



**An evaluation for Eston City Learning  
Centre**

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# Introduction

## Redcar and Cleveland City Learning Centre.

The Redcar and Cleveland City Learning Centre is part of a national network of 105 CLCs whose aim is to provide enhanced learning opportunities across the whole curriculum for pupils and teachers and to offer access to education to the wider community. Within this CLCs have identified core functions that determine the scope of a City Learning Centre's activity.

The broad headings under which these functions are described are to:

- support learning with the effective use of technology to enhance the quality of teaching and learning across the ECM agenda.
- contribute to policy as part of the strategic local authority school improvement and change agenda.
- enable innovation and provide advice, guidance and support when needed.
- develop and sustain effective local, regional and national partnerships with a range of stakeholders.
- deliver continuing professional development.
- provide an autonomous shared resource for the benefit of partner institutions.

This study covers one aspect of the activity of the CLC, which involves the provision of full day curriculum experiences for schools, which have been evaluated using a common instrument. This has facilitated a comparison of the responses of staff and pupils and their assessments of the effectiveness of the provision and its contribution to learning.

It must be stressed that the findings here do not reflect the totality of the CLC's activity and its impact in other areas. Much of the activity with secondary schools is provided using alternative models and evaluated differently to the experiences recorded in this report. Similarly, the out of hours courses – including award winning summer schools – have their own review mechanisms.

The CLC also provides:

- CPD experiences for schools.
- an advice, information, guidance and support service for schools.
- a resource development and production facility for schools and partner organisations.
- A quality training, meeting and conference facility for the Local Authority, public sector groups and the wider community.

## Evaluation brief

MirandaNet<sup>1</sup> was commissioned by Redcar and Cleveland City Learning Centre, Eston to evaluate the impact of its courses and projects. It uses data drawn from three sources: an immediate post-course evaluation, a pupil survey and a follow-up teacher survey. The report examines teacher and pupil perceptions of the impact of CLC courses and projects on learning, teaching, pedagogies and dissemination within the schools.

Quantitative data covering the number of pupils participating in each course, their key stage and the course evaluations has been analysed and is presented in table form. The question prompts yielded qualitative data that is analysed in the report.

The focus of this report is to identify the impact of CLC courses and projects on a number of indicators:

*Integration of ICT within the curriculum; skills and concept transfer across knowledge domains; visual & information literacy; communication skills; teamwork, and dissemination with and across departments and subject areas; enhanced student outcomes.*

The report also evaluates the impact of CLC courses and projects on the measurable targets of the CLC, particularly those of targeted training for key stage and curriculum areas and effective technical support for teachers. Such factors as impact on individual teacher pedagogies and the transformation of teaching and learning strategies within the classrooms are more difficult to elicit in a survey of this type: however, the qualitative data, especially that drawn from the follow-up teacher survey, provides some indication of the range of teaching and learning strategies deployed by teachers. Data was also examined to assess the impact of CLC courses on the progression of activities within schools. Benefits to teachers can be assessed in terms of pupil activities feeding back into the classroom; the materials used by schools and changed praxis in classroom activities.

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<sup>1</sup> The MirandaNet Fellowship, founded in 1992, is an e-community of practice for international ICT policy makers, teachers, teacher educators, researchers and commercial developers who are passionate about digital technology in teaching and learning and about using technologies to promote cultural understanding and democratic participation. Currently there are over 600 members in over 50 countries worldwide. The website, online forums, seminars, workshops and projects run by members are funded by international partner companies and government agencies.

# Executive summary

## City Learning Centre Utilisation

A total of 1,312 pupils participated in courses during the year. 90% of the pupils were from Primary schools, the majority of whom (67%) were in Years 4 and 5. Of the rest, 10% of pupils were in Year 3, 13% in Year 6. Only 10% of the pupils were from Secondary schools: 9% in Year 7, and 1% in Year 8.

## Course popularity

Seventy-two courses were run during the year. The four most popular courses in terms of numbers of pupils participating were Earth, Sun & Moon; Mission Maker; Ancient Greeks and Victorians.

## Course ratings

All of the courses were rated 'Good' or better – indeed, 99% were rated either 'Very Good' or 'Excellent': Excellent = 82%; Very Good = 18%. In terms of numbers, Excellent = 59; Very Good = 13; Good = 1.

## Teacher feedback

Feedback from the teachers indicated that

- 95% felt that the centre did not assume too much of the pupils in terms of prior knowledge.
- Almost 94% felt that the ICT skills of the pupils were adequate for the workshop.
- 99% said that their pupils were engaged and motivated by the activities.
- 96% said that their pupils acquired additional knowledge as a result of the day's visit.
- 97% said that their pupils had improved their ICT skills as a result of their visit.

## Pupil feedback

Feedback from the pupils indicated that

- 96% felt the day had been 'Excellent' or 'Very Good'
- 88% said that they had learned 'A Great Deal' or 'A lot'.
- 95% said that the CLC facilities were 'Excellent' or 'Very Good'.

### **Post-course survey**

Respondents identified a range of factors that influenced their choice of particular CLC courses, a significant number of which were on the basis of links to the curriculum they were delivering. The advice, support and expertise of CLC staff were also important factors.

In terms of ICT use these teachers could be described as 'e-mature'<sup>2</sup>. Pupils use a range of technologies for significant periods of time – moving toward an e-mature school.

CLC staff have a significant impact on collaborative projects. All teachers found it easy to integrate work at the CLC with curriculum activities.

Teachers reported that a number of learning activities commenced at the CLC had continued in the classroom. All teachers remarked on the impact of CLC activities in terms of enhanced pupil motivation, whilst others mentioned the opportunities for their pupils to use technologies that were unavailable at their schools.

Group work and Project work at Eston CLC has a significant impact on pupil motivation, attainment and behaviour.

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<sup>2</sup> Becta (2009) Personalising Learning <http://research.becta.org.uk>

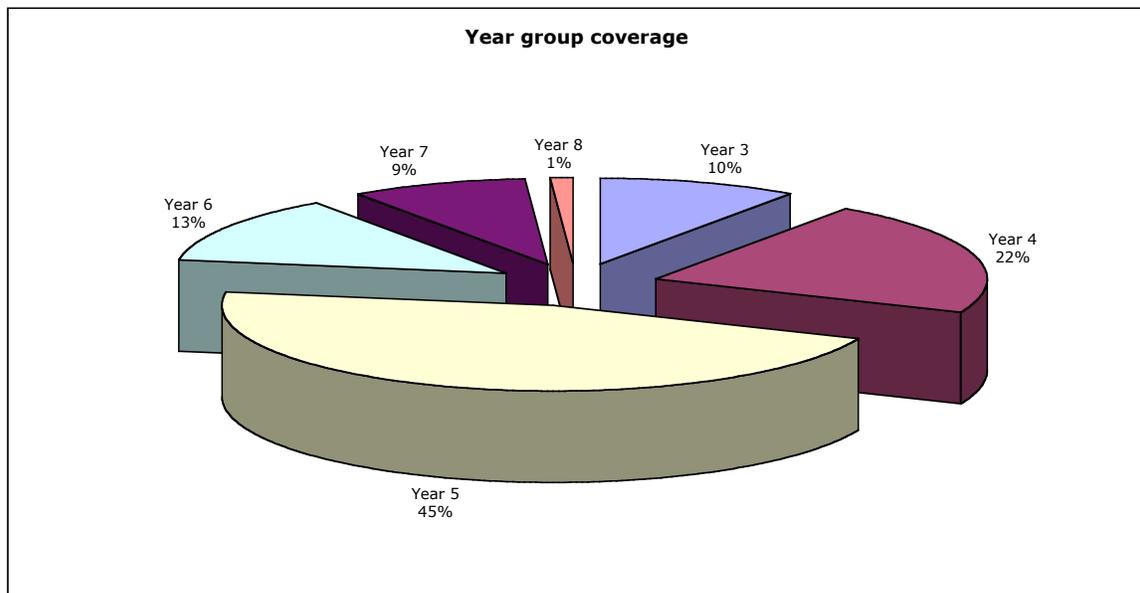
# Course evaluation

A total of 1,312 pupils participated in courses during the year.

## The extent and reach of the courses

**Table 1: Year Group coverage**

| Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
|--------|--------|--------|--------|--------|--------|
| 10%    | 22%    | 45%    | 13%    | 9%     | 1%     |



**Chart 1: Year Group coverage**

The majority of pupils, therefore, who work with the CLC are in Years 4 and 5 of Key Stage 2.

### Curriculum coverage

The course topics are linked to the curriculum. Table 2 shows the number of pupils who attended each course. The four most popular courses are therefore Earth, Sun & Moon; Mission Maker; Ancient Greeks and Victorians.

**Table 2: Topic coverage**

| Topic                       | No. of pupils |
|-----------------------------|---------------|
| Ancient Greeks              | 104           |
| Animating Space             | 22            |
| Darwin Day                  | 69            |
| Data Logging                | 99            |
| Earth, Sun & Moon           | 354           |
| Earth, Sun & Moon/Egyptians | 61            |
| Egyptians                   | 76            |
| Fairy Tales                 | 25            |
| Field Trip Reporting        | 58            |
| Friction                    | n/a           |
| Greek Myths                 | 26            |
| Heart & Healthy Living      | 28            |
| Mission Maker               | 106           |
| Romans                      | 25            |
| Tudors                      | 95            |
| The Weather                 | n/a           |
| Victorians                  | 92            |
| Vikings                     | 23            |
| WW2                         | 49            |

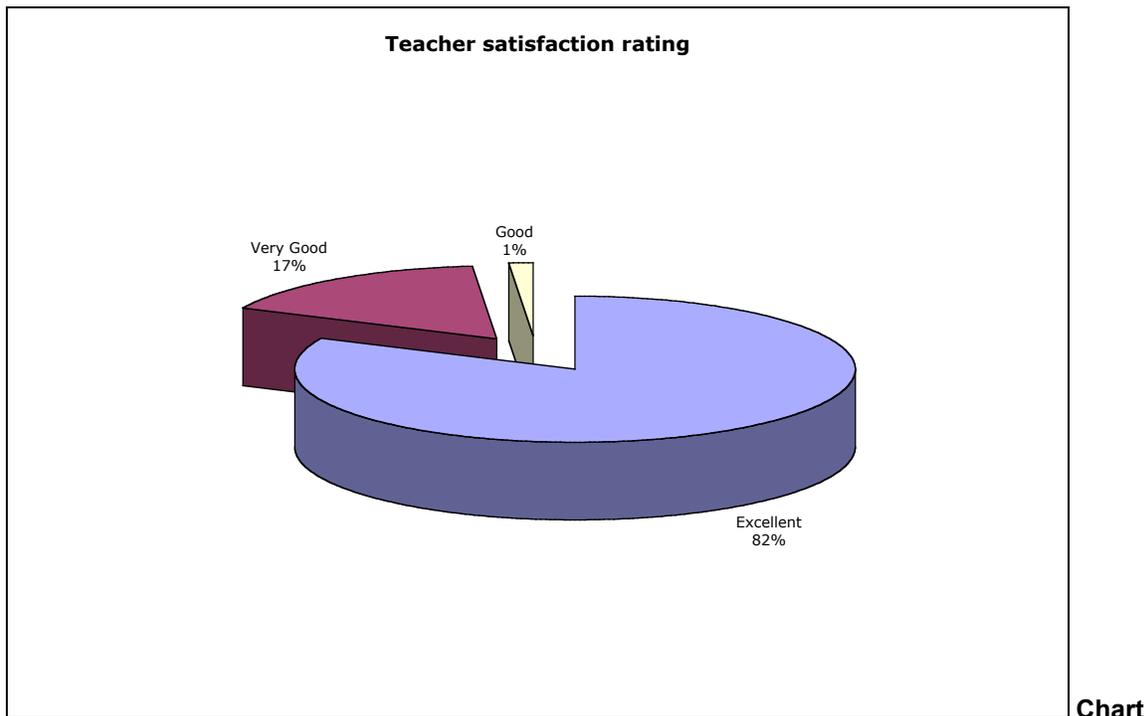
## Course evaluations

All of the courses were rated 'Good' or better – indeed, 99% were rated either 'Very Good' or 'Excellent'. Clearly all of the teachers who brought their classes to courses at Eston CLC were satisfied with the experience of their pupils. The course rating was predominantly 'Excellent' – 82%.

**Table 3: Satisfaction rating**

| Satisfaction rating |     |
|---------------------|-----|
| Excellent           | 82% |
| Very Good           | 17% |
| Good                | 1%  |

N=79



**Chart 2: Satisfaction rating**



**Table 4: Evaluation by course topic**

| Topic   | No. of courses | Excellent | Very Good | Good |
|---|----------------|-----------|-----------|------|
| Ancient Greeks                                    | 4              | 4         |           |      |
| Animating Space                                   | 3              | 3         |           |      |
| Darwin Day  | 4              | 4         |           |      |
| Datalogging                                       | 5              | 4         | 1         |      |
| Earth, Sun and Moon                               | 20             | 15        | 5         |      |
| Earth, Sun and Moon, Egyptians                    | 4              | 4         |           |      |
| Egyptians   | 3              | 3         |           |      |
| Fairytales  | 2              | 2         |           |      |
| Field Trip reporting (comic life, create a story) | 4              | 4         |           |      |
| Friction  | 1              | 1         |           |      |
| Greek Myths                                       | 1              | 1         |           |      |
| Heart and healthy living                          | 1              | 1         |           |      |
| Misson Maker                                      | 7              | 2         | 5         |      |
| The Romans  | 2              | 2         |           |      |
| The Weather                                       | 1              |           | 1         |      |
| Tudors  | 5              | 4         | 1         |      |
| Victorians  | 1              | 1         |           | 1    |
| Vikings   | 1              | 1         |           |      |
| World War 2                                       | 3              | 3         |           |      |
|   | 72             | 59        | 13        | 1    |

N=79

**Table 5: Ratings given to courses by school**

| School                     | Number of courses | Excellent | Very good | Good |
|----------------------------|-------------------|-----------|-----------|------|
| Bankfields Primary         | 6                 | 6         |           |      |
| Dormanstown Primary        | 3                 | 3         |           |      |
| Errington Primary School   | 3                 | 3         |           |      |
| Grangetown Primary School  | 2                 | 1         | 1         |      |
| Green Gates Primary        | 2                 | 2         |           |      |
| Handale Primary School     | 2                 | 2         |           |      |
| Hummersea Primary School   | 1                 | 1         |           |      |
| Ings Farm Primary School   | 6                 | 5         | 1         |      |
| Kirkleatham Primary School | 2                 | 1         | 1         |      |
| Lockwood Primary School    | 4                 | 4         |           |      |
| NewComen Primary School    | 2                 | 1         |           | 1    |
| Normanby Primary School    | 4                 | 4         |           |      |
| Overfields Primary School  | 3                 | 3         |           |      |
| Ravensworth Primary        | 1                 | 1         |           |      |
| Redcar Community College   | 7                 | 2         | 5         |      |
| Saltburn Primary School    | 3                 | 2         | 1         |      |
| South Bank Primary         | 4                 | 2         | 2         |      |
| St Benedicts               | 5                 | 4         | 1         |      |
| St Gabriels                | 3                 | 3         |           |      |
| St Marys                   | 2                 | 2         |           |      |
| St Peters                  | 2                 | 2         |           |      |
| Stokesley Primary          | 3                 | 3         |           |      |
| Whale Hill Primary         | 1                 |           | 1         |      |
| Wheatlands Primary         | 1                 | 1         |           |      |
| Whitecliffe Primary        | 3                 | 3         |           |      |
| Wilton Primary School      | 1                 | 1         |           |      |
| Zetand Primary school      | 1                 | 1         |           |      |

## Feedback from teachers

At the end of each course at the CLC teachers are asked to complete the feedback questionnaire. As well as providing information about numbers of pupils and rating the course there are a number of questions designed to elicit information to enable CLC staff to modify courses to meet school needs. The questions cover prior pupil knowledge, prior ICT skills, pupil engagement and motivation, knowledge acquisition and skills acquisition. Other comments are also invited. Seventy-nine teachers responded.

The majority of responses to all of the questions was extremely positive: in fact, many teachers were at pains to stress that their suggestions should in no way be a criticism of the staff.

- 95% felt that the centre did not assume too much of the pupils in terms of prior knowledge.
- Slightly fewer than 94% felt that the ICT skills of the pupils were adequate for the workshop.
- 99% said that their pupils were engaged and motivated by the activities.
- 96% said that their pupils acquired additional knowledge as a result of the day's visit.
- 97% said that their pupils had improved their ICT skills as a result of their visit.

Other comments included observations on the learners, teacher needs, implementation issues and some suggestions for the centre.

## Teacher analysis of pupil/course interactions

What follows are summaries of teacher responses, with an exploration of some of the issues identified.

### 1. Did we assume too much of your pupils with respect to prior knowledge?

Teachers commented on the strategies used by the centre staff, particularly the use of questioning to elicit knowledge transfer and development. The ways in which centre staff used scaffolding and collaborative learning for knowledge development was also commented on. The teacher reflections provide a number of opportunities for personal professional development.

Seventy-three respondents – 95% – felt that the centre did not assume too much of the pupils in terms of prior knowledge. Four respondents felt that their pupils may have not had the relevant amount of prior knowledge.

*“Few had used the software before so students had a very basic understanding of the software ...”*

Here the implication is that the only prior knowledge that pupils would bring to the session would be that of how to use the software, rather than underlying concepts and processes.

*“Maybe slightly with the Year 5 children, however did go back to go over aspects not understood.”*

This teacher understands the importance of process, and that an iterative teaching process is critical to understanding and learning.

*“Perhaps, although the range is quite large. The most difficult thing we all face is matching ability to work.”*

This teacher empathises with the challenges faced by centre staff.

*“Would have been nice to have warning so some prior work in classroom might have been done.”*

One wonders whether the teacher or the school had prior knowledge themselves of the course and activities to be undertaken during the session in the centre.

Much of the feedback from teachers was extremely positive. As one teacher responded,

*“Absolutely not! All work was pitched perfectly.”*

In fact the majority of the feedback from teachers echoed this response. As one said, the “... introduction helped children to recall prior knowledge ...” and another commented that “Prior knowledge was spot on . . . children were extended with questioning. Excellent!” These comments and others focus on the role of the CLC in enabling pupils to consolidate prior knowledge and skills and extend them to achieve deeper understanding.

*“They were challenged with the questions but in an effective and positive way. The questions asked were appropriate to the age of the children. Very effective questioning.”*

The role of questioning and dialogue emerged in a number of teacher responses.

*“The whole day was pitched at the correct level and anything the children did not know was clarified and discussed with them. The children did need subject knowledge prior to arrival, but I did not feel it was essential.”*

Many teachers referred to the ways in which centre staff scaffolded the tasks, starting with the revision of prior learning for the pupils:

*“ The knowledge they already had was substantial for the activities. The PowerPoint at the beginning of the session was extremely good and gave clear, important facts that reminded them of their knowledge.”*

This process continued through the day and provided learning progression.

*“... the children were guided well throughout the day and the activities were achievable for all regardless of ability levels.”*

*“... the introduction in the morning was pitched at a challenging but attainable level for the children.”*

*“... it was challenging enough for them, fantastic for revision!”*

A number of teachers commented on the opportunities for collaborative learning provided by the centre staff.

*“(It was) ... a really thorough and interesting introduction to Egypt with lots of question and answering opportunity for children to share knowledge or consolidate what they have learnt in school.”*

*“... there were plenty of open questions, which gave children the opportunity to think ... plenty of opportunities to share facts they already knew as well as ask questions.”*

Knowledge and learning transfer was recognised by some:

*“It was pitched really well - children could use their prior knowledge of programmes but Comic Life, which we had not used, was explained very well.”*

## **2. Did we assume too much of your pupils with regard to ICT skills?**

In this section teachers reflected on the range of teaching and learning strategies, often as a result of differences between teacher-preferred approaches and those used by the centre.

Teachers also commented on the ways in which their pupils were able to apply skills quickly to achieve the outcomes they wished.

Seventy-two – 94% – of the respondents felt that the ICT skills of the pupils were adequate for the workshop. Only one respondent felt that too high a level of skills was assumed. This may well be a reflection of the ways in which the teacher frames the learning process, given that a further comment was

*“ICT Skills need to be repeated more and chunked in to more manageable chunks.”*

Another teacher was partly hesitant about the pupils:

*“Yes some not as skilled as required.”*

### **3. Teaching and Learning**

Some of the teacher responses were predicated on an assumption of particular teaching and learning styles, and assumed that anything outside these practices would lead to cognitive dissonance. Despite this, however, the majority of the teachers recognised the ability of their pupils to learn. *“... although children had not experienced Apple Mac before and therefore would benefit from a demonstration of the layout ...”* *“No, though sometimes instruction would have benefited from being given in smaller steps. e.g., long instruction on photo story before leaving for the lab ...”* *“The new Office 2007 PPT was difficult for them to navigate, as they have not used it before. Otherwise they managed well and were much better at using Comic Life etc, than we had anticipated.”*

The difference between teaching and learning was identified by one teacher, who commented, *“Pupils learned from the input, from each other and from trying things out.”* Another identified the strategies employed by young learners, who were given *“the information about the key skills they needed and then gave them the opportunity to explore for themselves, asking questions as and when they needed it. This gave those children who are already confident on computers the time to get started on their project.”*

#### **Skills application**

The development and application of new skills through the day was seen as part of this process, with pupils *“... able to use their skills learnt prior as well as use a few new skills which were taught in the day ...”* In fact, the transferability of prior skills and the application of new skills was noted. *“... they soon picked up how to make Kar2ouche and Comic Life do what they wanted them to. There was some good peer learning too as they helped each other out ...”* *“ Children really listened and took on board new software. The skills they have already were easily transferred to the software.”*

The importance of independent learning was also recognised by the teachers. *“Comic Life was new to the class but they enjoyed exploring the programme for themselves.” “Children were shown how to use the programmes clearly and effectively. They had no major problems with the ICT at all.”*

It was recognised by many teachers that the CLC offered a *“very supportive environment for learning”* and *“was well balanced for the wide range of ability groups ...”*

One teacher *“was surprised at how quickly the children’s skills developed despite both Kar2ouche and Comic Life being new programmes.”* Another teacher commented that her SEN pupils, who struggled with typing, had been supported by voice recording on some programs.

### **Pupil engagement and motivation**

Almost all of the teachers felt that their pupils were engaged and motivated for the whole of the course: a number mentioned the way in which pupils were excited by the learning and the work that they were doing. Others mentioned the inclusion of all pupils, regardless of ability, and the way in which the concept of collaborative learning was extended by pupils to include their teachers.

99% of the comments were positive. Only one comment was ambivalent: *“As much as they are at any other time ...”* which reflects more on teacher expectations than CLC provision and organisation.

One interesting comment from a teacher reflected on the way in which pupils were excited by the work: *“Yes, all activities engaged the children. Elements of excitement caused slight disturbances from the children.”* (My emphasis). This contrasts the excitement of working and learning with expectations of ‘normal’ classroom behaviour.

### **Inclusion**

The majority of teacher comments focused on the ways in which the pupil needs had been met, and the impact of these on the pupils. This engagement lasted for the whole of the day. As one teacher commented, *“All of the children were very keen and motivated by the whole day, both in respect of the content and information about the Solar System and the computer packages. It was all pitched at exactly the right level for the age of the group.”*

A number of teachers commented on the inclusive nature of the sessions. *“They all enjoyed it and were attentive at all times, even the children with special needs were engaged at all times.”*  
*“Every child, even those with specific needs were able to contribute and take part in everything.”*  
*“... activities were differentiated by outcome of work produced and therefore all children could*

*succeed and produce work they could be proud of.” “... a mix of abilities took part but the activities were a great leveller. All really enjoyed the activities and produced slides and pages for the tasks.”*

For one teacher there was a significant difference: “The pupils were all engaged in the activities: this is a mostly boy class and sometimes it is difficult to keep them engaged.” Another teacher noted that “... *all the children thoroughly enjoyed the day. They were fully engaged and excited about all we did. They listened carefully to instructions.*”

For some teachers the difference in engagement and motivation was quite marked: “... *the class have never been so engaged and settled it was a really good day*”. This was not the only comment to that effect. One group was “*engaged and motivated for the whole day, children with little concentration and those that have shown behaviour problems were engaged all day ... excellent!*”

### **Excitement**

The whole day was, according to one teacher, “*a total switch on experience*”. Some pupils “...*did not want to stop the activities and are eager to carry on with the work back at school*”. Others “...*enjoyed being able to work independently and knew that there was help available if they needed it*”. Many pupils were enthused by the ability to learn and apply new things – “... *all of the children were constantly engaged, interested and highly motivated*” ... “... *they were eager to move on to the harder sections of the software*”.

*“The children have thoroughly enjoyed the day and would love to be invited back.”*

*“Yes, all pupils were on task and highly motivated. All enjoyed the day and learned something new.”*

For one teacher the concept of collaborative learning was extended.

*“Yes, they were highly motivated and picked everything up very quickly and were keen to help the staff who were less able!”*

### **4. Did your pupils acquire additional knowledge as a result of today's visit?**

Almost all of the teachers said that their pupils acquired additional knowledge as a result of the course. Teacher feedback for this section of the questionnaire identified three clear areas of gain. These were curriculum content, ICT skills and skills and knowledge transfer.

Seventy-four teachers felt that their pupils had gained additional knowledge as a result of the visit. However, one teacher felt that her class gained little additional knowledge. “*Most children*

*already have a good knowledge of WW2 so not a lot of additional acquisition.” This conflation of knowledge with curriculum content was reflected by a similar comment, where the answer was, at best, ambivalent: ‘No the knowledge they were given on the day was excellent and just right for the tasks.’*

It may well be, however, that the teacher had read ‘acquire’ as ‘require’.

### **Additional knowledge: curriculum content**

For most teachers and their pupils there were three clear areas of gain as a result of the course at the CLC: curriculum content, ICT skills and skills and knowledge transfer. For some, the gain was in terms of curriculum content.

*“... about the Solar System topic and computer packages ...”*

*“... the explanations on the orbits of the Earth, Sun and Moon in addition to the seasons ...”*

*“ They consolidated their basic knowledge and learnt some new things regarding the topic of ancient Egypt.”*

*“... all the children when questioned felt they had learnt something new and expanded on their knowledge about the human body.”*

*“We are about half way through the topic on the Romans, so the children had some prior knowledge and this was the icing on the cake. Excellent!”*

### **Additional knowledge: ICT skills**

Other teachers saw the gains and knowledge acquisition in terms of ICT skills.

*“ Datalogging is something we do not have the facilities to do in school in this way so the children gained a lot from this.”*

*“The children have learned about new software and been very successful in creating things with the new software - even with our most challenged children.”*

*“... all students made progress and I’m sure will download the software at home and develop a game in school ...”*

*“They did (acquire additional knowledge), to many it was the first time they had accessed the software. I believe some will access the software at home and at school.”*

*"The 'creating a story ' Kar2ouche element has added to the children's ICT skills. The children have learned to use their observation skills to find the answers to questions."*

*"The children have gained a considerable amount of knowledge that they can now take back to school and apply during ICT lessons."*

*"Yes. Comic Life and enhanced Smart Notebook and Digital Blue which will be extremely useful in class and saved on teaching time."*

### **Additional knowledge: ICT skills and knowledge transfer**

The combination of curriculum content, ICT skills and their transfer was the factor most frequently noted. In one case this knowledge transfer and extension included the staff.

*"Most certainly - as well as learning a lot more about planets and the solar system the children were also introduced to comic life which we have just bought into school but as yet we have not used with the children. This experience also helped the teachers become more confident with the software so thank you!"*

The learning dynamic changed for some participants. Pupils demonstrated

*"A thirst for knowledge, especially with regards to using Comic Life (The staff too!)"*

and were enthused and excited.

*"The children acquired new knowledge about how to use ICT & even their topic of the Egyptians. They were very excited about their work."*

*"... they are keen to continue work with Comic Life and Create a story. There was also good revision of environmental issues during discussion."*

Other pupils gained deeper understanding.

*"Definitely. They acquired a better understanding on how to perform experiments fairly and why certain steps need to be taken."*

Perhaps the most significant gains developed through being able to work in depth and over a more extended period of time than most timetables afford. Teachers identified the ways in which these gains could be captured and embedded in the classroom.

*"... the Egyptian topic we are studying at school will be consolidated and extended."*

*“... their knowledge of Tudor Life and ICT skills”*

*“... both scientific and ICT based knowledge - I learnt something new too!”*

*“The children will go away with lots of additional information, which will make the next few science lessons easier for the children to take part in.”*

*“They are really motivated and charged to find out more about other aspects of Ancient Egyptian life that they have not yet discovered at this point in the topic.”*

### **5. Did your pupils improve their ICT skills as a result of their visit today?**

Teacher reflections on pupil ICT skills touched on a number of areas. Some saw the new skills as extending their pupils' learning. Others saw the skills as contributing to overall learning, whilst others saw the learning as extending beyond the classroom, helping the children to learn how to learn. The benefits to staff were recognised some teachers who felt they had learned something new during the course.

Seventy-five teachers felt that their children had improved their ICT skills during the day. Only one teacher categorically stated that they had not. Another teacher qualified 'yes' with the reservation that, *“although Apple Mac and PowerPoint had problems due to it not allowing custom animation and motion paths.”*

For the majority of the teachers, though, the hardware and software provision, combined with the skills of the staff, meant that teachers were able to see a tangible improvement in pupil ICT skills.

*“I think so as it was more intensive than the computer lessons we get at school.”*

One important factor for this was the combination of equipment and the time available.

*“... there were enough computers for everyone the children were able to work at their own pace, exploring the different packages and asking questions in their own time.”*

*“ they were all required to work on their own, no one was allowed to sit and not do anything!”*

### **Extending learning**

In a number of cases the learning experience introduced software and hardware that was new to the pupils.

*“ all of the children had the opportunity to improve their skills today using software and hardware they had not used before.”*

*“(The) majority of the children have never used Kartouche or Powerpoint before. They all accessed the activities and enjoyed their day here, thank you.”*

*“Some have not used Comic Life before or PPT 2007 so have improved their ICT skills tremendously!”*

*“... students developed a variety of new skills not only using the software but also voice recording, saving files correctly, etc.”*

### **Benefits to staff**

Many teachers felt that they had learned about programs and their implementation.

*“All of them learnt new skills, including staff.”*

*“I even learnt something new!!”*

### **Overall achievement**

A consistent comment was that there was an overall impact on pupil learning. Although the question asked about the impact on ICT skills, many teachers also commented on overall learning and achievement.

*“... same as above really - every child has achieved at a personal level as well as building upon existing knowledge ...”*

*“Absolutely! All made progress with their ICT skills and hopefully these will transfer into the work we do in school.”*

*“As a quick evaluation, I would say that the children have improved their ICT skills (and their formatting and literacy skills)”*

*“Yes. They were comfortable working with the new programmes introduced at the CLC and are keen to refine their skills on these back in the classroom.”*

*“Certainly. The chance to use programs that they have not used for a while helped their recall and sharpened their skills.”*

### **Learning beyond the classroom**

The ability to download resources at home and use these consolidated the notion of learning beyond the classroom.

*“Yes! For some of the pupils I feel they've developed more of an interest in ICT, especially being told of free downloads they can use at home.”*

### **Learning to learn**

As teachers watched their pupils they were able to observe tangible learning gains.

*“The children grew in confidence as the day progressed.”*

One said:

*“ Having the opportunity to consolidate acquired skills and learn new skills in an engaging environment (was) a valuable learning experience.”*

Other teachers noted that pupils had

*“... developed new skills and will be able to use them in the future.”*

*“... even those with existing excellent skills have learned many new ones.”*

And that pupils were

*“... more confident, and (given) experience with different programs”*

*“... given the opportunity to revise skills and learn new ones! Excellent!”*

### **6. Suggestions for improvement**

Feedback from teachers covered four categories: that focused on The Learners; Teacher needs; Implementation issues and Suggestions for the centre.

Comments in this section of the survey were overwhelmingly positive: indeed, where respondents did make suggestions they were at pains to stress that they were in no way intended as a criticism of the CLC, the courses or the staff. Indeed, one teacher wrote: *“Please note I am not being negative about the day or activities, we had a very enjoyable day and it was great for the children to revise science in an different learning environment. Dr Brennan is amazing with the children and puts across the information using language acceptable to the children’s understanding. I will definitely return and look forward to our next visit.”*

## **The Learners**

All respondents felt that the structure of the day's activities, the sequencing of the material and the learning activities were suited to pupil needs. Based on this feedback, there would seem little need to re-structure the courses.

*"An excellent day, very well organised. I like the way the children are leaving with their work - Thank you!"*

*"Our children thrive on the visual aspects of the learning and really need more of this type of lessons ..."*

*"This has been an excellent day. The children were introduced to a new computer package. But the best aspect is that they were introduced (to) Comic Life in their last visit. We were then given the materials for the children to continue this work at school. Their ICT skills have developed considerably from this and it was clever to see the progression between this visit and the last one. Thank you for allowing us to have the opportunity to visit twice and to see such progression in our children's ICT skills, knowledge and confidence."*

*"It has been an excellent day with a good mix of listening and doing. All the children have thoroughly enjoyed themselves and have learned knowledge of the topic and improved ICT skills. I think that you have it about right!"*

*"I have also been motivated by today and learnt lots of things. Teaching was great and allowed children to learn and have fun. Thank you so much."*

*"This day was aimed appropriately at the pupils' levels. They picked up the ICT skills quickly and it was delivered in at a good pace and with just the right amount of humour."*

*"The pace of the day ensured children were motivated and on task, whilst there was sufficient amount of time to allow children to explore the facilities available on different software."*

*"The day was interesting and well presented from beginning to end. The children had time to explore the programs and all were able to achieve something. The facilities themselves were very good."*

*"Note, these comments are from a parent helper rather than a teacher. I'm tempted to come back to school if I can do this all the time, though!"*

## Teacher needs

The main need that some teachers expressed was for paper-based resources that they could use. This is a reflection of the predominant information transmission mode of many teachers and schools.

*“Simple handout for staff with little knowledge with space to write on.”*

*“A step by step instruction sheet for staff to use.”*

*“In the future it would help to get the questionnaire earlier. We did not get enough notice to plan ahead.”*

*“All students enjoyed today’s session as did I. Handouts or video tutorials may help support students so that they are not so reliant on teacher support.”*

*“A flow chart comparison would have helped some understand about states and triggering.”*

Other teachers were concerned that some children required more intensive teaching than others.

*“Perhaps group lower ability children with lower ability so intensive teaching of those children can be delivered. But that will be for teacher to do! We use physical notebooks in school to jot down the path - might be useful here.”*

*“I would be inclined to contact the Centre staff prior to future visits to make them aware of the children’s abilities. The group I was with today are high ability with their literacy and ICT skills and therefore needed to be stretched a bit further but only with objectives I know they have been working on. The days at the CLC are a wonderful opportunity for School Teachers to link their current literacy objectives with the task set by the centre.”*

*“Very good, possibly having extension tasks for more able and help sheets for less able ...”*

Some teachers would like closer links between schools and the centre.

*“It would be nice if support from the centre could be in school or on field trips to support learning outside the classroom.”*

*“A prior visit to school, to see what facilities we have in school (ICT) to relate to when we visit you. I realise this is limited due to time and financial reasons.”*

## Implementation

Some comments related to technical problems.

*“Today the children were a little disappointed that their work disappeared at the end.”*

Others were more concerned that the centre pedagogy was not more closely aligned to that practised by the teacher.

*“ICT Skills need to be repeated more and chunked in to more manageable chunks.”*

*“Two people would help when using the Tudor street, one person to control the street and one to explain what is going on.”*

*“Perhaps ensure that children know how to navigate PPT 2007 before beginning.”*

*“Web access (such as the Woodlands Primary School WW2 website) could have helped them with more facts for their work.”*

In some cases teachers expressed the need for more time: the pace of the sessions made one or two teachers want

*“More time to practice the skills and fine-tune the product. Otherwise a superb learning experience for both staff and pupils.”*

*“More time ...”*

The day's work led some schools to identify the need for resources.

*“Cartouche packs in schools via CLC loan scheme would be very useful.”*

For some, the course identified needs other than those for which they had come.

*“Although the children enjoyed using Smart Notebook and Comic Life they already have access to this software at school and have used it in a similar way. In retrospect it would have been nice to use some interactive measuring equipment/sensors, which we don't have access to at school. The afternoon was great especially the 3d interactive heart although they did find it hard to retain the facts - perhaps a fact sheet would have supported their comic life sheet.”*

## **Suggestions for the centre**

*"I really enjoyed our day here and thought all of it was well organised and just great. The only little complaint I got was that not all the children got a turn to use the touch screen computers so maybe you could do 2 lots in turns so that they all get a chance. Other than that I think you're doing a great job!"*

Some requests would have the centre structured more like school:

*"... a quiz to assess children's learning at the end of the day and children like to compete against each other."*

*"An outside play area might be helpful. I also noticed that there are no changing facilities. I didn't need them, but we might have done."*

*"Maybe 10 minutes fresh air and exercise would have been good!"*

These caveats were relatively minor. The predominant reaction of most teachers can be summed up by one comment: *"More of the same please. Lovely."*

## **Summary**

### **City Learning Centre Utilisation**

A total of 1,312 pupils participated in courses during the year. Ninety percent of the pupils were from Primary schools, the majority of whom (67%) were in Years 4 and 5. Of the rest, 10% of pupils were in Year 3, 13% in Year 6. Only 10% of the pupils were from Secondary schools: 9% in Year 7, and only 1% in Year 8.

### **Course popularity**

Seventy-two courses were run during the year. The four most popular courses in terms of numbers of pupils participating were Earth, Sun & Moon; Mission Maker; Ancient Greeks and Victorians.

### **Course ratings**

All of the courses were rated 'Good' or better – indeed, 99% were rated either 'Very Good' or 'Excellent': Excellent, 82%; Very Good, 18%. In terms of numbers, 59 teachers rated them Excellent; 13, Very Good and Good, 1.

### **Teacher feedback**

Feedback from the teachers indicated that

- 95% felt that the centre did not assume too much of the pupils in terms of prior knowledge.
- Almost 94% felt that the ICT skills of the pupils were adequate for the workshop.
- 99% said that their pupils were engaged and motivated by the activities.
- 96% said that their pupils acquired additional knowledge as a result of the day's visit.
- 97% said that their pupils had improved their ICT skills as a result of their visit.

## Pupil Responses

At the end of each course at Eston CLC pupils are asked for their responses to the day and the course. Questions cover their rating of the day, the amount they had learned, and the CLC facilities. The number of responses to each question varied from 1,383 to 1,018. What is clearly demonstrated from the results of the survey is that pupils had an overwhelmingly positive response to their educational experience.

96% felt the day had been 'Excellent' or 'Very Good'

88% said that they had learned 'A Great Deal' or 'A lot'.

95% said that the CLC facilities were 'Excellent' or 'Very Good'.

**Table 6: Pupil course rating**

| Overall I Think Today Has Been |           |      |      |
|--------------------------------|-----------|------|------|
| Excellent                      | Very Good | Good | Poor |
| 80%                            | 16%       | 3%   | 1%   |

N=1383

The overwhelming majority of pupils rated the day as 'Excellent' or 'Very Good': 99% of those responding did so positively.

**Table 7: Pupil learning evaluation**

| Today I Think I Have Learned |       |          |             |
|------------------------------|-------|----------|-------------|
| A Great Deal                 | A Lot | A Little | Nothing New |
| 56%                          | 32%   | 10%      | 1%          |

N=1018

More than 88% of pupils felt that they had learned 'A Great Deal' or 'A Lot' during the day's activities, with more than 98% reporting learning gains.

**Table 8: Pupil evaluation of facilities**

| The CLC's Facilities Are |           |      |      |
|--------------------------|-----------|------|------|
| Excellent                | Very Good | Good | Poor |
| 78%                      | 17%       | 4%   | 1%   |

N=1103

The overwhelming majority of the pupils rated the CLC facilities as either 'Excellent', or 'Very Good'. There was a positive response of 99% from pupils to the CLC facilities – despite concern from some of their teachers about the lack of space available during the day for exercise.

A handful of pupils produced negative responses to the questions. These were in sharp contrast to the responses of the rest of the pupils from their school. They should not, therefore, be considered significant.

The positive responses of the pupils correlate with teacher perception of the impact of the courses on pupil motivation, attainment and behaviour.

## Post-course Teacher Survey

Teachers were surveyed following their participation in CLC activities. Twenty-two teachers responded.

The first section of the questionnaire elicited background data about roles within school, personal use of information and communications technology, and professional use of ICT, together with perceptions of its impact on teaching and learning. The second set of questions invited teachers to reflect on the impact of work that they had done at the CLC on pupil learning, attainment and motivation. The picture that emerges is that of an e-mature workforce.

**Table 9: Participant job titles**

| Deputy Head | Assistant Head | HoD     | ICT co-ordinator | Classroom teacher |
|-------------|----------------|---------|------------------|-------------------|
| 2<br>9%     | 1<br>5%        | 1<br>5% | 4<br>18%         | 14<br>64%         |

N=22

Almost two thirds of respondents identified themselves as classroom teachers: the other third identified themselves in terms of their management role.

### Classroom roles

The classroom roles of course participants were varied: 59% identified themselves simply as 'Teacher', whereas others specified their key stage or year group. Two teachers identified a subject specialism – English. One respondent reported their classroom role as 'Create PPA time for others'.

### Specialist teaching subject

Although the majority of respondents simply responded as 'Teacher' when asked their classroom role, only four identified their subject area or specialist subject as all of the Core and Foundation subjects. Seven teachers listed ICT, either singly or in combination with other subjects. Three teachers identified English (with other subjects) as their specialist subject area; two, MFL and another subject.

## Specialist teaching subjects

|                                    |                      |   |
|------------------------------------|----------------------|---|
| English and Health and Social Care | ICT Maths Geography  | P E = 2                                     |
| English/Media studies              | ICT music            | Primary: All core & Foundation subjects = 4 |
| G & T, English                     | ICT Science DT music | Religious education                         |
| ICT = 3                            | Maths                |   |
| ICT and RE                         | MFL and PE           |   |
|                                    | MFL and RE           |   |

## Management roles in school

Almost all respondents – 20 out of 22 – identified themselves as having a management role within their school. These were varied.

|  |                             |   |
|--|-----------------------------|---|
| Assistant Headteacher in charge of Teaching and Learning | Head of House               | PE and Healthy Schools                    |
| Deputy Head KS2 Team Leader                              | ICT and RE                  | Primary Link Teacher                      |
| DHT  | Key Stage 2 Leader          | Science DT Co-ordinator                   |
| E-Safety & Learning Platform Coordinator                 | Lead KS2 and 3              | SMT                                       |
| Head of Department                                       | Leader of MFL, RE           | Subject co-ordinator of RE subject leader |
|  | Maths and music coordinator | Subject Leader KS5 Maths                  |
|  | None = 2                    |   |
|  | PE                          |   |

**Table 10: Factors influencing course choice**

|                                 |   |
|---------------------------------|---|
| Curriculum links                | 7 |
| Recommendations from colleagues | 3 |
| Prior experience                | 2 |
| Lack of resources/expertise     | 2 |
| CLC Publicity Materials         | 2 |
| Lack of confidence              | 1 |
| Initial visit to CLC            | 1 |
| Discussions with CLC Staff      | 1 |
| CLC/School contact              | 1 |
| CLC Resources                   | 1 |
| CLC Expertise                   | 1 |
| Availability                    | 1 |

Respondents identified a range of factors that influenced their choice of particular CLC courses. A significant number of respondents did so on the basis of links to the curriculum they were delivering. The advice, support and expertise of CLC staff were also important factors.

**Table 11: Professional use of ICT**

| What technology do you have in your classroom? |                          |                  |                  |        |                               |  |               |             |             |       |
|--|--------------------------|------------------|------------------|--------|-------------------------------|--|---------------|-------------|-------------|-------|
| Item   | How often do you use it? |                  |                  |        | How much impact has this had? |  |               |             |             |       |
|  | Sometimes                | When appropriate | Most of the time | Always | For (subject)                 | None at all  | Slight impact | Some impact | Quite a lot | A lot |
| A laptop                                       | 86%                      |                  | 14%              | 36%    | 41%                           | ICT = 1;<br>General = 3                              |               | 5%          | 32%         | 55%   |
| Internet access                                | 100%                     |                  | 32%              | 41%    | 27%                           | ICT = 1;<br>General = 3;<br>English = 1;<br>H&SC = 1 |               | 9%          | 27%         | 64%   |
| An IWB & projector                             | 95%                      |                  | 5%               | 50%    | 45%                           | ICT = 1;<br>General = 3;<br>English = 1;<br>H&SC = 1 |               |             | 27%         | 68%   |
| A projector                                    | 32%                      |                  | 5%               | 18%    | 5%                            |  |               |             | 9%          | 18%   |
| A hand-held device                             | 5%                       |                  | 9%               | 0%     | 5%                            | Guided reading                                       |               | 5%          | 0%          | 9%    |
| A Learning Platform                            | 91%                      | 14%              | 32%              | 36%    | 5%                            | ICT = 2;<br>Science = 1;<br>General = 1              |               | 5%          | 23%         | 27%   |
| Other  | 55%                      | 5%               | 27%              |        |                               |  |               | 9%          | 0%          | 18%   |

Desktop computer = 2 Netbooks = 4 Printer & scanner = 3 Camera etc. = 2 Visualiser = 1 CD/DVD player = 2

N=22

In terms of ICT use these teachers could therefore be described as 'e-mature'<sup>3</sup>.

<sup>3</sup> Becta (2009) Personalising Learning <http://research.becta.org.uk>

**Table 12: Pupil use of ICT**

| <b>What technologies do your pupils use?</b> |                                  |                  |                  |        |               |                                      |               |             |             |       |  |
|--|----------------------------------|------------------|------------------|--------|---------------|--------------------------------------|---------------|-------------|-------------|-------|--|
| <b>Item</b>                                  | <b>How often do they use it?</b> |                  |                  |        |               | <b>How much impact has this had?</b> |               |             |             |       |  |
|  | Sometimes                        | When appropriate | Most of the time | Always | For (subject) | None at all                          | Slight impact | Some impact | Quite a lot | A lot |  |
| A laptop                                     | 59%                              | 14%              | 41%              | 9%     |               |                                      |               | 18%         | 27%         | 18%   |  |
| General = 1; English = 1; H&SC = 1           |                                  |                  |                  |        |               |                                      |               |             |             |       |  |
| Internet access                              | 100%                             |                  | 86%              | 5%     |               |                                      | 5%            | 14%         | 50%         | 23%   |  |
| ICT = 1; General = 1; English = 1; H&SC = 1  |                                  |                  |                  |        |               |                                      |               |             |             |       |  |
| An IWB & projector                           | 55%                              |                  | 32%              | 23%    | 9%            |                                      |               | 9%          | 23%         | 32%   |  |
| General = 1; English = 1; H&SC = 1           |                                  |                  |                  |        |               |                                      |               |             |             |       |  |
| A projector                                  | 14%                              | 5%               | 9%               | 5%     |               |                                      |               | 5%          | 0%          | 5%    |  |
| A hand-held device                           | 9%                               | 5%               | 5%               |        |               |                                      |               | 14%         |             |       |  |
| A Learning Platform                          | 68%                              | 14%              | 55%              | 5%     |               |                                      |               | 32%         | 27%         | 9%    |  |
| General = 1; English = 1;                    |                                  |                  |                  |        |               |                                      |               |             |             |       |  |
| Other  | 32%                              |                  |                  |        |               |                                      |               |             |             |       |  |
| Netbooks = 3;                                | 5%                               | 5%               |                  |        |               |                                      | 5%            |             | 5%          | 5%    |  |
| Camera = 1;                                  |                                  | 5%               |                  |        |               |                                      |               |             | 5%          |       |  |
| Desktop = 2                                  |                                  | 5%               |                  | 5%     | ICT           |                                      |               |             | 5%          | 5%    |  |

N=22

Teachers report that pupil use of laptops, internet access and an IWB and projector has had quite a lot, or a lot, of impact, and that teachers use them with pupils ‘When appropriate’. The picture from these responses is one in which pupils use a range of technologies for significant periods of time – moving toward an e-mature<sup>4</sup> school.

4 Becta (2009) Personalising Learning <http://research.becta.org.uk> An e-mature school can be described as making strategic and effective use of ICT to improve educational outcomes.

**Table 13: Collaborative activities**

| Have you worked with any of the following colleagues within school on projects developing from CLC courses? |          |           |                         |             |       |
|---|----------|-----------|-------------------------|-------------|-------|
|   | Never    | Sometimes | For particular subjects | Quite a lot | A lot |
| Advanced Skills Teacher   | 68%      | 0%        | 9%                      |             |       |
| HLTA  | 55%      | 23%       |                         |             |       |
| School Improvement Partner  | 64%      | 14%       |                         |             |       |
| CLC Staff   | 36%      | 27%       | 23%                     | 5%          |       |
| LA Adviser  | 55%      | 14%       | 9%                      |             |       |
| Others – please specify   | DCSF: 1% |           |                         |             |       |

N=22

From these responses it is clear that CLC staff have a significant impact on collaborative projects. They work with teachers and schools more frequently than do ASTs, HLTAs, LA Advisers and other support staff.

**Table 14: Personal technology use**

| I use technology for ...   | (Tick all that apply) |
|--|-----------------------|
| Booking tickets, purchasing flights and holidays, and resourcing lessons | 95%                   |
| Professional development   | 95%                   |
| Purchasing books or CDs  | 95%                   |
| Banking and finance and purchasing large items                           | 73%                   |
| To support teaching and learning   | 100%                  |
| Providing e-learning for students  | 68%                   |
| Online communities – Facebook, etc                                       | 55%                   |
| Online storage of documents, images and other things                     | 82%                   |
| Communities of Practice  | 23%                   |

N=22

This picture of personal ICT use complements that of professional ICT use, with a workforce that could be described as 'e-mature'.

**Table 15: The impact of CLC courses**

| How easy did you find it to integrate the work done at the CLC into curriculum activities? |          |            |            |           |
|--|----------|------------|------------|-----------|
| Difficult  | Not easy | Relatively | Quite easy | Very easy |
|  |          | 14%        | 41%        | 45%       |

N=22

There were no negative responses to this question. All of the teachers found it easy to integrate work at the CLC with curriculum activities, with 86% identifying it as 'Quite' or 'Very' easy.

### **The impact of CLC activities on classroom activities**

Teachers reported that a number of learning activities commenced at the CLC had continued in the classroom. Some of these were built on skills learned by pupils during the CLC session, and included projects based on Mission Maker, 2 Simple activities; Stop Frame animation and Green Screen/Filming and editing. Curriculum areas enhanced by the CLC courses were History: the Tudors and WW2; Space – Earth, Sun Moon and the Solar System; the Materials topic in Science and Media Studies modules and coursework.

“... work done at the CLC reinforced learning done in class and further scaffolded (pupil) learning in some areas ...”

### **The impact of the CLC on pupil motivation**

All teachers remarked on the impact of CLC activities in terms of enhanced pupil motivation. A number commented on way in which pupils enjoyed learning in a new environment:

“ ... the opportunity to work on new projects in and out of school environment ...”

“ ... they like the simple act of working in a different environment ...”

“ ... The children enjoy visiting the centre and using new technologies e.g. screen touch computers, 3D projectors”

Other teachers mentioned the opportunities for their pupils to use technologies that were unavailable at their schools.

*“Children have enjoyed using a range of programs we currently do not have in school. It made them excited to use new technologies!”*

The impact of the day was felt in activities that were completed in school, all of which resulted in increased pupil motivation. Pupils were “... *very motivated on return to school and wanting to complete the project, viewing the end product ...*” “*Children really enjoy the visit and want to do more.*” One teacher commented, “... *Motivation for our pupils varies day to day, minute to minute. It has enhanced motivation.*” Another said, “... *children not interested in writing were stimulated by your programs.*”

“... *they enjoyed using the fantastic ICT suite and the Egyptian presentation really brought the topic alive.*”

## **The impact of the CLC on pupil output**

Teachers commented on the increased pace of pupil work: one said that all pupils in her class produced more work than they would have done without the CLC visit. Another commented, “The work completed at the CLC was substantial and has made similar work done at school being completed at a faster rate. This is due to a rise in confidence in their ICT-skills.” Other teachers that the additional skills pupils learned during their visit led to their being able to produce more work in a smaller, more concentrated time frame. Pupils were stimulated and inspired to produce substantial projects – the quantity of work increased.

## **The impact of the CLC on work quality**

Teachers commented on the strong correlation between enhanced pupil skills and the quality of the work they produced. One teacher linked the rise in confidence in pupils’ ICT skills to a greater focus on the quality of the work they produced towards given success criteria, which had shown a dramatic improvement since the CLC visit. The time spent at the CLC, and the tuition available, produced a significant impact on the quality of work, with transferable skills benefiting other areas of the curriculum. One teacher described the impact of the CLC course on the quality of work as superb:

“... *taking C/D borderline students to C/B grades. Allowing 1 group of students to progress from Certificate to Diploma level in BTEC ...*”

## **Identifiable improvements in pupil achievement**

Improved skills, greater competence in applying them and enhanced confidence were the most visible improvements, but a number of teachers commented on improved concept development as a result of the CLC work. Other commented on the benefits of differentiated work, with support for less able pupils and challenges for high achievers. “... *Pupils who have not been high*

*achievers have shone in activities done at the CLC ... “ ... children could go on to write more independently ... “*

One teacher summarised the impact of the CLC visit in terms of identifiable improvements as

*“ ... Commitment, confidence, raised levels in final GCSE assessments ... “*

## **CLC work and its impact on pupil behaviour**

The majority of teachers felt that pupil behaviour was not an issue at their school, and that it was therefore not possible to assess the impact of the work with CLC on this particular affective factor (compared with, for example, motivation). Some teachers, however, did comment on the positive effects of CLC courses on behaviour at school, following the day's activities.

*“The focus on creative use of ICT and the projects undertaken with Eston CLC have really helped engagement and behaviour in the subject ...” “As it helped their understanding of the topic they have been very engaged in further work in school ...”*

Other teachers reflected on the way in which course delivery and teaching styles of CLC staff have an impact on behaviour.

*“Students feel valued and so input more readily; the support offered and respect commanded means pupil behaviour is vastly improved ...” “The children respond well to ICT, as it uses different learning styles, which in turn has a positive impact on behaviour ...” “Children enjoy going to (the) CLC (and it) therefore improves behaviour before (the) visit. During (the) visit children are engaged.” “We never have behaviour problems at the CLC and the chance to go improves behaviour at school ...”*

## **CLC impact on attendance**

The majority of respondents felt that attendance was not an issue for their school, so it was difficult to determine the impact that the CLC visit had. One school, however, commented:

*“ ... we do not have many students opting out of ICT lessons ...”, whilst another reported that “... we rarely have pupils absent on days we are at the CLC ...”*

**Table 16: Pedagogical organisation and activities in the school**

| <b>How often do you organise the following learning activities with your class?</b> |        |       |           |        |       |
|---|--------|-------|-----------|--------|-------|
|   | Always | Often | Sometimes | Rarely | Never |
| Individual work   | 23%    | 73%   | 5%        |        |       |
| Pair work   | 18%    | 73%   | 9%        |        |       |
| Group work  | 18%    | 59%   | 23%       |        |       |
| Project work  | 18%    | 23%   | 55%       | 5%     |       |
| Collaboration outside the classroom   | 9%     | 5%    | 55%       | 23%    | 5%    |

N=22

The dominant models for learning activities reported by teachers in this survey are those of Individual and Pair work, with occasional Group work and Project work. This may go some way to explaining why the work of Eston CLC, where much of the focus is on collaborative projects, has such an impact on pupil motivation, attainment and behaviour.

## **Some conclusions and reflections**

### **City Learning Centre Utilisation**

Whilst the majority of schools and pupils are from the Primary sector and Key Stage 2, feedback from Secondary teachers suggests that the CLC courses have a significant impact on the attainment of their pupils. It may well be that Teachers from Year 6 of the Primary schools and Year 7 of Secondary schools could consider joint courses to support transition across the sectors.

### **Course popularity**

Of the seventy-two courses run during the year the four in which the greatest number of pupils participated were Earth, Sun & Moon; Mission Maker; Ancient Greeks and Victorians. Teachers indicated that they selected the courses on the basis of curriculum coverage and CLC expertise. Eston CLC may want to consider augmenting these popular courses with additional activities.

### **Course ratings**

All of the courses were rated 'Good' or better – indeed, 99% were rated either 'Very Good' or 'Excellent': Excellent = 82%; Very Good = 18%. In terms of numbers, Excellent = 59; Very Good = 13; Good = 1. All of the schools rated the CLC facilities and staff expertise and pedagogical approaches very highly.

### **Teacher feedback**

Feedback from the teachers indicated that

- 95% felt that the centre did not assume too much of the pupils in terms of prior knowledge.
- Almost 94% felt that the ICT skills of the pupils were adequate for the workshop.
- 99% said that their pupils were engaged and motivated by the activities.
- 96% said that their pupils acquired additional knowledge as a result of the day's visit.
- 97% said that their pupils had improved their ICT skills as a result of their visit.

The Centre should be focus on this feedback in its marketing to schools.

### **Pupil feedback**

Feedback from the pupils indicated that

- 96% felt the day had been 'Excellent' or 'Very Good'

- 88% said that they had learned 'A Great Deal' or 'A lot'.
- 95% said that the CLC facilities were 'Excellent' or 'Very Good'.

### **Impact of the CLC on teachers**

Respondents identified a range of factors that influenced their choice of particular CLC courses, a significant number of which were on the basis of links to the curriculum they were delivering. The advice, support and expertise of CLC staff were also important factors.

In terms of ICT use these teachers could be described as 'e-mature'<sup>5</sup>. Pupils use a range of technologies for significant periods of time – moving toward an e-mature school.

CLC staff have a significant impact on collaborative projects. All teachers found it easy to integrate work at the CLC with curriculum activities.

Teachers reported that a number of learning activities commenced at the CLC had continued in the classroom. All teachers remarked on the impact of CLC activities in terms of enhanced pupil motivation, whilst others mentioned the opportunities for their pupils to use technologies that were unavailable at their schools.

Group work and Project work at Eston CLC has a significant impact on pupil motivation, attainment and behaviour.

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<sup>5</sup> Becta (2009) Personalising Learning <http://research.becta.org.uk>

# Appendix One

At the end of each course at Eston City Learning Centre, teachers are asked to complete the feedback form.

## Please rate the day for us

1. Did we assume too much of your pupils with respect to prior knowledge?
2. Did we assume too much of your pupils with regard to ICT skills?
3. Were your pupils engaged and motivated by the activities? Please give details.
4. Did your pupils acquire additional knowledge as a result of today's visit?
5. Did your pupils improve their ICT skills as a result of their visit today?
6. Please make any other comments which you think would help us to improve our delivery of both curricular and ICT-related knowledge and skills. Very many thanks
7. We would like to support your teaching and to keep you informed of events and changes at the CLC. Please enter your email address below
8. School
9. Topic
10. No of Children

## **Appendix Two**

At the end of each course at Eston City Learning Centre, pupils are asked to complete a short feedback form.

### **Overall I Think Today Has Been**

Excellent

Very Good

Good

Poor

### **Today I Think I Have Learned**

A Great Deal

A Lot

A Little

Nothing New

### **The CLC's Facilities Are**

Excellent

Very Good

Good

Poor

## Appendix Three

### *Eston CLC: Teacher Survey*

Eston CLC has commissioned MirandaNet to evaluate the impact of programmes that it ran during 2009. We are particularly interested in the ways in which courses at the CLC may have changed pupil approaches to learning and working, and whether you feel that the work at the CLC contributed to overall pupil achievement.

This survey should take no more than about 15 minutes to complete. When you've finished it you can either post it to me (my address is at the foot of the email to which this is attached) or email it. Thank you very much indeed for helping with the research and completing the form.

All data will be confidential and responses in the report will be anonymised. However, if you are willing to discuss the project further, email me at [john.cuthell@mirandanet.ac.uk](mailto:john.cuthell@mirandanet.ac.uk) and we can arrange a discussion.

The first set of questions will help to provide a background for Eston CLC activities.

| <b>Background information</b>              |  |
|--|--|
| What is your job title?                    |  |
| What is your classroom role?               |  |
| What is your subject area?                 |  |
| What is your management role in school?    |  |
| How did you choose particular CLC courses? |  |

## What technology do you have in your classroom?

| <i>Please put a tick in the appropriate box.</i> | How often do you use it? |                  |                  |        |               | How much impact has this had? |               |             |             |       |
|--|--------------------------|------------------|------------------|--------|---------------|-------------------------------|---------------|-------------|-------------|-------|
|  | Sometimes                | When appropriate | Most of the time | Always | For (subject) | None at all                   | Slight impact | Some impact | Quite a lot | A lot |
| A laptop   |                          |                  |                  |        |               |                               |               |             |             |       |
| Internet access                                  |                          |                  |                  |        |               |                               |               |             |             |       |
| An IWB & projector                               |                          |                  |                  |        |               |                               |               |             |             |       |
| A projector                                      |                          |                  |                  |        |               |                               |               |             |             |       |
| A hand-held device                               |                          |                  |                  |        |               |                               |               |             |             |       |
| A Learning Platform                              |                          |                  |                  |        |               |                               |               |             |             |       |
| Other  |                          |                  |                  |        |               |                               |               |             |             |       |

## What technologies do your pupils use?

| <i>Please put a tick in the appropriate box.</i> | How often do they use it? |                  |                  |        |               | How much impact has this had? |               |             |             |       |
|--|---------------------------|------------------|------------------|--------|---------------|-------------------------------|---------------|-------------|-------------|-------|
|  | Sometimes                 | When appropriate | Most of the time | Always | For (subject) | None at all                   | Slight impact | Some impact | Quite a lot | A lot |
| A laptop   |                           |                  |                  |        |               |                               |               |             |             |       |
| Internet access                                  |                           |                  |                  |        |               |                               |               |             |             |       |
| An IWB & projector                               |                           |                  |                  |        |               |                               |               |             |             |       |
| A projector                                      |                           |                  |                  |        |               |                               |               |             |             |       |
| A hand-held device                               |                           |                  |                  |        |               |                               |               |             |             |       |
| A Learning Platform                              |                           |                  |                  |        |               |                               |               |             |             |       |
| Other  |                           |                  |                  |        |               |                               |               |             |             |       |

|                            | <b>Have you worked with any of the following colleagues within school on projects developing from CLC courses?</b> |           |                         |             |       |
|----------------------------|--|-----------|-------------------------|-------------|-------|
|                            | Never  | Sometimes | For particular subjects | Quite a lot | A lot |
| Advanced Skills Teacher    |  |           |                         |             |       |
| HLTA                       |  |           |                         |             |       |
| School Improvement Partner |  |           |                         |             |       |
| CLC Staff                  |  |           |                         |             |       |
| LA Adviser                 |  |           |                         |             |       |
| Others – please specify    |  |           |                         |             |       |

### **Your personal technology use**

| <b>I use technology for ...</b>  | (Tick all that apply) |
|--|-----------------------|
| Booking tickets, purchasing flights and holidays, and resourcing lessons |                       |
| Professional development   |                       |
| Purchasing books or CDs  |                       |
| Banking and finance and purchasing large items                           |                       |
| To support teaching and learning   |                       |
| Providing e-learning for students  |                       |
| Online communities – Facebook, etc                                       |                       |
| Online storage of documents, images and other things                     |                       |
| Communities of Practice  |                       |

## The impact of CLC courses

### How easy did you find it to integrate the work done at the CLC into curriculum activities?

*Please provide examples where necessary.*

| Difficult | Not easy | Relatively | Quite easy | Very easy |
|-----------|----------|------------|------------|-----------|
|           |          |            |            |           |

|   |  |
|---|--|
| How have the pupils reacted to using the City Learning Centre?                  |  |
| Has it improved their motivation?   |  |
| How has the work done at the CLC impacted on the <i>quantity</i> of pupil work? |  |
| How has the work done at the CLC impacted on the <i>quality</i> of pupil work?  |  |
| What improvements have you identified in pupil achievement?                     |  |
| How has the work done at the CLC impacted on pupil behaviour?                   |  |
| Has there been any impact on attendance as a result of sessions at the CLC?     |  |

### How often do you organise the following learning activities with your class?

|                                     | Always | Often | Sometimes | Rarely | Never |
|-------------------------------------|--------|-------|-----------|--------|-------|
| Individual work                     |        |       |           |        |       |
| Pair work                           |        |       |           |        |       |
| Group work                          |        |       |           |        |       |
| Project work                        |        |       |           |        |       |
| Collaboration outside the classroom |        |       |           |        |       |

Thank you for providing these answers. The information from this evaluation will help Eston CLC in its offering to schools. If you wish to contact me, my contact details are:

John Cuthell    Research and Implementation Director    MirandaNet Academy  
[john.cuthell@mirandanet.ac.uk](mailto:john.cuthell@mirandanet.ac.uk)                      <http://www.mirandanet.ac.uk>

## **Appendix Four**

**Core functions of a city learning centre**

**March 2009**

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The core functions of a city learning centre are to:

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The core functions of a city learning centre are to:

## **Support learning**

1. Provide inspiration and specialist leadership to show how the effective use of technology can promote equality, aspiration, motivation and achievement through enhancing the quality of teaching and learning in a range of settings and in response to the Every Child Matters agenda.
2. Demonstrate how the deployment of new and emerging technologies can contribute to the transforming learning and raising attainment agendas.
3. Exemplify, explore and innovate new and creative methods of teaching and models of learning, in all key stages and throughout the curriculum, through the provision of appropriately equipped, flexible and stimulating non-school like environments.
4. Develop, evaluate and promote a range of technology rich, unconventional and personalised alternative learning frameworks to attract hard to reach and disenfranchised learners and approaches to support those with special educational needs.

## **Contribute to policy**

5. Be a strategic part of the local authority school improvement and change management agenda by:
  - promoting and contributing to effective school self evaluation and development planning involving learning technologies,
  - providing opportunities for partner schools to take part in consultation and debate surrounding the implementation of national and local proposals concerning the deployment of learning and other technologies in the delivery of policy initiatives,
  - offering a local interface between policy and practice and strategy and operation through developing technology visioning and learner voice activities,
  - exploring and promoting methods to ensure local efficiencies and effectiveness in procurement to attract savings and value for money.

6. Support and contribute to the development of annual national objectives in line with the Harnessing Technology strategy determined by Becta.

## **Enable innovation**

7. Gather and contribute evidence to local, regional and national research programmes in order to provide informed and reliable information and guidance to other teachers and learners by:

- seeking to analyse the impact of technology on improving skills and raising attainment,
- designing and delivering projects that encourage innovation and the taking of risks,
- presenting opportunities for the development of new technologies, and • evaluating and reporting the processes and outcomes obtained.

8. Undertake horizon scanning activity with a variety of partners locally and nationally in order to monitor and forecast trends, keep ahead and maintain 'leading edge' when informing strategic decision making within partner institutions.

9. Provide advice, guidance and support when needed by:

- developing and exemplifying technical excellence,
- maintaining a range of local relevant expertise, and
- responding quickly to policy initiatives.

10. Identify and develop appropriate specialisms, through negotiation with other CLCs nationally, that will impact locally and which can be shared regionally and countrywide.

## **Develop partnerships**

11. Develop and sustain effective local, regional and national partnerships with a range of stakeholders, including young people and older learners, drawn from education and children's services, business and the community, to contribute to the gathering and sharing of evidence and information about the role and function of learning technologies, and to promote their use in a variety of circumstances.

## **Deliver continuing professional development**

12. Provide dedicated on-site and off-site innovative training for teachers, governors, carers, parents and others involved in the provision of children's services, in enabling them to understand the potential of technology and further develop their confidence to enable them to apply it in the transformation of learning and pupil care.
13. Offer further personalised support and guidance as necessary, including arranging opportunities for peer exchange and interschool teaching, to ensure that new ways of working are sustained and embedded into practice.
14. Present opportunities for informal learning experiences, encouraging and enabling teachers to learn and develop skills alongside their pupils in a friendly and supportive environment.
15. Identify expertise in the workforce and promote local and extended networking and collaboration to develop specialist skills in a range of areas and provide real and virtual opportunities for groups of teachers, learners and others to share experiences, expertise and interests allowing them to take ownership of their own learning.

## **Provide resources**

16. Provide an autonomous shared resource to act as a 'neutral territory test-bed' enabling partner institutions to discover, inspect, borrow, use and evaluate alternative specialist devices and materials that might otherwise be unavailable or too expensive for them to compare and assess themselves.