

Heritage Schools Evaluation Research 2017-18

Executive Summary

For Historic England



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This research has been carried out in compliance with the international standard ISO20252

I. Introduction

Qa Research (Qa) is pleased to submit this research report evaluating the impact of the CPD training provided by Historic England during the academic year 2017-18 through their Heritage Schools programme and the impact undertaking a Heritage Schools project has had on students and partner organisations.

The overall aim of the Heritage Schools is to encourage teachers to think about using what is local to their school, to bring their local history and heritage to life, increase a sense of local pride and use the resources 'on the doorstep' to help teach the 'national story'. The Heritage Schools programme is currently in its seventh year.

Each region in the programme has a Local Heritage Education Manager (LHEM) appointed by Historic England who is working with a cluster of schools to help facilitate the use of local resources to teach the national history.



CPD training is provided free of charge to schools, teachers, trainee teachers and heritage and cultural educators across eight different regions involved in the Heritage Schools programme.

This report further builds on previous annual evaluation research that Historic England has commissioned Qa to undertake about the impact of their Heritage Schools programme.

2. Aims and objectives

The aims of the research are to provide:

- A thorough, independent and critical assessment of the Heritage Schools programme
- A clear understanding of the impacts of attending a CPD training course has, or will have, on teachers and pupils
- An understanding of the experiences of all those involved in the training, including any positives, negatives and suggested improvements or changes
- Amongst those undertaking a Heritage Schools project, the impact this has had on them and their pupils

3. Methodology

The Executive Summary is based on the findings of the Heritage Schools Evaluation for 2017 - 2018 Full Report.

The quantitative research was conducted amongst teachers and trainee teachers attending a CPD training course via a self-completion paper survey designed by Qa and approved by Historic England. The Heritage Schools Partner Survey was completed online at the end of 2017-2018 academic year.

To supplement the quantitative research and explore further the impact of undertaking a Heritage Schools project a total of eight case study interviews were undertaken with teachers working in different Heritage Schools regions. A summary of the qualitative research is included on page seven. The case studies can be found in the full report.

4. Key Findings

Teachers and trainee teachers

Key findings from surveys completed by attendees (teachers, trainee teachers and heritage/cultural educators) at Heritage Schools training:

- 97% have a greater understanding of the value of using local heritage in the curriculum
- 95% have a greater understanding of how to embed local heritage into the curriculum
- 93% have a greater understanding of how local heritage connects to the national story
- 95% have an increased awareness of and to access to useful resources
- 93% have developed skills they will use in their teaching/work

Key findings from surveys of teachers on the impact of taking part in the Heritage Schools programme:

- 97% have an increased knowledge of the heritage and cultural offer in their local area
- 95% have benefitted from opportunities to share good practice
- 99% are more likely to make use of local services and resources linked to heritage
- 98% feel more confident about embedding local heritage into the curriculum/ their practice
- 94% have access to resources they could use in their practice
- 95% agree that their pupils have an increased knowledge and understanding of local heritage
- 95% agree that their pupils are more connected to the place they live in

Impact on Pupils

Key findings from surveys of teachers on the impact of learning about local heritage on their pupils:

- 91% agreed learning about local heritage raised pupils' aspirations
- 98% agreed learning about local heritage improved pupils' sense of place
- 97% agreed learning about local heritage improved pupils' sense of pride
- 88% agreed learning about local heritage developed pupils' self-esteem

Heritage and Cultural Partners

Key findings from surveys completed by heritage and cultural partners on the impact of their involvement with Heritage Schools:

- 88% say they are now more connected to the needs of schools/teachers
- 87% say school teachers are more aware of their services/offer
- 76% say their service has been accessed by more or a wider range of schools
- 88% say their offer/service has developed to support the curriculum
- 69% feel more confident working with schools
- 79% are more connected to the needs of schools
- 100% would recommend participation in the programme to schools and heritage/cultural partners

5. Summary

5.1 Summary of quantitative teacher/ trainee teacher survey findings

Heritage Schools CPD training is particularly good at attracting student teachers and those from the Primary sector.

There is a wide range of formal historical knowledge amongst those attending the training courses, but noticeably over a quarter of teachers / educators have not even studied history to GCSE / O level. It cannot be assumed that those attending the CPD training have a background of historical knowledge or skills to draw upon in their teaching.

However, even those with a degree in History have rarely studied local history or are aware of the resources and materials available to them.

Without the Heritage Schools CPD training it is unlikely that teachers would be exposed to the ideas and resources that they are, nor would they have the confidence to deliver history (and other aspects of the curriculum) via the vehicle of a local heritage study.

For the majority of teachers the Historic England CPD training is the only history training sessions that they went on during the academic year. This training from Historic England therefore plays a vital role in developing historical skills and spreading lesson ideas within the teaching profession.

The CPD courses have clearly given teachers the skills, knowledge, access to resources, understanding and confidence to use local history in engaging ways when teaching and how local heritage connects to the national story.

There continues to be strong agreement amongst teachers that their pupils learning about local history will have positive impacts on their aspirations, self-esteem, sense of place and sense of

pride in where they live; these positive outcomes were further reiterated and reinforced during the qualitative case study interviews.

Providing teachers with the knowledge and ideas of how they can effectively use local heritage to teach history, along with giving them practical support and signposting to resources, has resulted in them turning the training theory in to classroom action. The ultimate result being that teachers perceive the majority of pupils are more connected to the places that they live in.

5.2 Summary of heritage/cultural partner surveys

Partners clearly perceive the benefits of the Heritage Schools Programme for educational, heritage and cultural organisations, as well as schools.

- 100% would recommend participation in the Heritage Schools Programme to schools not currently involved (99% in 2017-18 and 1% 'don't know')
- 100% would recommend involvement with the Heritage Schools Programme to other education, heritage or cultural organisations (99% in 2017-18 and 1% 'don't know')

With 98% saying they would like to continue to work in partnership with the Heritage Schools programme (and 2% saying 'don't know') indicates a very high level of satisfaction (in 2016-17 it was 97% yes and 3% don't know).

When asked for any suggested changes or improvements to improve the impact and effectively of the project, 79% either gave no answer or a general positive comment on the programme or their Heritage School contact (82% in 2016-17).

Suggestions for changes or improvement were:

- Continued access to CPD for teachers along with an improved means of sharing what has taken place and the benefits to schools
- Expand service and develop more education packs for sites and also use more individual specialists to work with schools at sites or heritage assets
- I am keen to develop a project around the Army in the North West during the Dunkirk campaign and I am looking for a schools-based organisation to work with
- I don't think schools in Devon realise what an amazing opportunity it is to work with Historic England
- Maybe set up a network of schools in this area in collaboration with Bath Spa University
- More sessions and more schools!
- More showcasing of the opportunities of the programme and the activities undertaken
- Some projects could have a greater strategic impact if LHEM was given freedom to deliver projects lasting over more than one academic year.

5.3 Summary of Qualitative Research

The variety of different projects undertaken, highlighted in the f case studies, demonstrates the flexibility in the Heritage Schools programme to design a project that is bespoke to the pupils, the size of the school, the needs of different Year Groups and location but also one that delivers on many common outputs and impacts.

Many projects have covered notably historic anniversaries and commemorations such as women's suffrage and the end of WWI. Starting with a local study before broadening this out to the 'national story' has helped make these events more real and relevant for pupils.

Across the eight case studies the following common themes emerged:

- Teaching history through a local history study has engaged pupils and enabled schools to include lots of other areas of the curriculum, primarily literacy but also art, geography, design & technology, drama, citizenship and even mathematics and science
- Teachers are extremely enthusiastic about the benefits of doing a Heritage Schools project and the desire to continue doing similar studies in the future given that pupils enjoyed studying local history and their projects provided a vehicle to cover many aspects of the curriculum, with the outputs being of a considerably higher quality than they expected
- Through doing a Heritage Schools project pupils have had opportunities to do things within school, as well as take part in events and activities in the wider community that they otherwise would not have had access to. All of this has added positively to their learning experience; the love of learning that these varied projects have fostered is clear
- Studying real people and places that pupils have a connection to, compared to more 'abstract' or
- 'distant' history has had a positive impact on pupils' engagement with the topic and their subsequent written work. Teachers frequently commented on and provided examples to show both the quality and quantity of their pupils' written work related to their Heritage Schools topic
- Having the help and guidance of the Local Heritage Education Manager (LHEM) from Historic England has been crucial from delivering initial CPD training to build skills and knowledge through to providing ideas, resources, contacts and identifying opportunities which schools would not otherwise know about; this expert facilitation is key in making projects richer and therefore more memorable

The enthusiasm that doing a Heritage Schools project generates is clear to see from the teachers' feedback and the pupils' work; the positive impacts are always multi-faceted. For many schools their Heritage Schools work has been the academic highlight of the year.

The projects undertaken are considered to have had a considerable impact on the students' sense

of community, belonging and local pride.

For many schools it has also provided an opportunity to not only get parents and governors but also the community involved with the school. This helps to strengthen relationships between the school and the community, and the pupils' sense of belonging within the community.