

Detailed Evaluation Reports

Primary School Programmes:

<u>Business</u>	<u>School</u>	<u>Number of weekly volunteers</u>	<u>Ablaze Programme</u>
Airbus	Badock's Wood E-ACT Academy	4 Reading Buddy volunteers supported 8 pupils 7 Number Partner volunteers supported 10 pupils	Reading Buddies & Number Partners
	Begbrook Primary Academy	5 Reading Buddies volunteers supported 10 pupils	Reading Buddies
	Blaise Primary School	4 Reading Buddy volunteers supported 8 pupils 6 Number Partner volunteers supported 14 pupils	Reading Buddies & Number Partners
	Fonthill Primary Academy	7 Reading Buddy volunteers supported 14 pupils 5 Number Partner volunteers supported 15 pupils	Reading Buddies & Number Partners
	Henbury Court Academy	11 Reading Buddy volunteers supported 22 pupils 12 Number Partner volunteers supported 24 pupils	Reading Buddies & Number Partners
	Holy Family Primary	9 Reading Buddy volunteers supported 18 pupils 8 Number Partner volunteers supported 18 pupils	Reading Buddies & Number Partners
	St Teresa's Catholic Primary School	11 Reading Buddy volunteers supported 22 pupils 8 Number Partner volunteers supported 24 pupils	Reading Buddies & Number Partners
BBC	St Michael's on the Mount Primary School	12 Reading Buddy volunteers supported 12 pupils	Reading Buddies

	St George CE Primary School	12 Reading Buddy volunteers supported 12 pupils	Reading Buddies
Burges Salmon	Barton Hill Academy	10 Reading Buddy volunteers supported 5 pupils	Reading Buddies
CSL	St Werburgh's Primary School	3 Reading Buddy volunteers supported 3 pupils	Reading Buddies
Clarke Willmott	St Nicholas of Tolentine Catholic Primary School	8 Reading Buddy volunteers supported 16 pupils	Reading Buddies
CMS	St Werburgh's Primary School	9 Reading Buddy volunteers supported 18 pupils	Reading Buddies
Computershare	Perry Court E-ACT Academy	5 Reading Buddy volunteers supported 10 pupils	Reading Buddies
DAS Legal Expenses	Glenfrome Primary School	4 Reading Buddy volunteers supported 4 pupils	Reading Buddies
Intellect Books	Whitehall Primary School	5 Reading Buddy volunteers supported 10 pupils	Reading Buddies
Lloyds Banking Group	St George CE Primary School	8 Reading Buddy volunteers supported 8 pupils	Reading Buddies
National Friendly	Cabot Primary	6 Reading Buddy volunteers supported 6 pupils	Reading Buddies
Office for Students	Glenfrome Primary	3 Number Partners volunteers supported 6 pupils up to January 2019	Number Partners
Office for Students	Steiner Academy	7 Reading Buddy volunteers supported 7 pupils up to January 2019	Reading Buddies
OVO Energy	Woodlands Academy	13 Reading Buddy volunteers supported 13 pupils	Reading Buddies
PWC	Summerhill Infant School	1 Number Partner volunteer supported 3 pupils	Number Partners
Public Health England	St Mary Redcliffe CE Primary School	9 Number Partner volunteers supported 18 pupils	Number Partners
Rolls-Royce	Little Stoke Primary School	4 Reading Buddy volunteers supported 4 pupils	Reading Buddies

Speed Communications	St Barnabas Primary CE VC Primary School	6 Reading Buddy volunteers supported 6 pupils	Reading Buddies
Teleperformance	School of Christ the King	3 Reading Buddy volunteers supported 7 pupils	Reading Buddies
The Environment Agency	St George CE Primary	2 Number Partner volunteers supported 4 pupils	Number Partners
Thrings LLP	Whitehall Primary School	12 Reading Buddy volunteers supported 12 pupils	Reading Buddies
TLT Solicitors	Oasis Academy Long Cross	14 Reading Buddy volunteers supported 7 pupils	Reading Buddies
	Evergreen Primary Academy	14 Reading Buddy volunteers supported 8 pupils	Reading Buddies
UWE	Minerva Primary Academy	12 Reading Buddy volunteers supported 12 pupils	Reading Buddies



Business	School	2017-18 Evaluation data
Airbus	Badock's Wood E-ACT Academy	<p><u>Reading Buddies:</u> Hannah Beeks reported that all the pupils have made good progress and the main areas of improvement were in inference, decoding, comprehension, vocabulary and fluency. The benefits to the pupils included one to one time with an adult, increased self-esteem, a sense of pride, enjoyment, contact with the world of business, contact with an adult outside their normal experience, and feeling valued. All the pupils that took part enjoyed having a Reading Buddy and feel that they have become better, more confident readers. One pupil commented <i>“If I get a word wrong, he says it and I repeat it again and again so that I learn new words. I enjoy reading with my buddy.”</i></p> <p><u>Number Partners:</u> Hannah Beeks reported that pupils made Good progress this year, with the most improvement being in their telling the time; mental maths agility and times tables. The pupils also gained from increased self-esteem; a sense of pride; enjoyment; contact with the world of business; contact with an adult outside their normal experience and feeling valued. All 10 supported pupils increased in their confidence, gaining an average of 2.3 levels in maths. All of the supported pupils said they enjoyed having a Number Partner, feel more confident in maths and think their mental maths has improved. Taking part in Number Partners also helped children improve their social skills: <i>“My Number Partner has helped me to learn fractions and learn social skills when playing competitive games”</i>.</p>
Airbus	Begbrook Primary Academy	<p>All the Airbus volunteers at the school felt that communication with the school was very good; one volunteer commented, <i>“I really enjoyed the whole experience and Rachael Symons, our contact at the school, was always so friendly and welcoming!”</i> 75% of volunteers at the school said they would continue volunteering next year. Volunteers felt that pupils had improved fluency, vocabulary and comprehension, as well as <i>“increased confidence and learning to interact with other adults outside of their immediate circle.”</i></p> <p>Louise McCall at Begbrook Primary Academy reported that pupils have made adequate progress this year, with the areas of improvement being in comprehension and vocabulary. The other benefits children gained were increased self-esteem, enjoyment, contact with the world of business, contact with an adult outside their normal experience. Two thirds of supported pupils increased in their confidence in reading. All of the</p>

		pupils that completed our evaluation enjoyed having a Reading Buddy and feel their reading has improved; 80% say they will read more now. One pupil commented, <i>“My Reading Buddy has encouraged me to read more. He would help me if I got stuck. If I didn't know what a word meant, he would tell me what it meant.”</i>
Airbus	Blaise Primary School	No evaluation data received from the school. Eve Rodway from Airbus felt that volunteering at the school had been of value to the business and that the communication with Ablaze was very good. Number Partner volunteers felt that the communication with the school was very good, that the support from Airbus was very good and wish to continue volunteering next year. Volunteers felt that pupils improved their mental maths agility and learnt an enthusiasm for maths.
Airbus	Fonthill Primary Academy	<u>Reading Buddies:</u> The volunteers who completed our evaluations enjoyed supporting the school and felt that Airbus supported their volunteering. They noted that the supported pupils improved their decoding (ability to sound out words), fluency, comprehension, vocabulary and their confidence. One volunteer commented, <i>“I always enjoy chatting with the kids and seeing them improve week on week. They are great wee characters.”</i> Melanie Knight from Fonthill Primary Academy reported that pupils have made Good progress this year, with the most impact being in increasing their decoding and comprehension skills. The pupils also gained from increasing their enjoyment of reading, contact with the world of business, contact with an adult outside their normal experience and feeling valued. All supported pupils improved in confidence and improved by an average of four reading levels. <u>Number Partners:</u> Claire Pringle reported that pupils made Good progress this year and improved with their times tables. 78% of pupils improved in their mental maths confidence, with all pupils also gaining the following: increased self-esteem; a sense of pride; enjoyment; contact with an adult outside their normal experience; and feeling valued. Supported pupils improved by an average of 3.8 maths levels. All the pupils said they enjoyed having a Number Partner and 80% of pupils said they felt their mental maths had improved. Pupils commented on how nice the volunteers were: <i>“When we were stuck on a question our Number Partner would help us with it and he was really kind”</i> .

Airbus	Henbury Court Primary Academy	<p>Airbus volunteers felt that the communication with the school was good and that their volunteering was very well supported by the business. Volunteers felt that the children gained in confidence and improved their conversation skills, as well as improving their fluency and vocabulary. One volunteer commented, <i>“The pupils I have worked with have grown in confidence during the year. They have enjoyed the interaction with a group of people from outside of the school environment and have been excited to share their news with us each time we see them.”</i></p> <p>Number Partner volunteers also enjoyed supporting the school and felt that the pupils improved their mental maths agility and estimating skills.</p>
Airbus	Holy Family Catholic Primary School	<p><u>Reading Buddies:</u> Volunteers at the school felt that communication with the school was good and that Airbus supported their volunteering. The volunteers felt that the supported pupils improved their understanding of sentence structure, their comprehension skills, and gained in confidence. Pupils also benefitted from interaction with a grown-up who isn't a parent or teacher, and enjoyed the sessions: <i>“I like how excited they are to see you and it's nice to know you are positively impacting their lives.”</i></p> <p>Caroline Carter felt the pupils made Good overall improvement over the school year, with 3 of the 4 of the pupils reading more confidently. The areas that they improved in were decoding, comprehension and fluency. The pupils increased their self-esteem, they valued the contact with an adult outside of their normal experience and were now enjoying their reading more. This had the positive impact of making them feel valued. 88% of supported pupils said they enjoyed having a Reading Buddy and felt that they had got better at reading. All the supported pupils said they now felt more confident reading and would read more. One pupil commented, <i>“When I got a word wrong my Reading Buddy helped me sound it out and then put it all together again”</i>.</p> <p><u>Number Partners:</u> Caroline felt that the pupils had made Good progress overall, with the main areas of improvement being in their mental maths agility and times tables; 70% of supported pupils improved by four or more maths levels. The other benefits pupils gained were increased self-esteem, a sense of pride, enjoyment, contact with an adult outside their normal experience and feeling valued. All supported children said they enjoyed having a Number Partner and 82% said they now feel more confident at mental maths. <i>“My Number Partner has helped me to understand how to do mental maths and make it easier; now I know how to subtract big numbers from big numbers, and how to do my multiples better.”</i></p>
Airbus	St Teresa's Catholic Primary School	<p><u>Reading Buddies:</u> Airbus volunteers at the school felt that the communication with the school was very good and felt supported by the business. Volunteers felt that pupils gained in confidence, as well as improving their comprehension, fluency and vocabulary. They also felt that the session helped the children to learn to enjoy reading more: <i>“My pupil was more engaged overall in reading and more motivated to</i></p>

		<p><i>read in their spare time</i>". Volunteers also felt that they benefitted from volunteering, by getting a chance to meet colleagues from other areas of the business and getting a short break from work where they felt they were making a positive difference.</p> <p>Ali Knight, Every Child a Reader lead at the school, reported the pupils have all made Good progress, and their comprehension, vocabulary and fluency have all improved. The pupils benefitted from increased self-esteem, enjoyment, contact with the world of business, contact with an adult outside their normal experience, and feeling valued. All supported pupils said that their reading had got better, they felt more confident reading and would read more. One pupil commented, "<i>My Reading Buddy has helped me because she has made me more confident in reading and helped me understand how important it is to read.</i>"</p>
BBC	St Michael's on the Mount	<p>All the BBC volunteers enjoyed being Reading Buddies and will continue next year. Volunteers felt that the children enjoyed the sessions and improved their comprehension, fluency, vocabulary and ability to sound out words. Pupils also started to enjoy reading more and gained social skills by interacting with adults who were not their parents or teachers. One volunteer noted that over the year his pupil went from being disinterested in reading to really enjoying the books: "<i>I found it thrilling to see him actually get interested in something, and to start asking questions, laughing or being amazed</i>".</p> <p>No feedback was received from the school.</p>
BBC	St George CE Primary	<p>BBC volunteers at the school felt that supported pupils improved their decoding (ability to sound out words), comprehension, fluency and vocabulary. Pupils also benefitted from "<i>someone focussed on just them for 30 minutes</i>" and "<i>having a male role model in her life</i>". Volunteers enjoyed the interaction with the children and the break from the working day: "<i>I have a job where we get bombarded with far too much detail about the bad things in life so coming to the school feels like an oasis of tranquility and normality in comparison</i>".</p> <p>No feedback was received from the school.</p>

Burges Salmon	Barton Hill Academy	<p>Sarah Hamnett, Business Coordinator, commented: <i>“Burges Salmon has a strong commitment in the community to support young children through to secondary and university level and have been committed to supporting both the Reading Buddies and Number Partners interventions for well over 6 years”</i>; she felt that the communication with Ablaze was very good. Volunteers felt well supported by the business, and all volunteers that completed our evaluation will continue next year. Volunteers felt that pupils improved their comprehension and fluency, as well as benefitting from interaction with an adult. One volunteer commented, <i>“It was rewarding to share my own love of reading and to help the children to develop both a similar passion and a set of skills that will be crucial for them in their future life.”</i></p> <p>All supported pupils that completed an evaluation form enjoyed having a Reading Buddy, feel that their reading has improved and will read more. <i>“My Reading Buddy helped me improve my reading and helped me with tricky words”</i>.</p>
CSL	St Werburgh's Primary	<p>Garry Packer from Highways England felt that volunteering boosted staff wellbeing and engagement, as well as raising the profile of Highways England in the community. Garry felt that supported pupils improved a lot over the year. Volunteers felt well supported by Highways England and will continue volunteering next year. Supported pupils improved their comprehension, fluency and decoding (ability to sound out words), as well as gaining in confidence. Volunteers enjoyed <i>“seeing the children's improvement in reading over time, and having them look forward to reading with me and asking to go first”</i>.</p> <p>No feedback data was received from the school.</p>
Clarke Willmott	St Nicholas of Tolentine	<p>Eileen Eastment from Clarke Willmott felt that the volunteering was of great benefit to the business: <i>“One of the firm's aims is to provide help and support to the local community, in whatever way it can. Our involvement with any type of educational programme benefits both student and volunteer, and in turn the business. Volunteers feel a sense of satisfaction and achievement as well as learning new skills, all of which can be transferred back into their working environment.”</i> Volunteers enjoyed supporting the school and felt very well supported by the business. The supported pupils improved reading skills and gained in confidence and motivation to read. Volunteers felt that they also benefitted from being Reading Buddies: <i>“It's probably given me more confidence in myself and I've enjoyed watching the Reading Buddies go from reading words on a page to understanding the story.”</i></p> <p>Supported pupils enjoyed having a Reading Buddy and felt their reading had improved and all children said they would read more now: <i>“She helps me with my reading. I just really want to read now and I'm reading harder books now.”</i></p>
CMS	St Werburgh's Primary	No feedback was received from the school or the business

Computershare	Perry Court Primary	<p>Daniel Stevenson, Business Coordinator at Computershare Investor Services, felt that volunteering went very well this year: <i>“The school has been welcoming and the atmosphere was pleasant. Even when we had problems, they were resolved extremely quickly. An absolute pleasure to work with. Volunteering has given us an opportunity to look into broader volunteering opportunities as well as help to implement a full policy on employees who wish to give up some of their working time to volunteer in the local community.”</i> Daniel felt that supported pupils had improved a lot and that the communication with the school and Ablaze were very good.</p> <p>No feedback was received from the school.</p>
DAS Legal Expenses	Glenfrome Primary	<p>Hayley Parsons from DAS felt that volunteers had enjoyed supporting the school and that the supported pupils had improved their reading. Volunteers felt very well supported by the business. The volunteers all thought that their pupils decoding has improved over the school year with one volunteer commenting that <i>“One-to-one sessions increased their confidence, and practicing led to an enjoyment of reading and a feeling of achievement.”</i></p> <p>Claire Banham thought the pupils have made Poor progress this year, as the children who were chosen to receive support all struggled with reading due to various reasons. However, Claire reported that they have all improved their confidence, decoding, comprehension, vocabulary and fluency.</p>
Intellect Books	Whitehall Primary	<p>The partnership between Intellect Ltd and Whitehall Primary School continues to go from strength to strength, and pupils from the school were lucky enough to visit their Reading Buddies at the Intellect offices. Ablaze also visited a Reading Buddies session to speak to a pupil and a volunteer about the programme- you can read about it here. Nic Reisner from Intellect Ltd felt that volunteers enjoyed supporting the school and that supported pupils improved their reading skills. Volunteering at the school was also of benefit to the business: <i>“It fits in well to our company ethos of being an ethical company and supporting our local community. Also, as an academic publisher, it is very important to us to support education and especially reading in the next generation.”</i> Volunteers felt extremely well supported by the business and felt the communication with the school was very good; all volunteers wish to continue next year, apart from one who is moving away. All volunteers felt that pupils improved key skills, including characterisation, vocabulary and comprehension; but more importantly pupils gained confidence and enjoyment of reading, as well as improving public speaking. Volunteers also enjoyed the experience: <i>“I really enjoyed meeting and getting to know the children. It felt good to know that they have enjoyed the experience, and I learnt a lot about conversing and teaching.”</i></p> <p>“The key skills their support has given the pupils was in decoding; comprehension; vocabulary and fluency. The wider impact the volunteers' support gave the pupils was: increased self-esteem; a sense of pride; enjoyment; contact with the world of business; contact with an adult outside their normal experience and</p>

		feeling valued. All the supported children enjoyed having a Reading Buddy and will read more now; 82% say they feel more confident reading. One pupil commented <i>“My Reading Buddy has helped me to understand words and to improve my reading so we can communicate better with other people.”</i>
Lloyds Banking Group	St George CE Primary	Mark Hayman, the Business Coordinator at Lloyds Banking Group, felt that volunteers had very much enjoyed supporting the school. He felt that supported pupils had made good progress through the year. He commented that the Reading Buddies programme <i>“fits with everything we're trying to do regards Helping Britain Prosper and our core values, one being Making a Difference Together.”</i> No evaluation data was received from the school.
National Friendly	Cabot Primary	<u>Reading Buddies:</u> It has been a fantastic year for the partnership between National Friendly and Cabot Primary School. As well as taking part in the Reading Buddies programme, National Friendly have arranged for trips to MShed and the Bristol Hippodrome and Kurtis Reece of National Friendly wrote an article for our website about how Bristol businesses can support young people’s education . Richard Carroll, Business Coordinator at National Friendly, felt that volunteering with Ablaze had been of benefit to the business and that <i>“the National Friendly volunteers have enjoyed getting involved in this initiative”</i> . He felt that supported children progressed well. Volunteers felt very well supported by the business and will all continue next year. They felt that pupils made good progress and improved key skills such as comprehension, decoding, fluency and vocabulary as well as gaining confidence and getting better at talking to adults. Volunteers enjoyed having a short break in the day and spending time with the children; they also benefitted by improving skills: <i>“I found reading out loud a challenge and it's helped my intonation when delivering training at work.”</i> Gemma Davies, Reading Recovery teacher, reported that the pupils have made Good progress this year, with all 6 supported pupils increasing their confidence in reading. The literacy skills the pupils improved in were decoding, comprehension, vocabulary and fluency, and pupils improved by an average of 2.3 reading levels. All supported pupils said that they had got better at reading, they felt more confident reading now and would read more. <i>“I've definitely improved my reading. Now I can read words I've never seen. My Reading Buddy reads to me and now I can read out loud!”</i>
Office for Students	Glenfrome Primary	This intervention ended in January 2019. No evaluation was received from the business volunteers. The school stated that of the 6 pupils have improved in confidence. David Shepherd, Phase 2 Lead at Glenfrome Primary School, reported that the pupils only made Adequate progress, as no volunteers have attended since January.
OVO Energy	Woodlands Academy	Volunteers from OVO Energy enjoyed supporting the school and two thirds of volunteers that completed our evaluation will continue next year. Volunteers felt that children had improved their decoding (sounding

		out words), comprehension, punctuation and fluency. All volunteers said that pupils increased in confidence, with children also understanding the importance of reading. Volunteers found the experience very rewarding and enjoyed seeing the children improve week on week: <i>“I really enjoyed the experience and it was great to build a bond with my reading buddy. It has given me confidence as an adult with interacting and engaging with young people”</i> .
PWC	Summerhill Infant School	Katharine Adlard from PWC has been supporting Summerhill Infant School for nine years and feels that the partnership is working well. Supported pupils improved their rounding skills and mental maths agility, as well as gaining additional confidence and excitement in using maths. Katharine commented, <i>“I enjoy making a difference and benefiting the children's experience even in such a small way. Seeing their enjoyment of maths is great!”</i>
Public Health England	St Mary Redcliffe	Nicola Meare from Public Health England felt that volunteering had been of benefit to the business, in allowing them to showcase their commitment to supporting the local community and that the volunteers enjoyed supporting the school. Nicola felt that support from Ablaze had been very good: <i>“Support from Ablaze (and Sally Ridley) has been fantastic. We have made a few changes throughout the intervention to make everything go more smoothly (and of course accelerate the children's learning)”</i> . Volunteers from PHE felt well supported by the business and wish to continue volunteering next year. They felt that supported pupils improved their mental maths agility and times tables, and benefitted from <i>“the ability to think about numbers and numeracy in a relaxed, supportive and fun (I hope) environment.”</i> Volunteers felt that they improved their own communication skills and boosted their own maths skills; they also enjoyed getting to know the pupils and found it a fun experience. Vicki Price reported that the pupils have made Good progress this year, with their confidence and mental maths agility improving. The other benefits pupils gained were increased self-esteem, enjoyment and contact with an adult outside their normal experience. All pupils increased in confidence with 92% of pupils improving in their mental maths following their volunteers' support.
Rolls-Royce	Little Stoke Primary	The Business Coordinator at Rolls-Royce felt that volunteering was of benefit to the business as <i>“it supports employee wellbeing”</i> . Volunteers very much enjoyed supporting the school and feel that supported children are now reading better, however it was noted that it would be good to find more volunteers from the business. Volunteers felt very well supported by the business and thought the children had improved their comprehension, vocabulary and fluency. No feedback was received from the school.
SpeedComms	St Barnabas Primary	This was a new intervention for 2018/19. Harriet Batten-Foster, Business Coordinator at Speed Communications, commented <i>“Speed Communications is committed to being more than a PR agency; we want to actively be involved in, and help the community around us. The opportunity to partner with Ablaze</i>

		<p><i>in an initiative which prioritises the power of communication through writing and discussion was, for us, a perfect match.”</i></p> <p>Harriet said that volunteers very much enjoyed supporting the school. Communication with the school was satisfactory, but the communication with Ablaze was very good: <i>“The school have proved a little poor at keeping both us and their own staff in the loop regarding our team's visits. However Ablaze have been extremely supportive and given help when asked.”</i> Volunteers enjoyed supporting the school and felt very supported by their business; all volunteers want to continue next year. Volunteers felt that supported pupils improved comprehension, fluency and vocabulary, as well as benefitting from increased confidence and one to one time with an adult. Volunteers enjoyed seeing the children grow in confidence and improve their reading: <i>“It's lovely to be able to support the children in a city where I live and help them enjoy the world of reading - something I love very much”</i>.</p> <p>All supported pupils enjoyed having a Reading Buddy and felt their reading had improved. 83% of the pupils said they would now read more. One pupil commented, <i>“my Reading Buddy has helped me read better, she made me understand words more”</i>.</p>
Teleperformance	School of Christ the King	No feedback was received from the school or the business.
The Environment Agency	St George CE Primary	<p>The Business Coordinator at The Environment Agency felt that volunteering had been of benefit to the business, and that <i>“volunteers were aware of the positive impact of giving up 1 hour per week to help a local school”</i>. Volunteers felt that supported pupils improved their times tables and mental maths agility, as well as increasing their confidence and getting interaction with different people. Volunteers found the experience enjoyable, it was <i>“energising- taking a break, going into a school with colourful displays and playing games”</i>. They also enjoyed the opportunity to meet colleagues from other areas of the business. No feedback was received from the school.</p>
Thrings LLP	Whitehall Primary	<p>Lyn Weber, the Business Coordinator at Thrings LLP felt that volunteers very much enjoyed supporting the school and that the communication with the school and Ablaze were very good. Lyn felt that the supported children really improved their reading and commented, <i>“The volunteers (old and new) enjoy the interaction with the children and generally build up a rapport with them.”</i></p> <p>Emma Cutmore felt that pupils made 'Outstanding' progress and increased in confidence, as well as improving pupils' self-esteem and giving them contact with an adult outside their normal experience. <u>Supported pupils were lucky to pay a visit to the Thrings offices</u>, which gave the children a glimpse into the world of business and got many of them thinking about future careers. All of the supported pupils said they enjoyed having a Reading Buddy and would read more now; 93% said they felt more confident reading</p>

		now. One pupil commented <i>“My Reading Buddies have helped me to enjoy reading and to feel confident. Visiting the office made me excited about the jobs I might have in the future.”</i>
TLT Solicitors	Oasis Long Cross	Amy Miners, Business Coordinator at TLT Solicitors, felt that supported pupils improved their reading skills a lot over the year and that volunteers very much enjoyed supporting the school, saying that volunteering <i>“improved the wellbeing of the volunteers and has helped to build relationships with the wider Bristol community”</i> . Amy felt that the communication with the school and with Ablaze was very good and commented, <i>“We're very grateful to continue our contribution to the great work Ablaze does”</i> . Volunteers enjoyed supporting the school and felt very well supported by the business. Supported pupils improved their comprehension as well as gaining in confidence and improving their communication skills. Volunteers also benefitted from taking part in the Reading Buddies programme and really enjoyed the experience: <i>“I have really enjoyed watching the children grow in confidence - not just with their reading ability, but also in themselves. I definitely feel a sense of pride with the pupils I read with and share the same enthusiasm they do when it comes to progressing to the next level (e.g. silver to gold books).”</i>
	Evergreen Academy	Amy Difford, Business Coordinator at TLT Solicitors, felt that volunteers very much enjoyed supporting the school. Amy commented that volunteering <i>“was a great opportunity for our employees to get involved in the local community, and to develop not only the children's skills, but their own as well (e.g. their communication skills). Our volunteers really enjoyed working with the children and seeing them develop.”</i> Volunteers enjoyed supporting the school and felt very well supported by the business; all volunteers who completed our evaluations wish to continue volunteering next year. Volunteers felt that supported pupils improved comprehension, vocabulary and fluency, as well as increasing in confidence. Supported pupils really benefitted from one to one time with a grown up. Volunteers enjoyed supporting the children and watching them improve their reading skills and gain in confidence. Volunteers also enjoyed the opportunity to take a break during the day: <i>“If it's a really busy day, it really helps us to relax and tune out of 'work mode'. Personally, I love getting lost in a good book, and I am hopeful that by spending this time with the children that we're opening up that same opportunity for them.”</i>
UWE	Minerva Primary Academy	Volunteers from UWE enjoyed supporting this school and watching the children improve their reading skills and confidence, as well as noticing an improvement in concentration. Volunteers found the experience very rewarding and enjoyed watching the children develop: <i>“I find the sessions really enjoyable and look forward to seeing my buddy each week. It's nice to know that you are helping them to practice their reading and improve their confidence.”</i> Volunteers also enjoyed being role models for the pupils and felt that being a Reading Buddy helped develop their patience and gave them the opportunity to get to know colleagues from different areas of the business.

		Sophie Bennett from Minerva Primary School felt that supported pupils improved key skills, including decoding, comprehension and vocabulary. All supported pupils gained in confidence and improved by an average of nearly four reading levels.
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Detailed Evaluation Reports

West of England Mentoring:

Bristol

Oasis Academy Brislington and RPC - January 2019

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

- 100% felt more confident about themselves and their abilities (From 21% to 67% in those who felt a lot more confident)*
- 93% said they were better at taking part in discussions (increase of 36% to 60% in those who said they felt really good at the end of the programme)*
- 100% said they were better at making decisions & 21% said maybe
- 100% said they had learned about careers (increase of 31%)*
- 100% said they had learned about skills needed for work (an increase of 64%)*
- 94% said they felt better about school having taken part
- 100% said they felt better about their plan for post GCSE's since doing the sessions

*when compared with the pre-mentoring survey

Oasis Academy Brislington and RPC - February 2019 to May 2019

Year 7 students took part in the group mentoring and we can report that:-

- 93% of students said they felt more confident about themselves and their abilities.
- 93% of students said they were better at taking part in discussions. (54% shared pre-survey that they wanted to be better).
- 100% of students told us they had learned about careers (57% said they had learned a lot)
- 93% said they had learned about skills needed for work
- 50% said they felt either a little or a lot better about school since taking part in the programme (93% said it was ok or they weren't bothered about it before taking part).
- 39 % shared that they changed their plan for post GCSE's since taking part

Bedminster Down & CMS - September 2018 to January 2019

- 100% of students told us they had learned about careers
- 92% said they had learned about skills needed for work
- 67% said they felt either a little or a lot better about school since taking part in the programme
- 83 % (compared to 44% in the pre-survey) shared that they had a plan for post GCSE's

Bedminster Down Secondary School & CMS - May 2019

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

- 60% felt more confident about themselves and their abilities
- 80% said they were better at taking part in discussions
- 40% said they were better at making decisions & 60% said maybe
- 70% said they had learned about careers (46% said they didn't know much pre-survey)
- 100% said they had learned about skills needed for work
- 30% said they felt better about school having taken part
- 40% said their plan for post GCSE's had changed since doing the sessions

Bridge Learning Campus & TLT LLP - November 2018 to May 2019

30 Year 9 students took part in 10 sessions held at TLT offices in central Bristol.

- 91% of students felt they were more confident in their abilities with 9% citing that they were a lot more confident since taking part.
- 87% of students were better at taking part in discussions, with 32% feeling they were a lot better.
- 41% of students said they felt they were better at making decisions.
- 91% of students said they had learned about careers with 59% sharing they had learnt a lot.
- 95% of student said they had learnt about the skills they needed for work
- 74% of students said they felt better about school since taking part, with 21% saying they felt a lot better
- 74% of students said their plans had changed since doing the programme for post GCSE and they told us about their plans.

Year 9 Bristol Cathedral School with Just-Eat - February 2019 to May 2019

- 90% of students said they felt more confident about themselves and their abilities.
- 82% of students said they were better at taking part in discussions. (15% shared pre-survey that they wanted to be better).
- 100% of students told us they had learned about careers with 82% said they had learnt a lot.
- 91% said they had learned about skills needed for work (69% in the pre-survey said they didn't know the skills needed for work).
- 64% said they felt either a little or a lot better about school since taking part in the programme (85% said it was ok or they weren't bothered about it before taking part).
- 82 % shared that they changed their plan for post GCSE's since taking part

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

Year 9 City Academy with OVO Energy & West of England Combined Authority - October 2018 to March 2019

- 100% of student told us they felt more confident having taken part in the programme
- 92% said they felt better about taking part in discussions
- 100% of students told us they had learned about careers
- 100% said they had learned about skills needed for work
- 45% said they felt either a little or a lot better about school since taking part in the programme
- 45% shared that they had a plan for post GCSE's

Rolls-Royce & St Bede's Catholic College - May 2019

- 100% felt more confident in some way.
- 83% said they had got better at taking part in discussions
- 100% said they had learnt about careers, either a lot or a little.
- 100% said they had learnt about skills needed for work
- 50% said they felt a little better about school
- 66% said they have more ideas or a better plan for post GCSE having taken part.



Bath/BANES

Beechen Cliff with Mayden - March 2019 to July 2019

A group of Year 9 students took part in the group mentoring and we can report that:-

- 67% of students felt a little or a lot more confident having taken part in mentoring
- 67% of students felt they had got a little or a lot better at taking part in discussions
- 58% of students felt they had got better at making decisions for themselves
- 75% felt they had learned about careers
- 92% felt they had learnt skills needed for work
- 42% of students felt a little better about school since taking part
- 92% of students have held onto their plan or don't have a plan as yet for post GCSE's

Hayesfield School and Nationwide Building Society - July 2019

- 100% students were more confident having taken part, with 50% stating they were a lot more confident
- 86% of students said they were better at taking part in discussions.
- 57% of students said they had learned how to make decisions for themselves
- 100% said they had learnt about careers (64% said they had learnt a lot)
- 100% said so they had learnt about the skills needed for work
- 86% of students said they felt a little better or a lot better about school since taking part
- 43% said their plans for post GCSE had changed since being mentored.

Ralph Allen School and Novia Financial - July 2019

- 100% students were more confident having taken part, with 54% stating they were a lot more confident
- 85% of students said they were better at taking part in discussions.
- 86% of students said they had learned how to make decisions for themselves
- 100% said they had learnt about careers (69% said they had learnt a lot)
- 100% said so they had learnt about the skills needed for work
- 30% of students said they felt a little better or a lot better about school since taking part
- 62% said their plans for post GCSE had changed since being mentored.

St Mark's Secondary School & Wessex Water – January 2019 to May 2019

- All students told us that they had increased in confidence, with 16% saying they had increased a lot, and 75% saying a little.
- 83% of students stating that they had got better at taking part in discussions.
- 84% students have got better at making decision 25% had said much better.
- 100% students saying they had learnt about careers, of which 50% said they had learnt a lot.
- 100% students had learnt about skills needed for work and 68% felt a little better about school since taking part.
- 50% of students said they had revised their plan for post GCSE's.

SOUTH GLOS

Patchway Secondary School with Ecosurety – February 2019 to May 2019

- 86% of students said they felt more confident about themselves and their abilities.
- 72% of students said they were better at taking part in discussions. (44% shared pre-survey that they wanted to be better).
- 100% of students told us they had learned about careers
- 86% said they had learned about skills needed for work (94% in the pre-survey said they didn't know the skills needed for work).
- 67% said they felt either a little or a lot better about school since taking part in the programme (74% said it was ok or they weren't bothered about it before taking part).
- 47 % shared that they changed their plan for post GCSE's since taking part

Patchway Community College with Rolls Royce - February and March 2019

3 sessions of approximately one hour were held at Patchway School, session themes were Role Models & Aspirations, Career Pathways & Choices and Employability & CV's. 12 students, all female, took part in total. Each student filled in a pre survey & post survey.

- In summary having taken part in the programme :-
- 90% of students said they felt more confident about them self & their abilities
- 100% said they had got better at taking part in discussions
- 100% said they had learnt about careers – either a little or a lot
- 100% said they had learnt about skills needed for work
- 82% said they felt better about school having taken part in the programme – a little or a lot
- 64% said they have a better plan now for post GCSE's

Sir Bernard Lovell Academy with UWE – July 2019

- 91% of students said they felt more confident about themselves and their abilities.
- 91% of students felt they had got better at taking part in discussions
- 55% said they had got better at making decisions for themselves.
- 91% of students had learned about careers
- 100% told us that had learnt about skills needed for work
- 36% of students said they felt a little better about school since taking part
- 45% of students said their plan for post GCSE's had changed since taking part

Wiltshire

The John Bentley School with Herman Miller - February 2019 to March 2019

14 Year 10 students from John Bentley School took part in the group mentoring – they were partnered with mentors from Herman Miller.

- 100% of student told us they felt more confident having taken part in the programme
- 100% said they felt better about taking part in discussions (54% said they wanted to better on the pre-survey)
- 79% of students said they learned how to make decisions for themselves

