

# An independent evaluation of the Hallé Support and Help in Education (SHINE) on Manchester Saturday School programme

<b>Submission date</b> 13/08/2013	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 10/09/2013	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 12/09/2016	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data

## Plain English summary of protocol

### Background and study aims

The Hallé SHINE on Manchester programme is delivered by funded host schools for pupils in those schools and other local primary schools along with the Hallé Orchestra. There has been some research over the last nine years looking at the impact of similar SHINE primary school programmes, which has been promising although limited in its design. This two-year study preceded by a one year pilot (initial) phase will provide a robust evaluation of the programme by using more rigorous research design and methods. We aim to find out whether the Hallé SHINE on Manchester programme helps to improve pupils reading and maths skills and whether it improves attitudes to school, learning and music.

### Who can participate?

Pupils in a school which is running the Hallé SHINE on Manchester programme or in a local partner school. Pupils need to attend a school that is willing to agree to all research procedures. Pupils should be disadvantaged or underachieving as nominated by their class teachers. Pilot year of the study (2012/2013 academic year) Year 5 and Year 6 pupils. First year of the main study (2013/2014 academic year) Year 4, Year 5 and Year 6 pupils. Second year of the main study (2014/2015 academic year) Year 4 and Year 5 pupils. Schools in the pilot phase in the 2012/13 academic year will also participate in the main study in the 2013/14 academic year. Schools that join the project for the main study will participate in the 2013/14 and 2014/15 academic years.

### What does the study involve?

Schools will run the programme for around 60 pupils in total from their own school and from other local partner schools. Each school involved in the study (both host schools and partner schools) will need to nominate a number of children (disadvantaged or underachieving) who would be eligible to attend the programme from both Year 5 and Year 6 pupils in their first year of participation and from both Year 4 and Year 5 in their second year of participation. Each year, after teachers have nominated eligible pupils from both year groups, all pupils in those year groups will complete the InCAS assessment of reading, maths and attitudes to learning. Each school will then be randomly allocated to sending the nominated pupils from one of the two year groups involved (either Year 5 or 6 nominated pupils in the first year and either Year 4 or 5

nominated pupils in the second year) to the SHINE programme. At the end of each school year all pupils in these year groups will again complete the InCAS assessment. For each year of the study the results of pupils who have attended the programme will then be compared to the results of pupils who were not in the allocated year group (and therefore did not attend the programme), in order to find out the effect that the programme had on pupils attainment. At the end of the study, the findings from all three years will be combined for more certainty about the effect.

What are the possible benefits and risks of participating?

Participating pupils who are in the selected year group in their school will have the opportunity to attend the Saturday School programme. The activities at the programme are designed to be interactive and fun and to engage pupils. The programme will give them extra support with academic work and may improve their literacy and numeracy skills, leading to better future outcomes. As the programme is for children who are disadvantaged or underachieving there may be a stigma attached to attending. However, eligible pupils will have the choice whether to attend the programme or not. The programme is designed to be different from school, fun and engaging, and pupils should enjoy attending. This has been the experience in other areas.

Where is the study run from?

The independent evaluation is being conducted by Durham University. The recruitment of schools and support for running the Hallé SHINE on Manchester programme is the responsibility of the SHINE Trust and the Hallé. The schools involved are in Manchester, UK.

When is the study starting and how long is it expected to run for?

This main study starts in June 2013 and runs until September 2015. There is a pilot element to the study that runs from June 2012 until September 2014.

Who is funding the study?

The Education Endowment Foundation (EEF) (UK)

Who is the main contact?

1. Principal Investigator: Professor Carole Torgerson ([carole.torgerson@durham.ac.uk](mailto:carole.torgerson@durham.ac.uk))
2. Trial Manager: Victoria Menzies ([victoria.menzies@cem.dur.ac.uk](mailto:victoria.menzies@cem.dur.ac.uk))

## Contact information

### Type(s)

Scientific

### Contact name

Prof Carole Torgerson

### Contact details

School of Education

Durham University

Leazes Road

Durham

United Kingdom

DH1 1TA

+44 (0)191 334 8382

[carole.torgerson@durham.ac.uk](mailto:carole.torgerson@durham.ac.uk)

# Additional identifiers

## Protocol serial number

N/A

# Study information

## Scientific Title

A pragmatic cluster randomised controlled trial evaluating the effectiveness of the Hallé SHINE on Manchester Saturday School programme at improving literacy and numeracy for children in upper primary school

## Acronym

SHINE

## Study objectives

1. What is the impact of the Hallé SHINE on Manchester Saturday School programme on academic attainment outcomes at post-test, specifically literacy and numeracy?
2. What is the impact of the SHINE programme on attitudes to school and learning at post-test?
3. What is the impact of the SHINE programme on music outcomes, specifically pupil attitudes towards music and self-assessed music ability at post-test?

## Ethics approval required

Old ethics approval format

## Ethics approval(s)

Board of Ethics for the School of Education, Durham University, 22/08/2012

## Study design

Pragmatic cluster randomised controlled trial

## Primary study design

Interventional

## Study type(s)

Quality of life

## Health condition(s) or problem(s) studied

Primary education

## Interventions

Intervention: The Hallé SHINE on Manchester Saturday School programme runs for five hours per Saturday for 25 Saturdays over the school year. The programme is delivered by funded host schools in conjunction with the Hallé Orchestra and is supported by the SHINE Trust. The intervention includes interactive and creative lessons based around three music projects over the course of the year. Literacy and numeracy lessons should be based around the three themes selected by the Hallé. The programme will also involve visits to Hallé rehearsals and performances as well as other theme based activities and trips. At the programme children are

grouped in small classes (up to twenty-four pupils) taught by a teacher, and supported by a teaching assistant and a peer mentor from a local secondary school. Eligible pupils will be expected to attend the majority of sessions.

Control: Business as usual pupils in control year groups will not be eligible to attend the SHINE programme.

### **Intervention Type**

Behavioural

### **Primary outcome(s)**

Children's scores on the Reading component of the centre for evaluation and monitoring (CEM) InCAS assessment at baseline and nine months in both years of the trial.

### **Key secondary outcome(s)**

1. Children's scores on the Spelling component of the CEM InCAS assessment
  2. Children's scores on the General Maths component of the CEM InCAS assessment
  3. Children's scores on the Mental Arithmetic component of the CEM InCAS assessment
  4. Children's scores on the Attitudes component of the CEM InCAS assessment
  5. Children's scores on the Attitudes to Music and Music self-evaluation questionnaire
- Measured at baseline and nine months in both years of the trial

### **Completion date**

30/09/2015

## **Eligibility**

### **Key inclusion criteria**

Pilot year of the trial (2012/2013 academic year) Year 5 and Year 6 pupils

First year of the main trial (2013/2014 academic year) Year 4, Year 5 and Year 6 pupils

Second year of the main trial (2014/2015 academic year) Year 4 and Year 5 pupils

1. Schools will be eligible to take part if they are willing to undertake all related research procedures and are either a school awarded funding by the SHINE Trust to run the Hallé SHINE on Manchester programme or are a local partner school of a school awarded funding.
2. Pupils will be eligible to be involved in the trial if they are in participating schools and
  - 2.1. for schools in the pilot study: in Year 5 or Year 6 in the 2012/13 academic year or in Year 4 or Year 5 in the 2013/2014 academic year
  - 2.2. for schools in the main study: in Year 5 or Year 6 in the 2013/14 academic year or in Year 4 or Year 5 in the 2014/2015 academic year.
3. Pupils will be nominated by teachers as eligible for the programme (disadvantaged or underachieving) before pre-testing and randomisation

### **Participant type(s)**

Patient

### **Healthy volunteers allowed**

No

### **Age group**

Child

**Sex**

All

**Key exclusion criteria**

Eligible children whose parents do not wish their child's data to be used

**Date of first enrolment**

01/06/2013

**Date of final enrolment**

30/09/2015

## **Locations**

**Countries of recruitment**

United Kingdom

England

**Study participating centre**

**Durham University**

Durham

United Kingdom

DH1 1TA

## **Sponsor information**

**Organisation**

Durham University (UK)

**ROR**

<https://ror.org/01v29qb04>

## **Funder(s)**

**Funder type**

Charity

**Funder Name**

Education Endowment Foundation (UK)

# Results and Publications

## Individual participant data (IPD) sharing plan

### IPD sharing plan summary

Not provided at time of registration

### Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Funder report results</a>	results			No	No