

INTO FILM

Annual Review 2014/15

intofilm.org

"I enjoyed being offered the experience of being in a film as I have never done anything like this before. I found out that I have a lot more confidence in myself than I thought."

Into Film member

**SEE, THINK, MAKE.
IMAGINE**

CONTENTS

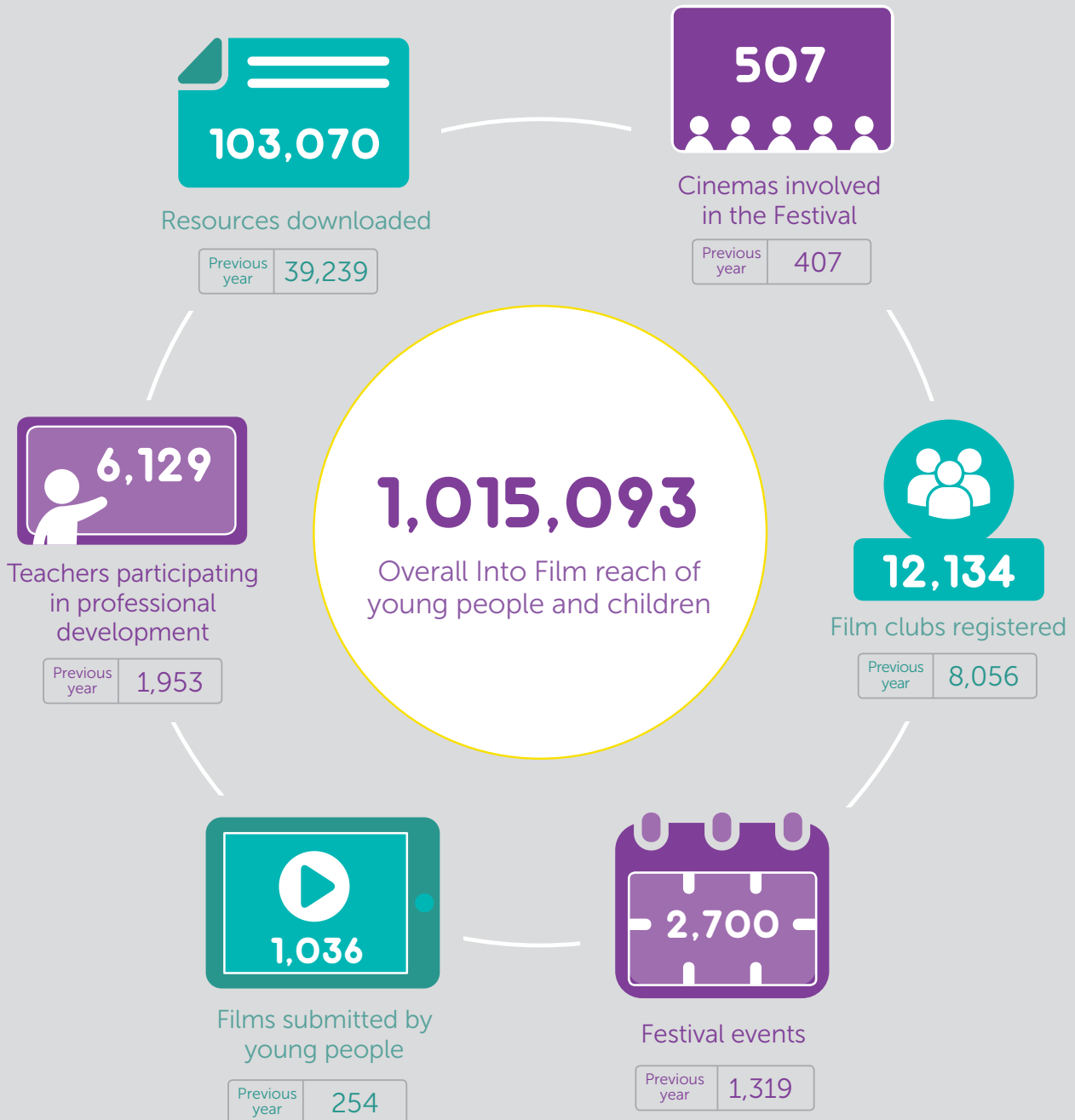
Year at a glance	5	
Chair introduction		6
CEO introduction	8	
Our vision & values		10
Impact	11	
Our programme		13
Highlights	14	
Looking to the future		28
Financial results	30	



"I liked everything about the film! Thank you very much, Lucy, for setting up the film club. I really liked it!"

Into Film member

2014/15 AT A GLANCE



Chair introduction

I passionately believe that film has the ability to engage and inspire young people in a variety of ways; it can be a driving force to encourage wide-ranging curriculum learning, career skills development and greater social and cultural understanding.



Eric Fellner
Into Film Chair

This annual report charts Into Film's first full year of activity. It's one of significant progress, in terms of both the reach and the positive impact on academic, cultural and personal development that's being achieved through our work.

From the classroom to the cinema, the enthusiasm for the film learning opportunities we have developed is very clear. To our knowledge, no other UK-wide cultural education initiative has such a high take-up by schools and youth groups, and no other country in the world has such an effective licensing arrangement to enable children and young people to see and discuss a hugely broad range of films in educational settings, through our extra-curricular film clubs.

Each club is unique dependent on its location, its membership, who leads it and what its particular educational and social aims are. What all clubs have in common is a desire to enrich young lives through watching, making and understanding film. Without our programmes, young people across the country would be lacking a vital dimension of their education. Schools, and their teachers too, gain great benefits from our free and adaptable learning resources.

A commitment to diversity and inclusion is central to our values, and we're proud that a high number of schools and youth groups working with our programme are located in predominantly disadvantaged areas and communities. The arts are for everyone, not just a privileged few, and film education is a fantastic way to help develop young people's engagement and participation in both culture and society.

The testimonies, case studies and impact surveys detailed in this review illustrate some of the ways young people and educators are working with our programme, both in and out of the classroom. They demonstrate how our activities are contributing to the raising of educational achievement and aspiration, spreading opportunity and helping to enhance social awareness and mobility.

As a British filmmaker, I am very proud of the growth and development of our film industry in recent years. Our successes rely on the hard work of thousands of talented people who boast a multitude of skills. I believe that Into Film's programme is integral to ensuring that the next generation of filmmakers takes up the mantle of developing our flourishing sector. We want to provide young people with the enthusiasm, experience and ability to shape positive careers in film and the wider creative industries, as well as building skills that will help them succeed in many other sectors in our economy too. Equally importantly,

"Film education is a fantastic way to help develop young people's engagement and participation"



Carey Mulligan at the launch of the Into Film Festival

by enabling them to discover and explore the full breadth and richness of film's repertoire – from classics to contemporary, from British and independent titles to blockbusters – we are playing a key role in developing the cinema audience of the future.

“Love and enjoyment of film for over 1 million children and young people”

None of this would be possible without our funders and partners. The BFI's firm commitment to the importance of film education for 5- to 19-year-olds (as part of its Film Forever strategy) is reflected in its award of Lottery funding to Into Film. This enables us to deliver a free at the point of use programme that inspires love and enjoyment of film for over one million children and young people. Funding from Cinema First, the industry body that represents UK distributors and exhibitors, allows us to deliver a complementary audience-development programme through the annual Into Film Festival, providing further understanding and engagement with cinema. We are also grateful for the generous funding received during the year from a series of other partners who are listed below. Our thanks go out to them all, and to the thousands of schools, teachers and youth groups who help run our programme and also to the Into Film staff - your support and expertise are greatly valued and appreciated.

Funders

British Film Institute
Cinema First
BIG Lottery Funding
Northern Ireland Screen
Creative Skillset
Paul Hamlyn Foundation
Isle of Man (Dept of Ed. & Children)
The Grierson Trust
Backstage Trust

Awards sponsors

London Film Museum
The Special Treats Production Agency
20th Century Fox Home Entertainment Ltd
Sony (Pictures Releasing) Entertainment
Universal Pictures
EON Productions
MGM Studios
IMDb

CEO introduction

Into Film has an educational mission with film at its heart. Over the past 18 months, we have worked hard to establish a programme that fully realises the academic, cultural and social power and potential of film education to over one million children and young people across the UK.



Paul Reeve
Chief Executive Officer

Film can transform our understanding of ourselves and the world around us, enabling us to see things through the eyes of others. It can transport us instantly to other places, cultures and times, and hold a mirror up to our own time and culture. These things have never been more valuable and important. And, as my own conversations with a large number of children and young people over the past year have repeatedly illustrated, film truly speaks to us all, regardless of age or background.

At Into Film, we believe that learning film's language and discovering its range should be an entitlement for all young people: to enable them to understand how meaning is made and stories are told; to develop their awareness of film's central place in our cultural history and heritage; to encourage them to become informed, curious audiences; and, through acquiring creative and practical filmmaking skills, to be able to tell their own stories and become active participants in the making of the culture of the future.

Further developing a programme to support the achievement of these outcomes was one of our central goals during 2014/15. With each month that went by, we were encouraged both by the evidence of positive impact, and the significant progress made in increasing uptake across the UK.

We have 12,134 film clubs registered across the UK, involving more than 420,000 members UK-wide and representing a 50% rise in the 8,056 clubs registered the year before. Over 370,000 young people and educators took part in the 2014 Into Film Festival and over 8,600 young people participated in our filmmaking activities, producing over 1,000 films. We also trained over 6,000 teachers and youth leaders to use film in their work, a threefold increase on 2013/14, and our bespoke film-based learning resources were downloaded 103,070 times.

One key to achieving such progress has been the focus we place on connecting with educators, and seeking to respond to their needs and priorities. Film proved to be a multi-faceted source of stimulation and inspiration. Resources supporting curriculum areas such as literacy and exploring themes such as anti-bullying proved very popular; so did the programme of Continuing Professional Development (CPD) that we launched during the second half of the year to support the development of skills to teach in, through and about film. Teachers and young people tell us that the educational benefit of our programme is significant: 70% of our film club leaders noted improvements in students' literacy skills, 86% of club members say it has helped with writing and coursework.

"We aim to support and encourage club leaders to offer the richest possible experience to their members"



Anson Primary School

“The report also looks to the future. We want to build on the foundations laid in Into Film’s first 18 months”

Outside curriculum time, our network of film clubs enabled hundreds of thousands of 5- to 19-year-olds to discover and develop their passion for film. Clubs rely on a huge level of commitment from the teachers, teaching assistants, youth leaders, volunteer parents and young people that lead them. We aim to support and encourage club leaders to offer the richest possible experience to their members, whether by suggesting ‘film journeys’ that enable them to watch and discuss a diverse variety of stories and styles, or by creating opportunities to introduce filmmaking activity and further develop critical skills.

The following pages reflect the scope of our activity, the progress we have made and the impact that has been achieved during the past year. The report also looks to the future. We want to build on the foundations laid in Into Film’s first 18 months. Our goals include establishing 13,000 film clubs across the UK by the end of 2015/16, developing our first Massive Open Online Course (MOOC) for education professionals and expanding our resources into new digital formats. We will also continue to develop our comprehensive CPD offer to primary and secondary school teachers.

Above all, we are continually seeking to learn in order to find ever more effective ways for our work with film to enrich children and young people’s education, and to help develop knowledge, understanding and skills that equip them to play a positive role in society and the future workplace.

Finally, my sincere thanks to our Trustees and to the whole Into Film team for their commitment, enthusiasm and creativity; it’s a privilege to lead them.

Trustees

Eric Fellner
Heather Rabbatts
Patrick Bradley
Barbara Broccoli
Alan Bushell

Mark Devereux
Beeban Kidron
Sir Alasdair Macdonald
Col Needham
David Kosse

Our vision



St Philips Catholic Primary School

All children and young people will have a rich cultural and educational relationship with film.

Our values

Child-centred

with children and young people's voices at the heart of our programme

Inclusive

ensuring all are able to participate and learn, irrespective of race, gender, disability or background; striving especially to engage with those traditionally excluded

Collaborative

work with partners across the UK to increase the opportunities to engage with film

Responsive

to the needs of our leaders and teachers, supporting them to use the power of film to advance academic, cultural, creative and social development

Creative

in our use of film to offer memorable and effective learning opportunities and experiences

Dedicated

to striving for excellence in everything we do, including best practice in child protection and data protection

Open

to learning and sharing ideas, approaches and solutions that help to improve learning outcomes and increase audience development

Impact

Cultural learning is a vital element of a rich, well-rounded education, contributing to academic, creative and social development. We believe it is the right of every child, from any background, to enjoy such benefits and strive to ensure that our activities contribute in a meaningful way to making this ambition a reality.

Cultural learning plays a hugely positive role in helping close the gap in achievement and aspiration

We do this by delivering a programme that achieves significant UK-wide reach and actively strives to break down barriers to engagement, so that it is accessible to all. We place particular emphasis on engaging with schools and groups whose young people face disadvantage, using common national indicators of deprivation to monitor progress. This is particularly important because we also believe cultural learning plays a hugely positive role in helping close the gap in achievement and aspiration between those from disadvantaged backgrounds and other young people.

A key factor in our progress over the past year has been our ability to make our core offer free at the point of use, made possible by the funding and in-kind support we receive. We are fully committed to ensuring the investment we receive delivers the best possible outcomes for the teachers and young people with whom we aim to engage. We consequently have a strong focus on evaluation of our activity, driven by the desire to see our programme provide real and effective results in schools and youth settings across the country.

Baseline impact data assessed by the Centre for the Use of Research and Evidence in Education (CUREE) has confirmed the positive outcomes our work is achieving.

CUREE was commissioned to help develop an overall framework for the educational and cultural impact of this evolving programme, and to conduct an independent four-year evaluation. Just over a year into our delivery plan, its baseline report identifies Into Film's strongest and most consistent impacts* to date on the young people we work with as:

- Motivation and enjoyment of learning – enjoyment of school and enhanced engagement with curriculum material
- Literacy – improvements in writing and vocabulary and greater interest in advancing these
- Love of and engagement with film – with expanded appreciation and understanding of film as well as its role in their lives
- Understanding of the way the film industry works – learning how films are made and increasing interest in the industry

* These impacts are those deemed to be most evident at scale and observed consistently across Into Film activities and audiences. CUREE sources include: survey data from film club leaders and members; qualitative interview and focus group data from longitudinal case study sites across the UK; quarterly monitoring figures; CPD evaluation data; Into Film Festival focus groups; independent evaluations of key individual projects and programmes including the Into Film Festival, the See it Make it filmmaking programme, the Paul Hamlyn-funded Inclusion Project, the Big Lottery-funded Opening Minds, Transforming Lives Project, audience development analysis of young people's cinema-going; and a wider synthesis of past evaluations, programme manager interviews and internal documents.



The educators we work with increasingly understand the value of film as a learning resource and recognise its educational, social and cultural impacts

Our Filmmaking programme — notably the *See it Make it* participatory filmmaking scheme bringing professional filmmakers into UK schools and youth clubs — was particularly commended for supporting a wide number of impact areas in depth, including those noted on the previous page as well as skills for employment; specialist skills for the film, media and digital sector; oracy and IT skills. Our outreach and inclusion programmes were highlighted for strong additional impacts in young people's appreciation of different cultures and backgrounds, and respect for disability; local, global and cultural awareness, and openness to a greater diversity of films.

These outcomes were particularly evident in the Paul Hamlyn-funded Inclusion project (working with SEN children, those recently arrived to the UK and rurally isolated children) and the Big Lottery-funded *Opening Minds, Transforming Lives Project* in Greater Manchester. Additional independent evaluation of both programmes has enabled us to evidence the depth of impact that is achievable within our film club and curatorial model when additional funding helps to unlock more intensive resourcing and tailoring towards specific areas and types of need.

Finally, findings from CUREE as well as Into Film case studies and surveys over the last year demonstrate that the educators we work with, including those involved in our CPD programme, increasingly understand the value of film as a learning resource and recognise its educational, social and cultural impacts. Areas of strong emerging impacts on teachers themselves include:

- Improved relationships in the classroom and a greater understanding of their pupils
- Increased appreciation and understanding of the role of film as a teaching tool
- Increased enthusiasm about teaching and the ability to make lessons more engaging for pupils
- Increased repertoire of skills, particularly enhanced ICT and technical skills

Best-practice insights from a number of evaluations over the last year* are being harnessed to continue refining and improving our universal offer for all UK schools, to ensure children and young people are able to access high-quality cultural opportunities regardless of background or ability.

* Including: Into Film 5-19 Programme Baseline Evaluation - CUREE, Summer 2015; Into Film Festival 2014 Evaluation - NSP; Annual Surveys of Club Leaders and Club Members - Spring-Summer 2014; 5-19s Cinema Survey - Platypus Research, Autumn 2014; Inclusion Project Evaluation for Paul Hamlyn Foundation - CUREE, 2014; Opening Minds, Transforming Lives Interim Report for Big Lottery - Dr Alicia Blum-Ross & Fabien Cante, 2014.

Our programme

Core funding from the BFI and Cinema First, and support from other partners and funders, enables us to deliver what we believe is currently the widest-reaching cultural learning and engagement programme in the UK, and the largest young people's film festival in the world.

The Into Film 5–19 education programme



Into Film Clubs provide opportunities to watch, critique, review and make film. Central to the club offer is a curated catalogue of over 4,000 films containing a rich variety of titles and genres including British, documentary, foreign language, short and archive film. This is supported by discussion documents, review-writing schemes, curriculum-linked resources, interaction with film professionals and filmmaking activities. A partnership with Amazon LOVEFiLM provides and delivers DVDs. Clubs are run in school and in out-of-school settings such as libraries and youth groups.



Resources realise the extraordinary educational potential of film to engage children and young people in complex issues and curriculum areas, and encourage effective learning. These range from film discussion guides for out-of-school clubs to curriculum-linked worksheets, lesson plans and presentations that include embedded film clips, exclusive access to insights from filmmakers and elements to encourage filmmaking. When working in schools, resources are tailored to the curriculum criteria of each nation, supporting the achievement of defined learning outcomes.



Continuing Professional Development for Educators focuses particularly on film literacy and filmmaking. Our programme offers a range of strategies that support teachers and group leaders in achieving effective, memorable learning through and about film, enabling them to embed this practice both across the curriculum and within non-school-based youth provision.



Into Film Festival is the world's largest annual free film festival for children and young people, comprising screenings, discussions, filmmaking workshops, Q&As and other events. The Festival offers a means to engage young people in a memorable and enjoyable out-of-school learning experience and can also be an effective springboard for further classroom work.



Young People-focused content is available in the form of our Film of the Month activity and our youth-dedicated Get Into Film YouTube channel featuring behind-the-scenes clips, interviews with filmmakers and young people's views on film.

HIGHLIGHTS





FILM CLUBS

Sources:

Into Film monitoring data,
FY April 14 – March 15

Annual Club Leader Survey
Spring/Summer 2014
(Base: 367)



Film clubs

11,431 School settings

703 Non-school settings



Film club members (young people)



Films watched by clubs

Films watched by clubs



Classic Archive



British



Non UK/US

“Through film club, we have learnt about other cultures and traditions, and have had the opportunity to discuss issues such as racism, bullying and sectarianism, which affect us teenagers growing up in Northern Ireland.”

Pupil, Ashfield Girls’ High School, Belfast



91% of club leaders say film club has increased members’ enjoyment of school



92% of club leaders say film club has made members more receptive to different types of film

Academic and social impact



Ashfield Girls' High School students watching a film in their club



Tracy Rossborough
Teacher

Ashfield Girls' High School, Belfast

“ Ashfield Girls' is situated in one of the most deprived wards in Europe. We feel we must do all we can to raise the aspirations of these children and help them to achieve despite adversity. Our film club has been a phenomenal success, with members ranging from SEN pupils with literacy difficulties to those deemed 'gifted and talented'; pupils whose first language is not English; those with Asperger's Syndrome; and many who have social, emotional and behavioural difficulties.

Into Film has proved so popular that we have introduced a Junior Club, which meets twice a week, as well as the original club, now known as 'Senior' club. Into Film enables pupils to make new friends and avoid sometimes awkward social situations for shy pupils at lunchtimes, and members now regularly meet outside school to visit the cinema – friendships born out of selecting, watching, discussing and reviewing movies. Many of the clubs' members were at risk of becoming disengaged with school and becoming socially excluded, but Into Film has offered them the opportunity to interact socially through the medium of film. Attendance of pupils has also improved.

Into Film has offered them the opportunity to interact socially through the medium of film

Our club successfully integrates watching, making and understanding film, both inside and outside the classroom, and has cross-curricular links with Year 9 English, and GCSE Media and Moving Image Arts. Involvement in film club has improved the pupils' literacy skills, particularly their writing skills and their ability to critically analyse, which they can transfer to a number of curricular areas.

The opportunities afforded to our pupils through involvement in Into Film have, without doubt, helped them to achieve success, access experiences otherwise unavailable to them and seen them grow, flourish and gain in confidence – as well as creating a true sense of unity across age ranges, social classes and ethnicities. ”

Some of Ashfield Girls' High School's favourite films



Filmmaking for all



Young filmmakers at Penybont Primary School



Jemma Evans

Teacher

Penybont Primary School, Bridgend

“ Our film club has been working hard on an exciting project to create its own short film – the second we have made with the help of Into Film. Filmmakers provided by Into Film’s ‘See it Make it’ initiative came to school to give the children workshops about using the equipment, camera shots and filming techniques. They were set the challenge of coming up with an idea for a short film. Pre-production involved working in groups to plan a storyline and develop characters. They enjoyed creating storyboards and brainstorming ideas – there was lots of co-operation and patience needed! Filming took place over a whole day and the children were able to appreciate all the work that goes into creating a film – even one that is only a few minutes long.

They enjoyed creating storyboards and brainstorming ideas – there was lots of co-operation and patience needed!

Post-production involved watching the different takes and choosing the best ones, editing the cuts together and adding a soundtrack with sound effects.

We celebrated our film ‘Big Money Surprise!’ by attending a screening with other schools at Chapter Arts Theatre in Cardiff. It was amazing to see our work on the big screen!

I can’t begin to express how helpful the Into Film filmmakers Tracy and Amy have been in guiding us through this project – they were fantastic. The children have thoroughly enjoyed the entire experience and it was wonderful for them to have complete ownership over everything. All members (regardless of ability, nationality etc) have been included from start to finish. It has really been beneficial in increasing self-esteem as well as educating them, and a pleasure to watch my film club members grow in confidence and their creativity blossom.

I never thought we’d be able to make our own film, it seemed so daunting. What a wonderful time we’ve had and this is definitely the first of many.”

Some of Penybont Primary School’s favourite films





RESOURCES

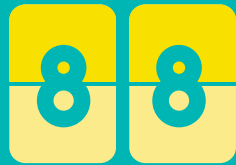
Sources:

Into Film monitoring data,
FY April 14 - March 15

Annual Club Leader Survey
Spring/Summer 2014
(Base: 367)



Resources downloaded



Resources produced

75% of leaders say that writing film reviews has helped improve members' reading skills; 82% say it has helped improve their writing skills.

Leaders say that using resources has helped improve pupils':



imagination and
creativity



speaking and
listening skills



enjoyment of
learning



literacy

Resources to support learning



Students at Anson Primary School using Into Film resources



Simon Pile
Assistant Headteacher

Anson Primary
School, London

“Anson Primary is situated in Brent, one of London’s most diverse boroughs. The school has over 40 languages and around 25% of children have special educational needs. Film is being used to help children improve their language skills and share their opinions, ideas and creativity.

The successful integration of watching, making and understanding film, both inside and outside the classroom, has been possible for three reasons: the children’s passion for film, the willingness of the staff to break traditional boundaries in education and the resources available on the Into Film website.

The resources are particularly effective to mark Calendar Days. For Safer Internet Day, the school produces an annual video with a strong eSafety message; Into Film’s online safety resources, including the Stay Safe Online PowerPoint, were used by Key Stage Two teachers to help pupils devise their top ten tips for a safer internet, and will be used again in 2016.

The school focused on Roald Dahl Day, dressing up as characters, turning their doors into book covers and watching the

films in our mini Roald Dahl season. We used the Roald Dahl Day assembly on the Into Film website to give a great introduction to the day and prepare the children for some of the key questions.

Into Film’s online safety resources, including the Stay Safe Online PowerPoint, were used by Key Stage Two teachers to help pupils devise their top ten tips for a safer internet

The Filmmaking Guides have been invaluable in helping novice filmmakers, from ensuring their story is well told, to thinking about light, camera angles and editing. For our annual Anson Film Festival, the whole school will be creating films using Into Film’s 5, 4, 3, 2, 1 filmmaking resource.

Film, and the resources available on the Into Film website, are inspiring the staff to support the broad and balanced curriculum on offer. They are also developing the children socially and emotionally, giving them a 3rd Millennium education and a level of aspiration children from Brent so desperately need.”

Most popular resources across our programme

Love Languages - French: Primary curriculum-linked resource to support the teaching of French

Roald Dahl on Film: Primary curriculum-linked resource covering a range of subjects including English, Science and Art and Design

Staying Safe Online: Primary and Secondary curriculum-linked resource to encourage young people to use the internet safely and responsibly

SEN Inclusion: Resource highlighting best practice for using film to support pupils with special educational needs

Reel to Real - Romeo and Juliet: Secondary curriculum-linked resource produced in partnership with the Victoria and Albert Museum



PROFESSIONAL DEVELOPMENT

Sources:

Into Film monitoring data,
FY April 14 – March 15

CPD participant evaluation
Jan-July 2014



Educators trained

Continuing Professional Development (CPD) has been delivered with partners including:



92% of CPD participants strongly felt that using film in the classroom would help improve students' interpersonal skills



84% of CPD participants strongly felt that using film in the classroom would help support their teaching



88% of CPD participants strongly felt that using film in the classroom would help improve the attainment of their pupils

CPD strategies for using film to raise literacy attainment



Roxy Prust
Teacher

Park View Primary
School, Leeds

“ There are 17 languages spoken at Park View Primary; 74% of pupils have English as an additional language and some are new to English. A main reason for taking part in the Into Film CPD, delivered in partnership with Leeds Young Film, was to make texts more accessible for those pupils. We’ve used film clips previously to support subject teaching but not to meet specific objectives; the CPD has enabled us to use film to develop language and comprehension. Our SATs results this year were great, both progress and attainment in reading and writing have improved compared with last year, which we feel has been largely as a result of integrating the Into Film strategies into our teaching.

One of these strategies involves showing a range of clips without dialogue (Pixar films are particularly good) to encourage children to interpret and respond to the images in their own way. Some respond with pictures or using sentence frames and we also encourage oral responses to develop language and vocabulary. Also useful for language development is prompting pupils to listen for and record key words, the meanings of which are then discussed in class.

...progress and attainment in reading and writing have improved compared with last year, which we feel has been largely as a result of integrating the Into Film strategies into our teaching

Many of our pupils have few experiences of the world around them and their imagination is limited; film has helped to increase their understanding of the world and boost their imagination. We used the ‘Role on the Wall’ activity to compare what a character might be thinking and feeling with what they’re doing externally, then applied this to a PSHE lesson about identity. Based on techniques learned in the CPD sessions, we now use film clips in a variety of ways to predict character and plot.

After the sessions I have been able to share lesson plans and post film clips and questions on Google Drive, and have enjoyed receiving feedback. Using film has undoubtedly helped to increase engagement and attainment, and we will definitely continue to integrate it into our lessons. ”

Some of Park View Primary School’s favourite films to use as a learning tool



Media literacy CPD

Strategies for raising literacy attainment



Students at Ysgol Bryn Castell Special School



Sarah Edwards
Teacher

Ysgol Bryn Castell
Special School
Bridgend

“ Ysgol Bryn Castell is a Special Needs School for pupils aged between seven and eighteen with emotional, social and behavioural difficulties in Bridgend, South Wales. The school caters for some of the most vulnerable pupils within the borough, who experience a range of learning needs including significant literacy difficulties.

The school chose to take part in Into Film’s media literacy CPD workshops as it was felt the approach could be a successful way of engaging learners who find literacy challenging. Our pupils often find the presence of text to be a huge barrier to their learning and we were interested to see how film could be used to develop writing levels.

The workshops were extremely informative and gave me a whole new outlook on how to teach literacy

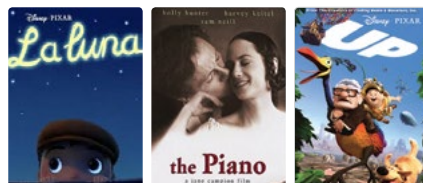
I attended three full-day CPD workshops where Into Film and members of the Bradford Media Literacy Project shared techniques and examples of how to use film to develop literacy skills and to teach pupils how to make their own films. The

workshops were extremely informative and gave me a whole new outlook on how to teach literacy.

I am now embedding the activities and techniques throughout Key Stages 2 and 3. I have trained some pupils to be media leaders and they, along with other pupils, have used their skills to create exciting films and develop their planning ability through storyboarding and questioning. I have also used a range of short films from the CPD sessions to develop pupils’ sequencing, questioning and deduction skills.

The use of film has been extremely successful in engaging pupils with literacy, as the barrier of text is immediately removed. Also, pupils are offering much more complex responses to questions about film, as it is something tangible and thought-provoking. I have also seen that pupils have become more independent in their learning when using film because they are able to access it themselves and feel like they are expert in something.”

Some of Ysgol Bryn Castell Special School’s favourite films to use as a learning tool





YOUNG PEOPLE

Sources:

Into Film monitoring data,
FY April 14 – March 15

Annual Club Member Survey
Spring/Summer 2014
(Base: 166)



Young people involved in the Into Film programme



Reviews submitted by
young people



Films submitted by
young people



Three-quarters of club members have taken part in some form of filmmaking activity (such as storyboarding or making animations), whether inside or outside the classroom.



97% of members say film club helps them learn about, and want to watch, different types of films



86% of members say watching and discussing films in lessons helps them develop new ideas for writing and coursework

Giving young people a voice



On the set of *20 Ways to Be the Perfect Man*



Kieran Howe
aged 18

Clevedon Secondary School, Glasgow

“ I always knew I wanted to make films, it was the only way I could express myself. I felt like I never belonged in Biology or Maths. I worked hard but my dream of making films felt unachievable for a working-class boy living in a deprived area of Glasgow. I found Into Film on the internet and set up a film club with a group of 30 classmates. We created our own little world where we set out to educate ourselves and be our own mentors and leaders. We invited guests to give talks, challenged ourselves to ‘think outside the box’ and get creative. We learned about life, culture, ourselves and the future. Our film club was a place you could live, laugh, learn and dance – a place where debates, questioning and interpretations were uninhibited and everything was open, accepting and free.

I will never forget the colourful debate after watching the French arthouse film *Swimming Pool*

Film club was one of the best experiences of my life. I will never forget the colourful debate after watching the French arthouse film *Swimming Pool*, the cries of laughter at *Airplane!*, the quiet sobs during the beautiful *Children of Men*, and the time technical problems halted the screening of classic Chaplin film *The Great Dictator* and our members acted out the pivotal speech scene instead. We also made a short film, *20 Ways to Be the Perfect Man*, which was an incredible experience. That spurred me on to make more films and study filmmaking at the Royal Conservatoire.

Being chosen as one of Into Film’s ‘Ones to Watch’ at the Into Film Awards 2015 was a privilege and an honour. It’s rare to see industry professionals making time to recognise young people’s work in this way. Thanks to Into Film, my dream of being a filmmaker seems real and finally within reach. Most importantly, I feel like I now have a voice. ”

Some of Kieran’s favourite films



Reviews



Review by Mairi
aged 14

St Ninian's High
School, Glasgow

Gaslight (1944)
Director: George Cukor

"I really liked *Gaslight*. It plays with your mind, and you feel claustrophobic and trapped in the house. The directing is great: Cukor managed to use the dark setting to his advantage, with lots of shadows and many things left unseen. Ingrid Bergman as Paula, the wife being driven mad, was fantastic. You could tell from her face and her hysterical fits that she was going insane. You sympathise with her, but sometimes you want to shout at her to leave the house. I wouldn't say that *Gaslight* is scary, but it's very tense. There's a continuous sense of dread lingering over the plot and there were some moments when I was on the edge of my seat. Overall, *Gaslight* is a great film. My only problem is that it ended with a jarring mood killing line."



Review by Daniel
aged 12

Dunraven School
London

Wild Strawberries (1957)
Director: Ingmar Bergman

"There is much symbolism to explore in this 50s masterpiece that every film fan should watch, beginning even from the first fantasy, which wraps us in a desolated street of silent and empty madness in which the time and the clock refer that there is no time left (symbolising the fear of ageing), the bleeding eyes which refer to death watching him and just the street itself represents the non-stop, haunting process of approaching death..."



Review by Ethan
aged 5

The William Pinkerton
Memorial Primary
School, Belfast

The Fox and the Child (2007)
Director: Luc Jacquet

"I liked this dvd. I love watching animals and i like the fox called Lily. I like the way she ran on the grass. She was friends with a girl. I saw a real fox one time in a forest."





FILM FESTIVAL

Sources:

Into Film monitoring data, FY April 14 – March 15

Into Film Festival Young People's Survey (Base: 622)

Into Film Festival Educator Survey (Base: 1000)



Cinemas involved



Children and young people in attendance



Free events



Children and young people attended autism-friendly screenings

"I believe that watching films in the cinema commits you to experiencing film. I think seeing a film on the big screen - you enter into someone else's world. Whatever it takes, think about the film you want to see and commit to it in the darkness of the cinema."

Ralph Fiennes
Actor

"I think watching film in the cinema is the best experience visually, you see the film in its full capacity the way it was meant to be seen, but also seeing it amongst a community, amongst your friends, seeing it with your school mates, I think it can spark a great discussion. I think a lot of that discussion that happens with film comes with watching it in a communal space."

Carey Mulligan
Actor



of young people attending the festival said it had inspired them to watch more films



of teachers attending the festival felt it was valuable to the broader education of young people

Learning outside the classroom



St Philips Catholic Primary School students watching a film



Leighton Padotan
Teacher



Naela Mahboob
Teacher

St Philips Catholic Primary, Smethwick

“ Three of our classes and our film club – almost half the school - attended Into Film Festival screenings. For some pupils it was the first time they had visited a cinema. I tried to ensure that classes were not just accessing the Festival as a treat, but for an educational purpose linked to current and upcoming themes or curricular work. Our Reception class watched *Planes*, which showed the fire service in action and supported their topic of service in the community. They reviewed the film afterwards, either in writing or with pictures. Year 2 watched *Walking With Dinosaurs*, which fitted perfectly with their study of dinosaurs by showing them the different species and the life of a dinosaur. They enjoyed relating what they saw to what they were learning about. Year 5 was studying World War Two and attended a screening of *The Book Thief*; we used the associated teaching resource to carry on exploring the topic in the classroom. For our film club members, the movie *Maleficent* and the anti-bullying resource on the Into Film Festival website were great ways to explore the theme of bullying during Anti-Bullying Week.

It was a great way for teachers to be able to introduce their topics and teach the children through a fun learning environment

The Festival was a fun trip and also educational, giving our pupils a greater understanding of their work. It was a great way for teachers to be able to introduce their topics and teach the children through a fun learning environment. The children were able to pick up a lot of information regarding their topic through the visual learning and include that in their school work. We were thrilled that some children who don't have the means to visit the cinema were afforded the opportunity to attend for free and share the experience with their friends and teachers. Those who did go were pleased to be able to watch films they wouldn't normally have a chance to see. All the pupils who attended loved the Into Film Festival and we will definitely use it again.”

The most popular films during the Festival

Primary



Secondary



Looking to the future

During 2015/16 and beyond we will seek to strengthen the focus of the Into Film programme in order to make it easier for our users to access and navigate.

Underpinning this will be a range of additions and improvements to our digital services and activity. Educators will continue to input to the design of our programme through our consultation groups, and our Youth Advisory Council of children and young people will remain central to our decision-making.

Our strategy focuses on strengthening our clubs network, raising the value and use of film in education, and developing audiences for film.

Film clubs

Clubs are our core means of facilitating film watching, understanding and making activity in both school and out-of-school settings, with an aim to establish 13,000 clubs across the UK by the end of 2015/16. Clubs provide an opportunity for young people to develop an understanding and critical appreciation of film, participate in creative filmmaking and, through these things, to develop an appetite to see a broad range of films. They also introduce educators to the power of film as a tool for young people's academic, social and cultural development.

Building school and teacher engagement

We will deliver a comprehensive programme of Continuing Professional Development (CPD) to Primary and Secondary teachers and youth leaders. This will comprise both light-touch and in-depth training tailored to the needs of the participants. We will also develop our first MOOC (Massive Open Online Course). The focus on the teaching of Literacy during 2015/16 will be maintained and, in response to teacher demand, work with History, Modern Foreign Languages and Personal, Social and Health Education (PSHE) will be developed.

We will produce new resources designed to support effective learning in, through and about film, introducing greater interactivity through use of a range of digital formats including apps, iBooks and media banks.

Strengthening our clubs network, raising the value and use of film in education, and developing audiences for film



Into Film Festival

Audience development

Our annual survey last year highlighted that nearly 70% of children and young people involved in our programme report watching films at home at least once a week.

Alongside the audience development achieved through our clubs and activity to further embed film in young people's education, we will work to support development of young audiences for cinema through the Into Film Festival and partnerships with the UK-wide Film Audience Network (FAN), cinemas, distributors and film festivals across the UK. Club-based activities designed to encourage and reward wider viewing and appreciation of specialised titles will be tested and evaluated over the coming year, and models that prove successful will be rolled out across the programme. We will also further develop our online content, designed to deepen young people's engagement with, and understanding of, film, with a particular focus on 13- to 19-year-olds.

Engaging our audiences

Our 2015/16 programme will focus on themes that resonate with our audiences and enable us to link individual strands in order to amplify both communication and impact. The themes for 2015/16 are:

April–July 2015

Identity with a link to Greatest Generation, Britain on Film and General Elections

September–December 2015

Wellbeing with a link to 'back to school', BFI Love Season, Anti-Bullying Week

January–March 2016

Achievement with a link to Into Film Awards and the film industry awards season

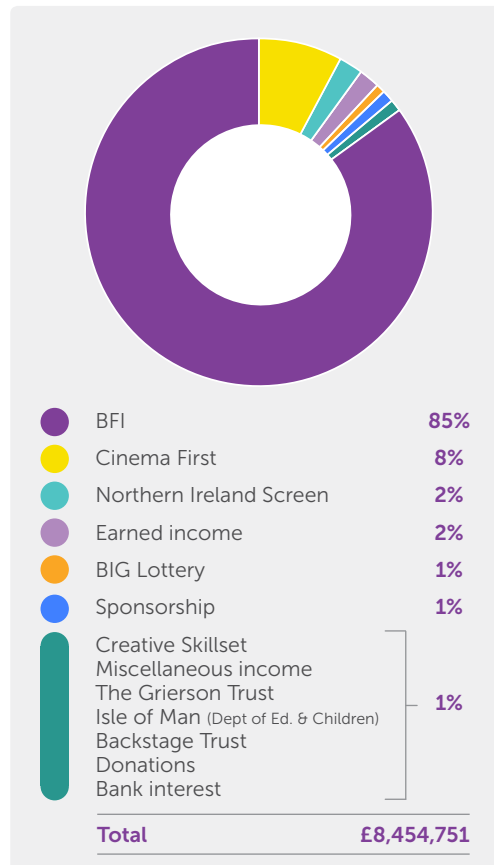
70% of children and young people involved in our programme report watching films at home at least once a week

Financial results

2014/15 has been an extremely busy and productive year for Into Film, which is reflected in the financial results. The accounts show a significant increase in both income and expenditure, mainly due to the 2014/15 financial year being Into Film’s first full year of activity (by comparison, the 2013/14 accounts only include seven months operating as Into Film). 2014/15 has also been a period of continued expansion, with the organisation substantially increasing in size and coverage throughout the UK.

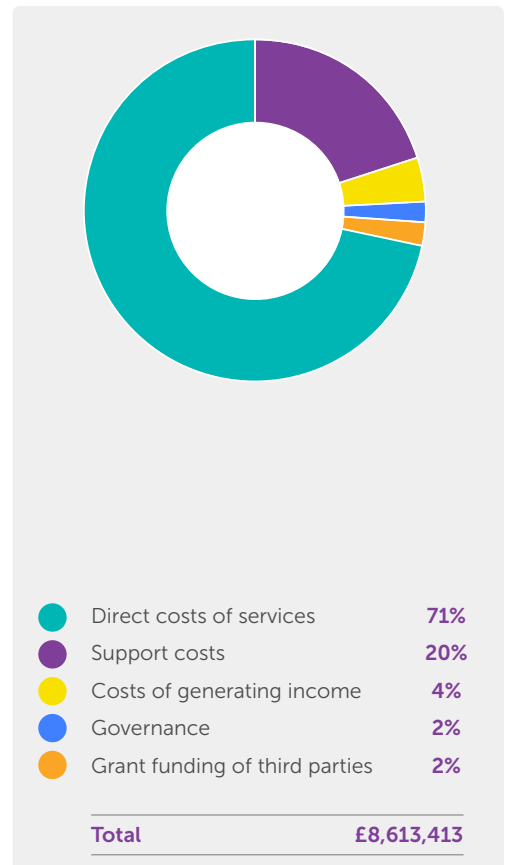
Income

The majority of Into Film’s income comes from Lottery funding from the British Film Institute (BFI). Total income for the year was just under £8.5m, an increase of £1.18m (16%) on the previous year. This was primarily due to the carry forward of BFI funds, as well as meeting an increased matched funding target.



Expenditure

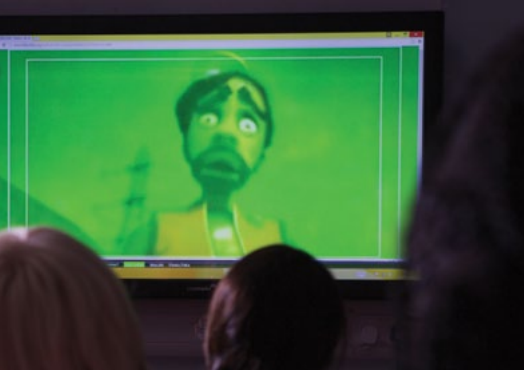
Expenses have increased by 42% (from £5.9m to £8.6m, an increase of £2.7m) which reflects Into Film’s first full year of activity. 2014/15 has been a period of substantial growth, with the opening of regional and national offices, the consolidation of infrastructure, and the significant expansion of our education programmes across the UK.





"I really like film club because it gives you the chance to watch films you've never seen before, or if you have seen them, you are able to watch them in the company of your friends. Film club is free so you have the opportunity to watch movies for free. I really appreciate what the school has done for us. I go along to film club every week and enjoy every hour or two that is spent there!"

Into Film member



INTO FILM

Into Film
31 Islington Green
London N1 8DU

0330 313 7600
info@intofilm.org

intofilm.org

Images:

Eddie Redmayne speaking to Into Film reporter Eronita at the launch of Into Film.

Big Hero 6
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The Imitation Game
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Selma
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