

What did you learn at the museum today?

SECOND STUDY

Evaluation of the outcome and impact of learning through implementation of Education Programme Delivery Plans across nine Regional Hubs (2005)



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What did you learn at the museum today? 2003, and the second study 2005, available from:
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KEY FINDINGS 2005

This research study reports on the evaluation of the outcome and impact of learning as a result of the implementation of Education Programme Delivery Plans in 69 museums in the nine regional museum hubs in England during September, October and November 2005. This is the second study of the impact of learning achieved through museum school services which have been funded through the Renaissance in the Regions programme, which provides central government funding to museums in the English regions. The first study 'What did you learn at the museum today?' was carried out in 2003. The findings of the two studies are linked where relevant in this report. The findings from 2005 extend, reinforce and deepen the evidence from the earlier study.

Impressive increase in use of museums by schools is continued:

The numbers of contacts with school-aged children in the 69 museums increased by 40% between 2003 and 2005 (47% Phase 1 Hub museums, 29% Phase 2 Hub museums). Between 2002 and 2003, Phase 1 Hub museums increased their use by schools by 28%.

1,594 school visits were made to the 69 museums in September and October 2005. About 81% of visits were made by primary schools, and about 10% by secondary schools. The proportions of primary and secondary schools using museums closely match the distribution of primary and secondary schools in England.

Museums working successfully with children at risk of social exclusion:

The impressive increase of 40% in pupil contacts includes a disproportionate percentage of schools located in areas with high levels of deprivation, where children may be at risk of social exclusion.

Using the Indices of Multiple Deprivation (IMD) 2004 from the Neighbourhood Renewal Unit, 19% of school visits to museums in this study came from Super Output Areas (SOAs) classified as being amongst the 10% most deprived in England; 32% of the visits were made by schools located in the 20% most deprived SOAs in England.

More schools with high numbers of pupils who are entitled to free meals than would be expected, used the museums. If all schools in England are divided into four quartiles on the basis of numbers of pupils entitled to free meals, this study shows that 38% of the schools who used the museums in this study are located in the quartile where the 25% of schools with the highest levels of free school meal entitlement are to be found.

The results of both these analyses and the findings from the 2003 study are consistent. This provides strong evidence for the capacity of museums to work with schools where deprivation may be experienced by children.

Museums working with high numbers of special schools:

The 69 museums in this study are also working with disproportionately high numbers of special schools, which make up 5% of all schools in England, but 12% of the schools visiting these museums.

Teachers' use of museums:

A total of 1,643 teachers completed questionnaires asking what they thought their pupils had learnt in the visit that had just ended (782 teachers in the Phase 1 Hub museums, 861 teachers in the Phase 2 Hub museums).

Teachers remain highly enthusiastic about museums, were very satisfied with what they find in museums and very confident about using them in the future. Most teachers were using museums

flexibly and imaginatively, taking advantage of government encouragement of the promotion of creativity.

Teachers have increased their use of museums for cross-curricular work considerably since 2003, with 27% of teachers working in this way in 2005 compared to 4% in 2003. A very large percentage of all teachers were using these 69 museums for historical work. Most of the cross-curricular work was History-based.

During the last two years:

- 86% of teachers in this study visited a museum
- 64% used on-line resources
- 40% borrowed an object or handling box

Teachers do not always find using museums easy as taking pupils out of school can be problematic, and some elements of museum culture may be perceived as unwelcoming.

Pupils' views about museums:

26,791 pupils of all ages completed questionnaires.

Pupils remained extremely enthusiastic and confident about their learning even where their teachers did not think learning has occurred. Pupils were more enthusiastic where all or most of the critical success factors for successful visits were in place.

Most pupils were well able to personalise their learning through individual responses to the group events they experienced in museums.

Some pupils obtained higher levels for their assignments following a museum visit. Many pupils progressed considerably in their understanding after museum visits because of concrete experiences that made facts 'real'.

Ten percent (10%) more older pupils found museums made school work more inspiring than in 2003.

Pupils and teachers valued highly the emotional engagement that museums enable – this stimulates the attainment of Knowledge and Understanding and also the development of Attitudes and Values.

Museums contribute to government agendas:

Museums promote creativity and this could be further exploited.

Museums support the development of personalised learning.

Museum learning and education services can play a powerful role in the delivery of the Every Child Matters agenda



BACKGROUND

This research was commissioned by MLA from the Research Centre for Museums and Galleries (RCMG) in the Department of Museum Studies at the University of Leicester. The purpose of the research was to explore the impact of Renaissance funding for museum education, looking specifically at the impact on learning following school visits to museums. This study grows out of and extends an earlier study in 2003 that concentrated on 36 museums in the Phase 1 museum Hubs. This research has revisited the Phase 1 museums, and also encompassed museums in the Phase 2 Hubs.

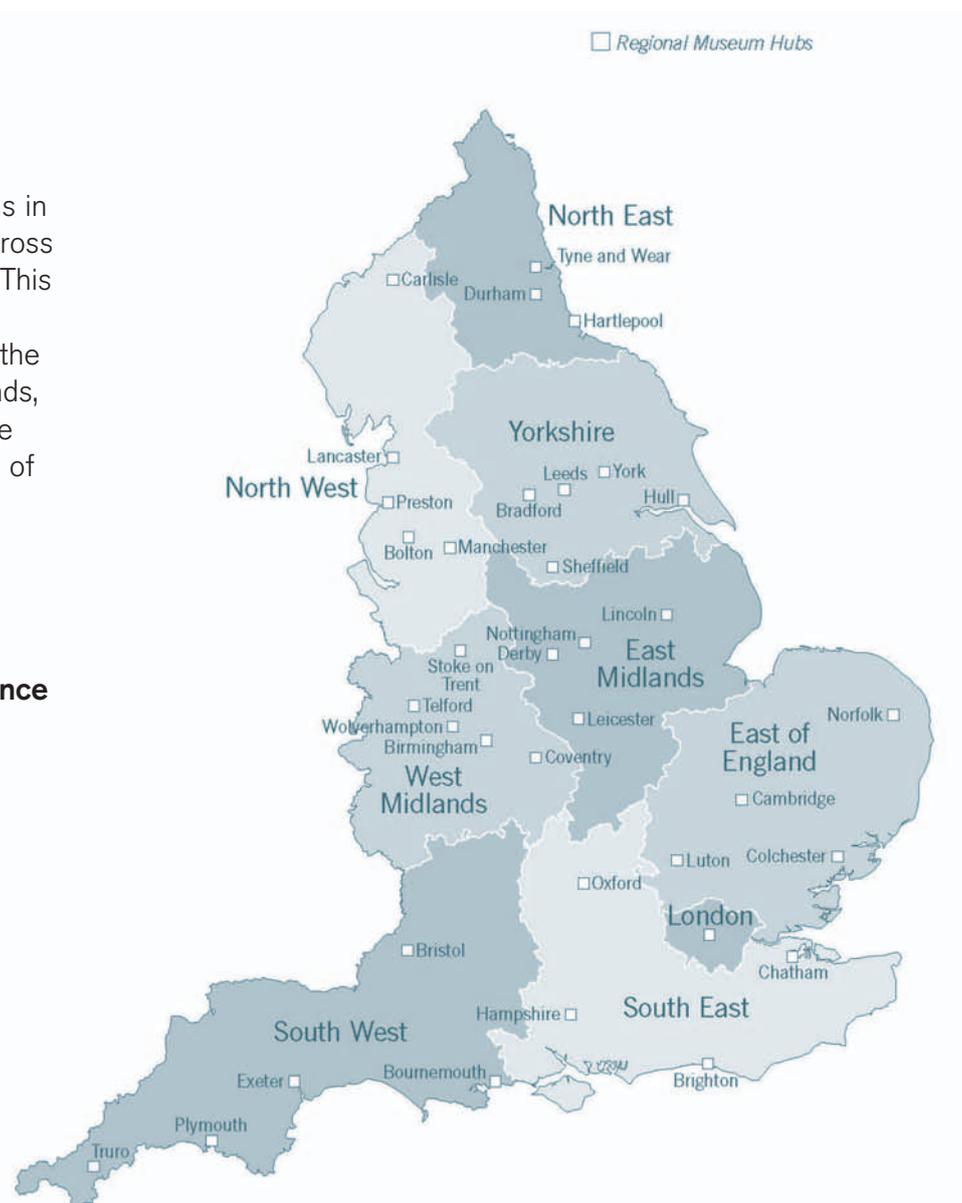
This research involved 69 museums in 29 museum services in the nine regional Hubs. 1,643 teachers responded to a questionnaire, and a further 31 teachers were interviewed in focus groups and schools; 26,791 pupils completed age-related questionnaires and a further 29 were interviewed at school. Three focus groups of teachers were carried out in different regions of England, and three in-depth school case-studies took place. Museum education staff in the 29 museum services completed questionnaires about their views of the impact of Renaissance funding on their work, and two day-long seminars were held with museum education staff to review the purposes and findings of the research.

The museums in this study:

This study included 69 museums in 29 museum services located across nine regional areas of England. This included all the museums in the Phase 1 Hubs the South West, the North East and the West Midlands, and a sample of museums in the Phase 2 Hubs, chosen because of high levels of educational use.

Map of Hubs

Fig. 1 Map showing Renaissance regions and museums



Hub	List of museum services and their sites
SW	Bristol Museums, Galleries and Archives
	Blaise Castle House Museum
	Bristol Industrial Museum
	City Museum and Art Gallery
	Georgian House
	Kings Weston Roman Villa
	Red Lodge
SW	Plymouth City Museum and Art Gallery
	City Museum and Art Gallery
	Elizabethan House
	Merchant's House
	Plymouth Dome
	Smeaton's Tower
SW	Royal Cornwall Museum, Truro
	Royal Cornwall Museum
	Exeter City Museums and Art Gallery
	Royal Albert Memorial Museum
	Connections Discovery Centre
	St Nicholas Priory
SW	Russell-Cotes Art Gallery and Museum, Bournemouth
	Russell-Cotes Art Gallery
NE	Beamish, the North of England Open Air Museum
	Beamish
NE	The Bowes Museum, County Durham
	The Bowes Museum
NE	Hartlepool Arts and Museum Service
	Museum of Hartlepool
	Hartlepool Art Gallery
NE	Tyne and Wear Museums
	Arbeia Roman Fort and Museum
	Discovery Museum, Newcastle-upon-Tyne
	Hancock Museum, Newcastle-upon-Tyne
	Laing Art Gallery
	Monkwearmouth Station Museum
	Segedunum Roman Fort, Baths and Museum, Wallsend
	Shiplay Art Gallery
	South Shields Museum and Art Gallery
	Stephenson Railway Museum
	Sunderland Museum and Winter Gardens
Washington F Pit, Sunderland	
WM	Birmingham Museums and Art Gallery
	Aston Hall
	Blakesley Hall
	Museum of the Jewellery Quarter
	Sarehole Mill
	Soho House
WM	Coventry Arts and Heritage
	Herbert Art Gallery and Museum
	Lunt Roman Fort, Baginton
	Priory Visitor Centre
WM	Ironbridge Gorge Museums Trust
	Blists Hill Victorian Town
	Coalport China Museum
	Darby Houses
	Enginuity, Coalbrookdale
	Iron Bridge Tollhouse
	Jackfield Tile Museum
	Museum of Iron and Darby Furnace
	Museum of the Gorge
Quaker Burial Ground	

Table 1.
The 14 museum
services and their
36 museum sites
in the three Phase
1 Hubs

Table 1.
 continues on
 following page

Table 1.
continued from
previous page

Hub	List of museum services and their sites
WM	Potteries Museums and Art Gallery
	Etruria Industrial Museum
	Ford Green Hall
	Gladstone Working Pottery Museum
	Potteries Museum and Art Gallery
WM	Wolverhampton Arts and Museums
	Bantock House and Park
	Bilston Craft Gallery and Museum
	Wolverhampton Art Gallery

Table 2.
The 22 museums
sited in 15 museum
services from the
Phase 2 Hubs

Hub	List of museum services and their sites
EM	Leicester City Museums Service
	Jewry Wall
	New Walk
EM	Lincolnshire Museums Service
	The Collection, Lincoln
EE	Norfolk Museums and Archaeology Service
	Roots of Norfolk, Gressenhall
EE	Colchester Museums
	Colchester Castle Museum
	Hollytrees Museum
EE	Luton Museums Service
	Wardown Park Museum
	Stockwood Park Museum
LO	Horniman Museum
	Horniman Museum
LO	Museum of London
	London Wall
	Museum in Docklands
NW	Manchester City Galleries
	Manchester Art Gallery
NW	Tullie House Museum and Art Gallery, Carlisle
	Tullie House Museum and Art Gallery
NW	Bolton Museums, Art Gallery and Aquarium
	Bolton Museum
SE	Hampshire Museums and Archives Service
	Milestones
SE	Brighton & Hove Museums
	Museum and Art Gallery
YO	Leeds Heritage Services
	Temple Newsam House
	City Art Gallery
	Lotherton Hall
	Armley Mills ¹
YO	Hull Museums and Art Gallery
	Ferens Art Gallery
YO	York Museums Trust
	Castle Museum

1. Packs were sent to this site but were used in outreach sessions, so no actual visits were made here by schools during the research period.

Defining and measuring learning:

The definition of learning used in this study and in the first study is:

Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect. Effective learning leads to change, development and the desire to learn more.

This definition of learning is embedded within the Inspiring Learning for All framework.
www.inspiringlearningforall.gov.uk



The Generic Learning Outcomes approach:

As in the first study, the Generic Learning Outcome methodology used by the Inspiring Learning for All framework was used to shape this research study and again proved effective in encompassing, describing and analysing all dimensions of the evidence of learning generated by the research methods.

Generic Learning Outcomes enable individual learning outcomes to be grouped and counted. Five generic categories have been identified:

- Knowledge and Understanding
- Skills
- Attitudes and Values
- Enjoyment, Inspiration, Creativity
- Action, Behaviour, Progression

While each individual GLO can be identified for the purposes of research and analysis, the research shows how they are closely interwoven in practice. The GLOs were developed by the University of Leicester for MLA in 2003.

Further details and the Measuring Learning Toolkit can be found at
www.inspiringlearningforall.gov.uk

IMPACT ON SCHOOLS

Increase in contacts with school-aged children:

The numbers of school-aged children using museums has increased by 40% between 2003 and 2005. The Phase 1 museums increased their contacts with school-aged children by 47% and in the Phase 2 museums, the increase was 29%.

Table 3. Total number of school-aged children for September and October 2003- 2005

Total each year	2003	2004	2005	% increase from 2003-2005
Phase 1 museums	49,838	102,247	106,368	47%
Phase 2 museums	45,802	58,763	58,974	29%
Total for Phase 1 & 2 museums	95,640	161,010	165,342	40%

The categories of use included in this count were:

- Visits to Hub museums by school-aged children in educational groups accompanied by teacher(s)
- Visits to the Hub museums by school-aged children with Special Educational Needs (SEN) or from SEN schools
- Organised activities at Hub museums involving school-aged children but not visiting with a school e.g. homework clubs, out of school clubs, Brownies
- Outreach activities involving school-aged children which took place in schools (loan boxes count as outreach where facilitated by an education officer or a teacher trained by an education officer)
- Outreach activities not organised by a school but in the context of a youth group or community centre activity.

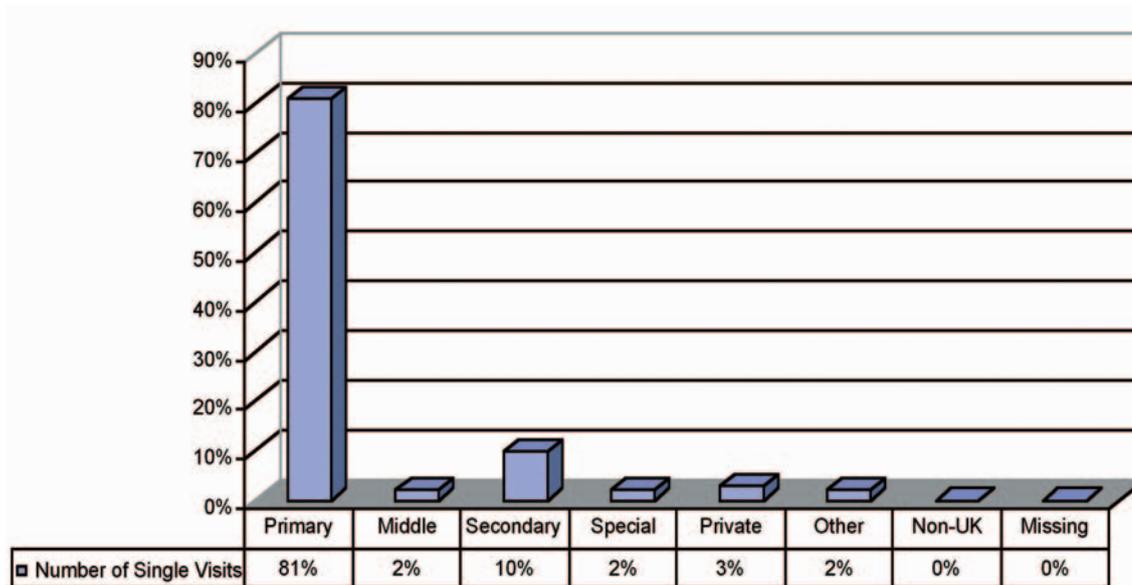
While there are considerable variations in the uplift achieved by each museum service, as a whole these are remarkable figures, showing that across England, museums are making great efforts to increase their value to schools and families. The figures also show that these efforts can be both sustained and improved over time with continued funding.

The increase in the use of museums is a major impact of the Renaissance programme. The DCMS target for the Renaissance programme was to increase the number of contacts between children and regional museums by 25% by 2005/6. This target was exceeded by the Phase 1 museums in 2003, and has also been exceeded by all the museums involved in this study.

The schools visiting the museums:

1,594 school visits were made to the 69 museums in this study in September and October 2005. The relative proportions of visits by different types of schools are very similar to the results in 2003, and there was not a great deal of difference between the Phase 1 and Phase 2 museums, except that there are slightly more (3%) secondary schools using the Phase 1 museums.

Fig. 2 Form A, Q.5: 'Type of school', by single visit, 2005



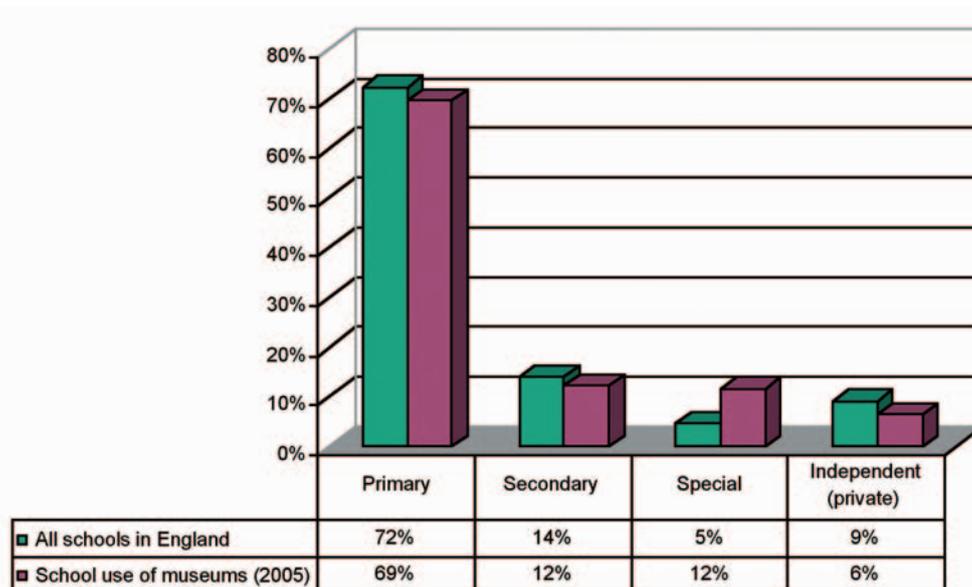
Base: all teachers' responses Q.5: 'Type of school', 2005 (1594)

Special = only those special schools that did not also specify either primary, middle or secondary.

Comparing the schools visiting museums with the schools in England:

The distribution of the 835 schools visiting the 69 museums during September and October 2005, looking at schools rather than school visits, can be compared with the distribution of schools in England. While the numbers of primary and secondary schools using museums generally correspond to their numbers in England, the numbers of special schools using museums are higher than would be expected.

Fig. 3 The distribution of types of schools in England according to the DfES, *School and Pupils in England* January 2005, data matched against the schools visiting the 69 museums in this study, 2005

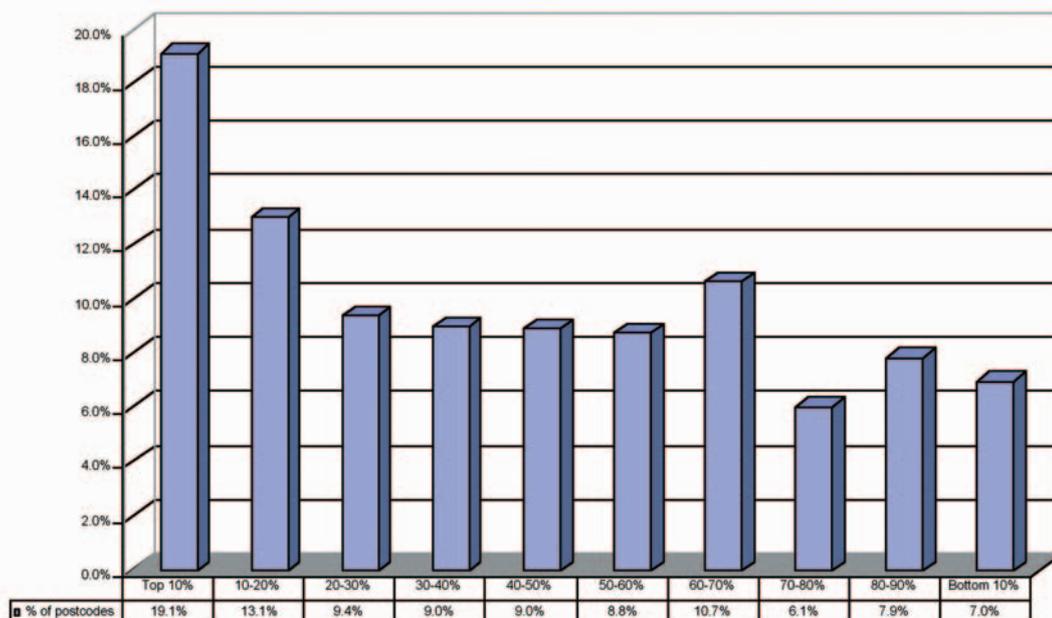


Base: all schools in England (24,430); all teachers answering Q.5: 'Type of school', 'non-UK' and 'other' categories excluded, 2005 (835)

32% of school visits are made by schools located in areas of deprivation

From 1,594 single school visits we were able to match the IMD 2004 rank to the post-codes of 1,584 schools. For the IMD 2004, the more deprived a ward the lower its ranking. The most deprived ward in England is given a rank of 1 and the least deprived ward a rank of 32,482. 19% of school visits to museums came from SOAs classified as being amongst the 10% most deprived in England, and 32% of the visits were made by schools located in the 20% most deprived SOAs in England.

Fig. 4 Form A, Percentages of class visits ranked by IMD 2004, SOA rankings, from top 10% most deprived to bottom 10% least deprived, 2005



Base: all post-codes fitting the criteria described, 2005 (1584)

Schools from across the social spectrum visited Phase 1 and Phase 2 museums during the research period. The most deprived SOA included in the analysis was ranked 2 out of 32,482 (in Monsall, Manchester) and the least deprived was ranked 32,458 out of 32,482 (in Saffron Walden, Essex).

However, the location of the school in an area of deprivation does not necessarily mean that the pupils themselves are at risk of deprivation. A more pupil-centred measure is needed to review the position of individual pupils.

High levels of use by schools where a large proportion of pupils are entitled to free school meals:

A pupil-centred measure of deprivation can be drawn from the proportion of pupils in a school that are eligible for free school meals. The distribution of pupils across all schools in England who are eligible for free school meals is highly skewed, with large numbers of schools containing very low percentages of eligible pupils, while a small number of schools have very high numbers. To take account of this distribution, the schools appearing in this survey were classified according to their positions within 'quartiles' within the national distribution as calculated from the DfES database of schools in England.

An analysis of schools visiting the 69 museums in relation to percentages of pupils entitled to free school meals shows that 38% of schools using the 69 museums in this study are located in the highest quartile, where the 25% of schools in England with the highest levels of free school meal entitlement are to be found.

Given that the boundaries of the national quartiles are set to each encompass a quarter of schools, it can be seen that the schools in the survey are drawn disproportionately from schools in the upper-most quartile (38%). This confirms the findings of the post-code analysis that museums are attracting visits from schools serving children from more socially deprived circumstances.

Table 5. Percentage of school visits to the 69 museums ranked by DfES national quartiles for range of pupils (%) eligible for free school meals

National quartile	Range of % of pupils known to be eligible for free school meals	Number of school visits to museums	% of school visits
First	0 – 4.6	287	19.9
Second	4.7 - 10.9	319	22.1
Third	11.0 – 24.2	287	19.9
Fourth	24.3-100	548	38.0

Base: single school visits to museums (1441)

The most interesting thing about today was...



IMPACT ON TEACHERS

Teachers may be expecting more of museums than in the past:

There is some evidence that teachers have become more focused in their use of museums and expect more of museums. Teachers in 2005 appeared more reflective about the types of learning their pupils experienced during a museum visit, and were able to analyse and examine this more effectively than during the 2003 research. Some teachers were more focused on the impact of the museum on their students in relation to issues around ethnicity, socio-economic deprivation, cultural entitlement, aspiration, class mobility and inclusion than in 2003. It is likely that government policies and strategies, especially the focus on outcomes and the drive to inclusiveness, may have influenced the ways teachers think about and use museums. It is also possible that the closer links and developing partnerships between museums and schools as a result of Renaissance funding have contributed to these higher expectations.

Teachers are very enthusiastic about museums:

Teachers remain very enthusiastic about museums, and their use of museums has not changed a great deal in two years, except that there is a considerably higher use of museums for open-ended inter-disciplinary work. Two key elements demanded by teachers are that museums provide something that the classroom can not, and that the quality of the provision is reliably and consistently high.

Museums attract teachers new to using museums:

In this study, forty-three percent (43%) of all teachers were on their first visit to the museum on the day they completed the questionnaire, compared with 44% in 2003. A higher proportion were on their first visit in the Phase 2 museums (49%) compared to the Phase 1 museums (39%), suggesting that the education services in the Phase 2 museums were successfully extending their services because of additional funding. Primary teachers were significantly more likely to be on their first visit (46%) than secondary teachers (36%).

86% of teachers said they had visited a museum as a teacher over the past two years, and 64% said they had used the on-line resources of museums, and 40% had borrowed an object or a handling box over the period. There were some small differences in the response to these questions between the teachers in the Phase 1 and Phase 2 museums, most noticeably in the use of on-line resources, with 69% of teachers visiting the Phase 1 museums using on-line resources compared to 64% of teachers visiting Phase 2 museums.

The value of the five Generic Learning Outcomes to teachers:

The percentages of teachers who said that the learning outcomes that could result from using museums were 'important' or 'very important' are very high:

- Increase or change in Knowledge and Understanding 95%
- Enjoyment, Inspiration, Creativity 94%
- Change or development in Attitudes and Values 92%
- Increase in Skills 89%
- Action, Behaviour, Progression 81%

Primary teachers were much more likely to rate the GLOs highly than secondary teachers. Teachers using museums for curriculum-related purposes were much more likely to say that museums are very important to their teaching.

Museums offer powerful ways of teaching and learning for all children:

Teachers think that museums can be a very powerful teaching tool for all pupils regardless of socio-cultural background or ability, and are particularly enthusiastic about Enjoyment, Inspiration, Creativity as an outcome of museum-based learning. Teachers also talked about emotional engagement that could not really be called enjoyment but which was to some extent inspirational.

- 99% of teachers thought it 'likely' or 'very likely' that their pupils would have enjoyed the museum visit, with 88% ticking 'very likely'
- 95% thought new interests would be aroused and pupils would be inspired to learn more
- 93% thought pupils would be excited by new ways to learn
- 88% of teachers expected to be exploring new ideas with their pupils as an outcome of the museum visit.

Teachers are explicit about the causal link between enjoyment and learning:

- 'Enjoyment opens children up to learning'
- 'Enjoyment leads to a heightened sense of awareness'

Knowledge and Understanding remain of key importance to teachers:

- 95% of teachers thought it is 'likely' or 'very likely' that their pupils would have gained in subject-specific facts
- 92% thought pupils feel more positive about learning as an outcome of their museum visit
- 94% of teachers thought pupils would increase in subject-related understanding.

The teachers in this research understood progression as something that would happen in the middle to long term, and were uncertain about what could be identified in the short-term, immediately following a museum visit. Even so:

- 78% of teachers thought it 'likely' or 'very likely' that they would be undertaking new activities with their pupils following the museum visit
- 78% of teachers thought it 'likely' or 'very likely' that their pupils would be using new skills
- 68% of teachers thought it 'likely' or 'very likely' that their pupils would work with their peers in new ways
- 61% of teachers thought it 'likely' or 'very likely' they would be working in other new ways in the classroom.

In relation to Skills:

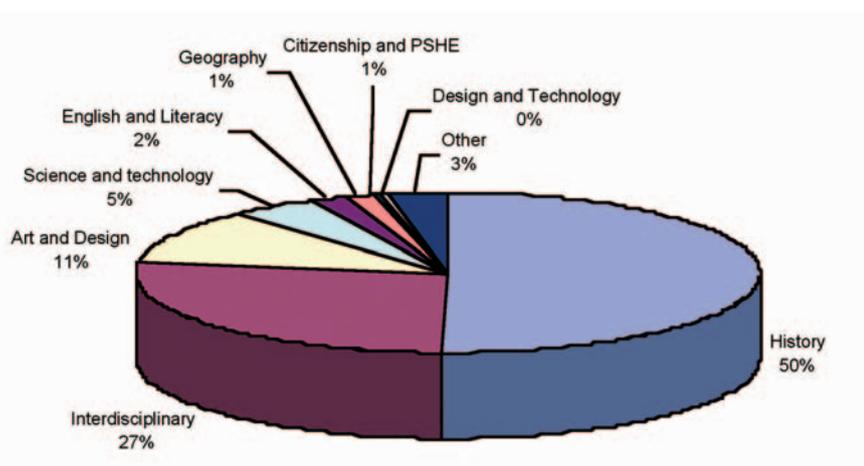
- 92% of teachers anticipated an increase in thinking skills
- 87% of teachers expected an improvement in communication skills
- 86% expected an improvement in social skills.



Using the museum for curriculum-related and inter-disciplinary work:

In considering how teachers value museums and the learning that may result from their use, it is important to differentiate between primary and secondary teachers, and between the purposes for which teachers are using museums. Ninety percent (90%) of teachers agreed that the work at the museum was linked to the curriculum, compared with 94% in 2003, with 3% more teachers working in this way in the Phase 1 museums than in the Phase 2 museums. More primary teachers linked their visit directly to the curriculum, 94% compared to 87% of secondary teachers.

Fig. 5 Form A, Q.23: 'What curriculum areas are you covering in your visit today?', 2005



Base: all teachers' responses to Q.23, missing removed (1525)

In 2005, there were considerably more teachers using museums to work across the curriculum, with 27% of teachers saying they were working in an interdisciplinary manner compared with 4% in 2003. History remained the largest subject category, playing a strong role in the inter-disciplinary work. Eleven percent of the teachers were working on Art and Design, compared with 15% in 2003 (and this may be related to the change in the museums surveyed).

Teachers are satisfied and confident in using museums, but face substantial difficulties in making visits:

Very large percentages of teachers (74%) across all museums were 'very satisfied' and a further 22% were 'satisfied' with their museum experiences. Ninety percent of teachers agreed that their confidence in using museums had increased.

Some important issues were raised by teachers about the difficulties they face in visiting museums with their classes. These include issues that museums can address, including those to do with visit administration and museum facilities for schools, and those that museums can do little about, such as school-based administration, high costs of transport, the attitudes of the general public to pupils and problems of cover when teachers are out of school.



What amazed me most on my visit was...



IMPACT ON PUPILS

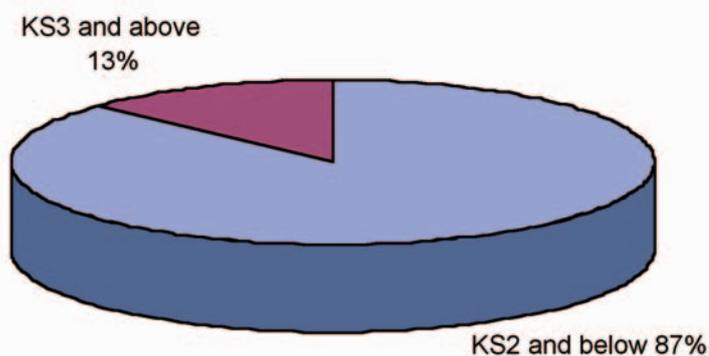
The pupils in the study:

Twenty six thousand, seven hundred and ninety one pupils completed questionnaires immediately after their museum visit. Eighty seven percent of these pupils were at KS2 or below and 13% of pupils were at KS3 or above, much the same as in 2003, with very little difference across the museums.

Table 6. All pupils completing Form B by Key Stage and Phase, 2005

	Total no. pupils	Phase 1	Phase 2
	26,791	13,176	13,615
KS2 and below	21,845	10,342	11,503
KS3 and above	4,946	2,834	2,112

Fig. 6 Form A, Q.10: 'Years of pupils in this class', 2005

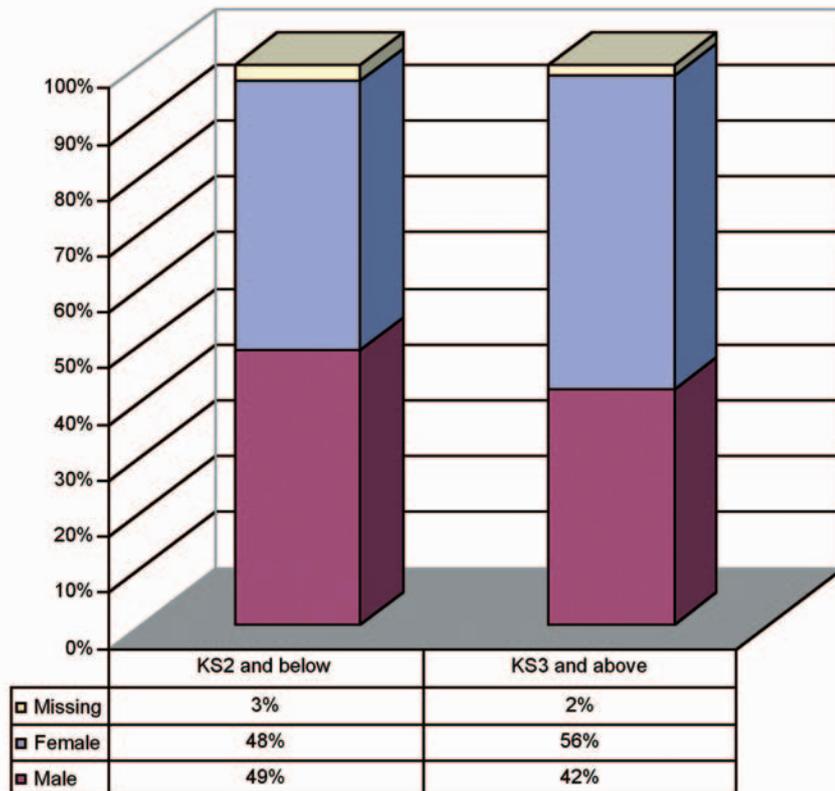


Base: all teachers' responses Form A, Q.10: 'Years of pupils in this class', excludes mixed Key Stages (1,597)

Fifty percent of all pupils who visited the museums were female with 47% male and 3% of missing data. There was some variation in gender breakdown when age range was taken into consideration; the male/female ratio was very nearly equal with the younger pupils, but there was a higher percentage of girls in the group of older pupils visiting museums, 56% compared to 42% of boys. This was similar to the findings for 2003.



Fig. 7 Pupils completing Form B by gender and Key Stage, 2005



Base: all pupils completing Form B, 2005 (26791)

Pupils' views of their own learning:

Pupils were, as in 2003, both very enthusiastic about their museum experiences, and confident about their own learning. Bearing in mind that approximately one third of the schools in which these pupils are based are located in areas of considerable deprivation, and that 12% of the schools were special schools, the positive response from pupils is extremely impressive. This is strong evidence that museums have the potential to be effective in working towards social inclusion and in working with children at risk.

At KS2 and below:

- 93% of pupils enjoyed today's visit
- 90% learnt some interesting new things
- 80% could understand what they did
- 86% thought museums were exciting places.

At KS3 and above:

- 86% of pupils enjoyed today's visit
- 85% discovered some interesting things
- 83% thought museums were good places to learn in a different way to school
- 71% said the visit had given them a better understanding of the subject
- 68% said the museum/gallery visit makes school work more inspiring.

The pupils' responses were very much the same as in 2003, except for two significant differences; older pupils seem to be much more enthusiastic about the inspirational impact of museums (up from 58% to 69%) and also about potential for skills learning (up from 62% to 68%).

CASE STUDY

WAS THE WORKHOUSE SO BAD? DOWNHAM MARKET HIGH SCHOOL AND THE ROOTS OF NORFOLK, GRESSENHALL

This case study explored the partnership between Downham Market High School, a large and popular comprehensive school located in rural Norfolk close to the Cambridgeshire border, and Roots of Norfolk, Gressenhall, a museum housed in a large former workhouse which tells the story of the nineteenth century workhouse and its everyday life. KS3 pupils from Downham Market High School visited Gressenhall as part of a four week focus on the topic of the nineteenth century workhouse and poor laws which is part of the history curriculum for KS3. This visit was designed in a very close partnership between the school and the museum to enable the pupils to gather information for an assignment the children wrote titled 'Was the Workhouse So Bad?'.



The workhouse at Gressenhall

Roots of Norfolk, Gressenhall:

Gressenhall's education service uses 'theatre in education', actors play characters that would have occupied or been associated with the workhouse to introduce and conduct school children around the museum. The model is based on facilitating pupils learning at the museum by presenting them with different viewpoints and provoking an emotional response. The actors try to provoke outrage from the students by presenting Victorian points of view which are unacceptable to contemporary social mores.

'I try to make them angry... you watch them, they can look really bored out of their head, (but) if I start to talk about the unmarried mothers they sort of unwind and then if it works, they argue with me as the workhouse master... I mean this whole concept of fun isn't necessarily what we're about, it should be engaging and challenging'.
Gressenhall Museum Education and Actor



'Mr Symes' the workhouse master challenges an inmate

Teachers believe their pupils get better marks for their assignments because of the museum visit:

Four of the teachers who attended this visit to the museum were interviewed, and for them there was no doubt that the emotional engagement facilitated by the museum was very important to what the teachers felt had been a very good learning outcome from the day:

'I think it has really quite an impact, they think about themselves and other people and the world. I think during the visit they are encouraged to think and reflect and to put themselves into somebody else's situation. I think they become more reflective and they've got a lot more empathy, talking to them I think that's quite clear.'

This teacher also expected her pupils to improve by at least half a level on their assignments as a direct result of the museum visit.

Pupils have a great time at the museum:

These pupils had a particularly good museum experience as can be seen in the following table which compares their response to Key Stage 3 pupils in the overall study who said yes to the Form B survey questions.

Table 7. What Downham Market High School KS3 pupils said about their learning

Form B responses	Yes	No	Don't know	All KS3 pupils responding with a 'yes' to Form B questions in the 2005 survey
I enjoyed today's visit	96%	0%	4%	86%
I discovered some interesting things from the visit today	96%	0%	4%	85%
A museum/gallery visit makes school work more inspiring	90%	4%	6%	69%
The visit has given me a better understanding of the subject	94%	1%	4%	71%
A museum visit is a good place to pick up new skills	76%	4%	18%	68%
The museum is a good place to learn in a different way to school	94%	1%	4%	83%
I could make sense of most of the things we saw and did at the museum	90%	3%	7%	73%
I would come again	71%	6%	24%	54%
I've left the museum more interested in the subject than when I came	82%	4%	14%	58%

Base: all Downham Market High School KS3 pupils answering on 14/11/2005 (72) and all KS3 pupils in the whole survey who ticked 'yes' to form B questions (4946)



A workhouse 'Board' meeting

Pupils believe they get better marks in their assignments because of the museum visit:

Not only did these pupils have a great time at the museum they, like their teacher, also thought that it meant that they would do better on their assignment.

Interviewer: *What do you think the difference would have been in terms of what you would get for your assignment if you were not using the sources that you were given at Gressenhall?*

Pupil: *Probably get a lower mark.*

Interviewer: *Why do you think that?*

Pupil: *You take it in more; find it a bit more interesting, like write down your experience sort of thing. If you went you'd have more to put in your essay than if you didn't.*

The most interesting thing about today was...

I thought that the whole day was really interesting. I know the trip that ~~is~~ will help me with my assignment. I thought that Isaac Prendergast was funny and he was ~~at~~ always moaning. I have a lot of ideas for my assignment.

The most interesting thing about today was...

listening to the characters as they were very good. I think the visit will help me out on my essay as I now know what a real workhouse was like.

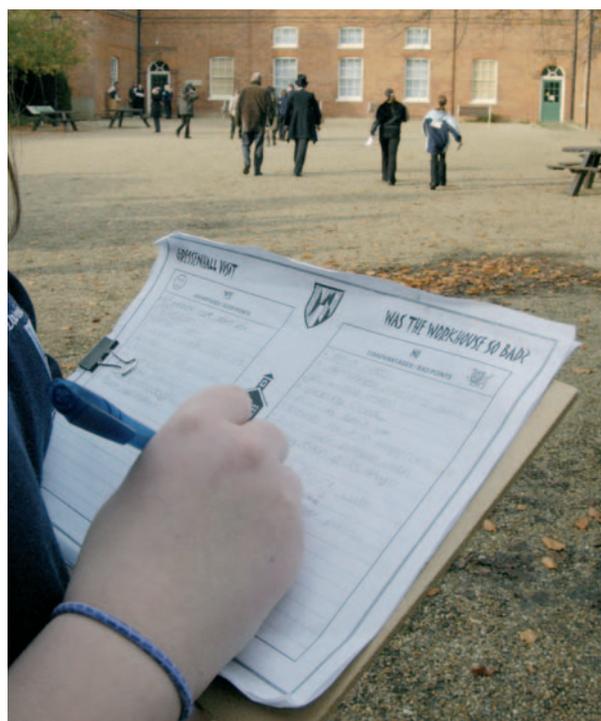
Pupils GET better marks for their assignments:

Table 8. Comparison of assignment levels for Downham Market High School KS3 pupils

Name ²	KS2 SAT English	Previous KS3 History assignment (where a museum visit was not undertaken)	Previous KS3 History assignment (where a museum visit was not undertaken)	KS3 assignment (where a museum visit was undertaken)
Trish	4	5	4/5	6/7
Tom	4	3/4	4/5	5
John	4	New to school	New to school	5
Matt	4	6	5/6	7/8
Cath	4	5/6	5/6	6/7
Oscar	4	5/6	6	7

2. Real names have been changed to preserve anonymity

The pupils and their teacher believed they would get better marks for their assignments as a result of their museum visit. In fact the pupils did get better marks for their assignment with some students going up as much as two whole levels!



Was the workhouse so bad? Collecting evidence



Workhouse Master

MUSEUMS CONTRIBUTION TO GOVERNMENT AGENDAS

Museums promote creativity; this could be further exploited in school/museum relationships:

Museums are already seen by teachers and by pupils as places where creativity can flourish, where new ideas are generated and where experiences can be inspirational, and this is being further exploited by both museums and schools. Some of the most creative work is interdisciplinary, and as this study shows, the use of museums for cross-curricular work has increased tremendously since 2003. However, this development has mainly come about by primary teachers working on historical themes. Museums have a much wider cross-curricular potential than this. Museum displays are consistently thematic and cross-curricular and objects are inherently interdisciplinary. Museums could be used to enable teachers to broaden their range of teaching styles and develop further their disposition and pedagogy for creativity.

Museums can help in the development of personalised learning:

One of the key findings of this research study is the very high level of enjoyment and inspiration that pupils of all ages experience in museums. The most important outcome for teachers, and the one they most expect to find in their pupils, is the generation of pleasure, curiosity and enthusiasm for learning. Enjoyment and enthusiasm spring from the opportunity to make an individual emotional investment in a collective museum experience.

Personalised responses arise from:

- Active making of meaning and taking ownership of learning
- The use of prior knowledge to make events meaningful and significant in an individual way
- Making links with family circumstances or

histories

- Use of preferred learning styles
- Aesthetic responses to specific objects or buildings
- The building of confidence in individual capacities to understand and perform
- Stronger relationships between individual pupils and their peers as the result of shared experience.

All of these elements are routinely found in school visits to museums. Museums should make up a key component in the development of provision for personalised learning.

'Being in the conditions that there were at that time, you actually felt emotions that they would be feeling at the time and it's easier to understand how things were if you're actually doing it and seeing...'
(pupil on a visit)

A KS2 pupil is impressed by a visit to Blakesley Hall, a 16th century timber-framed house and part of Birmingham Museums and Art Gallery



Will aged 13 became more aware of and sympathetic to his environment after a visit to Roots of Norfolk at Gressenhall

The most interesting thing about today was...

Seeing the country side and realising how easy it would be to loose it. Also how many rare animals Norfolk has, and we must preserve what we have and not loose something that is precious and fragile to mankind.

The contribution of museums to Every Child Matters:

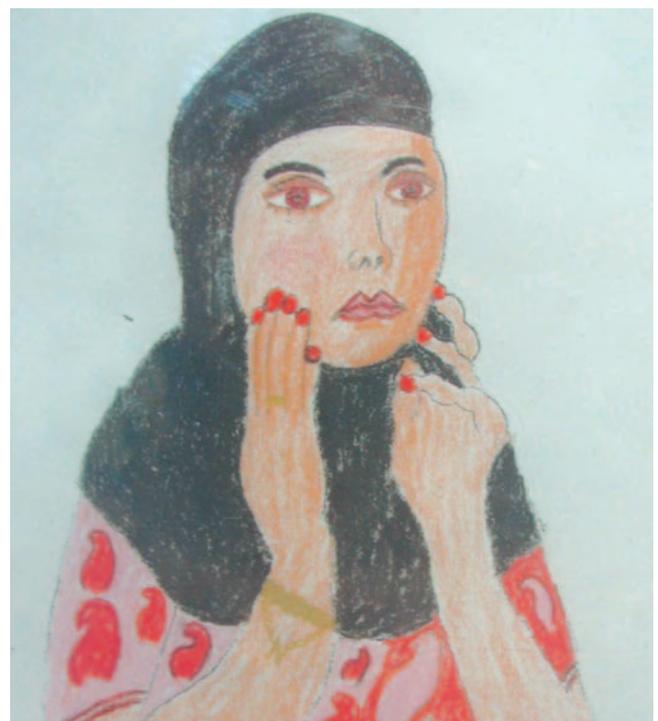
Every Child Matters is working towards ensuring that every child has the chance to fulfil their educational potential, through encouraging high educational standards and a wider concept of well-being. *What did you learn at the museum today? Second study 2005* provides strong evidence of how museums are able to contribute to enabling all children to succeed.

Museums provide high quality, creative and pleasurable learning opportunities for all children. The tangibility of the experience and the opportunity to access information and feelings through the senses, combined with the possibility of individual emotional engagement, makes the museum a powerful teaching tool. Every Child Matters understands that organisations must broaden opportunities for all children to reach their individual potential. Museums can be very effective at this, particularly with older pupils who are often surprised to find how inspiring museums can be.

Stacey, aged 15, wrote after a visit to Manchester Art Gallery:

'[The most interesting thing about today was...] Taking photographs and making pictures from tape, it was using a new method to express creativity. The whole trip was inspirational.'

The use of objects and of learning in a rich and tangible environment, while providing enjoyable, effective, and stimulating pathways to learning for all children, has long been acknowledged as especially valuable for pupils with special needs and for those who find learning difficult. Museums have a strong contribution to make in relation to learning in Special schools, which are very much over-represented as museum users in relation to their distribution in England. Museum school services are already significant players in working towards social inclusion. With the new emphasis on education outside the classroom, this contribution can be extended.



THE IMPACT OF RENAISSANCE FUNDING ON EDUCATION IN REGIONAL MUSEUMS

Renaissance has had a very strong impact on museums and education. Staff numbers have increased by 46% in the last two years (2003-2005), and contacts between museums and school-aged children have increased by 40% in all museums, (and by 47% in those museums that have received the most funding.) Museums and schools are developing more integrated ways of working together, and teachers now have a much better understanding and higher expectations of what museums can offer. Support for teachers has improved through museum education websites, advisory services for teachers, the development of new relationships between schools and teachers and a greater awareness on the part of museum staff of teaching and learning.

FINAL THOUGHTS

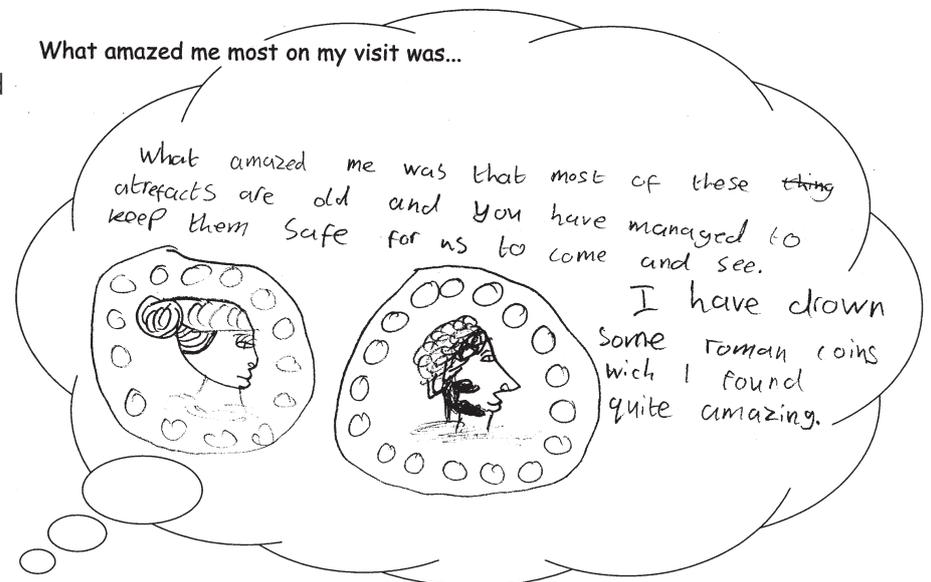
Museums are providing increased and enhanced school services that are highly valued by teachers. Museums are contributing powerfully to government agendas.

Renaissance funding has enabled increased provision for schools which on the whole remains of high quality. Museums are used successfully by schools across the social spectrum, but at the same time, disproportionately large numbers of pupils at risk of deprivation and with special educational needs are being reached by museums. Teachers from all types of school are convinced of the value of museums for their pupils' learning. Satisfaction levels of teachers remain very high, though it is not always easy for

them to take pupils out of school and in some cases more could be done by museums to help. Pupils are very enthusiastic and more could be done by teachers to follow up on museum-based learning.

This research shows clearly the enormous potential of museums to successfully generate the full range of learning outcomes; however, there is still a great deal more that could be done by museums, given the resources.

Iqra aged 8 was impressed by the fact that the museum existed in order to keep 'things safe' so that people like her could visit and look at them. She also drew a careful picture of two coins she saw during her visit to the Museum of London



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