

Detailed Evaluation Reports

Primary School Programmes:

Business	School	Number of weekly volunteers	Ablaze Programme
Airbus	Begbrook Primary Academy	5 volunteers supported 10 pupils	Reading Buddies
Airbus	Blaise Primary	7 Reading Buddy volunteers supported 14 pupils, 10 Number Partner Volunteers supported 22 pupils	Reading Buddies and Number Partners
Airbus	Fonthill Primary	7 volunteers supported 14 pupils	Reading Buddies
Airbus	Henbury Court Primary	5 Reading Buddy volunteers supported 10 pupils, 8 Number Partner Volunteers supported 18 pupils	Reading Buddies and Number Partners
Airbus	Holy Family Primary	6 Reading Buddy volunteers supported 12 pupils, 9 Number Partner Volunteers supported 20 pupils	Reading Buddies and Number Partners
Airbus	St Teresa's Catholic Primary	7 Reading Buddy volunteers supported 14 pupils, 11 Number Partner Volunteers supported 33 pupils	Reading Buddies and Number Partners
Airbus	Upper Horfield Community School	9 Reading Buddy volunteers supported 18 pupils, 10 Number Partner Volunteers supported 10 pupils	Reading Buddies and Number Partners
Allianz	Wheatfield Primary	6 volunteers supported 6 pupils	Reading Buddies
BBC	St George CE Primary	12 volunteers supported 12 pupils	Reading Buddies
BBC	St Michael's on the Mount	14 volunteers supported 14 pupils	Reading Buddies
Burges Salmon	Barton Hill	10 volunteers supported 5 pupils	Reading Buddies
Burges Salmon	St Mary Redcliffe	8 volunteers supported 13 pupils	Number Partners *
Civil Service Local	St Werburgh's Primary	11 volunteers supported 11 pupils	Reading Buddies
CMS Cameron McKenna	Holy Cross RC Primary	11 volunteers supported 11 pupils	Reading Buddies *
Computershare	Hareclive Academy	7 volunteers supported 7 pupils	Reading Buddies *
Computershare	Perry Court E-ACT Academy	6 volunteers supported 12 pupils	Reading Buddies

DAS	Glenfrome Primary	9 Reading Buddy volunteers supported 9 pupils, 9 Number Partner Volunteers supported 18 pupils	Reading Buddies and Number Partners
DWP Brislington	St Keyna Primary	4 volunteers supported 8 pupils	Reading Buddies
Environment Agency	St George CE Primary	2 volunteers supported 4 pupils	Number Partners
Foot Anstey	Oasis Connaught	6 volunteers supported 12 pupils	Reading Buddies
Intellect Books	Whitehall Primary School	5 volunteers supported 10 pupils	Reading Buddies
Lloyds	St George CE Primary	8 volunteers supported 8 pupils	Reading Buddies
National Friendly	Cabot Primary	6 volunteers supported 6 pupils	Reading Buddies
Office for Students	Chester Park Infant School	5 volunteers supported 10 pupils	Reading Buddies
Office for Students	Glenfrome Primary	9 Reading Buddy volunteers supported 9 pupils, 9 Number Partner Volunteers supported 18 pupils	Reading Buddies and Number Partners
Office for Students	Steiner Academy	6 volunteers supported 12 pupils	Reading Buddies
OVO Energy	Compass Point Primary	6 volunteers supported 12 pupils	Number Partners *
OVO Energy	St Pius X Primary	25 Reading Buddy volunteers supported 25 pupils, 11 Number Partner Volunteers supported 22 pupils	Reading Buddies and Number Partners *
OVO Energy	Woodlands Academy	13 Reading Buddy volunteers supported 13 pupils, 11 Number Partner Volunteers supported 22 pupils	Reading Buddies and Number Partners
PwC	Summerhill Infant School	1 volunteer supported 1 pupil	Number Partners
Rolls-Royce	Little Stoke Primary	10 volunteers supported 10 pupils	Reading Buddies
Rolls-Royce	Orchard School	3 volunteers supported 6 pupils	Reading Buddies *
Rolls-Royce	Sefton Park Junior	1 Reading Buddy volunteer supported 1 pupil, 1 Number Partner Volunteer supported 1 pupil	Reading Buddies and Number Partners
Teleperformance	School of Christ the King	4 volunteers supported 9 pupils	Reading Buddies
Thrings	Whitehall Primary School	14 volunteers supported 14 pupils	Reading Buddies
TLT	Evergreen Primary Academy (formerly Millpond Primary)	12 volunteers supported 6 pupils	Reading Buddies

TLT	Oasis Long Cross	4 volunteers supported 4 pupils	Reading Buddies
UWE	Minerva Academy	8 volunteers supported 8 pupils	Reading Buddies

* = Intervention ended in 2017/18



Business	School	2017-18 Evaluation data
Airbus	Begbrook Primary Academy	<p>Rachael Symons from Begbrook Primary Academy felt that the supported pupils had made good progress and all supported pupils had gained in confidence, with pupils improving by an average of 2.4 reading levels. She commented that "enjoyment of reading has increased as has willingness to read, comprehension has improved too".</p> <p>All the Airbus volunteers at the school felt the support from Airbus was good and that the pupils they supported had improved key skills. One volunteer commented that the pupils benefitted from "having a role model to show them how good reading is for them in the future". Volunteers felt they increased in confidence and enjoyed the chance to meet other Airbus staff whilst they were volunteering, one volunteer commented that it had renewed their love of reading and stated, "please continue to do this and implement it in more schools, it's a wonderful initiative".</p>
Airbus	Blaise Primary	<p><u>Reading Buddies:</u> All supported children enjoyed having a Reading Buddy, felt they had become more confident in reading and said they would read more now. One pupil commented, "it's nice to share books and talk about them". The volunteers felt the support from Airbus was good, and two thirds of those who completed evaluations felt their pupils improved key skills. Volunteers enjoyed "giving something back to the community" and "building a relationship with the children".</p> <p><u>Number Partners:</u> Julie Barlow of Blaise Primary commented that pupils "have been more excited about their maths and willing to 'give it a go!'" and that "being able to talk about their mathematics learning with an additional adult enabled them to find and plug gaps". The Number Partners programme "raised their expectations about potential careers for themselves in the future". All supported pupils improved their maths skills and improved by an average of 3.4 levels. Supported pupils all feel more confident about using maths and thought the sessions were lots of fun; they really enjoyed showing the volunteers their learning.</p> <p>Airbus volunteers enjoyed 'the reward from helping someone find the right answer to a maths problem' and felt the pupils they supported improved their confidence in maths, with one saying, "the games were fun and the atmosphere was enjoyable". One employee felt the scheme improved their leadership skills through managing a group of volunteers each week and commented that Number Partners "is a fantastic way of shining confidence onto children's numeracy skills. It is great for the volunteers to get out of the office and motivate young people. More should be done to get this scheme widely recognised with employers."</p>
Airbus	Fonthill Primary	<p>Melanie Knight from Fonthill Primary School felt that supported pupils made good progress, are reading with more confidence and progressing through the book bands. The supported pupils improved by an average of 4 reading levels, with one pupil increasing by more than 5 levels.</p> <p>A volunteer from Airbus felt the pupils had made good progress and commented "I think the benefits of the programme are when you visit the school you are seen by students as a friend. This makes the reading an enjoyable experience for both you and the student, as it is no longer seen as a chore for the child. In turn this accelerates their progress in learning."</p>

Airbus	Henbury Court Primary	Saana Karna from Airbus felt that volunteering had been of benefit to Airbus and that volunteers had enjoyed supporting the school. Jane Sawyer from Henbury Court Primary Academy felt that supported children had made 'Good' progress and benefitted from increased confidence and improved comprehension, as well as feeling valued. All the supported children are now reading with more confidence and have improved by an average of 2.6 reading levels.
Airbus	Holy Family Primary	Saana Karna from Airbus felt that volunteering had been of benefit to Airbus and that volunteers had enjoyed supporting the school. Reading Buddy volunteers who completed our evaluation enjoyed volunteering and felt the support from the business was good and that children improved key skills, including 'general communication and possibly critical thinking skills'. Number Partner volunteers also felt the children had improved, and they also benefitted from volunteering: "I learnt skills such a communicating and condensing high level math knowledge to more simple information that is easier for the pupils to understand." Caroline Carter from Holy Family felt that supported children had made 'Good' progress, commenting that the "children enjoyed working with other adults" and benefitted from increased confidence and feeling valued. Children with Number Partners improved an average of 4 levels and those with Reading Buddies improved an average of 4.5 levels and "looked forward to each session and enjoy reading with their Reading Buddy."
Airbus	St Teresa's Catholic Primary	All the volunteer Reading Buddies felt the support from Airbus was good and that the children improved key skills, gaining confidence and comprehension skills. Volunteers enjoyed 'seeing the children's progress' and 'seeing my Reading Buddy learning to enjoy reading'. One commented "Thanks for the running the programme - it is a fantastic initiative!" 85% of the Number Partner volunteers felt their pupils had improved key skills. Volunteers felt that the children learned how maths applied to the real world and also learned soft skills, such as the 'improvement of social skills (adapting to the majority to choose a game, accepting to lose, ...)' and 'their confidence in working things out at their own pace in front of their groups has improved'. Volunteers also felt they benefitted from being Number Partners, with one commenting 'acting as school co-ordinator for a short period definitely improved my communication skills within Airbus and outside'. Alison Knight, the Reading Buddies Coordinator at St Teresa's Catholic Primary School felt that supported pupils made 'Good' progress, with all supported pupils now reading with more confidence. She commented, "There has been most impact on language development. Having the opportunity to talk to another interested adult about their reading has helped the children immensely. Some of our children read well but struggle to explain and understand what they have read so benefit from this partnership hugely. We also have many EAL children who benefit from this type of quality conversation." All the supported pupils enjoyed having a Reading Buddy and feel that their reading has improved; one commented that their Reading Buddy 'taught me how to read properly and understand texts a little bit more'. Janet Ellams, the Number Partners coordinator at St Teresa's felt that supported pupils had made 'Good' progress and are now using maths with more confidence; the children also benefitted from contact with the world of business and feeling valued. She commented that pupils 'are engaged and enjoy working with the partners'. 81% of supported pupils enjoyed having a Number Partners and all of them felt they are now better at mental maths; one commented, "it teaches all the things I need to know".

Airbus	Upper Horfield Community School	<p>Airbus volunteers at Upper Horfield Community School felt that the support from the business was good and that supported pupils improved key skills. Volunteers felt the pupils gained confidence: “many children were very shy at first but became more comfortable communicating with us and gained more confidence.”</p> <p>Rachel Asbury, Reading Buddies coordinator at Upper Horfield Community School felt the supported pupils made 'Good' progress and are now reading with more confidence, improving by an average of two reading levels. She commented that Reading Buddies “raises the profile of reading and it raises the pupils' self-confidence.”</p>
Allianz	Wheatfield Primary	<p>No evaluation data was received from the business.</p> <p>Katie Gregory from Wheatfield Primary School felt that the pupils have enjoyed reading with their Reading Buddies: “The pupils enjoy reading with their buddy. They have built a relationship with their buddy which has enabled them to read with someone in a comfortable pairing. Overall they have made average progress in their reading.”</p> <p>66% of supported pupils are now reading with more confidence and they have improved by an average of one reading level. 83% of supported children feel their reading has improved and 83% enjoyed having a Reading Buddy. 67% of the supported pupils say they will read more now.</p>
BBC	St George CE Primary	<p>Clare Salisbury at the BBC felt that volunteers had enjoyed supporting the school and that volunteering at the school had been of benefit to the business, she also felt that supported pupils had increased in confidence.</p> <p>Dan Edwards from St George CE Primary felt that the supported pupils had made 'Good' progress and are now reading with more confidence, and that the benefits of the programme were a 'clear improvement in steps progress' and 'more confident readers'. All but one of the supported pupils are now reading with more confidence and pupils had improved by an average of over four reading levels.</p>
BBC	St Michael's on the Mount	<p>No evaluation data has been received from the school.</p> <p>Clare Salisbury at the BBC felt that volunteers had enjoyed supporting the school and that volunteering at the school had been of benefit to the business, she also felt that supported pupils had increased in confidence.</p>
Burgess Salmon	Barton Hill	<p>Sarah Hamnett from Burgess Salmon felt the volunteering had been of value to the business and that the volunteers had enjoyed taking part. All volunteers who completed the evaluations felt the support from the business was good, that their pupils had improved key skills and want to continue next year. They felt that the pupils benefitted from spending time with a grown up and the volunteers enjoyed spending time with the children. The volunteers found that volunteering gave them a sense of achievement and one commented that "lunchtimes have been spent doing something worthwhile and feel like I have made a difference".</p> <p>Maddy Wilkey from Barton Hill Academy felt that the supported pupils had made good progress this year and that the pupils are reading with more confidence. She felt that supported pupils benefitted from contact with the world of business, enjoyment, feeling valued and a sense of pride and had improved their reading by an average of 3.7 levels.</p>

Burges Salmon	St Mary Redcliffe	<p>Ed Hayes, the coordinator at Burges Salmon felt that the volunteers had enjoyed supporting the school and the pupils had gained confidence. Burges Salmon volunteers felt the support from the business and Ablaze was good, but that the distance from the school was too far which limited the time they were able to spend with the pupils. One volunteer commented that the children were not always ready for their sessions and there were some behavioural issues.</p> <p>Vickie Price from St Mary Redcliffe said, "Children show a positive attitude towards Maths now and are more willing to 'give it a go' rather than just give up before they have started. They are always looking forward to working with the volunteers and didn't even realise it was Maths until a few weeks in! They are generally much happier within themselves about Maths, their self-esteem has risen noticeably." All supported pupils had improved their confidence in maths and had improved by an average of 1.4 levels.</p> <p>All supported pupils enjoyed having a Number Partner, felt more confident with maths and felt that their mental maths had improved. The children particularly enjoyed the games, with one child commenting "I liked playing games as sometimes didn't know I was doing maths" and another said, "I want to do it again as it was so much fun". The pupils felt that they had got stronger at times tables, division and fractions, as well as becoming quicker at solving maths problems.</p> <p>This intervention ended in July 2018.</p>
Civil Service Local	St Werburgh's Primary	<p>Garry Packer from Highways England felt that communication from Ablaze was good and that the volunteering was of benefit to the business; he also felt that the supported pupils had made good progress this year. Highways England wish to continue supporting the school this year but noted that it was difficult at times for volunteers to attend the sessions due to the pressures at work.</p> <p>The pupil who completed our evaluation felt that their reading had got better, that they feel more confident reading and will read more often.</p>
CMS Cameron McKenna	Holy Cross RC Primary	<p>No evaluation data has been received from the school or business.</p> <p>This intervention ended in 2017/18.</p>
Computershare	Hareclive Academy	<p>Daniel Stevenson from Computershare said the volunteers enjoyed supporting the school and felt that the supported children improved their reading skills, however employees did find it very difficult to attend on a regular basis.</p> <p>Sharon Jones at Hareclive E-ACT Academy felt that supported pupils made variable progress, as volunteers struggled to attend regularly. However, "one Reading Buddy consistently attended and the feedback from the children he supported was very positive". The supported pupils benefitted from feeling valued, gained in confidence and improved by an average of 2.2 reading levels. All the pupils who completed evaluations enjoyed having a Reading Buddy and felt more confident reading; 90% felt their reading had improved.</p> <p>Ablaze nominated Hareclive E-ACT Academy to receive a United Way UK Reading Oasis, Sharon Jones at Hareclive E-ACT Academy was thrilled to receive new books, bookshelves and seating for the school library, so the children now have a safe and inviting space to enjoy books.</p> <p>This intervention ended in July 2018.</p>

Computershare	Perry Court E-ACT Academy	<p>Daniel Stevenson from Computershare felt that volunteering had been of benefit to the business, that the volunteers had enjoyed supporting the school and that the support from Ablaze was good. He felt that supported pupils had made 'Outstanding' progress and that the school were 'a pleasure to work with'. All the volunteers from Computershare who completed evaluation forms felt that their pupils had improved key skills and were reading with more confidence, they all wish to continue supporting the school next year. One volunteer commented that they especially enjoyed “seeing the children enjoying our time together and seeing the improvement in their SATs grades.”</p> <p>Caroline Proffitt from Perry Court E-ACT Academy felt that supported pupils had made 'Good' progress, had all increased in confidence and had improved by an average of over two reading levels. Caroline felt the impact of the Reading Buddies intervention was “greater fluency, greater confidence, increased skill at tackling unfamiliar words, better ability to answer questions, being able to talk to an unfamiliar adult and hopefully develop manners/conversation skills”. All the supported pupils felt their reading had improved and 90% of them said they would read more now. A Year 6 pupil commented that their Reading Buddy “asked a lot of questions about the book and made me understand more.”</p>
DAS	Glenfrome Primary	<p>Hayley Parsons at DAS feels the Reading Buddies intervention went well, with the volunteers enjoying supporting the school and the children improving key skills. All the volunteers from DAS who completed our evaluation felt the support from the business was good and that it was good to have the opportunity to volunteer 'It is nice to do something positive and worthwhile', 'I would not have an opportunity to volunteer outside of work'. Claire Banham, the Reading Buddies coordinator at Glenfrome Primary School, felt that supported pupils made 'good' progress with the children gaining confidence and improving by an average of four reading levels. She commented 'Many of the children that read with Reading Buddies are attaining just below National average. Many of them do not read at home or struggle to read. Some lack motivation (at times caused by lack of encouragement at home). The Reading Buddies really encourage these children to enjoy reading by spending good 1:1 time with them focusing on reading skills, praising them and discussing books. This can make a huge difference to many children. The confidence and motivation increases as well as their attainment.'</p>
DWP Brislington	St Keyna Primary	<p>Sally Smith from the Civil Service felt that the intervention was a great success and of benefit to the business, commenting that it was an “excellent opportunity for staff to ‘give back’ to the community” and “as ever, Sally R (<i>Ablaze’s Primary Partnership Manager</i>) has been a great help in organising this”. The volunteers who completed our evaluation felt that the support from the business had been good and they wish to continue volunteering next year. They felt their Reading Buddy had improved key skills and benefitted from “having discussions with an adult, positive affirmation, someone to make 'mistakes' with in a safe environment, more confidence speaking out loud, and a chance to reflect on the content of the book and any similarities in their life.”</p> <p>Richard Eaton from St Keyna Primary School felt that the intervention had “improved the pupils' fluency, comprehension, enjoyment and success". 80% of supported pupils were now reading with more confidence, and they had all improved by at least five reading levels.</p>

Environment Agency	St George CE Primary	Sheila Williams and Charlie Wakefield from the Environment Agency felt that the volunteering was of benefit to the business and that volunteers had enjoyed supporting the school. They felt that supported pupils had improved key skills and gained confidence, and that progress had been “Good, they always progress in both confidence and ability across the year”.
Foot Anstey	Oasis Connaught	No evaluation data has been received from the school or business.
Intellect Books	Whitehall Primary School	<p>Nicola Reisner at Intellect Books is pleased with the intervention this year and feels that the communication from Ablaze has been good and that the pupils have improved key skills. She commented that “supporting the Reading Buddies programme at Whitehall continues to be a valuable and rewarding experience for the volunteers.” The relationship between the business and the school is very strong and Intellect invited their Reading Buddies to their office for a tour and to learn more about publishing.</p> <p>The volunteers have really enjoyed reading at Whitehall: “Whitehall is a fantastic and inspirational school, and Emma Cutmore is an outstanding example of a reading support officer. We really enjoy working with her!”.</p> <p>Emma Cutmore at Whitehall Primary School feels the supported pupils have made 'Outstanding' progress, with all the children reading with more confidence and increasing by at least five reading levels. Emma commented, “The link with Intellect books has been fantastic this year. The children benefitted hugely from a fantastic visit to their offices and got to find out all about publishing. The buddies have been very committed all year, coming in weekly to hear children read and this has made a huge difference in children's understanding and enjoyment of texts.” The supported pupils all enjoyed having a Reading Buddy and 90% of the supported children feel their reading has got better.</p>
Lloyds	St George CE Primary	<p>Mark Hayman from Lloyds Banking Group said the volunteering had been of value to the business and the volunteers enjoyed supporting the school.</p> <p>Dan Edwards from St George CE Primary felt that the supported pupils had made 'Good' progress and are now reading with more confidence, and that the benefits of the programme were a 'clear improvement in steps progress' and 'more confident readers'. All but one of the supported pupils are now reading with more confidence and pupils had improved by an average of over four reading levels.</p>
National Friendly	Cabot Primary	<p>Richard Carroll of National Friendly felt that volunteering through Ablaze was of benefit to the business, that the communication with the school and Ablaze were good and that the volunteers had enjoyed being Reading Buddies. A volunteer commented that "I noticed a general increase in confidence, and the ability to communicate better with adults".</p> <p>Gemma Davies from Cabot Primary commented that "the children enjoy and benefit from the time and attention their Reading Buddies give to them" and felt that the supported pupils had made good progress and benefitted from improved self-esteem and had increased by an average of 1.2 reading levels. 80% of supported pupils enjoyed having a Reading Buddy and said they would read more now; all supported pupils felt their reading had got better and they were reading more confidently.</p>

Office for Students	Chester Park Infant School	<p>Stuart Grantham from Office for Students felt that there were some teething problems with communication but noted that the volunteers all loved attending the school. He felt that the volunteering was of benefit to the business and that the supported pupils had gained confidence with reading. All the volunteers who completed an evaluation said the support from the business was good and wish to continue volunteering next year. A volunteer commented that the children benefitted from 'one to one attention' and that it was 'very rewarding to give back'.</p> <p>Georga Dicken at Chester Park Infant School felt that supported pupils had made 'good' progress and that "the children have become more confident in their own abilities to read. They are enjoying reading more." All supported pupils are now reading with more confidence and have improved by an average of 1.6 reading levels. 89% of supported pupils felt their reading had improved, whilst all said they now felt more confident reading and would read more.</p>
Office for Students	Glenfrone Primary	<p>No evaluation data was received from the business.</p> <p>David Shepherd, Number Partners coordinator at Glenfrone Primary School, felt that supported pupils made 'Good' progress, commenting 'they have an increased confidence in mathematics'.</p>
Office for Students	Steiner Academy	<p>Stuart Grantham at the Office for Students feels the intervention has got off to a flying start and the supported pupils have made 'fabulous' progress so far. He commented, "Very impressed with the organisation from the school and the enthusiasm from the children! Looking forward to a long and positive relationship with Steiner Academy as the partnership progresses!"</p> <p>All the volunteers who completed our evaluations felt that the support from the business had been good and that pupils had improved key skills. One volunteer commented that they enjoyed "being able to see the impact of my work with these kids. Just sitting and reading with them has improved their skills and confidence so much already and it is great to be able to have an impact and be able to see the effects of that impact week on week."</p> <p>The school coordinator at Steiner Academy said, "The Office for Students Reading Buddies started working with us after the Easter break and what a difference they made. As reading happens much more organically for our school, the buddies offered a calm and friendly atmosphere for some of our weaker readers to start developing their skills. As a school we saw how beneficial this intervention was and so out of this we designed a Guided Reading Scheme for every child to enjoy reading every day."</p>
OVO Energy	Compass Point Primary	<p>No evaluation data has been received from the school.</p> <p>A volunteer from OVO Energy felt supported pupils gained confidence with adults and enjoyed seeing how the children looked forward to the sessions. The volunteer felt that volunteering boosted their confidence and communication skills.</p> <p>This intervention ended in July 2018</p>
OVO Energy	St Pius X Primary	<p>No evaluation data has been received from the school.</p> <p>The volunteers that completed our evaluation felt that support from the business had been good and that supported pupils made good progress. One Number Partner Volunteer felt the children benefitted from 'one-on-one attention' and enjoyed 'seeing progression week on week in my pupil's maths skills'. Another said, "I think that helping my Number Partner has also helped me grow in confidence, it was also a great reminder to take a break as when I'd come back from Number Partners I'd always feel refreshed for the afternoon." One Reading Buddy commented "I really enjoyed seeing my reading buddy go from a level 2 to a level 10, he could hardly read when we started, and now he can really do it."</p> <p>OVO Energy also supported a Breakfast Club at St Pius X Primary, as well as funding a writing course for Year 5 pupils.</p> <p>This intervention ended in July 2018</p>

OVO Energy	Woodlands Academy	<p>85% of volunteers from OVO Energy at Woodlands Academy felt that support from the business was good, with all the volunteers thinking the children improved key skills. Supported pupils also gained confidence and an adult to talk to, with one volunteer Reading Buddy commenting, "I think a lot of the benefit for the student is having someone to talk to" and a volunteer Number Partner commenting, "I think the children I have worked with have improved their confidence along with their way of thinking. I can see that they think about alternative ways to approach the problem which is great to see."</p> <p>Volunteers felt that they had also seen benefits from volunteering, "I have learnt new communication skills, patience and also improved my own mental maths. I get a lot out of it and feel good that I have had a positive impact on a young person's development."</p> <p>Heather Morris, Head Teacher at Woodlands Academy, felt that supported pupils had made 'Good' progress in both maths and reading. Pupils with Reading Buddies are all reading with more confidence now, and all supported pupils have improved by at least four reading levels, with 70% of them improving by six or more levels.</p> <p>The children also enjoyed spending time with their Reading Buddies, "children value the chance to have time with their Buddy and feel special". Pupils with Number Partners also saw improvement in their maths, improving by an average of five levels, enjoyed playing the maths games and benefitted from contact with the world of business.</p>
PwC	Summerhill Infant School	No evaluation data has been received from the school or business.
Rolls-Royce	Little Stoke Primary	<p>Rob Boyes, the co-ordinator at Rolls-Royce, felt that the relationship with the school was good and of benefit to the business. He also said the communication with the school and Ablaze was good and that supported pupils made 'Good' progress. All volunteers who responded felt that the pupils they supported had improved key skills and that it was good for the pupils "meeting with an adult who isn't a teacher and coming in to contact with the world of work". The volunteers commented that they benefitted from 'the feeling that I'm helping children to do something better' and 'being involved in young people's education'.</p> <p>Anne Sargent from Little Stoke felt that supported pupils made 'Good' progress and the programme allowed the children to get regular reading practice, work on inference and practice for national tests. All supported children are now reading with more confidence and have improved by an average of over three reading levels. All the children who completed the feedback forms felt that their reading had improved, that they were now more confident reading and would read more in future. A pupil commented that their Reading Buddy "helped me grow my confidence when reading and helped [me] understand the words".</p>
Rolls-Royce	Orchard School	<p>No evaluation data has been received from the school.</p> <p>A volunteer who responded to our evaluation enjoyed volunteering at the school and felt the programme had a positive benefit for the students: "The pupils were happy to practice and got more confidence. One of them discovered for the first time the use of the dictionary and she really enjoyed it."</p> <p>This intervention ended during 2017/18.</p>
Rolls-Royce	Sefton Park Junior	No evaluation data has been received from the school or business.

Teleperformance	School of Christ the King	<p>No evaluation data received from Teleperformance.</p> <p>Amy Jordan from the School of Christ the King felt that supported pupils had made 'Good' progress and that they were reading with more confidence and had improved by an average of over two reading levels.</p>
Thrings	Whitehall Primary School	<p>Lyn Weber from Thrings felt that volunteering had been of benefit to the business and that the volunteers had enjoyed supporting the school. She felt that the supported pupils had made good progress.</p> <p>Emma Cutmore from Whitehouse Primary School felt that supported pupils had made 'Outstanding' progress, improving by at least five reading levels. She commented “The Thrings team have worked really hard to create friendly and positive relationships with their buddy readers, and the children have benefitted hugely in terms of confidence and also comprehension of texts. This is the first time that we have used reading buddies with younger children (year 3) however it seems to have been very successful. We are really grateful to all the reading buddies for their commitment and enthusiasm.” 94% of supported pupils said their reading had got better and they all said that they would read more often now: “My Reading Buddy has helped me enjoy reading and sound out tricky/difficult vocabulary.”</p>
TLT	Evergreen Primary Academy (formerly Millpond Primary)	<p>Amy Difford from TLT LLP felt that the partnership with the school was of great benefit to the business, commenting that “Our volunteers have really enjoyed supporting Millpond this year- I often receive feedback telling me just how much they love working with the children and find it satisfying both personally and on an altruistic level by seeing the children develop. All of the children at Millpond are engaged, determined and incredibly well-behaved and they make our work an absolute joy. The teachers are also very supportive and go out their way to ensure that our volunteers have everything they need.”</p> <p>All the TLT volunteers felt that the business supported their volunteering, that the communication with Ablaze and the school was good and that their Reading Buddies improved key skills. One volunteer commented “I think they benefitted from stepping out of the classroom with lots of pupils and having one-on-one time to improve their reading.”</p> <p>Alice Riddell from Evergreen Primary Academy felt that supported children had made 'Good' progress and that children were reading with more confidence, commenting “I feel that it has provided them with the opportunity to spend time with positive adult role models who also provide a very good model of spoken English. They have also had the time to look at comprehension and vocabulary development in greater depth and get a deeper level of enjoyment from the reading they do. As a result, I believe that the children involved in general have increased self-confidence as well improving their level of reading.”</p> <p>Supported children all increased by more than three reading levels, with two increasing by more than five levels. All the children said they enjoyed having a Reading Buddy, that they now feel more confident reading and will read more now: “My reading buddy has helped me with tricky words. Thank you!”</p>

TLT	Oasis Long Cross	<p>Susannah Lopez Bernal from TLT felt that volunteering had been of benefit to the business, that the volunteers had enjoyed supporting the school and that the support from Ablaze was good. She commented, “the most notable improvement in the students is their confidence. They all started with relatively good reading skills, but some were very quiet or lacked confidence whereas this has improved dramatically over the year.”</p> <p>Sarah Page from Oasis Long Cross felt that progress had been good, with supported pupils improving by an average of 3 reading levels and all supported pupils gaining in confidence: “All the children said that they were more confident to read aloud in class, and their fluency was greatly improved.”</p> <p>90% of supported pupils said their reading had improved and 80% now felt more confident reading. A Year 6 pupil commented “it helped a lot, I am more confident now”.</p> <p>The relationship between the business and the school goes from strength to strength, with the pupils visiting their Reading Buddies in the TLT offices in July.</p>
UWE	Minerva Academy	<p>Jamie Darwen from UWE felt that volunteering had been of benefit to the business, and wishes to continue supporting the school, however was unsure if pupils had improved key skills as the communication from the school was poor.</p> <p>All volunteers felt the support from UWE was good and over half of volunteers wish to continue volunteering at the school next year. Only one volunteer didn't feel that their pupil improved key skills but commented, “I think my pupil has benefited from regular contact with another adult to quite simply encourage them.”</p> <p>Jennifer Harvey from Minerva Primary Academy felt that all supported pupils had gained in confidence and commented, "We mainly partner our UWE reading buddies with children who are working below the expected standard in reading and do not read at home. Although these pupils remain below, they have greatly developed their fluency and comprehension skills and also benefited in other ways. The two that were just meeting age related expectations became more secure at that level. All pupils have now developed an enjoyment of reading and grown in confidence. It has also supported positive relationships with adults other than school members and a growth mindset (aspirations). All pupils spoke about feeling pleased/proud that they had a reading buddy."</p>



Detailed Evaluation Reports

West of England Mentoring:

Bristol

Bedminster Down & CMS – September to December 2017 Group

- 88% of students felt more confident about their abilities.
- 88% better at taking part in discussions
- 69% learnt about careers
- 94% learnt about skills they needed for work
- 88% felt better about school since taking part
- 75% had a plan for after GCSE's

Year 9 Bedminster Down Group Mentoring Programme with CMS - January to March 2018

- 76% of students stated that their confidence had increased and their ability to take part in discussions had also increased since taking part in the programme.
- 100% of students had learnt about careers and skills they needed for work. A significant increase was noted as only 13% had said they knew about skills for work at the beginning.
- Just under 50% of students said they had a plan for post GCSE's however their survey comments would suggest this was higher, as they gave ideas of what they'd like to do but hadn't perceived this as a definite plan so answered 'no' to this question.

Bedminster Secondary School & Computershare Evaluation - September 2018

Year 9 students took part in six sessions of group mentoring with Computershare the students told us the following in the post mentoring surveys:-

- 92% felt more confident about themselves and their abilities (increase of 25%)*
- 85% said they were better at taking part in discussions (increase of 27%)*
- 46% said they were better at making decisions & 46% said maybe
- 85% said they had learned about careers
- 100% said they had learned about skills needed for work (an increase of 50%)*
- 46% said they felt better about school having taken part
- 46% said their plan for post GCSE's had changed since doing the sessions

TLT & Bridge Learning Campus Evaluation – April 2018

- 87% felt more confident about their abilities
- 71% felt better about taking part in conversations
- 88% have learnt about careers
- 87% have learnt about skills needed for work
- 50% felt better about school since taking part
- 63% had a plan for post GCSE's

Foot Anstey & Bristol Cathedral School Year 9 & 10 Group Mentoring Programme - January to June 2018

Students from years 9 & 10 came to the sessions. There was some movement of students, with new students starting part way through and attendance was mixed at sessions – this will have had an impact on the evaluation. The evaluation is in line with other schools that have taken part and illustrates the positive impact of group mentoring.

- 60% of students feel more confident about their abilities having taken part.
- 80% have got better at taking part in discussions
- 80% have learnt about making decisions for themselves
- 100% told us they have learnt about careers
- 90% have learnt about skills needed for work
- 80% feel better about school since taking part
- 70% have a plan for post GCSE's

City Academy Students Post Mentoring Surveys – December 2017

- 90% felt more confident about their abilities
- 90% were better at taking part in discussions
- 90% were able to make decisions for themselves
- 100% learnt about careers
- 100% learnt about skills they needed for work
- 90% felt better about school since taking part in the programme
- 90% had a plan for post GCSE's

Oasis Brislington Students Post Mentoring Surveys – Dec 2017

- 100% felt more confident about their abilities
- 100% said they felt better about taking part in discussions
- 100% said they felt better at making decisions for themselves
- 100% learnt about careers
- 100% learnt about skills needed for work
- 92% felt better about school since taking part in WEM
- 92% had a plan for post GCSE's

Orchard School & Irwin Mitchell – Full evaluation July 2018

- 100% felt more confident about their abilities
- 100% said they felt better about taking part in discussions
- 70% said they were better at making decisions
- 90% had learnt about careers
- 100% said they had learnt about skills needed for work
- 70% said they felt better about school since taking part in WEM
- 60% had a plan for post GCSE's

Bath/BANES

Year 9 Beechen Cliff & Novia Group Mentoring Evaluation - January to March 2018

Beechen Cliff is an all boys school and they enjoyed working with their mentors so much that they did one session on an Inset day!

- 86% of students increased in confidence
- 93% told us they thought they had got better at taking part in discussions. 93% felt they had increased their knowledge of careers 100% felt they had learned about skills needed for work
- Half of the students felt they had a plan for post GCSE's – their surveys suggest a higher figure as many of them shared anecdotal information which suggests many of them do have ideas and plans.

Year 9 St Mark's School & Wessex Water Group Mentoring Evaluation - November 2017 to April 2018

- All students told us that they had increased in confidence, with 36% saying they had increased a lot.
- 83% of students said that they had got better at taking part in discussions.
- 82% students have got better at making decisions
- 100% students saying they had learnt about careers.
- 100% students had learnt about skills needed for work
- 64% felt better about school.

One student felt that she was more confident, other students said they were better at holding conversations and others now knew they needed to work harder in certain subjects as a result of taking part. Some students stated how appreciative they were in taking part in the programme.

The majority of students, 91% now feel they have a plan for post GCSE's. Some of the occupations mentioned in the pre and post surveys were Navy, Police Officer, a Painter, a Coach, a Nanny, Make Up photographer – many citing college, university or apprenticeship as a route into their desired occupation.

Hayesfield School and Stone King Evaluation - September 2018

Year 9 students took part in six sessions of group mentoring with Stone King the students told us the following in the post mentoring surveys:-

- 100% felt more confident about themselves and their abilities (increase of 29%)*
- 100% said they were better at taking part in discussions (increase of 47%)*
- 82% said they were better at making decisions & 18% said maybe
- 100% said they had learned about careers
- 100% said they had learned about skills needed for work (an increase of 65%)*
- 50% said they felt better about school having taken part
- 50% said their plan for post GCSE's had changed since doing the sessions

*when compared with the pre-mentoring survey

It was clear from the feedback and from observing the sessions that the students had built a good rapport with the mentors. The materials used were relevant and the delivery was pitched at the right level, the students were very engaged with the sessions. The mentors put a lot of time and effort into the sessions and the evaluation is very positive as a result.

Chew Secondary School & TrueSpeed - Evaluation June 2018

Year 9 students took part in six sessions of group mentoring with TrueSpeed the students told us the following in the post mentoring surveys :-

- 92% felt more confident about themselves and their abilities
- 92% said they were better at taking part in discussions
- 92% said they were better at making decisions
- 100% said they had learned about careers & skills needed for work
- 92% said they felt better about school having taken part
- 46% have a plan for post GCSE's

Norton Hill & Somervale with Actual Experience Evaluation - September 2018

Year 9 students took part in six sessions of group mentoring with Actual Experience the students told us the following in the post mentoring surveys:-

- 90% felt more confident about themselves and their abilities
- 90% said they were better at taking part in discussions
- 30% said they were better at making decisions & 70% said maybe
- 100% said they had learned about careers
- 100% said they had learned about skills needed for work
- 80% said they felt better about school having taken part
- 40% said their plan for post GCSE's had changed since doing the sessions



SOUTH GLOS

Patchway Community College Group Mentoring Programme with Rolls Royce - April to June 2018

- 93% of students said they felt more confident about themselves & their abilities
- 78% said they had got better at taking part in discussions
- 68% said they had learnt how to make decisions for themselves
- 92% said they had learnt about careers
- 92% said they had learnt about skills needed for work
- 46% said they felt better about school having taken part in the programme
- 77% said they have a plan for post GCSE's

Sir Bernard Lovell & GKN – 2017/18

- 85% of students stated that their confidence had increased
- 76% said their ability to take part in discussions had increased since taking part in the programme
- 86% of students told us they had got better at making decisions
- 92% of students saying they had learned about careers
- 85% learned about the skills they needed for work, this was an increase of 42% based on their pre-survey answers. They gave examples of learning about making a CV stand out and employability skills.
- 72% of students said they felt better about school- citing it had made them think about the future, that they had to be more focused and that school was a place to learn.
- 52% said they now have a plan for post GCSEs, this is a rise from 14% before the sessions - as they are a Year 8 group, it is not surprising that 48% said they have yet to make a plan as they still have a few years before options and taking their GCSE's.

