



ImpactEd
Evaluation



Chatta Impact Report

IMPACT REPORT

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Executive Summary

This report details the findings from ImpactEd Evaluation's evaluation of Chatta, focusing on its impact on participating pupils and teachers.

This represents a piloting of a new approach in evaluation for Chatta and, where relevant, reporting aims to make recommendations for refining Chatta's future evaluation, as well as reporting on findings from the data collected.

Data was collected from 31 teachers who had used Chatta in their classroom practice with the aim of understanding how the use of Chatta affected pupil attainment, teacher practice, teacher workload and teacher wellbeing.

Key findings

-  Teachers were emphatic in their assertion of the positive influence of Chatta on the communication skills of pupils in their care, most prominently the dramatic improvement in children's confidence in speaking and self-expression.
-  Teachers believe strongly that Chatta has a positive impact on all aspects of pupils' literacy; Chatta's ability to positively impact pupils' oral sequenced sentence composition and to engage in classroom activity came through strongly in the data.
-  Teachers emphasize how Chatta makes learning inclusive for all children, particularly those with SEND, EAL and SALT difficulties, ensuring no one is left behind. Data suggests that Chatta has a particularly positive impact on SEND and FSM pupils' literacy skills.
-  When comparing average wellbeing of teachers that have used Chatta with that of teachers nationally, Chatta teachers reported 8.9% higher wellbeing than the national average for Primary teachers.
-  Teachers consistently praise Chatta's ease and speed of use and not a single surveyed teacher reported an increase in workload since using Chatta.
-  87% of teachers that responded to the survey agreed or strongly agreed with the statement, "I feel Chatta has made me a better teacher" suggesting the positive impact that teachers feel Chatta has on their ability to teach.

Recommendations for future evaluation

1. **Increase the pupil sample size** – from an initial target group of 50 schools, 21 schools provided data, with some schools providing multiple responses to the staff survey. By either increasing the number of targeted schools in future evaluation, or further incentivising a similar sized target group, a larger sample size could be obtained, increasing the reliability and validity of findings.
2. **Match pupil and teacher data** – by ensuring consistent returns of both pupil and teacher data, the link between teachers' perceptions of impact on pupils, and pupil data could be better investigated.
3. **Focus evaluation of impact of Chatta on pupil attainment to one year group** – primary attainment data is most useful when provided by pupils at Reception or Year 6 when there is a national dataset for comparison. Although the dataset size was reasonable ($n=126$) for Reception-aged children, a sample size was too small for meaningful evaluation of contributed Year 6 data ($n=11$).
4. **Consider focus groups or interviews of both pupils and staff.** This may help give further context and allow staff and pupils to elaborate and explain further as to Chatta's impact.
5. **Consider addition of validated measures of pupil social and emotional skills.** Staff are unanimous regarding the impact that Chatta has on pupil confidence. Using a validated measure of confidence (and other social and emotional skills) may help to further evaluate this outcome and investigate the effect on this and other social and emotional skills by sub-group.



Introduction

Chatta is an inclusive, whole class teaching approach that breaks down barriers to learning, supports confident oral sentence building, and unlocks writing potential.

Through interactive audio-visual storyboards, teachers can present material in smaller, manageable steps while setting ambitious goals for vocabulary and modelled language, creating opportunities for oral composition across all subjects, outcomes, and age groups.

By combining accessibility with high expectations, Chatta aims to nurture strong communication skills and enhanced written fluency, stamina, and overall composition.

In partnership with Chatta, ImpactEd has worked to **understand the impact of Chatta on the young people and teachers that use it.**

After completing a new Theory of Change, facilitated by ImpactEd, desired outcomes for Chatta were selected for evaluation. These included positive impact on pupils' writing skills, as well as their social and emotional skills.

In addition, positive outcomes for teachers were also identified for evaluation. Namely, improving teacher practice, Chatta's impact on teacher wellbeing and workload.

As this is a pilot evaluation, this report will also focus on recommendations to further improve methodology for future larger scale evaluation – this theme will be revisited throughout the report.



Chatta makes learning so much fun for every child, they forget any worries they may have about speaking in front of others and even the most reluctant speakers join in.”

Methodology

The ImpactEd pilot evaluation of Chatta aimed to understand the impact of using Chatta in the classroom on teachers and pupils.

50 schools were identified to be part of the research, each being requested to complete a teacher online survey for any staff that use Chatta for their classroom practice, as well as providing anonymised pupil attainment data for the end of academic year 2024/25 that, where possible, could be compared to national data.

However, from the group of 50 schools, 31 teachers responded to the staff survey from a total of 21 of the targeted schools.

In addition, 12 classes from 7 different schools provided attainment data. More information regarding this can be found in the “Limitations” section within the report.

Research questions

Analysis of findings from teacher surveys, as well as analysis of pupil attainment data, aims to answer the following research questions:

1. How does using Chatta affect pupils’ social and emotional skills?
2. How does using Chatta impact pupils’ writing attainment?
3. How does using Chatta impact teachers’ wellbeing?
4. How does using Chatta impact teachers’ workload?
5. How does using Chatta impact teachers’ practice?

Outcome Measures

Table 1: Outcome measures

| Outcome | Stakeholder | Quantitative measures | Qualitative measures |
|--|-------------|--|------------------------|
| Improved pupil social and emotional skills | Pupils | Online teacher survey* | Online teacher survey* |
| Improved pupil writing attainment | | Pupil attainment data** | Online teacher survey* |
| Improved teacher wellbeing | Teachers | Online teacher survey using Stirling wellbeing measure | Online teacher survey* |
| Reduced teacher workload | | Online teacher survey* | Online teacher survey* |
| Improved teacher practice | | Online teacher survey* | Online teacher survey* |

*Teacher surveys were completed online through Typeform – links to the surveys were shared with lead teachers from sample schools.

** Pupil attainment data was requested from all schools from research group, from all classes that use Chatta within participating schools.

Evaluation Design

Sample size

Table 2: Teacher surveys

| Survey type | Subgroup | Final sample Number | Final sample Percentage |
|----------------|----------------|---------------------|-------------------------|
| Teacher survey | Reception | 13 | 42% |
| | Year 1 | 5 | 16% |
| | Year 2 | 2 | 6% |
| | Year 3 | 2 | 6% |
| | Year 4 | 2 | 6% |
| | Year 5 | 2 | 6% |
| | Year 6 | 5 | 16% |
| | EYFS | 13 | 42% |
| | KS1 | 7 | 23% |
| | KS2 | 11 | 35% |
| | Total surveyed | 31 | 100% |

*Sample sizes were small (n=31) and, as such, data should be interpreted with caution.

21 schools provided at least 1 response to the staff survey.

Reception teachers provided the largest proportion of our staff survey responses (42%). The least-well represented year group was Year 2, Year 3 and Year 4, all of which provided just 2 responses.

For analysis purposes, we will also consider data by the teacher's Key Stage, which, whilst still resulting in relatively small sample sizes, allows more useful comparison.

Table 3: Pupil attainment records

| Survey type | Subgroup | Number of sample pupils | Number of schools contributing data |
|-----------------------------|-----------|-------------------------|-------------------------------------|
| Pupil attainment submission | Reception | 138 | 4 |
| | Year 1 | 27 | 1 |
| | Year 2 | 26 | 1 |
| | Year 3 | 4 | 1 |
| | Year 4 | 11 | 1 |
| | Year 5 | 6 | 1 |
| | Year 6 | 11 | 1 |
| | EYFS | 138 | 4 |
| | KS1 | 53 | 2 |
| | KS2 | 32 | 2 |
| | Total | 223 | 7 |

A total of 7 schools provided attainment data, the majority of which was from pupils in Reception.

4 different schools provided Reception class data, with 1 school providing attainment data at each of the other primary year groups (Year 1 to Year 6). The total sample size across all schools and year groups was 223.

Table 4: Subgroup data of attainment submissions

| Year group | Subgroup | Number of sample pupils | Proportion of all pupils |
|------------------|----------------------|-------------------------|--------------------------|
| Reception | All Reception pupils | 128 | 100% |
| | Female | 57 | 45% |
| | Male | 71 | 55% |
| | FSM | 77 | 60% |
| | SEND | 38 | 30% |
| | EAL | 87 | 68% |
| Years 1-5 | All pupils | 74 | 100% |
| | Female | 35 | 47% |
| | Male | 39 | 53% |
| | FSM | 40 | 54% |
| | SEND | 24 | 32% |
| | EAL | 45 | 61% |
| Year 6 | All pupils | 11 | 100% |
| | Female | 5 | 45% |
| | Male | 6 | 55% |
| | FSM | 1 | 9% |
| | SEND | 2 | 18% |
| | EAL | 0 | 0% |

**Pupils from complex needs setting were removed for attainment data analysis which reduced our sample size of Reception pupils' attainment data by 10 pupils.*

Analysis

Quantitative analysis

➤ Teacher data

Average teachers' wellbeing scores from our sample of 31 teachers were compared to national figures from Education Support's Teacher Wellbeing Index. The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) was used in the national sample. This is a 14-point scale. For our study, the shortened, 7-point WEMWBS scale was used, which meant that the scores needed to be converted using a raw-score interval scale transformation to allow valid comparison.

In addition, quantitative data regarding teacher workload, teacher practice and teachers' perception of the impact of Chatta on their pupils' attainment and social and emotional skills were analysed using descriptive statistics. Analysis of trends by year group and the key stage that the teacher operates within was employed.

➤ Pupil attainment data

To evaluate how Chatta impacts pupils' writing attainment, teachers were asked to share writing attainment data for pupils who have used Chatta in class. Pupil attainment data was requested from all 50 target schools.

The format for this requested data is shown in the table, below.

Table 5: Pupil attainment record format

| Year Group | Attainment measure | Additional information |
|------------------|--|--|
| Reception | EYFS Profile - Early Learning Goals Communication and Language <ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking Literacy <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing ELG | This allows comparison to national figures. Pupils either reach "Expected" if they are meeting the level of development expected, or "Emerging" if they are not yet meeting that level. |
| Year 1-5 | Writing (teacher assessed) attainment data | Pupils assessed as: <ul style="list-style-type: none"> • GDS: working at greater depth • EXS: working at the expected standard • WTS: working towards the expected standard |
| Year 6 | KS2 Writing SATs – teacher assessed - standardised | This would allow comparison to national figures. Pupils assessed as: <ul style="list-style-type: none"> • GDS: working at greater depth • EXS: working at the expected standard • WTS: working towards the expected standard |

In Reception and Year 6 we made comparison between pupils who have engaged with Chatta, and with national data. In Reception we compared data with EYFS Profile - Early Learning Goals (ELG) published data. In Year 6, sample size was such that comparison with published SATs data was not possible.

Templates were provided for teachers to enter this information; data collected included SEND and EAL status of pupils for this sub-group analysis.



Qualitative data analysis

Staff surveys included free-text responses to questions regarding teachers' observations of Chatta's impact on pupils' social and emotional skills, whether Chatta has made them a better teacher, and their workload more generally.

Thematic analysis to extract emerging themes linked to the implementation of Chatta was conducted and included in this reporting. Thematic analysis was used as this is the best-suited analysis to identify, analyse and report patterns within qualitative data.

Key quotes have been included in reporting where relevant.

Limitations

Limitations with this evaluation that should be considered when assessing findings include:

- **Low/ limited sample size.** Despite a target group of 50 schools, only 31 schools were able to provide any data, with only 7 schools providing both staff survey and pupil attainment data. A larger sample size would increase the validity of results and allow more confidence in learning from the data. This small sample size could be for a number of reasons including:
 1. **Timing of the survey** – teachers are very busy at the end of the summer term.
 2. **Target group needs to be larger** – could a group larger than 50 schools be targeted?
 3. **Length of the survey** - is there potential to shorten survey and reduce the evaluation burden on teachers?
- **The evaluation did not include a specified comparison group** and relied on final data rather than both baseline and final measures and measuring changes over time. Collecting both baseline and final data in future would help strengthen this mitigation further.
- **Impact on pupils' social and emotional skills was reported by teachers rather than measured from the pupils directly.** By using validated surveys for pupils' social and emotional skills at baseline and final data points, a academically validated measure of how Chatta may affect these pupils' skills could be achieved.

The impact of Chatta on pupil outcomes

1. How does using Chatta affect pupils' social and emotional skills?

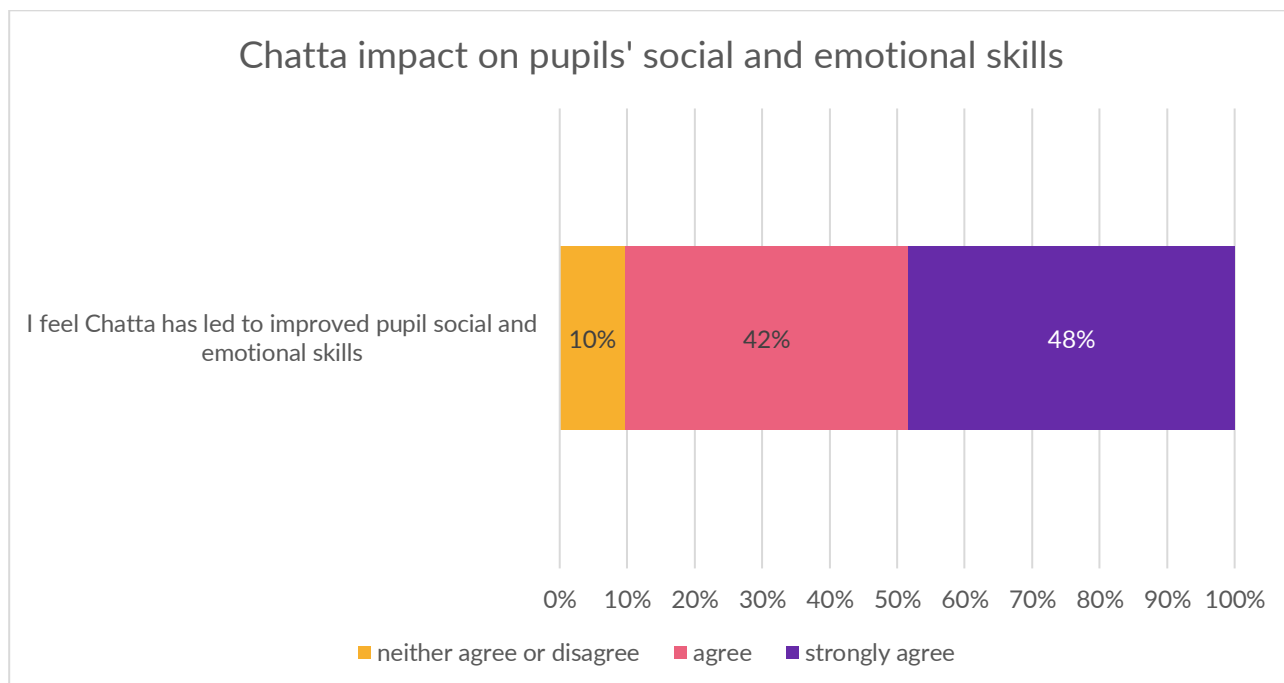


Figure 1 – Chatta's impact on pupils' social and emotional skills

Key finding



Teachers were emphatic in their assertion of the positive influence of Chatta on the communication skills of pupils in their care, most prominently the dramatic improvement in children's confidence in speaking and self-expression.

90% of teachers agreed or strongly agreed with the statement, "Chatta has led to improved pupil social and emotional skills". 10% of teachers neither agreed or disagreed with the statement, with none disagreeing or strongly disagreeing.

The graph below highlights how this feeling varies by Key Stage. It suggests that, whilst teachers feel strongly regarding Chatta's positive influence on all pupils' social and emotional skills, **this is felt more keenly by teachers of EYFS and KS1.**



Children have gained so much confidence in their ability to speak in front of others and formulate sentences as they had the appropriate scaffolding in place. It provides opportunities for the children to collaborate with each other developing their communication skills."

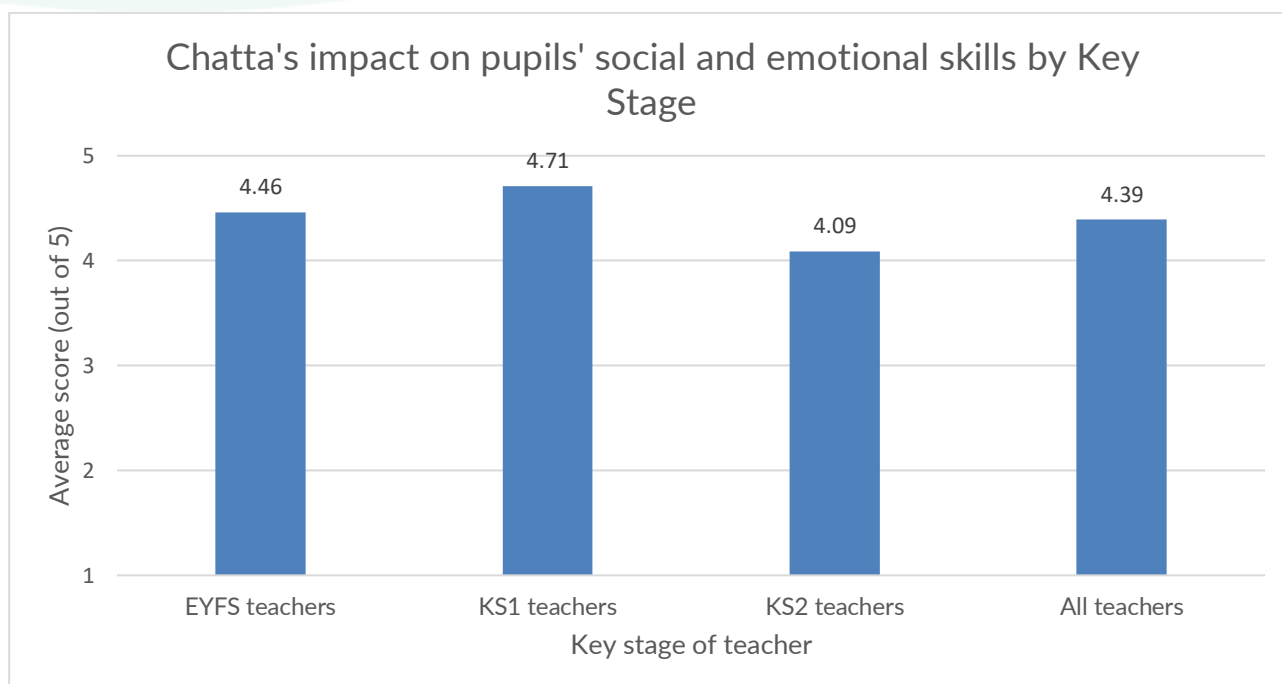


Figure 2 – Chatta's impact on pupils' social and emotional skills by Key Stage

In addition to the scored question, teachers were also asked to give some context for their responses – a summary of the themes that came from those responses is below:

Confidence Building: The most prominent theme is dramatic improvement in children's confidence, particularly for speaking and self-expression. Teachers consistently reported that even the most reluctant speakers, shy children, and those who are selectively mute begin participating after using Chatta. One powerful example describes a child who progressed from barely speaking to giving radio interviews and representing the class at community events after using Chatta regularly.



Absolutely all of my children have developed confidence through Chatta. They have more confidence with using Chatta to say full sentences or short phrases, previously they would use one-word answers even with teacher prompting. The children in my class love to use Chatta to talk about what they have done over the weekend or the holidays. Staff around the school have commented on the confidence of one of the children in my class in particular. L.K used to be painfully shy and not very confident in front of his peers. L.K can now recall his weekend, talk in full sentences and even represents our class at special events in the community. L.K even gave a radio interview to the local press after meeting Prince William.

Overcoming Speaking Anxieties: Multiple teachers note that Chatta helps children "forget any worries they may have about speaking in front of others." The technology creates what one teacher calls a "safe space" where all children can be successful. Children love hearing their own voices played back, which motivates them to participate and builds their desire to improve.

Inclusion and Accessibility: Teachers emphasize how Chatta makes learning inclusive for all children, particularly those with SEND, English as Additional Language (EAL) learners, and children with Speech and Language Therapy (SaLT) difficulties. Children who struggle with writing can still access learning through voice, ensuring no one is left behind.



Chatta makes learning so much fun for every child, they forget any worries they may have about speaking in front of others and even the most reluctant speakers join in."

Social Skills Development: The software promotes collaborative learning through opportunities for turn-taking, peer observation, and learning from others' modelling. Children work together, celebrate each other's efforts, and develop communication skills through structured interaction. Teachers noted increased willingness to share thoughts with the whole class after building confidence through Chatta.

Engagement and Motivation: Teachers highlighted how the technology naturally engages children, particularly appealing to the "TikTok generation" that expects immediate, interactive content. The instant reward of hearing their voices back thrills children and sustains their attention and participation.

Safe Expression Platform: Chatta provides a structured way for children to express themselves without fear of failure. Teachers note that "you cannot get it wrong," which encourages risk-taking in communication and builds resilience in learning.



The children love it, enjoyment is the velcro to learning and the children feel included by this resource."

2. How does using Chatta impact pupils' writing attainment?

Key Finding

2

Teachers believe strongly that Chatta has a positive impact on all aspects of pupils' literacy; Chatta's ability to positively impact pupils' oral sequenced sentence composition and to engage in classroom activity came through strongly in the data.

Teachers were asked to respond to statements regarding the impact of Chatta on pupils' specific skills, shown in Figure 3 on the following page. They indicated to what extent they agreed with each statement regarding the impact on the individual skill of all pupils, SEND pupils, PP pupils and EAL pupils on a scale of 1 (strongly disagree) – 5 (strongly agree).

All pupils:

Whilst strong scores were given for all skills when considering all pupils, the highest scores were given for Chatta's positive impact on class engagement (4.5 out of 5) and oral sequenced sentence composition (4.43 out of 5). The lowest score given was for Chatta's impact on writing confidence and stamina, although 3.96 out of 5 still represents positive feedback.

SEND:

Key Finding

3

Teachers emphasize how Chatta makes learning inclusive for all children, particularly those with SEND, EAL and SALT difficulties, ensuring no one is left behind. Data suggests that Chatta has a particularly positive impact on SEND and FSM pupils' literacy skills.

When considering the impact on the skills of SEND pupils, class engagement again scored highly (4.55 out of 5). Indeed, this was higher than for non-SEND pupils, suggesting the positive impact Chatta has for class engagement for SEND pupils. Other areas where teachers felt SEND pupils were experiencing higher impact than their non-SEND peers were in vocabulary use and pupil confidence.

Pupil premium:

Pupils with Pupil Premium (PP) experienced similar perceived positive outcomes than their non-PP pupils.

EAL:

The data shows that teachers feel that Chatta has a positive impact on EAL pupils' vocabulary use, their confidence, their writing stamina and their class engagement – all areas where scores for the impact on EAL pupils surpassed that of all pupils.

Comments in the staff survey also show that teachers particularly value Chatta for supporting EAL students and those with SEND, noting it gives students time to orally compose and revise their thoughts before writing, leading to more coherent written work.



The beauty is they have TIME to orally compose and make errors/revise what they want to say so that when writing WHAT they write makes more sense rather than rushing to write when they don't have the oral capacity or skills to say/form a sentence that makes grammatical sense (especially for EAL learners whose word order and tenses are very mixed when learning English at the early stage)."

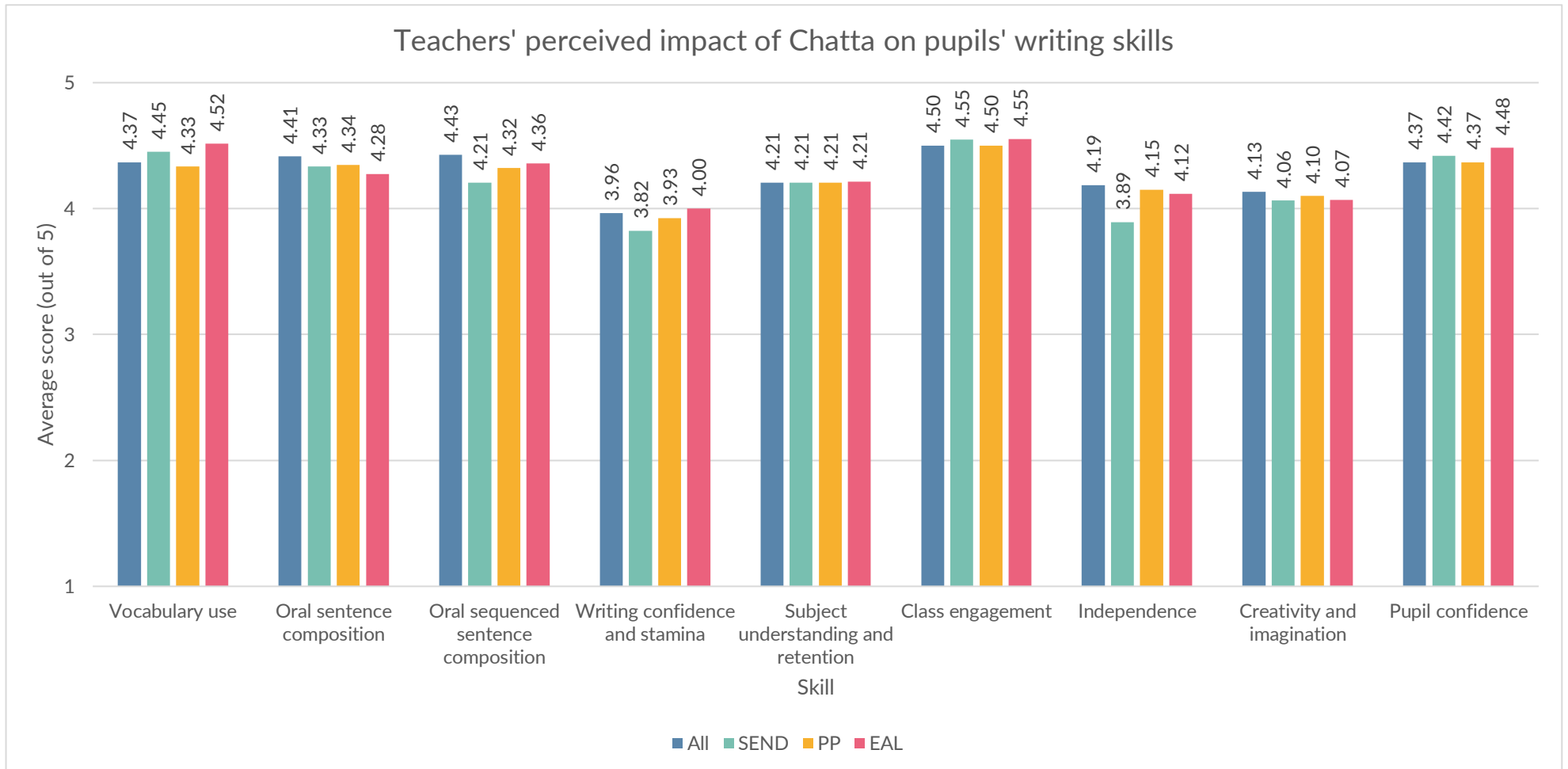


Figure 3 – Teachers' perception of Chatta's impact on pupils' skills

Analysis of pupils end of year writing attainment

Reception attainment data

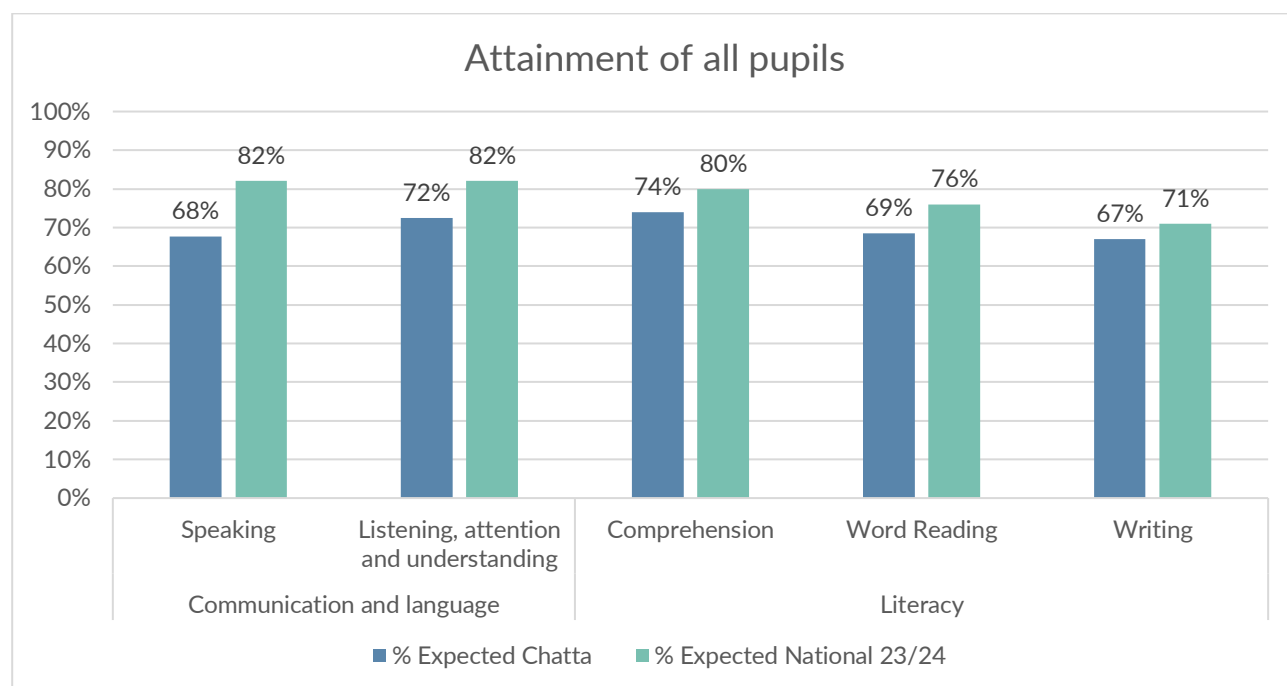


Figure 4 – Reception attainment data vs. national figures – all pupils

Key Finding



Teachers emphasize how Chatta makes learning inclusive for all children, particularly those with SEND, EAL and SALT difficulties, ensuring no one is left behind. Data suggests that Chatta has a particularly positive impact on SEND and FSM pupils' literacy skills.

Attainment data was collected from n=128 Reception pupils. Teachers were asked to provide data for relevant outcomes from pupils' Early Learning Goals.

When compared to national data for all pupils, attainment of pupils was below national findings for the percentage of pupils reaching the expected level as shown in Figure 4.

However, when we consider the data by sub-group, a different picture emerges.

FSM eligibility

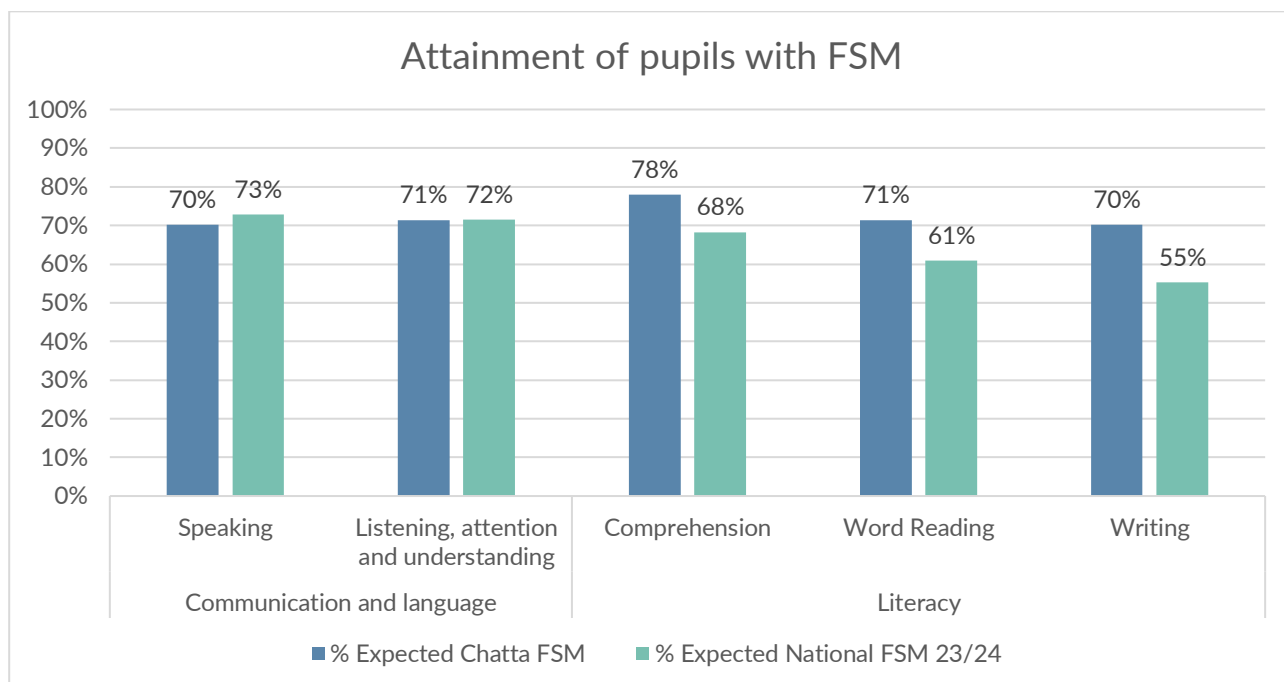


Figure 5 – Reception attainment data vs. national figures – FSM pupils

Pupils from our dataset who were eligible for Free School meals (FSM) compared more favourably to national data for pupils eligible for FSM. Whilst data for communication and language ELGs was comparable, competencies from the literacy ELGs were scored higher by FSM pupils that had learnt using Chatta than our national data set for the same group. Although the sample size was small and these are emerging findings, **this data does suggest that Chatta results in positive literacy attainment outcomes specifically for FSM pupils.**

SEND

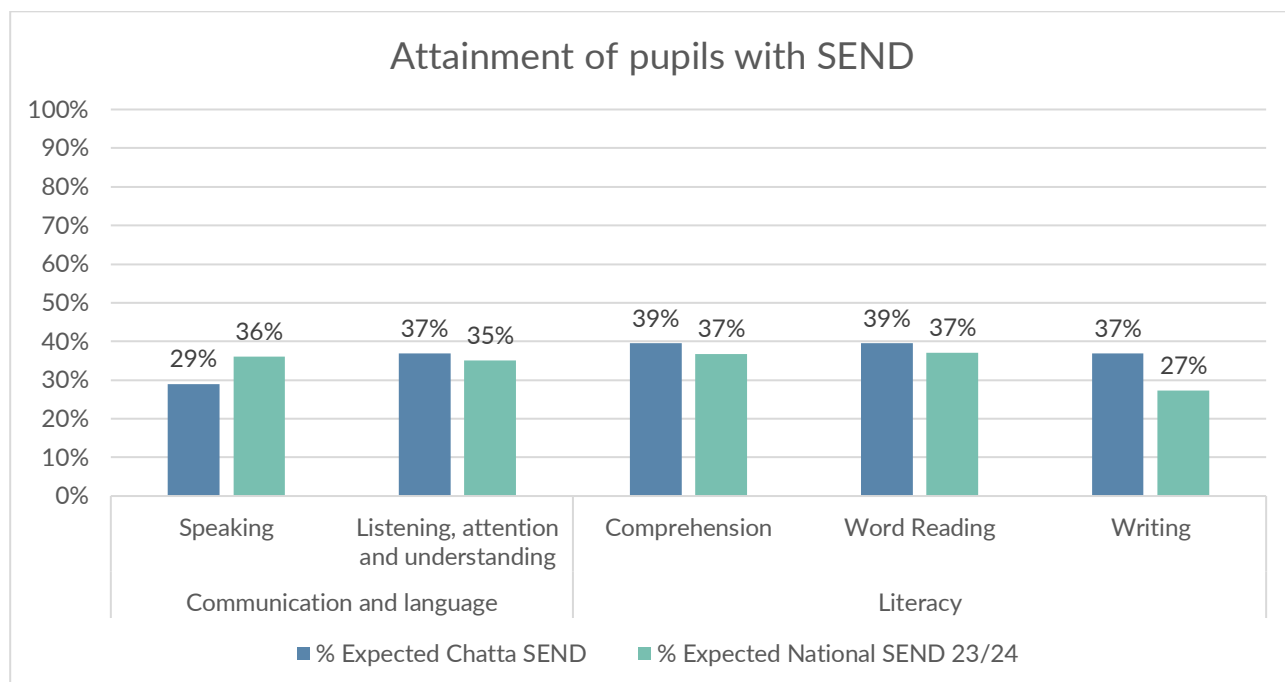


Figure 6 – Reception attainment data vs. national figures – SEND pupils

For pupils with SEND, a similar pattern emerges. Whilst communication and language skills were mixed (29% of pupils met the expected standard at speaking from the Chatta data set compared to 36% from the national dataset), Literacy outcomes were much more positive, with a higher proportion of Chatta pupils achieving the expected standard in their communication, word reading and, particularly, writing, where 37% of Chatta SEND pupils reached the expected standard, compared to 27% of SEND pupils from the national dataset.

Year 6 attainment data

Sample size was such that full analysis could not be completed of Year 6 data. The national data for pupils reaching the expected level for writing in 24/25 was 72%. The data for Chatta showed 64% (n=7) of pupils reached the expected level, but with a sample size of n=11, it was deemed that further analysis could be misleading and therefore not carried out.

The impact of Chatta on teacher outcomes

1. How does using Chatta impact teachers' wellbeing?

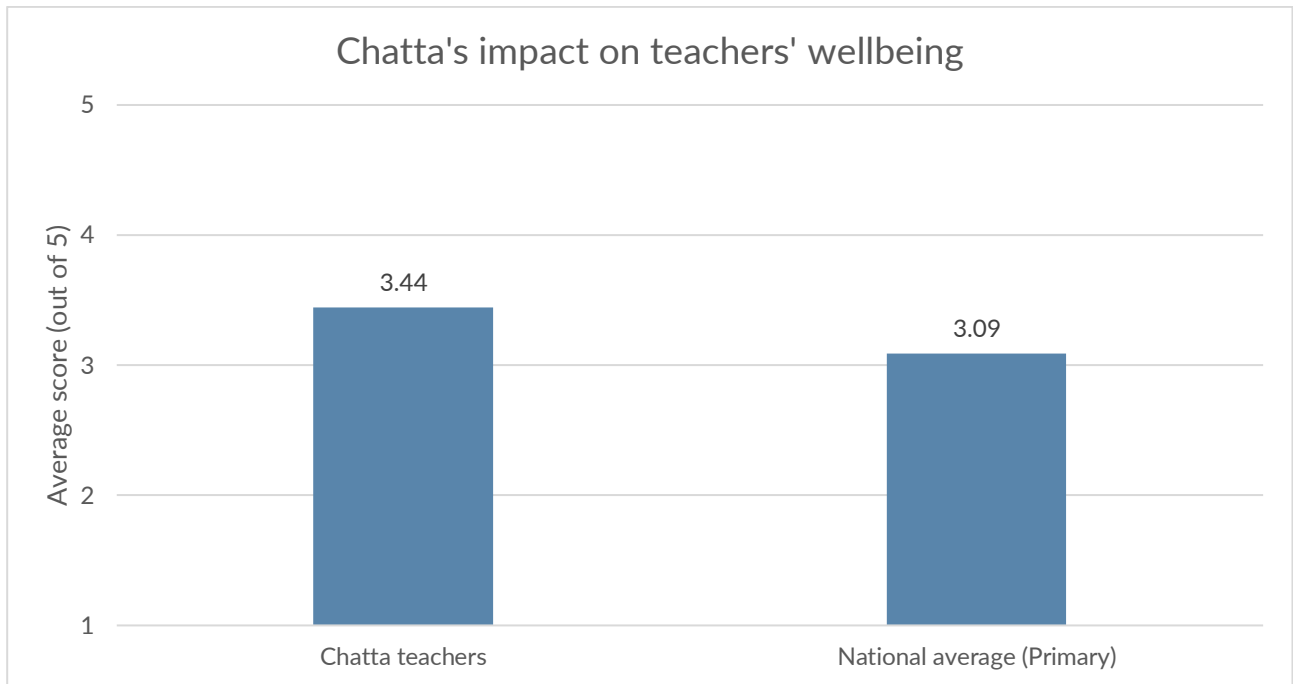


Figure 5 – Chatta's impact on teachers' wellbeing

Key Finding



When comparing average wellbeing of teachers that have used Chatta with that of teachers nationally, Chatta teachers reported 8.9% higher wellbeing than the national average for Primary teachers.

ImpactEd's staff survey asked teachers to respond to the WEMBWS scale measure of wellbeing. This enables us to compare teachers who use Chatta with a national dataset from 2024 of 967 primary teachers.

When comparing average wellbeing of teachers that have used Chatta, with that of the national teaching populations, **teachers using Chatta reported wellbeing that was 8.9% higher than the national average for Primary teachers.**

Whilst the sample size is limited, this suggests the positive influence that Chatta has on the wellbeing of teacher that use it.

2. How does using Chatta impact teachers' workload?

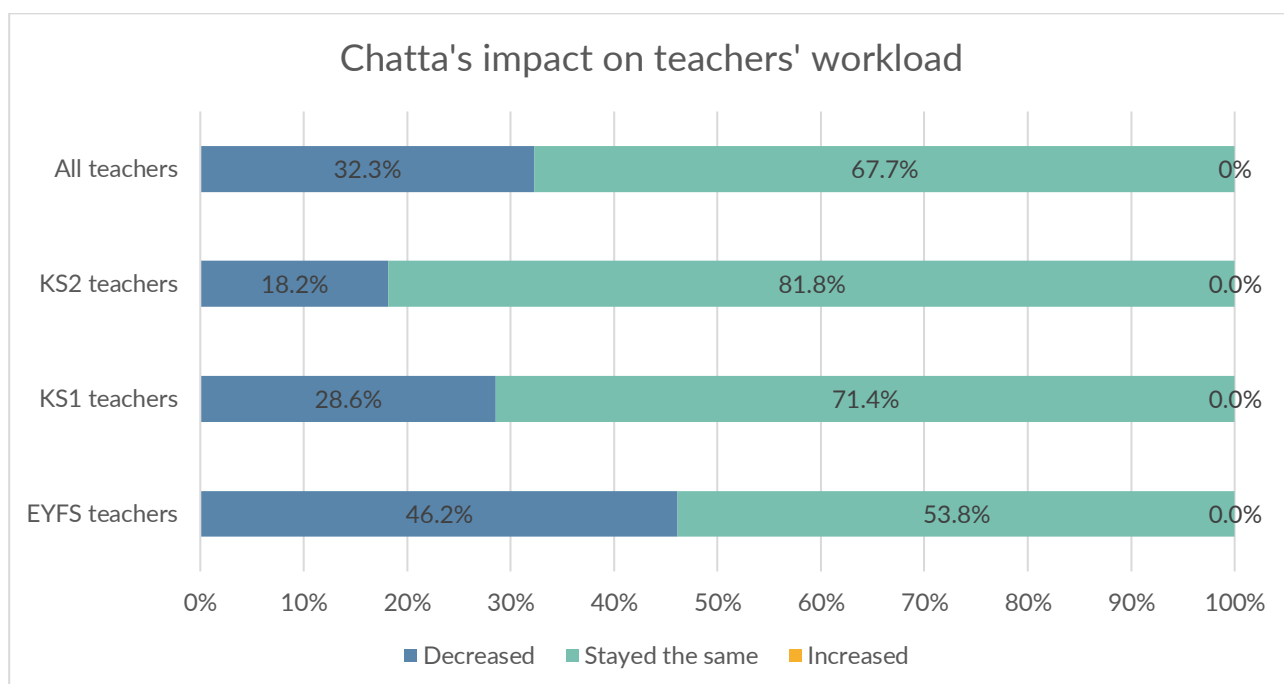


Figure 6 – Chatta's impact on teachers' workload

Key Finding



Teachers consistently praise Chatta's ease and speed of use and not a single surveyed teacher reported an increase in workload since using Chatta.

Teachers were asked whether, since using Chatta, their workload had increased, stayed the same or decreased.

32.3% of surveyed teachers reported a reduction in workload since using Chatta, with 67.7% of teachers reporting that their workload had stayed the same. **Not a single surveyed teacher reported an increase in workload since using Chatta.**

In addition to the scored question, teachers were also asked to give some context for their responses – a summary of the themes that came from those responses is below:

Positive Workload Impacts: Teachers consistently praise Chatta's ease and speed of use. Many describe it as taking "seconds" to create content, with one teacher noting it "lends itself naturally to reduce workload" and has helped them spend less time on weekly lesson planning. The software allows for quick creation of group sessions by simply uploading images, and teachers appreciate the large range of pre-made templates alongside the ability to create custom ones easily. The platform's simplicity means content can be shared effortlessly with colleagues, parents, and students through links and QR codes.



"This is a simple, easy to use resource with limited prep time."

Teaching Method Changes: Several teachers report shifting from traditional preparation methods to more live, interactive teaching. Instead of extensive before/after school prep work, they're creating content with children during lessons. This represents a fundamental change in how they approach lesson delivery, moving toward more collaborative and immediate content creation.



Chatta has meant I have worked more in a live way, creating Chattas with children rather than prepping myself before or after school."

Workload Reality: While Chatta streamlines certain aspects of teaching, most teachers emphasize that it doesn't eliminate planning requirements entirely. Comments like "alternative way to run sessions but not reduced workload" and "lessons and Chatta boards still need to be planned" reflect this reality. Teachers view Chatta as a supportive tool that aids teaching and develops student independence rather than a complete workload solution.



Chattaboard are very quick to create (within seconds sometimes) and although the discussion/partner work etc can take time to get used to for children, with practice they get quicker and more adept."

3. How does using Chatta impact teachers' practice?

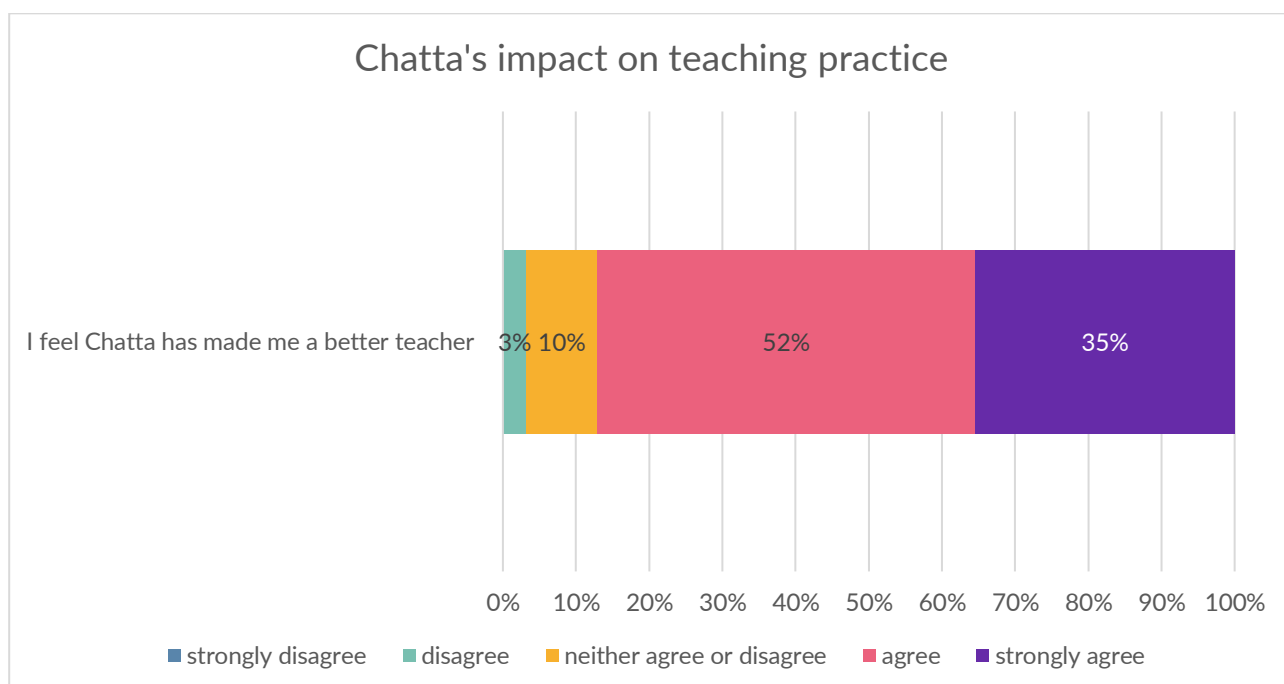


Figure 7: Chatta's impact on teaching practice

Key Finding



87% of teachers that responded to the survey agreed or strongly agreed with the statement, "I feel Chatta has made me a better teacher suggesting the positive impact that teachers feel Chatta has on their ability to teach.

Indeed, 35% of teachers strongly agreed with this statement and only 3% of pupils (n=1) disagreed. No teachers strongly disagreed with the statement.

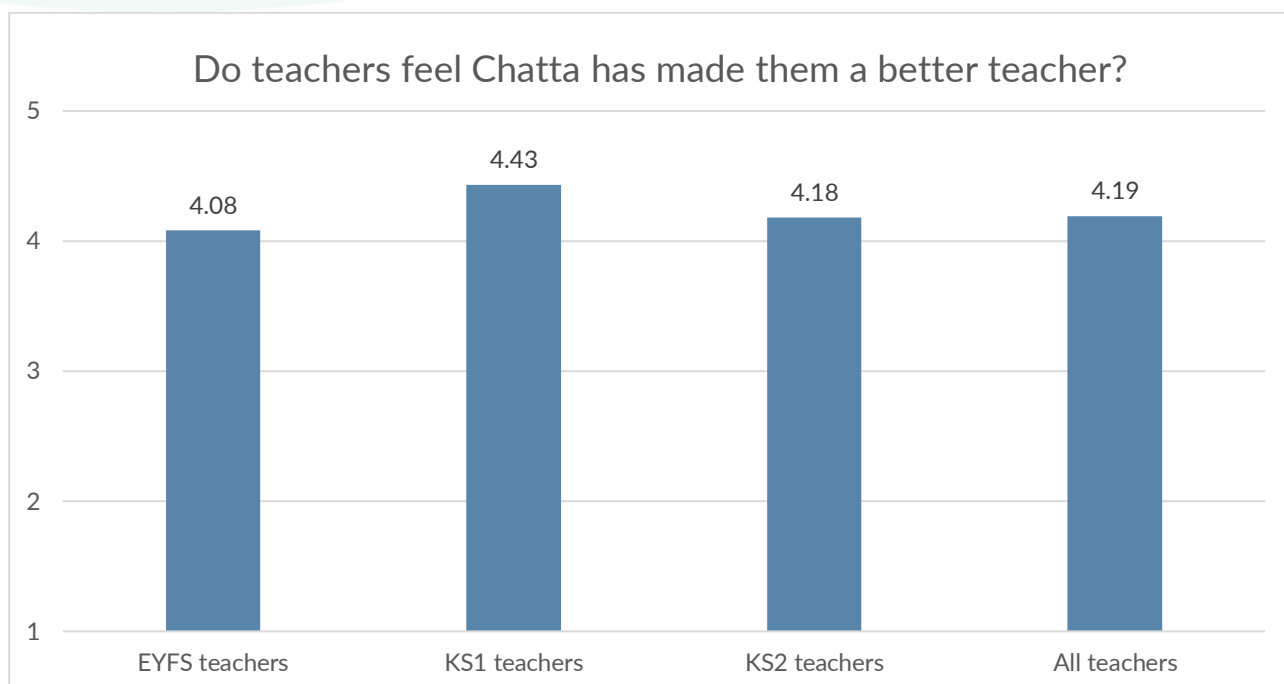


Figure 8- Do teachers feel Chatta has made them a better teacher? – by Key Stage

Although sample sizes were small and, thus, interpreting data should be done with caution, KS1 teachers were most positive in their assertion that Chatta had made them a better teacher. Although all average scores were high, KS1 teacher reported an average score of 4.43 out of 5 for this statement. EYFS teachers reported the lowest average score (4.08 out of 5).

As described in previous sections, and in addition to the scored question, teachers were also asked to give some context for their responses – a summary of the themes that came from those responses is below:

Enhanced Teaching Approaches: Many teachers describe Chatta as transforming their teaching methods rather than simply making them "better." Several mention it has given them new strategies, perspectives, and approaches to teaching. One teacher noted it "totally transformed my approach" and provided "a new strategy and perspective."



...it gives me a clear structure for verbalising thinking, knowledge and learning."

Improved Inclusivity and Differentiation: A strong theme emerges around Chatta enabling more inclusive teaching practices. Teachers consistently mention how it helps them adapt lessons to meet all learners' needs, particularly those with SEND (Special Educational Needs and Disabilities) and EAL students. The software allows teachers to involve every child in discussions and storytelling, "taking away boundaries" and making learning accessible regardless of writing ability.



Chatta enables you as a teacher to involve every child in discussions and storytelling, taking away any boundaries and making learning fun for all."

Strengthened Specific Teaching Areas: Teachers report significant improvements in teaching language development, oracy, and writing. Many emphasize how Chatta provides scaffolding for

writing through oral rehearsal, allowing children to experiment with challenging vocabulary before committing to written work. The visual and interactive nature helps make abstract concepts more concrete for students.



It allows me to adapt my lesson to meet all my learners needs, particularly those with SEND. We have seen a great improvement in our children's writing, due to the opportunities for oral rehearsal and allowing them to experiment using more challenging vocabulary."

Enhanced Student Engagement: Multiple teachers highlight how Chatta makes lessons more exciting and engaging. They describe stories being "instantly brought to life" and note the immediate impact on student motivation and progress. The cross-curricular applications allow teachers to use it across subjects, not just literacy.

Tool vs. Transformation Perspective: While most teachers view Chatta positively, there's a distinction in how they frame its impact. Some see it as an additional tool that supports their existing teaching abilities, with one noting "I don't feel it's made me a better teacher; I feel that the resource has supported my delivery." Others describe more fundamental changes to their teaching practice, suggesting the impact varies based on how deeply teachers integrate it into their pedagogy.

Conclusions

This pilot evaluation of Chatta demonstrates strong and consistent evidence of its positive impact on both pupils and teachers.

Across the dataset, teachers reported significant improvements in pupils' social and emotional skills, most notably their confidence in speaking and self-expression. The impact was especially marked for pupils with SEND, and those eligible for FSM, with data suggesting Chatta may help reduce attainment gaps in literacy.

On literacy outcomes, teacher feedback highlighted Chatta's ability to strengthen oral composition, vocabulary use, and class engagement, which in turn support writing fluency. Quantitative attainment data, while limited in scale, suggests particularly positive effects for SEND and FSM pupils in Reception, pointing to the potential of Chatta to support equity in education.

The evaluation also indicates meaningful benefits for teachers. Teachers using Chatta reported wellbeing scores 8.9% higher than the national primary average, with no evidence of additional workload burden. Instead, teachers consistently described Chatta as simple, time-efficient, and adaptable to live classroom contexts. Importantly, 87% of teachers agreed that Chatta had made them a better teacher, with qualitative data illustrating improvements in inclusivity, differentiation, and student engagement.

While these findings are encouraging, the evaluation was constrained by small sample sizes and the absence of baseline or comparison group data. Larger and more representative samples, alongside validated measures of pupil outcomes, will be essential for future evaluation to establish causal impact with greater confidence. Gathering direct input from pupils themselves will also add depth to the evidence base.

Overall, the pilot evaluation provides promising evidence that Chatta is an effective and inclusive teaching approach, supporting both improved pupil outcomes and teacher wellbeing. With further robust evaluation, Chatta has the potential to demonstrate its contribution at scale to addressing persistent challenges in literacy attainment, social confidence, and teacher workload.

Glossary

Evaluation terminology

Control Group

A control group is composed of students who do not participate in the programme and who closely resemble the pupils who take part in the programme in attainment and demographic traits. It is used to get an indication of whether a change in results over the course of the programme can likely be attributable to the programme itself, or whether results were likely to change over time in any case. Also known as a comparison group.

Evaluation

An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participating pupils make. One programme can involve multiple evaluations, and we recommend gathering data across multiple time points to ensure valid and reliable results are generated.

Final

The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.

Outcomes

We use outcomes to refer collectively to any social and emotional skills and academic attainment scores that are being measured over the course of an evaluation.

Participating pupils

The group of pupils participating in the evaluation and not forming part of a control group.

Programme

This could be any intervention, project or programme run in school with the aim of improving pupil outcomes or life chances.

Statistical analysis terminology

Statistically significant

A result has statistical significance when it is very unlikely to have occurred given the null hypothesis. In other words, if a result is statistically significant, it is unlikely to have occurred due purely to chance.

P Value

A p-value is a measure of the probability that an observed result could have occurred by chance alone. The lower the p-value, the greater the statistical significance of the observed difference. Typically, a p-value of ≤ 0.05 indicates that the change was statistically significant. A p-value higher than 0.05 (> 0.05) is not statistically significant and indicates strong evidence for the null hypothesis; i.e. that we cannot be confident that this change did not occur due purely to chance.



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