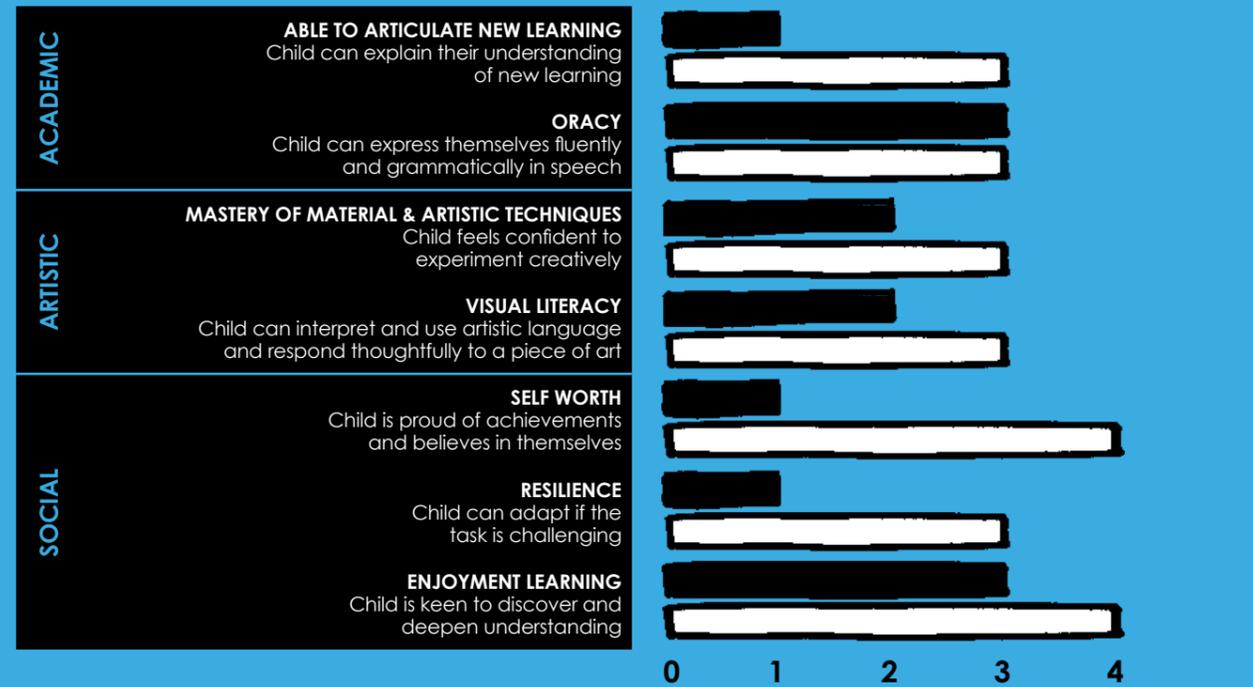
Post-programme: Dean was probably our greatest success story – I never knew what a brilliant actor he could be. He demonstrated resilience and determination in learning an amazing amount of lines as Romeo – he even took over another child's lines when they backed out. An absolute hero who couldn't get enough Shakespeare and who became my star of the show.

As a member of the travelling community, it is quite likely Dean would never have any experiences of Shakespeare. Delight have allowed him to not only experience it first-hand but also to create memories that will last a life-time – thank you all.

Pupil Comments

Pre-programme: I feel quite good about learning in school. I feel good about taking part; I feel I could have a go. I hope to get better at drama; I haven't done much drama. I don't have any worries about anything.

Post-programme: comment unavailable



All children's names have been changed for protection purposes

Before After

Case studies of 71 pupil premium children were completed throughout the programme.

ABILITY: LOWER GENDER: FEMALE

Teacher Comments

Pre-programme: Cary is a very mature and hardworking individual who is making very good progress academically. She joined the school last year and has a secure group of friends.

I would like to see her relax more in her approach to learning, 'let her hair down' and not worry so much – be a child and have fun!

I believe she has the potential to be a very good actress and she has already shown an interest in more classical texts – I would like to see her acting skills really developed.

Her mum is very supportive and engaged with the school.

Post-programme: Cary was highly engaged and fully involved in the whole process – taking on and learning the words for a number of different characters. Her acting ability and level of confidence did notably improve as rehearsals progressed and she was very happy with her final performances. She has begun to let her guard down a bit more and is communicating more with her peers.

Pupil Comments

Pre-programme: I like learning at school. Last year's Delight project was exciting so I'm quite excited about this year. I hope to learn a bit more about Shakespeare. I don't have any worries.

Post-programme: comment unavailable



OUTCOME 4

Developing a Positive Support Network

Parent/Carer Engagement

“I have seen more parental engagement since Romeo and Juliet. Her parents have attended Parents’ Evening and they have been supportive of home learning during the recent school closures.”

TEACHER

Delight in Shakespeare supports adults around the children. The child’s performance welcomes parents/carers into their child’s learning journey which can be a powerful end to the programme for children.

We looked at:

- Child sharing the experience with parent/carers at home
- Parent/carers perception of impact on child
- Parent/carers increased engagement with school



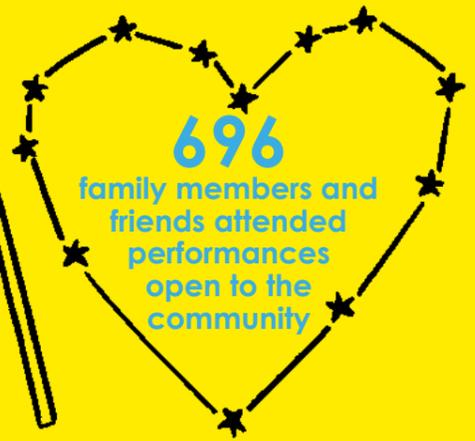
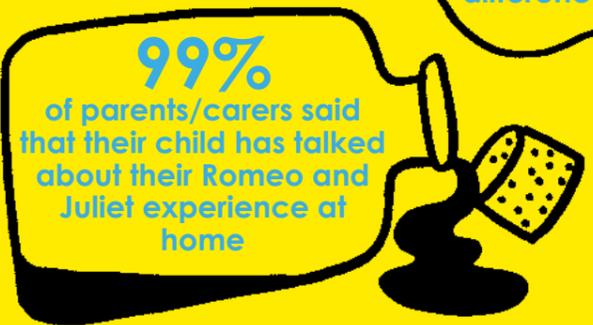
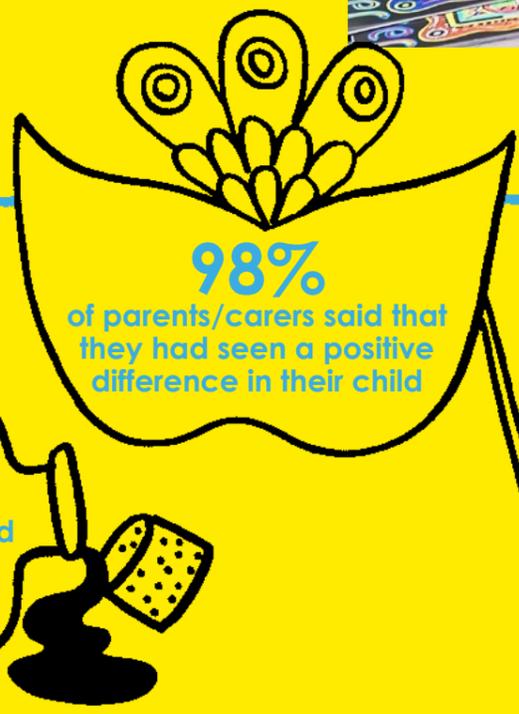
“I WASN'T THAT CONFIDENT BUT I GOT CONFIDENT IN THE END. I LIKED SHOWING IT TO MY MUM AND IT WAS QUITE EMBARRASSING.”
CHILD

“My child really enjoyed the whole experience and talked about it a lot at home.”
PARENT

“So many parents came and spoke to me afterwards to say how amazing it was.”
TEACHER

IMPACT

Based on 221 parents surveyed



Name of School	Shakespeare (R&J) – Year 5		
	Year 5 children	Audience members	Audience as % of class
Cordwalles Primary School	60	63	105%
Kingfield Primary School	30	115	383%
Manorfield Primary & Nursery School	30	108	360%
Pycroft Grange Primary School	28	47	168%
St Michael’s Catholic Primary School	60	150	250%
Town Farm Primary School	60	78	130%
Walton Oak Primary School	59	105	178%
Weyfield Primary Academy School	29	30	103%

NB: Walton Oak Primary School, Manorfield Primary and Nursery School, Kingfield Primary School and St Michael’s Catholic Primary School had evening performances that were open to more attendees.

“Great programme, both for the children and as CPD for teachers.”

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

IMPACT

78%
of teachers taking part in Delight in Shakespeare for the first time reported that:

- they are more likely to use drama and performance with their class after taking part

- their knowledge and experience at creating a performance had increased

“We have introduced drama into writing and so drama appears every three weeks in our writing plans. It is much easier to have more than one person who knows what to do. Our HTLA could lead that (a drama session) without having any input from me. She can also use it to cover English in another class. That’s sharing the skills.”

TEACHER

“This workshop has boosted my confidence with drama. I will definitely use it more in the classroom!”

TEACHER

“It was a fantastic experience, especially being able to devise the script with the children.”

TEACHER



Summary of achievements

Strong outcomes

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

Building and sharing teacher knowledge and skills

We continued to offer our successful CPD Day to all participating teachers, which also provides an opportunity for them to plan the programme in to their academic year. For teachers who remain in Year 5, this repeated Delight in Shakespeare experience deepens skills and confidence, while new teachers develop artistically and gain an understanding of drama-based teaching, allowing them to offer a fuller experience of the programme to the children. This year, teachers set personal objectives to encourage them to use and share their new skills and knowledge in school after the programme. Due to COVID-19, objectives planned for the Summer 2020 term have been temporarily postponed. However, all teachers reported that they were keen to implement them as soon as they were able to.

Devising approach having a positive impact

This year, we increased the Devising Workshop from a half day to a full day. Supporting children to devise scenes is an important way of enabling them to feel real ownership of Shakespeare's work. Greater use of devising has resulted in the most diverse range of performances yet, including authentic Shakespeare language, contemporary cultural references and dance and musical elements, evidencing greater creative input and participation from the children as well as strengthening their understanding of the story.



Celebrating performance and creating lasting memories

Delight encourages schools to create a real sense of celebration around the performances, inviting peers and families to attend. Each child's performance was further celebrated with positive comments, written by peers, parents/carers, teachers, Delight and Guildford Shakespeare Company in the children's Arts Award Journals – providing them with a lasting reminder of their achievements that they can cherish forever.

After its success last year, a Guildford Shakespeare Company actor continued to deliver a pre-performance rehearsal/warm-up session and watch the children's performance. Having built a solid relationship of trust with the actor through the programme, this gave the children an important confidence boost before they went on stage and provided a rewarding conclusion to their Delight in Shakespeare experience.

Parent/Carer feedback

Delight again gathered parent/carers feedback at each performance to ensure that this important perspective is included in our impact evidence.

Arts Award

All 357 children received Arts Award Discover accreditation. Certificates are with schools and will be handed out in September.



Delight