

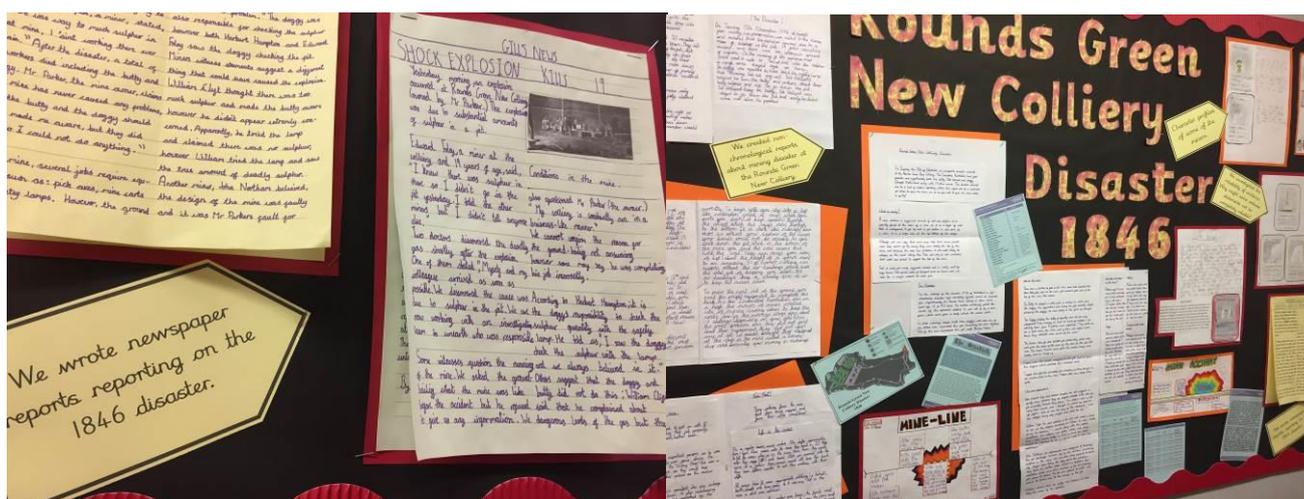
# Executive Summary



## Heritage Schools Evaluation Research Report 2018-19

### Conducted by Qa Research

For Historic England October 2019



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

## **1. 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 2018-19 through their Heritage Schools programme and the impact undertaking a Heritage Schools project has had on students and partner organisations.

The overall aim of 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 eighth year.

Each region in the programme has a Local Heritage Education Manager (LHEM) appointed by Historic England who is working with clusters 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.

The LHEMs also work in partnership with local heritage providers to provide training and greater opportunities for teachers and students to engage with local heritage.

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. This is an Executive Summary and the full report can be found on the Historic England website.

## **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

#### Quantitative survey – those attending CPD training

The quantitative research has been conducted amongst teachers attending a CPD training course via a self-completion paper survey (designed by Qa and approved by Historic England – included in the appendix for reference).

The distribution of the two sided paper survey has been administrated by trainers / Local Heritage Education Managers (LHEM) who have handed out the survey to teachers taking part in the CPD training.

The surveys are distributed during training sessions and filled in straight after the training which enables the responses to be fresh in the respondent's mind. The trainer / LHEM's then collect in the surveys and post them back to Qa after each training course.

This has enabled the trainer and Historic England staff to review the open ended verbatim questions specific to each session and any other comments before the surveys have been sent to Qa for inputting. The comments from these questions, being course specific, are not reported on in this report.

The paper based survey went live in September 2018 and ran up to August 2019.

In total 1,390 surveys have been received back and inputted, covering 88 different courses across the 8 Heritage Schools areas.

The overall total of 1,390 completions provide a sample which in research terms means we can be 95% confident that the data at an overall level has a variance of no more than +/- 2.6% accuracy.

These findings are based on a sample size which provides results that are well inside the +/-5% standard industry error margin and therefore provide overall findings which are considered to provide results which are statistically robust.

A similar paper survey has been completed by attendees at Heritage Schools CPD events over the last four academic years. Where the same questions have been asked we have shown comparison data within this report.

#### Confidence levels:

This indicates how representative findings are of the resident body as a whole. A 95% confidence level refers to the statistical likelihood (probability) that the true value of the population lies within a range (95% confidence interval) of the estimated percentage.

The +/- 5% accuracy refers to the 'standard error', which demonstrates how answers provided by the sample group potentially vary from the responses that would be obtained if all respondents had been surveyed. In the research industry, commonly accepted levels of error are +/- 5%.

This means, for example, that if the observed statistic for any question is 50%, then if the research was repeated, this percentage will be no less than 45% and no more than 55%. The standard error is calculated on the basis of the total number of possible respondents covered and the number that have been covered by the survey.

## **Quantitative survey – partner organisations**

An online survey designed to capture feedback and the impacts on heritage partners of being involved in Heritage Schools projects was designed by Qa.

The survey link to this survey was distributed by the Local Heritage Education Managers (LHEMs) to the various heritage organisations who had provided services over the academic year to schools involved in the Heritage Schools Programme in their region.

In total 60 different heritage partner organisations completed the survey.

## **Qualitative interviews**

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 across all the different Heritage School regions.

The case studies cover a mix of schools, teacher training courses and heritage partners who have worked on Heritage Schools projects. The school visits and partner interviews often involved more than one person involved in the Heritage Schools project.

Suitable respondents were identified by the LHEMs, with interviews arranged and conducted by Qa. One case study interview per Heritage Schools region has been conducted. The case studies can be found in the full report on the Historic England website.

## **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
- 96% 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
- 93% have an increased awareness of and to access to useful resources
- 94% 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:**

- 98% have an increased knowledge of the heritage and cultural offer in their local area
- 96% have benefitted from opportunities to share good practice
- 98% 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
- 97% have access to resources they could use in their practice
- 97% agree that their pupils have an increased knowledge and understanding of local heritage
- 96% 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:**

- 93% agreed learning about local heritage raised pupils' aspirations
- 99% agreed learning about local heritage improved pupils' sense of place
- 97% agreed learning about local heritage improved pupils' sense of pride
- 90% 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:

- 87% say they are now more connected to the needs of schools/teachers
- 92% say school teachers are more aware of their services/offer
- 71% say their service has been accessed by more or a wider range of schools
- 78% say their offer/service has developed to support the curriculum
- 69% feel more confident working with schools
- 80% are more connected to the needs of schools
- 98% would recommend participation in the programme to heritage/cultural partners
- 100% would recommend participation in the programme to schools
- 100% would like to continue working in partnership with the programme

## 5. Summary

### Summary of quantitative survey findings of CPD teacher/trainee teacher surveys

Heritage Schools CPD training has helped teachers, teacher trainee students and heritage providers develop their skills and knowledge in effectively using local history and heritage to inspire and engage pupils.

In this year alone 573 teachers and 668 Initial Teacher Training students have attended a Heritage Schools CPD course.

Heritage Schools CPD continues to attract new schools who have not previously been involved in the project before.

Without the Heritage Schools CPD training it is unlikely that teachers and teacher trainee students 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.

The impacts on pupils from their schools / teachers being part of the Heritage Schools programme are wide ranging and positive. Using the ratings given for different aspects of the CPD training as proxy measures suggests extremely high levels of satisfaction.

These high rating scores have continued to remain extremely positive over all of the last four years of providing CPD training. The content and usefulness of the courses is clearly satisfying teachers' needs.

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.

### **Summary of partner survey findings**

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 (100% in 2017-18 with 99% in 2017-18 and 1% 'don't know')
- 98% would recommend involvement with the Heritage Schools Programme to other education, heritage or cultural organisations with 2% or one organisation saying 'don't know' (100% in 2017-18 and 99% in 2017-18 and 1% 'don't know')

With 100% saying they would like to continue to work in partnership with the Heritage Schools programme it indicates a very high level of satisfaction (in 2017-18 it was 98% yes and 2% don't know and in 2016-17 97% yes and 3% don't know).

## **Qualitative findings – impacts from Heritage School projects**

### **Summary of qualitative case study findings**

The following case studies demonstrates the flexibility in the Heritage Schools programme to enable projects that are 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.

For many schools their Heritage Schools project has been one of the highlights of their year, providing many memorable and impactful moments. Working with partners significantly enhances what schools can offer their pupils and exposes them to lots of new ideas and opportunities.

Starting with a local study before broadening this out to the 'national story' has helped make historical events more real and relevant for pupils.

CPD training provided by Heritage Schools and partners and the provision of resources has helped upskill and give teachers and student teachers the confidence to use local heritage in their teaching. The Heritage Schools project has helped link providers with schools and vice versa providing mutual benefits to both parties. Without Heritage Schools these connections are unlikely to have been made.

Teaching history through a local history study has engaged pupils and enabled teachers and 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.

Exposing Initial Teacher Trainees / PGCE students to practical ideas on how to use local heritage in their teaching provides these future teachers with engaging approaches which are easily transferable and signposting to resources they would otherwise be unaware of.

Assistance via CPD training, signposting to resources, connecting schools and external partners and highlighting opportunities available have not only been hugely appreciated but have ultimately led to more engagement and learning from pupils.

Teachers and teacher trainees 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 heritage with projects providing a vehicle to cover many aspects of the curriculum, with the outputs being of a considerably higher quality than they expected.

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 end projects undertaken by schools richer and therefore more memorable.

The projects undertaken are considered to have or will had a considerable impact on the students' sense of community, belonging and local pride. The Heritage Schools projects have gone beyond local and national history to cover other subject areas and broader PSHE themes.

The case studies highlight how pleased schools, student teachers, partners and pupils have been to have been involved, along with a desire to continue working on similar projects going forward. The case studies can be found in the full report on the Historic England website.