

Case Studies

Case 1. Poplar Partnership Evaluation Report

The University of Winchester evaluated a Storytelling Schools pilot project in ten Tower Hamlets schools. It highlights the positive impact that the Storytelling Schools approach has had on children's attainment in an area of high social deprivation.

- Levels of attainment in writing at the end of the evaluation period were above the national and local averages.
- The evidence suggested that the Storytelling Schools approach builds children's confidence and engagement with writing and overall has a positive impact on most children.
- Significantly, 'most of the children surveyed said that they enjoyed writing, were positive about their identity as writers and storytellers and thought that Storytelling Schools' methods had helped them learn to write.' This was true for both genders.
- Crucially, children with English as an Additional Language and those on Pupil Premium shared this level of enthusiasm.

For more information click here: [Poplar Partnership Evaluation Report](#)

Case 2. High Meadow Infant School

- High Meadow Infant School serves an area of socio-economic deprivation in Birmingham.
- To address their whole school priorities: improving writing across the school and closing the 'disadvantage' gap, they became a Storytelling School.
- On termination of the pilot, in KS1, 100% of disadvantaged pupils met national expectations in writing, compared to 66% nationally. Disadvantaged pupils outperformed their peers by 18%. 100% of pupils

made expected progress and 100% of disadvantaged pupils made accelerated progress.

- Since becoming a Storytelling School, High Meadows has been awarded Ofsted 'Outstanding' status.

[View more information on our Blog](#)

Case 3. Larkrise Primary School

Larkrise Primary School in Oxford declared that 'morale at the school, amongst staff and pupils rose markedly as we followed our new curriculum. SATS results started to rise, from a very low base, and have continued to improve over the time we have followed the Storytelling Curriculum.'

[View more information on our Blog](#)

Case 4. Mayflower Primary School

Since becoming a Storytelling School, Mayflower has seen their standards in reading and writing rise dramatically and are now consistently high, year after year.

KS1:	Reading:		Writing:	
	Level 2B+	Level 3	Level 2B+	Level 3
2012:	87%	22%	76%	20%
2013:	87%	24%	81%	22%
2014:	96%	44%	87%	29%
2015:	89%	49%	89%	33%

KS2:	Reading:		Writing:	
	Level 4+	Level 5	Level 4+	Level 5
2012:	89%	38%	91%	29%
2013:	95%	45%	93%	45%
2014:	98%	39%	98%	48%
2015:	98%	42%	98%	44%

Provisional KS1 SATs 2015/16	Expected National	GDS National	Expected Mayflower	GDS Mayflower
Reading	74%	24%	82% (+8)	23% (-1)
Writing	66%	13%	70% (+4)	20% (+7)

GDS. Working at greater depth within the expected standard (exceeding National standards)

Provisional KS2 SATs 2015/16	Expected National	GDS National	Expected Mayflower	GDS Mayflower
Reading	66%	19%	79% (+13)	23% (+4)
Writing	74%	15%	86% (+12)	27% (+12)

In February 2017, they were awarded 'Outstanding' status by Ofsted. The storytelling approach was cited as one of their 'effective strategies in improving pupils achievement' through its 'rich curriculum which is central to helping pupils reach high levels of achievement'.

[Read more about Mayflower on our Blog](#)

[View Mayflower's Ofsted report.](#)