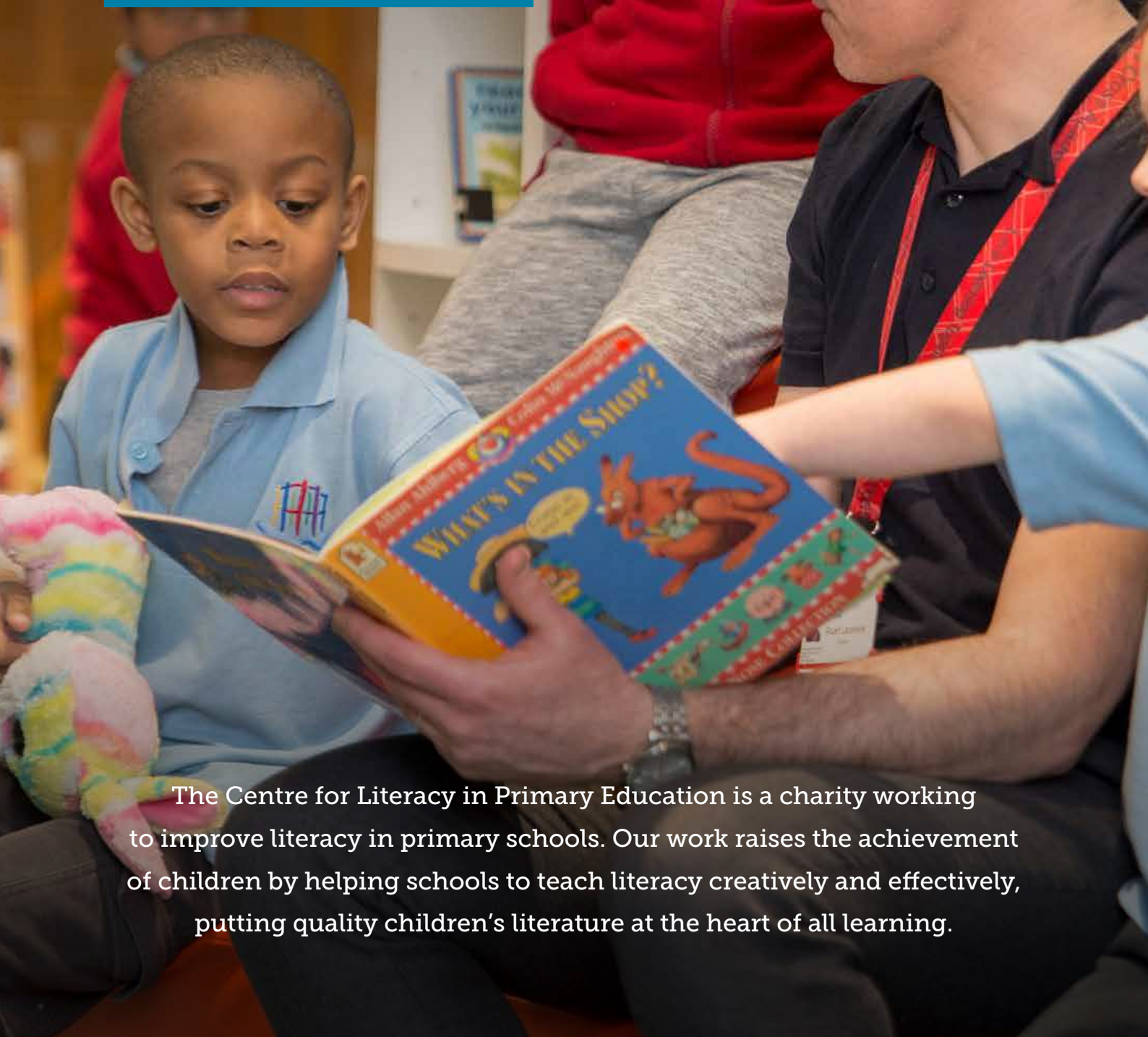




CENTRE FOR LITERACY
IN PRIMARY EDUCATION

Impact Report 2017 – 2018



The Centre for Literacy in Primary Education is a charity working to improve literacy in primary schools. Our work raises the achievement of children by helping schools to teach literacy creatively and effectively, putting quality children's literature at the heart of all learning.

Our Team

The CLPE team is made up of teachers, librarians, communicators, project managers and administrators from a range of backgrounds working together in a beautiful old school building in the middle of London. All our teaching team have very recent classroom and leadership experience. This supports their research, writing and the development of all our courses and materials.

CLPE Trustees

We are a charity and governed by a board of trustees. Our trustees meet four times a year as an entire board and our Finance Committee, Operations Committee and Strategy and Project Groups also meet regularly throughout the year.

Nicky Parker
Chair of Trustees

Elaine McQuade
Vice Chair of Trustees

Jackie Gillan
Chair of Finance Committee

Catherine Rose
Chair of Operations Committee

COMPANY SECRETARY:
Maria Deady
Centre & HR Manager

Antonia Byatt
Beverley Greathead
Ali Mawle

Charlie Meredith
Caroline Pidgeon
Justin Shinebourne
Cecilia Weiler
Ronnie Woods

We raise funds for our core costs through our training and subscriptions but our work would not be possible without additional support and funds from the following:

Funders in 2017-18

Education Endowment Foundation, Royal Society of Arts, ALCS, Siobhan Dowd Trust, Arts Council England, Foyle Foundation, Garfield Weston Foundation, Hobsons Foundation, Santander, St Olaves, as well as 247 generous donations to our Crowdfunding Campaign.

Patrons

We are lucky to have a number of patrons from the world of children's literature and teaching: David Almond, Professor Tina Bruce, David Crystal, Shirley Hughes, Philip Pullman, Usha Sahni, Quentin Blake, Aidan Chambers, Julia Eccleshare, Roger McGough, Michael Rosen



Nicky Parker
Chair of Trustees

We had a phenomenally busy year at CLPE in 2017-18 and completed a number of projects that will really help us to influence and impact on literacy teaching across the country. We have increased the number of teachers and schools we work with and increased the number of children involved in our Poetry Award. We also produced Reflecting Realities, the first ever survey in the UK of representation in children's literature.

We are proud of our achievements and are very well placed to continue to improve literacy teaching and to influence practice and policy that will raise the literacy achievement of children in England, putting quality literature at the heart of all learning.

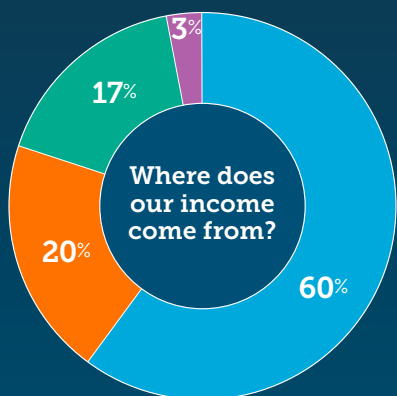


Louise Johns-Shepherd
Chief Executive

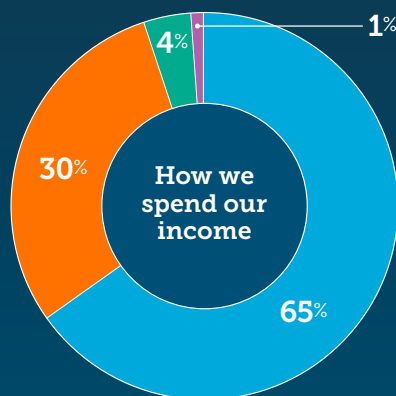
Our work at CLPE is founded on a fundamental belief in the right of children to have access to the books that will help them to become literate and to enjoy their literacy. This has been a transformative year for us – quite literally as we have fundraised for and built a brand new library for 23,000 children's books at the heart of our centre in London.

We've also increased our work outside London and reached more schools and children than ever before. Our research projects, Reflecting Realities and Power of Pictures are influential across sectors and our rigorous evaluation of our programmes, teaching and resources mean we are coming to the notice of more and more teachers every day.

We look forward to planning the next five years and continuing to support schools, teachers and children on their literacy journey.



- Sales of teacher training
- Sales of resources
- Grants, awards and donations income
- Other sources



- Providing training to improve the teaching of reading and writing
- Providing resources to support the teaching of literacy
- Developing understanding of literacy teaching and pedagogy
- Fundraising

The Year in Review



In 2017-18 we trained 2,918 primary school staff from 1,729 schools in England. Through our training, our resources and our online work we estimate that we are supporting the literacy teaching of more than **5 million primary-aged children** each year.

100% of teachers
who attended one of our long or short courses
would recommend it to someone else

99% of our long and short course participants rated our training as effective

98% of teachers reported that the **Power of Reading training** improved children's engagement in reading

97% of teachers reported that the **Power of Reading training** improved children's engagement in writing

Key Statistics

Given **15,470** children's books to primary school teachers

Involved over **5,000** children in our national poetry award (CLIPPA) with **1,000** people attending the ceremony

Refurbished our library of **23,000** children's books creating a resource which benefits the whole literacy community

Wrote **28** articles about practice and pedagogy in literacy



Worked with **67** authors, poets and illustrators

Wrote resources to support teachers to use the books on the Kate Greenaway shortlist and the Klaus Flugge prize shortlist

We wrote free resources to support National Poetry Day and National Writing Day

We provided notes and sequences for a range of publishers including Andersen Press, Bloomsbury and Macmillan

We have created

More than **1,000** examples of teacher practice on our website visited by more than **458,523** users

4 free What We Know Works booklets

40 book lists

254 teaching sequences

Free materials to support literacy teaching like the Reading and Writing Scales

300 videos

Research reports on Reflecting Realities, Power of Pictures, and Power of Poetry

How we've grown the number of beneficiaries over time

TEACHERS ON OUR TRAINING

2012-13	931
2016-17	2,606
2017-18	2,918

SCHOOLS USING OUR TRAINING

2012-13	481
2016-17	1,376
2017-18	1,729

BOOKS WE'VE GIVEN TO SCHOOLS

2012-13	8,000
2016-17	13,622
2017-18	15,470

The Impact of Power of Reading



What is Power of Reading?

The Power of Reading is a whole school training programme using high quality children's literature and proven creative teaching approaches to shape and develop an engaging literacy curriculum, supporting schools to cultivate a whole school love of reading and writing.

Key Statistics

Raised
achievement
in over **4000**
schools

Worked with
5000 teachers
in more than **100**
locations nationally

2000
schools subscribe
to the
Power of Reading
website

The impact of Power of Reading on teaching in 2017/18:

91% of teachers
said the programme had
**improved their
subject knowledge**

78% of teachers
said the programme had
**improved subject
knowledge**
in their school

91% of teachers
improved their
knowledge of
children's literature

77% of teachers
read more
children's literature
as a result of participating
in the **Power of Reading
programme**



“I now understand the importance of immersing the children in the text and really picking it apart which equips them with all they need to produce really high quality pieces of work.”

The impact of Power of Reading on children in 2017/18:

89% of children were choosing to read the key text

98% of teachers reported that the programme improved children's engagement in reading

97% of teachers reported that the programme improved children's engagement in writing

83% of teachers reported that the programme raised children's attainment in writing

86% of teachers reported that the programme raised children's attainment in reading



“ Staff have observed the writing stamina in Key Stage 1 has increased significantly. Children's writing across the school is better in terms of length and quality of writing. ”

Power of Reading School, 2018

The impact of Power of Reading on schools in 2017/18:

“Reading is a high priority in the school. The new English leader has begun to implement some effective strategies to develop comprehension skills. High-quality reading texts are being used effectively to challenge pupils. Pupils are motivated to read through inspirational texts that link to their current learning, for example 'Shackleton's Journey'. The reading stamina of pupils has increased significantly, as pupils report that they enjoy reading for long periods of time.”

Ofsted Report, Power of Reading School, March 2017

“ The % of children taking out books at lunch time has significantly increased - particularly for our boys. We have now set up DEAR time and all children in pupil surveys said that they love this time for them to read on their own. Children are now willingly staying in at break and lunch time in our new indoor reading areas. ”

Power of Reading School, 2018

“ The impact within our school has meant that the other schools within our Trust are now moving towards implementing the Power of Reading within their schools. ”

Power of Reading School, 2018



Engagement has grown year-on-year

In 2012-13 we were delivering Power of Reading across England to:

13 groups (397 teachers)

and in 2017-18, we delivered the programme to:

20 groups (660 teachers)



The Impact of our Long and Short Courses at our Centre

Meeting Schools' Literacy Needs

Every year we run a range of professional development opportunities at our centre covering all aspects of learning and teaching in primary literacy.

Key Statistics

1000
primary school
staff attended
training at our
Centre

99% of **people**
attending our
courses rated
their course as
effective

100% of **people**
attending our
courses would
recommend
it to someone else

We ran
39 courses
covering everything from
book making, poetry
teaching and rhyme and
song to spelling, planning
and more able learners

93% of **people**
attending our
long courses
rated the training as
very effective

Our courses have an impact
on children's attitudes to
reading and writing

“The outcomes show visible evidence that the attitude towards reading has changed. The children are actively reading more with great enthusiasm both within and outside of the classroom. There has also been a great shift in the attitudes of adults in response to reading, becoming more engaged with discussions about pieces of texts.”

CLPE course participant, 2018

Our courses have an impact on teaching and subject knowledge

“Overall, it is clear to see that the children have enjoyed the changes I have made. Children are more enthusiastic towards reading. Staff are excited about teaching reading in a creative way. Test scores are up across the school. There are more opportunities for children to read for pleasure. There is a great buzz around reading too.”

CLPE course participant, 2018

The CLiPPA

What is CLiPPA?

The Centre for Literacy in Primary Poetry Award (CLiPPA) is the only award for published children's poetry in the UK and CLPE have been running the award since 2003. The award recognises the work of children's poets and brings it to schools to help support the teaching of poetry in the classrooms through our associated poetry resource site, Poetryline.



Key Statistics

330 poetry books sent to schools

6 new poetry teaching sequences created – a total of **30 FREE** teaching sequences

72 new videos of poets produced – a total of **500 FREE** videos available on our **Poetryline** website

Shadowing Scheme

Over **5000** children involved in CLiPPA 2018 across the country

150 schools participated (including schools from **13 of the 20 most** deprived LAs in England)

43 children aged 6 to 12 from 5 schools given the **opportunity** to **perform on the stage**



Produced a **poetry show** for an audience of 1,000 at the **National Theatre** and awarded the **CLiPPA 2018** to a brand new poet with a debut collection

750 children from **18 schools** invited to attend the **award ceremony** at the **National Theatre**. Every child who attended was also given the gift of a poetry anthology

“Just bounced out of the National Theatre” after CLiPPA. What a wonderful, joyful, life-affirming event. Thanks CLPE for running such a superb initiative.

CLiPPA Audience Member



What an amazing new library!! Thanks CLPE for a beautiful, inspiring space.

Absolutely mesmerised by CLPE's Literacy Library! Not only a fantastic resource, but an awesome display of people's generosity...

Building our Literacy Library

A Centre of Excellence for the future

We began 2017-18 with ambitious plans to refurbish the library at the core of our Centre in Central London.

This Centre is where all our London training takes place, where other literacy charities meet and where we house our stunning collection of 23,000 children's books.

We raised £25,000 from the Garfield Weston Foundation and £25,000 from the Foyle Foundation towards the project. These grants were amazingly generous but we still had less than half of what we needed to complete the project.

In January 2018 we launched a Crowdfunder campaign. We invited supporters

to help us by sponsoring shelves, bookcases and alcoves in our new library. We were totally amazed by the support we received from nearly 250 people from all walks of life.

We began work on our library in July 2018 and completed it in time to open our 2018-19 programme at the Centre.

With further support from illustrators and publishers we have been able to decorate the walls with 3 metre high illustrations from children's books. We have created a truly beautiful and stimulating space which, quite literally, puts quality children's literature at the heart of literacy learning.

Reflecting Realities

In February 2018, we launched our **Reflecting Realities** initiative, a new study into ethnic representation in children's literature. Funded by Arts Council England, the aim was to quantify and evaluate the extent and quality of ethnic representation in children's publishing in the UK.

We invited all UK publishers of children's literature to submit any titles published in 2017 that featured Black and Minority Ethnic characters. These submissions were then analysed using a specifically designed framework to determine the extent and quality of representation within and across all titles.

We published our findings in July 2018 and the publication of the report sparked a national conversation about representation.

The report was picked up by major print, online and broadcast outlets worldwide.

Reflecting Realities – moving the conversation forward

We have been successful in obtaining funding from the Arts Council England to publish similar reports in 2019 and 2020.

"We are delighted to support the continuation of this timely and important work by the CLPE. We will be interested to see if, over time, the situation improves, what trends may emerge, or what other action may be needed by the sector to make the changes that are so clearly needed: to ensure that every child is inspired to develop their sense of self, empathy for others, and to explore the world around them through fiction."

Sarah Crown, Director of Literature, Arts Council England

Position of Characters Identified as Belonging to an Ethnic Minority Category

159 books featured **BAME** background characters

69 of those books also had a **BAME Main** character

88 of those books also had a **BAME Secondary** character

99 of those books **DID NOT** feature a **BAME Main** or **Secondary** character



“ Our teachers have become passionate gatekeepers to books that our children can access and enjoy time and time again - we are now in a better position to ensure that our children are literate, inclusive and empathetic. ”

Jane Spence

Harrowgate Academy in her blog: 'Reflecting Realities – A school's journey into a wider reading world'

Online Resources to Support Literacy



Our Online Resources to Support Literacy (including Booklists and Corebooks)

We provide a range of resources to support teachers and those that work in primary schools to teach literacy in a creative way.

This year we have increased the number of resources we have available for teachers:



Written **40 new teaching sequences** and given away more than **50 sequences**

200 sequences for books written by more than **150 children's authors** available on the **Power of Reading**

We have **40 booklists** covering various themes or highlighting the work of well-known authors

We wrote **free resources** to support **National Poetry Day** and **National Writing Day**

30 teaching sequences on our **Power of Pictures** website and **28 sequences** on our **Poetryline** website

We wrote resources to **support teachers** to use the books on the **Kate Greenaway shortlist** and the **Klaus Flugge prize shortlist**

We made **new videos** of **authors, illustrators and poets** creating, reading or talking about their work and made these **freely available** on our website

We provided **notes and sequences** for a range of publishers including **Bloomsbury, Macmillan and Andersen Press**

“ The teaching sequences and plans are clear, packed with engaging activities and adaptable to suit the needs of individual classes. The reading of the text is intertwined with the learning of reading skills and our children have never enjoyed English lessons so much. ”

Matthew Dix

Year 6 Teacher Southborough C of E primary in his blog: 'Power of Reading - A Teacher's View'

Around the UK



Schools can access our knowledge at our Centre in London, at a range of locations across the UK and through our extensive web-based resources.



Throughout 2017-18 we have worked with a range of partners and supporters. These included:

A Productions	Madeleine Lindley Ltd
Achieving for Children (Kingston & Richmond)	Medway Council
Amnesty UK	Ministry of Stories
Africa Writes	Multicultural Bookshop – Bradford
Andersen Press	Muswell Hill Children's Bookshop
Arts Council England	NAAE
ASSET Education	NATE
Beanstalk	National Poetry Day
Bejteman Poetry Prize	National Theatre
Bloomsbury	National Writing Day
Blue Peter	Newham Bookshop
Book Trust	News from Nowhere
Books on the Hill	Norfolk Children's Book Centre
Branford Boase Award	NUT
Bury Teaching School Alliance	Open University
Caboodle Books	Otter-Barry Books
Carnegie Greenaway	Oxford University Press
Catch Up Literacy	Penguin Random House
Chartered College of Teaching	Peterborough Learning Partnership
Cheltenham Literature Festival	Peters Books
Children's Laureate	Poet in the City
Children's Poetry Summit	Pop Up
CILIP	Positive Regard Teaching School Alliance
Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison	Publishers' Association
David Fickling Books	Reading Rocks
Dollywood Foundation	Rhyme and Reason
Empathy Lab UK	Roving Books.
English and Media Centre	Royal Historic Palaces
Enquire Learning Trust	Seven Stories
Fair Education Alliance	Story Museum
IBBY UK	Teach Primary
Jubilee Books	The Bookseller
Kings Cross Academy	The National Literacy Trust
Kirkby Collaborative of Schools	The Reader
Kirklees LA	Two Hoots
Klaus Flugge Prize	UKLA
Learning First	Unicorn Theatre
Letterbox Library	Viscount Nelson Education Network
London Book Fair	University of Cambridge
Macmillan Children's Books	University of Greenwich
	Walker Books
	World Book Day



www.clpe.org.uk

The Centre for Literacy in Primary Education is a registered charity no. 1092698 and a company limited by guarantee no. 04385537

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