

## Appendix 1

### Museums participating in this study

<b>Museums participating in this study</b>				
<b>Hub</b>	<b>Museum Service and Site</b>	<b>Contact</b>	<b>Post</b>	<b>Contact details</b>
<b>Phase 1 Hub Museums</b>				
<b>SW</b>	<b>Bristol Museums, Galleries and Archives</b>	Sandra Stancliffe Based at : City Museum and Art Gallery, Queen's Rd Bristol BS8 1RL	Museum Learning Manager	Tel: 01179 223 929 <a href="mailto:Sandra_stancliffe@bristol-city.gov.uk">Sandra_stancliffe@bristol-city.gov.uk</a>
	Blaise Castle House Museum			
	Bristol Industrial Museum			
	City Museum and Art Gallery			
	Georgian House			
	Kings Weston Roman Villa			
	Red Lodge			
<b>SW</b>	<b>Plymouth City Museum and Art Gallery</b>	Dave Paget- Woods	Learning Manager	Tel: 01752 304 477 <a href="mailto:Dave.paget-woods@plymouth.gov.uk">Dave.paget-woods@plymouth.gov.uk</a>
	City Museum and Art Gallery			
	Elizabethan House			
	Merchant's House			
	Plymouth Dome			
	Smeaton's Tower			
<b>SW</b>	<b>Royal Cornwall Museum, Truro</b>	Lisa Mitchell	Head of Education	<a href="mailto:Lisa.mitchel@royalcornwallmuseum.org.uk">Lisa.mitchel@royalcornwallmuseum.org.uk</a>
	Royal Cornwall Museum			

<b>SW</b>	<b>Exeter City Museums and Art Gallery</b>	Kate Osbourne	Access Officer	Tel: 01392 665 965 <a href="mailto:Kate.osbourne@exeter.gov.uk">Kate.osbourne@exeter.gov.uk</a>
	Royal Albert Memorial Museum			
	Connections Discovery Centre			
	St Nicholas Priory			
<b>SW</b>	<b>Russell-Cotes Art Gallery and Museum, Bournemouth</b>	Marion Cavanagh		Tel: 01202 454 828 <a href="mailto:Marion.cavanagh@bournemouth.gov.uk">Marion.cavanagh@bournemouth.gov.uk</a>
	Russell-Cotes Art Gallery			
<b>NE</b>	<b>Beamish, the North of England Open Air Museum</b>	Simon Woolley	Head of Education	Tel: 0191 370 4000 <a href="mailto:simonwoolley@beamish.org.uk">simonwoolley@beamish.org.uk</a>
	Beamish			
<b>NE</b>	<b>The Bowes Museum, County Durham</b>	Lisa Jeffries	Education Officer	Tel: 01833 694 602 <a href="mailto:Lisa.jeffries@bowesmuseum.org.uk">Lisa.jeffries@bowesmuseum.org.uk</a>
	The Bowes Museum			
<b>NE</b>	<b>Hartlepool Arts and Museum Service</b>	Naomi Beeley	Learning & Access Officer	Tel: 01429 523 438 <a href="mailto:Naomi.beeley@hartlepool.gov.uk">Naomi.beeley@hartlepool.gov.uk</a>
	Museum of Hartlepool			
	Hartlepool Art Gallery			
<b>NE</b>	<b>Tyne and Wear Museums</b>	Susan Warnock	Principal Learning Officer	Tel: 0191 277 2182 <a href="mailto:Susan.warnock@twmuseums.org.uk">Susan.warnock@twmuseums.org.uk</a>
	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			
	Shibley Art Gallery			
	South Shields Museum and Art Gallery			
	Stephenson Railway Museum			
	Sunderland Museum and Winter Gardens			
	Washington F Pit, Sunderland			
<b>WM</b>	<b>Birmingham Museums and Art Gallery</b>	Jan Anderson	Head of Schools Liaison	0121 303 3890 0121 303 4618 <a href="mailto:Jan_anderson@birmingham.gov.uk">Jan_anderson@birmingham.gov.uk</a>
	Aston Hall			
	Blakesley Hall			
	Museum of the Jewellery Quarter			
	Sarehole Mill			
	Soho House			
<b>WM</b>	<b>Coventry Arts and Heritage</b>	Robin Johnson	Senior Lifelong Learning Officer	Tel: 02476785 308 <a href="mailto:robin.johnson@coventry.gov.uk">robin.johnson@coventry.gov.uk</a>
	Herbert Art Gallery and Museum			
	Lunt Roman Fort, Baignton			
	Priory Visitor Centre			

<b>WM</b>	<b>Ironbridge Gorge Museums Trust</b>	Michael Vanns Maureen McGregor	Head of Education Access & Outreach Officer	Tel: 01952 433 522 <a href="mailto:Michael.vanns@ironbridge.org.uk">Michael.vanns@ironbridge.org.uk</a> <a href="mailto:Maureen.mcgregor@ironbridge.org.uk">Maureen.mcgregor@ironbridge.org.uk</a>
	<i>Blists Hill Victorian Town</i>			
	<i>Coalport China Museum</i>			
	<i>Darby Houses</i>			
	<i>Enginuity, Coalbrookdale</i>			
	<i>Iron Bridge Tollhouse</i>			
	<i>Jackfield Tile Museum</i>			
	<i>Museum of Iron and Darby Furnace</i>			
	<i>Museum of the Gorge</i>			
	<i>Quaker Burial Ground</i>			
<b>WM</b>	<b>Potteries Museums and Art Gallery</b>	Cathy Shingler		Tel: 01782 319 232 <a href="mailto:Cathy.shingler@swift.stoke.gov.uk">Cathy.shingler@swift.stoke.gov.uk</a>
	Etruria Industrial Museum			
	Ford Green Hall			
	Gladstone Working Pottery Museum			
	Potteries Museum and Art Gallery			
<b>WM</b>	<b>Wolverhampton Arts and Museums</b>	Sue Booth or Angela Corbin		Tel: 01902 552 055 <a href="mailto:access@wolverhamptonart.gov.uk">access@wolverhamptonart.gov.uk</a> <a href="mailto:education@wolverhamptonart.org.uk">education@wolverhamptonart.org.uk</a>
	Bantock House and Park			
	Bilston Craft Gallery and Museum			
	Wolverhampton Art Gallery			

<b>Phase 2 Hub Museums</b>				
<b>EM</b>	<b>Leicester City Museums Service</b>	Jim Butler	Education Manager	Tel: 0116 225 4967 <a href="mailto:Jim.butler@leicester.gov.uk">Jim.butler@leicester.gov.uk</a>
	Jewry Wall			
	New Walk			
<b>EM</b>	<b>Lincolnshire Museums Service</b>			
	The Collection, Lincoln	Kathy Holland	Keeper of Visitor & Community Services	Tel: 01522 530 401 <a href="mailto:Kathy.holland@lincolnshire.gov.uk">Kathy.holland@lincolnshire.gov.uk</a>
<b>EE</b>	<b>Norfolk Museums and Archaeology Service</b>			
	Roots of Norfolk, Gressenhall	Colly Mudie	EPDP & Education Manager	Tel: 01362 869 256 <a href="mailto:Colly.mudie@norfolk.gov.uk">Colly.mudie@norfolk.gov.uk</a>
<b>EE</b>	<b>Colchester Museums</b>	Janet Lumley	Education Officer	<a href="mailto:janet.lumley@colchester.gov.uk">janet.lumley@colchester.gov.uk</a>
	Colchester Castle Museum			
	Hollytrees Museum			
<b>EE</b>	<b>Luton Museums Service</b>	Sally Ackroyd	Education & Outreach Manager	Tel: 01582 546 721 <a href="mailto:Sally.ackroyd@luton.gov.uk">Sally.ackroyd@luton.gov.uk</a>
	Wardown Park Museum			
	Stockwood Park Museum			
<b>LO</b>	<b>Horniman Museum</b>	Nancy Lee Preston Until 12 <sup>th</sup> August then: Carolyn Roberts	Schools Education Manager Head of Education	Tel: 0208 699 1872 ext 154 <a href="mailto:npreston@horniman.ac.uk">npreston@horniman.ac.uk</a> Tel: 0208 699 1872 <a href="mailto:croberts@horniman.ac.uk">croberts@horniman.ac.uk</a>

	Horniman Museum			
<b>LO</b>	<b>Museum of London</b>	Frazer Swift	Head of Education	Tel: 0207 814 5771 <a href="mailto:fswift@museumoflondon.org.uk">fswift@museumoflondon.org.uk</a>
	London Wall			
	Museum in Docklands			
<b>NW</b>	<b>Manchester City Galleries</b>	Jas Sohel	Formal Education Manager	Tel: 0161 235 8854 <a href="mailto:j.sohel@manchester.gov.uk">j.sohel@manchester.gov.uk</a>
	Manchester Art Gallery			
<b>NW</b>	<b>Tullie House Museum and Art Gallery, Carlisle</b>	Julie Wooding	Head of Learning	Tel: 01228 534 781 ext 236 <a href="mailto:juliewo@carlisle-city.gov.uk">juliewo@carlisle-city.gov.uk</a>
	Tullie House Museum and Art Gallery			
<b>NW</b>	<b>Bolton Museums, Art Gallery and Aquarium</b>	Dave Edwards	Education & Access Manager	<a href="mailto:Dave.edwards1@bolton.gov.uk">Dave.edwards1@bolton.gov.uk</a>
	Bolton Museum			
<b>SE</b>	<b>Hampshire Museums and Archives Service</b>	Ruth Kerr	Education Officer: Social History	Tel: 01256 332 392 <a href="mailto:Ruth.kerr@hants.gov.uk">Ruth.kerr@hants.gov.uk</a>
		Rod Hebden	Education Officer: Science & Technology	<a href="mailto:Rod.hebden@hants.gov.uk">Rod.hebden@hants.gov.uk</a>
		Both based at: Willis Museum, Old Town Hall, Market Place, Basingstoke		
	Milestones			
<b>SE</b>	<b>Brighton &amp; Hove Museums</b>	Abigail Thomas Julia Basnett		<a href="mailto:abigail.thomas@brighton-hove.gov.uk">abigail.thomas@brighton-hove.gov.uk</a>
	Museum and Art Gallery			
<b>YO</b>	<b>Leeds Heritage Services</b>	Sue Davies		<a href="mailto:Tim.Corum@leeds.gov.uk">Tim.Corum@leeds.gov.uk</a> <a href="mailto:Sue.davies@leeds.gov.uk">Sue.davies@leeds.gov.uk</a>

	Temple Newsam House			
	City Art Gallery			
	Lotherton Hall			
	Armley Mills			
<b>YO</b>	<b>Hull Museums and Art Gallery</b>	Jon Pywell	Head of Education & Lifelong Learning	<a href="mailto:Jon.pywell@hullcc.gov.uk">Jon.pywell@hullcc.gov.uk</a>
	Ferens Art Gallery			
<b>YO</b>	<b>York Museums Trust</b>	Martin Watts	Director of Lifelong Learning	<a href="mailto:Martin.watts@ymt.org.uk">Martin.watts@ymt.org.uk</a>
	Castle Museum			



## Appendix 2

### The nine regional hubs

□ *Regional Museum Hubs*



Appendix 3

Briefing notes

# RENAISSANCE



## WHAT DID YOU LEARN AT THE MUSEUM TODAY? SECOND STUDY

### BRIEFING NOTES FOR MUSEUM STAFF

The Research Centre for Museums and Galleries (RCMG) at the University of Leicester is carrying out a second national evaluation of museum education. The research has been commissioned by MLA, the Museums, Libraries and Archives Council. The evaluation will focus on the outcomes of museum-based learning for school pupils, and to a lesser degree, for teachers. The evaluation is being carried out in the Phase One and the Phase Two Hubs. This is the second of these studies – previous research explored the learning outcomes of school visits to museums in the Phase One Hubs in September and October 2003. You can read the report *What did you learn at the museum today?* at [www.le.ac.uk/museumstudies](http://www.le.ac.uk/museumstudies) Both DCMS and the Treasury said that the evidence from *What did you learn?* was the most compelling evidence supplied by MLA to the last Spending Review, and that this played a significant part in securing the £15 million additional Renaissance funding.

In this second study, schools visiting museums (or being visited by museums as part of outreach work) between September 1<sup>st</sup> and October 31<sup>st</sup> 2005 will be asked to take part in this survey.

Each museum will receive packs of evaluation material. Each pack and all the materials in it have a unique number. Please don't mix the materials from the packs, as this will make the exercise useless.

Each pack will contain one copy of a questionnaire for the teacher to complete (Form A) and multiple copies of a questionnaire for the pupils to complete (Form B). There are two versions of Form B and these will be contained in separate evaluation packs, clearly labelled KS2 or KS3. KS2 pupils should complete Form B KS2, and older students should complete Form B KS3 and above. KS1 and younger children are not being asked to complete questionnaires, but it would be helpful if their teachers completed Form A. In addition, it may be inappropriate to ask some special needs groups to complete Form B, but Form A should be completed if at all possible.

Teachers will be given their evaluation pack at the beginning of their museum visits and are being asked to allow 10-15 minutes at the end of their visit to

complete the Forms. These need to be handed in to the museum staff before the class leaves the museum. While this is a lot to ask at the end of a busy visit, the previous study has shown that if the Forms are not completed at this time, it is highly unlikely that they will be completed at all.

Once the questionnaires have been completed, they can be returned to RCMG using the pre-paid envelope. Please send these as convenient, but be sure to have the last packs returned by November 4<sup>th</sup>.

Very many thanks for your collaboration and help with this evaluation.

# RENAISSANCE



## WHAT DID YOU LEARN AT THE MUSEUM TODAY? SECOND STUDY

### BRIEFING NOTES FOR TEACHERS

This letter may be modified if necessary. It is written in as neutral terms as possible in order not to influence the teachers one way or another, and this tone is important. I think all the important information is given, but you will have your own information that you will wish to add.

Dear .....

### Evaluation of museum education programmes

The Research Centre for Museums and Galleries (RCMG) at the University of Leicester is carrying out a second national evaluation of museum education. The research has been commissioned by MLA, the Museums, Libraries and Archives Council. The evaluation will focus on the outcomes of museum-based learning for school pupils, and to a lesser degree, for teachers. The evaluation is being carried out in the Phase One and the Phase Two Hubs. This is the second of these studies – previous research explored the learning outcomes of school visits to museums in the Phase One Hubs in September and October 2003. You can read the report *What did you learn at the museum today?* at [www.le.ac.uk/museumstudies](http://www.le.ac.uk/museumstudies) Both DCMS and the Treasury said that the evidence from *What did you learn?* was the most compelling evidence supplied by MLA to the last Spending Review, and that this played a significant part in securing the £15 million additional Renaissance funding.

In this second study, schools visiting museums (or being visited by museums as part of outreach work) between September 1<sup>st</sup> and October 31<sup>st</sup> 2005 will be asked to take part in this survey.

Teachers will be given a pack of materials at the beginning of their museum visits. The pack will contain one copy of a questionnaire for the teacher to complete (Form A) and multiple copies of a questionnaire for the pupils to complete (Form B). There are two versions of Form B and these will be contained in separate evaluation packs, clearly labelled KS2 or KS3. KS2 pupils should complete Form B KS2, and older students should complete Form

B KS3 and above. KS1 and younger children are not being asked to complete questionnaires, but it would be helpful if their teachers completed Form A. In addition, it may be inappropriate to ask some special needs groups to complete Form B, but we would value the completion of Form A if at all possible.

We are asking teachers to please help us with this evaluation by allowing 10-15 minutes at the end of your museum visit to complete Form A and the relevant Form B. These need to be handed in to the museum staff before the class leaves the museum. The museum staff will arrange to return the questionnaires to RCMG at the University of Leicester. While this is a lot to ask at the end of a busy visit, the previous study has shown that if the Forms are not completed at this time, it is highly unlikely that they will be completed at all. Life is just too busy! Both Forms were used successfully in the first study and we are confident that they will produce extremely useful evidence for this research. They are not designed to test the pupils (or the teachers!) in any way, just to try to capture immediate responses to the experience at the museum.

We would be very grateful, therefore, if you could help us by allowing 10-15 minutes before you leave the museum. We are anxious to encourage the best possible return rate for these questionnaires. In addition to collecting quantitative data using questionnaires, the researchers are also carrying out interviews and focus groups and visiting schools to capture the subtleties of learning, especially for those pupils who will not otherwise be represented. There is a question at the end of the teachers' questionnaire that asks about whether further contact would be possible.

Can we thank you in advance for your help and co-operation in this research. Your thoughts are immensely valuable, and the responses of your pupils are also of enormous importance.

Yours etc.

## Appendix 4

### Focus groups



## Teacher focus groups

<b>Birmingham Museums – West Midlands Hub</b>	
<b>Date</b>	12 <sup>TH</sup> October 2005
<b>Time</b>	9.30 – 12.00
<b>Venue</b>	Birmingham Museum and Art Gallery
<b>Researchers</b>	Lisanne Gibson Jocelyn Dodd Ceri Jones
<b>Types of Schools</b>	Primary and special
<b>Number of teachers</b>	10
<b>Name of teacher</b>	<b>School</b>
	St Thomas More Catholic Primary School Great Colmore Street Birmingham B15 2AT
	Springfield Primary School Springfield Road Birmingham B13 9NY
	Mansfield Green Primary School Albert Road Birmingham B6 5NH
	Brookfields Primary School 2 Hingeston Street Birmingham B18 6PU
	St Cuthbert's Catholic Primary School Gumbleberry's Close (off Cotterills Lane) Birmingham B8 2PS
	Canterbury Cross Primary School Canterbury Road Birmingham B20 3AA
	Chivenor JI School Farnborough Road Birmingham B35 7JA
	Uffculme (Special) School Queensbridge Road Birmingham B13 8QB
	Bells Farm JI School Brockworth Road Birmingham B14 5YG
	Aston Tower Community Primary School Upper Sutton Street Birmingham B6 5BE

<b>Manchester Museums- North West Hub</b>	
<b>Date</b>	13 <sup>TH</sup> October 2005
<b>Time</b>	9.30 – 12.00
<b>Venue</b>	Museum of Science and Industry, Manchester
<b>Researchers</b>	Lisanne Gibson Jocelyn Dodd
<b>Types of Schools</b>	Secondary
<b>Number of teachers</b>	3
<b>Subject of teacher</b>	<b>School</b>
Science	St Gabriel's Roman Catholic High School Bridge Road Bury Lancashire BL9 OTZ
Art	Trinity Church of England High School Cambridge Street Hulme Manchester
Art	Levenshulme High School Crossly Road Manchester M19 1FS

<b>Exeter Museum – South West Hub</b>	
<b>Date</b>	20 <sup>TH</sup> October 2005
<b>Time</b>	9.30 – 12.00
<b>Venue</b>	Teachers Centre, Great Moor House, Exeter
<b>Researchers</b>	Lisanne Gibson Jocelyn Dodd Ceri Jones
<b>Types of Schools</b>	Primary, Special, Secondary
<b>Number of teachers</b>	9
<b>Name of teacher</b>	<b>School</b>
	Bickleigh on Exe Primary Bellmeadow Bickleigh Tiverton Devon EX16 8RE
	Bickleigh on Exe Primary Bellmeadow Bickleigh Tiverton Devon EX16 8RE & Sandford School

Sandford Nr Crediton Devon
Millwater School Honiton Bottoms Road Honiton, Devon
Budleigh Salterton Primary School Moor Lane Budleigh Salterton Exeter EX9 6QF
Clyst Honiton Primary School Clyst Honiton Exeter Devon EX5 2LZ
Okehampton Primary School Glendale Road Okehampton Devon
Lampard Vachell School St John's Lane Newport Road Barnstaple Devon EX32 9DD
St Cuthbert Mayne Secondary School Trumlands Road St Marychurch Torquay Devon TQ1 4RN
Kentisbeare Primary School Fore Street Kentisbeare Ollerhampton Devon EX15 2AD

Appendix 5

Case-studies

## School case-studies

<b>Whitgreave Junior School</b>	
<b>School</b>	Whitgreave Junior School Goodyear Avenue Low Hill Wolverhampton WV10 9JH
<b>Pupils</b>	Year 3
<b>Staff</b>	Head Teacher Class Teacher
<b>Museum</b>	Wolverhampton Art Gallery
<b>Staff</b>	Schools Officer Art Interpreter

<b>Yarnfield Primary School</b>	
<b>School</b>	Yarnfield Primary School, Yarnfield Road, Tyseley, Birmingham B11 3PJ
<b>Pupils</b>	Year 5
<b>Staff</b>	Class teacher Deputy Head Teacher
<b>Museum</b>	Blakesley Hall, Blakesley Road Yardley Birmingham B25 8RN
<b>Staff</b>	Schools Liaison, Birmingham Museums and Galleries

<b>Downham Market High School and College</b>	
<b>School</b>	Bexwell Road Downham Market Norfolk PE38 9LL
<b>Pupils</b>	Year 9
<b>Staff</b>	History teacher & visit coordinator History teacher KS3 leader Head of year 9 Head of History Deputy Head Teacher

<b>Museum</b>	Roots of Norfolk Gressenhall Dereham Norfolk NR20 4DR
<b>Staff</b>	Learning Manager Education Officer

Appendix 6

Seminar participants

<b>Introductory Seminar</b>	
<b>Date</b>	13 <sup>th</sup> July 2005
<b>Time</b>	11am – 3pm
<b>Venue</b>	Theatre of Park Crescent Conference Centre, International Student House, 229 Great Portland Street, London W1W5PN
<b>Name</b>	<b>Organisation</b>
Nicky Morgan Sue Wilkinson Tracey McGeagh Julie Street Jo-ann Lloyd	<b>MLA</b>
Ceri Jones Eilean Hooper-Greenhill Jocelyn Dodd Lisanne Gibson Martin Philips	<b>RCMG</b>
Sue Davies Tim Corum Jon Pywell Martin Watts	<b>Yorkshire</b> Leeds City Museums & Gallery Leeds City Museums & Gallery Ferens Art Gallery, Hull York Museums Trust
Robin Johnson Jan Anderson	<b>West Midlands</b> Coventry Arts and Heritage Birmingham Museums & Art Gallery
Rod Hebden Ruth Kerr Sharon Bristow Abigail Thomas	<b>South East</b> Hampshire County Museum Service Hampshire County Museum Service Hub Manager Brighton Museums
Sandra Stancliffe	<b>South West</b> Bristol Museums
Jas Sohel Julie Wooding Myna Trustram Dave Edwards	<b>North West</b> Manchester Art Gallery Tullie House Hub Research and Evaluation Officer Bolton Museum and Gallery
Susan Warnock Adam Goldwater	<b>North East</b> EPDP Manager Tyne and Wear
	<b>London</b>



Frazer Swift Carolyn Roberts	Museum of London Horniman Museum
Elizabeth Wilson Jim Butler Kathy Holland	<b>East Midlands</b> EPDP Manager Leicester City Museums Lincolnshire Museums service
Colly Mudie Sally Ackroyd	<b>East of England</b> Gressenhall, Norfolk/ Hub Manager Luton Museum Service

<b>Seminar to discuss emerging findings</b>	
<b>Date</b>	5 <sup>th</sup> December 2005
<b>Time</b>	11am – 3pm
<b>Venue</b>	Institute of Materials, Minerals and Mining, 1 Charlton House Terrace, London SW1 5DB
<b>Name</b>	<b>Organisation</b>
Ceri Jones Eilean Hooper-Greenhill Jocelyn Dodd Lisanne Gibson Martin Philips Anna Woodham	<b>RCMG</b>
Sahar Vagan Batool Khan Hester Abrams Nicky Morgan Sue Wilkinson	<b>MLA</b>
Sue Davies	<b>Yorkshire</b> Leeds City Museums & Gallery
Robin Johnson Jan Anderson Richard Statham	<b>West Midlands</b> Coventry Birmingham Museum & Art Gallery Birmingham Museum & Art Gallery
Rod Hebden Ruth Kerr	<b>South East</b> Hampshire County Museum Service Hampshire County Museum Service
Jas Sohel Julie Wooding	<b>North West</b> Manchester Art Gallery Tullie House

Nicola Simonson	MLA NW
Deborah Herridge Adam Goldwater	<b>North East</b> Tyne and Wear Tyne and Wear
Helen Beale	<b>London</b> Museum of London
Kathy Holland Helen Ward	<b>East Midlands</b> The Collections, Lincoln EMMLAC
Colly Mudie Jenny Duke	<b>East of England</b> Gressenhall, Norfolk EEMLAC

## Appendix 7

List of themes from Form A and coding categories

## List of themes from Form A and coding categories<sup>1</sup>

### Art and Design

3D drawing and mark making  
A sense of place. QCA art  
Abstract Art  
Africa and African Masks - Art/DT  
African Art  
Ancient Egypt - Design  
Andy Goldsworthy / Working in the style of the artist Vincent Cooper  
Containers  
How can we change places (QCA topic asking the class to create a sculpture for an area known to them)  
Identity  
Landscapes  
People in action / movement / portraits  
Portraying relationships  
Self portraits / Investigating Portraits / using 'the artists model' to work from / Natural forms, observational drawing  
Sense of place  
Still life, observational drawing, portraits  
Art / Textiles / Ceramics / Pattern and print  
Digital Arts  
3D construction headwear. Pattern construction structure shape  
Drawing / Painting  
Sculpture  
AS Level Art and Design Critical and Contextual Studies  
British artists  
BTEC National diploma fine art year 2, unit 9 developing and realism  
Colour  
Colour and shape  
Drawing colour from landscape (IGNVQ A& D U5, silk painting IGVNQ A&D U2, 2D visual language IGVNQ A&D U1)  
Fashion, furnishings and ceramics  
Fine Art  
GCSE art and design / GNVQ Art and design / AS Level Art and Design Critical and Contextual Studies  
Looking at the work of famous artists, techniques/textures in painting, colour composition  
Mask Making – Africa / Mexico  
Motivational - Art work to be displayed in school  
Painting and Drawing  
Pre Raphaelite / Arts & Crafts  
Graphics & Photography  
The Human Form

### Citizenship and PSHE

Cultural issues  
Culture and historical. Skills  
Multi-culturalism  
People who help us  
Personal development, ASDAN programme

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<sup>1</sup> Themes coded using the themes from 2003 study (see Appendix 6 of the 2003 report Hooper-Greenhill et al., *What did you learn at the museum today?*) and Qualifications and Curriculum Authority (QCA), <http://www.qca.org.uk/>

## Design and Technology

Containers  
Textiles

## English and Literacy

Creative writing / Extended writing  
Play scripts, report writing  
Report and Descriptive writing  
Story making using imagination / Story telling  
Biography writing / Characterisation  
Storytelling  
Report writing  
Speaking and Listening

## Geography

Benin / Kenya / Africa / Sudan  
Comparative study of York and home  
Settlement patterns/decision making  
Kenya unit of work  
Rivers  
Settlement  
Urban Management  
Inner city regeneration  
Rocks and Soils

## History

1930's Britain / Britain since 1930 / Britain since the war  
Ancient Greeks  
Agricultural revolution - life in a workhouse - rural child  
Ancient Egypt / Egyptian Life  
What can we learn about the past from what has survived  
Civilisation / English Civilisation  
Ancient Greece  
Ancient History / Ancient peoples of the world  
Aspects of the Second World War  
Romans / Roman Army / Roman life / The Celts / Romans in Britain / Romans and archaeology / impact of Roman invasion / Were the Roman's civilised?  
Aztecs  
Black History Month / Black history month including slavery / Black Victorians / African cultures linked with Black History Month  
Industrial Revolution / Britain 1750-1900 / Poor Law / Rural society, workhouse  
Victorians / Children in Victorian Britain / Rich and poor / Domestic life and servants / Education  
World War Two / Children lives in WW2 / Evacuees / Everyday life in Britain during wartime.  
Women's role during WW2 / Home Front Recall / The Home Front / Rationing and food, the soldiers clothing and guns, Dig for victory  
George Stephenson / Mary Seacole  
Georgian Age  
Invasion  
Great fire of London  
Henry VIII and his wives / Living in Tudor times / The Tudors / Explorers and Encounters - travelling the world for spices / difference between rich and poor / Tudors and Stuarts / Clothing and costume  
Historical Enquiry / Historical skills / using sources and the importance of artefacts / The work of historians/ learning from evidence / What is history?

Castles  
 Homes and changes / homes in the past  
 Invaders and Settlers  
 Kingdom of Benin  
 Toys in the past / What Toys Used to Be Like  
 Investigating history  
 Local history/crafts/traditions  
 Industry / Pottery industry / mining and coal industry  
 Sudan: Ancient Treasures  
 Expansion, trade and industry  
 'Me and my world' – comparing life now and in the past  
 People in the past  
 Retail through the ages  
 Saxons and Vikings  
 Social policy history  
 Transport

## Interdisciplinary

Art and History  
 History and Literacy  
 All areas of learning in foundation stage  
 Historical knowledge, cultural awareness, communication skills, observe similarities/differences, artistic/creative skills  
 History / art / English  
 History, literacy, art, rocks and soils - science  
 Ancient Egypt KS2 history, Moving and growing KS2 science  
 Animals - Science, PE - Movement  
 Art - ceramics and history and literacy  
 Art - portraying relationships, History - Romans  
 Art - still life, Geography - location, Literacy - poetry  
 Art - swinging sixties, same areas has helped with Victorian life (history) and the Titanic (literacy)  
 Art and Design - history of design, history - where and how - conditions of working in industrial revolution / Victorian age  
 Art and design, local history, P.S.H.E  
 Art and literacy  
 Art and Music  
 Art and Science  
 Art PSHE Drama identity literacy  
 Art, design, history  
 Art, drama, speaking and listening, history  
 Art and English  
 Art, geography, DT  
 Art, history and literacy  
 Art, literacy, PSHE  
 Art, music, ICT, DT, English, maths and history  
 Art, PSHE, numeracy  
 Art, science, dt, geography, history  
 Art, still life, literacy, speaking and listening  
 Art/ Geography  
 Art/ Geography/ Science  
 Black history month - history, geography, art  
 Black history month, geography, history, DT, art, literacy, RE  
 Black history month, literacy, PHSE, Art,  
 Britain since 1948, literacy and poetry - Alfred Noyes Highwayman  
 Britain since 1930. Life cycles. Still life paintings  
 Buildings - Across literacy / and foundation subjects  
 Casting. ICT. CAD/CAM. Design  
 Communication lang & lit, knowledge and understanding of the world  
 Creative writing, History  
 Cultural, historical, language

D.T. and social skills  
 D+T, Art, emotions, PHSE  
 Dance, drama, dt, music, literacy  
 Developing skills, using knowledge to inspire and stimulate ideas  
 Discovery, communication, knowledge  
 Drama, creative writing, imaginative/creative skills  
 Drama/ Literacy/ PSHE/ History Learning Journey- Upstairs/ Downstairs  
 Dt, History  
 Egyptians - history, dinosaurs/animals - science  
 English - Drama, creative writing, speaking and listening, environmental studies - using the local environment, art, science  
 English -guided writing, RSA - Victorians  
 English, history, geography, art, dt  
 English/ History/ Art  
 Excellence and enjoyment  
 French/Victorians  
 General topic for term is animals - we use topic across all areas; numeracy, literacy, science, art etc  
 Geography / Literacy and English  
 Geography, art  
 Geography, art and design, literacy, music  
 Geography, Art, History + Literature / maths  
 Geography, history, literacy, PHSE  
 Geography/history - seaside holidays now and in the past  
 Geography and history and PSHE  
 Heritage work + Enjoyment + education  
 History, literacy. Art, DT, PSHE, citizenship  
 History and RE  
 History - ancient Egypt, Art - Lowry Picture, Science/geography - Earth in space  
 History - Ancient Egypt, Art - Patterns in Nature, Science - Rocks and Soils  
 History - Ancient Egypt, Literacy, Creative arts  
 History - Ancient Greeks, Art and Design - visiting a gallery  
 History - Art - Design  
 History - Benin. ICT - African Art, Geography - Africa - physical  
 History - Monks life/Evidence, Science - Rocks  
 History - mot of my history is linked to literacy and vice versa  
 History - old and new, DT - levers and clockwork, Science - push/pull/forces/friction materials  
 History - Romans and Celts, English - speaking and listening, reading and understanding  
 History - Science  
 History - speaking listening, literacy - science - PHSE  
 History - study of Romans in Britain - literacy, speaking and listening, art and design  
 History - the Victorians - links to English/citizenship etc on return to class  
 History - the Victorians how we used to live, literacy - speaking and listening skills  
 History - toys old and new. Science - dark and light - electricity and batteries - working toys  
 History - Tudors, Art - portraits, design and technology - Design own Tudor (late) outfit  
 History - Victorian Manchester, Literacy/Art  
 History - Vikings and journeys, Art  
 History - what can we find out about Ancient Egypt from what has survived? Literacy - speaking and listening skills  
 History - WW2 - England focus, English - communication/drama/language, Thinking - develop enquiry - why? - what? - who?  
 History & English  
 History (the Victorians), Literacy  
 History (Toys) literacy - speaking and listening, PHSE  
 History and numeracy  
 History and RE  
 History course work, Some links with D+T - History / use of steam engines - use of iron & steel & its production  
 History English Maths DT Art PSHE Science  
 History how children were affected by the second world war literacy -newspaper reports  
 History KS1 'what were the toys like in the past?' D.T. - moving toys (puppets etc)  
 History through toys, literacy also discreetly covered

History topic - the Victorians, literacy, ICT - digital and movie cameras  
 History topic: Victorians/still life drawing in Art  
 History -Tudor Times Buildings and rich and poor), Dance - Tudor Dance, Art - Tudor Portraits  
 History WWII, first aid (Leeds Heathley Schools), PSHE (working with the Generations Together project)  
 History, Art, Geography, PE (OA), PSHE, ICT (digital photo)  
 History, Design & Technology  
 History, English, Drama  
 History, K & U, creative, communication and language  
 History, Knowledge and understanding of the world  
 History, writing across of the curriculum, art/craft, design/technology, PSHE, moral cultural, spiritual etc, literacy (speaking and listening)  
 History/ Culture/ Sociology  
 History/ Social and Pastoral/ Literacy/ Music/ Drama/ ICT/ Geography  
 History/Geography - the Victorians 'The Family Man Project' - looking at children working creatively with Dad/Granddads (with artist Tony Murphy)  
 Humanities  
 Innovative cross-curricular  
 literacy, history, social skills, fine motor skills, pshe  
 literacy, speaking and listening, art/technology, science - materials  
 Literacy: traditional stories. History: buildings  
 Local geography - Farfield as a settlement, history, music - singing songs - ongoing skills  
 Local history (particularly focussing on the pottery industry) Art (containers)  
 Lowry - art, WWII  
 Maths - shape, History, Science - Buildings  
 Magnets, springs, friction, WWII  
 Mainly history with many cross-curricular links ie. Geography, literacy (follow up work), ICT (follow up work), technology  
 Most of the students have English as a second language so to the workings of a museum, their exhibits and the musical instruments all widen their experience of English  
 Music, art and design  
 Music, dance, art, speaking and listening, geography  
 Music, literacy, PSHE  
 Music/art/3D design  
 Myself - portraits - art science - growing up and changing  
 Ourselves - topic work linking with all subjects  
 Pre-Raphaelite art, Ancient Egypt  
 Project across curriculum (lit, maths, history etc) toys and childhood  
 Romans, literacy  
 Roman case-study in history and mathematical skills in general  
 Science and Art  
 Science and history  
 Science, design and technology, literacy, history  
 Science, DT - designing and making  
 Science, history, D&T  
 Science, history, geography, literacy  
 Science, Literacy, Art, Design and Technology PHSE  
 Science, PSHE, Citizenship, Literacy, History/Geography links  
 Science/ Greek Myths  
 Science/ ICT/ Design and Tech  
 Science/ Local History  
 Sculpture/literacy  
 Sound/science/history/literacy  
 Speaking and listening, history, Art  
 Speaking and listening, literacy, drama, history  
 Specialist school status - innovation in learning. Bringing Maths Alive  
 Study of Africa - geography/art/history  
 Study of Africa as a continent linked to International Understanding as we are following the IPC (International Primary Curriculum)  
 Study/celebration of Black history month - history and art  
 Technology and History  
 The natural world. We looked at the rats as we are covering the great plague and the Pied Piper



This was part of an arts week activity and it also coincided with Heritage Month/Black History month celebrations for the month of October  
Topic - Romans - History / Art  
We are doing an 'African Awareness Week' in which we are looking at a variety of curriculum areas but especially the creative aspects  
We are studying the Victorians this term. We are linking much of our literacy and drama work to this topic.  
We work on cross-curricular topic and so all areas of curriculum will be covered - the focus is obviously history. We teach according to excellence and enjoyment - with active learning.  
Whole term cross-curricular topic - Victorians  
Whole term topic on the Victorians history/literacy/drama  
Woodland (Literacy science) Art, science, PSHE/citizenship  
World Cultures, Knowledge and understanding, Art

## Science and Technology

Animal adaptation and habitats  
Bones / Muscle / Skeletons  
Buildings and Materials  
Forces  
Structures, shelters and buildings  
Sound / making musical instruments  
Materials  
Light and Dark / Electricity  
Evolution  
Forces / Pneumatics  
Moving and growing  
Habitats and Adaptations / conservation / Interdependence and adaptation  
Plant forms  
Magnets and Springs, friction,  
Nature / Patterns In Nature  
Our selves  
Living Things in their Environment  
Changes, rocks and soils  
States of matter - solids, liquids and gases

## Other

Costume from around the world  
9A visit to an Art Gallery  
Assessment objectives for GCSE specification  
Audio guide writing for art galleries  
Don't Follow Curriculum  
GCSE exam syllabus  
GCSE scheme of work  
General educational visit  
General interest, music  
General visit  
German exchange visit  
Learning English  
Leisure Activities  
Language school  
Performance studies  
Performance Studies A2 year B students curriculum part of the Community Performance project.  
Coursework Requirement  
PSD, ES  
Retail and Distribution  
Rovers  
Sightseeing  
Social Skills Work/ Behaviour Skills

The pupils picked the museum for their half-term treat and we obviously wanted to visit the 'Collingwood' exhibit  
Using galleries as teachers, teacher education  
View points  
AS level research skills  
AS Personal Investigation Component  
Big and small (animals)  
Egyptian and Greek Maths  
Maths  
Number and shape, space and measure  
Dance  
Dance and movement  
Health and fitness  
Theology, Buddhism  
The students are Access sociology students and we were looking for pre-modern and modern culture  
Music  
Project on N Africa linked to music - creating a soundscape to describe a Tunisian market  
World music, particularly instruments  
A level Media Studies  
Leisure and Tourism  
Leisure and Tourism- Marketing  
GCSE Unit 3- Assessment Objectives 1,2+3

# Appendix 8

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## Appendix 9

### Research tools

#### 2003

Form A: Evaluation of museum school visits

Form B: My Visit – Key Stage 2

Form B: My Visit – Key Stage 3 and above

Form C: Numerical data collection of pupil usage 2002 & 2003-12-16

Form D: Activities for school-age children during summer holidays 2003

#### 2005

Form A: Evaluation of museum school visits

Form B: My Visit – Key Stage 2

Form B: My Visit – Key Stage 3 and above

Form C: Numerical Data collection of pupil usage 2002, 2003, 2004, 2005

Form D: Impact of Renaissance funding on museums and education

Form E: Museum contact details

## 2003 - Form A: Evaluation of museum school visits

**RENAISSANCE**



# What did you learn at the museum today? Second study

## Form A: Teachers' questionnaire

RCMG at the University of Leicester has been commissioned by MLA to research the value to schools of a museum visit. You can read the report *What did you learn at the museum today?* at [www.le.ac.uk/museumstudies](http://www.le.ac.uk/museumstudies). We value your contribution to this national research study of museums and learning.

Please could one teacher for each class visiting today complete this Form A.

Please ask your pupils to complete Form B.

Please hand the envelope with the completed Form A and Forms B to the museum staff **BEFORE YOU LEAVE THE MUSEUM.**

## Thank you for your help

### YOUR SCHOOL AND THE MUSEUM VISIT

Q1. Name of museum you are visiting today: \_\_\_\_\_

Q2. Name of teacher completing this form (PLEASE PRINT): \_\_\_\_\_

Q3. Date:     /     /2005

Q4. Name of school visiting: \_\_\_\_\_  
(If not a school, please give name of organisation)

Address:

Street \_\_\_\_\_

Village \_\_\_\_\_

Town / City \_\_\_\_\_

County \_\_\_\_\_ Post code \_\_\_\_\_

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Q19. For each of the following potential outcomes from the use of the museum, please could you rate the importance of each one in your view: (please tick one box for each)

	Very important	Important	Neither	Not very important	Not at all important	Don't know
Knowledge and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudes and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoyment, inspiration, creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action, behaviour, progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**YOUR USE OF MUSEUMS**

Q20. Is this your first visit (as a teacher) to this museum with a class? Yes  No

Q21. Did you organise this visit? Yes  No

Q22. Is the work done with the museum today directly linked to the curriculum? Yes  No

Q23. What curriculum areas are you covering in your visit today?

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Q24. Does your school make regular visits to cultural organisations? Yes  No

Q25. In the past two years, have you (as a teacher):

Visited a museum? (Other than today) Yes  No

Used on-line museum resources? Yes  No

Borrowed an object or handling box from a museum? Yes  No

Q26. How important are museums to your teaching?

	Very important	Important	Neither	Not very important	Not at all important
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q27. How satisfied are you with the museum's provision today?

	Very satisfied	Satisfied	Neither	Dissatisfied	Very dissatisfied
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q28. To what extent has the experience of this visit increased your own confidence to use museums as part of your teaching?

	Very likely	Quite likely	Neither	Quite unlikely	Very unlikely
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q29. Has this class completed the 'My Museum Visit' sheets? Yes  No

Q30. Would you be willing to be contacted later in our research? Yes  No

Contact phone number (including STD): \_\_\_\_\_

**Thank you very much for your time. Please return the form to the museum staff.**

**Form B - My Museum Visit**

Key Stage 2

What is your first name? \_\_\_\_\_

What is your age? <input type="text"/>	Are you	Boy? <input type="checkbox"/>	Girl? <input type="checkbox"/>	
<b>Please tick</b>		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
1. I enjoyed today's visit _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I learned some interesting new things _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I could understand most of the things we saw and did _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This is an exciting place _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Visiting has given me lots of ideas for things I could do _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A visit is useful for school work _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The visit has made me want to find out more _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What amazed me most on my visit was...



2003 - Form B: My Visit – Key Stage 3 and above

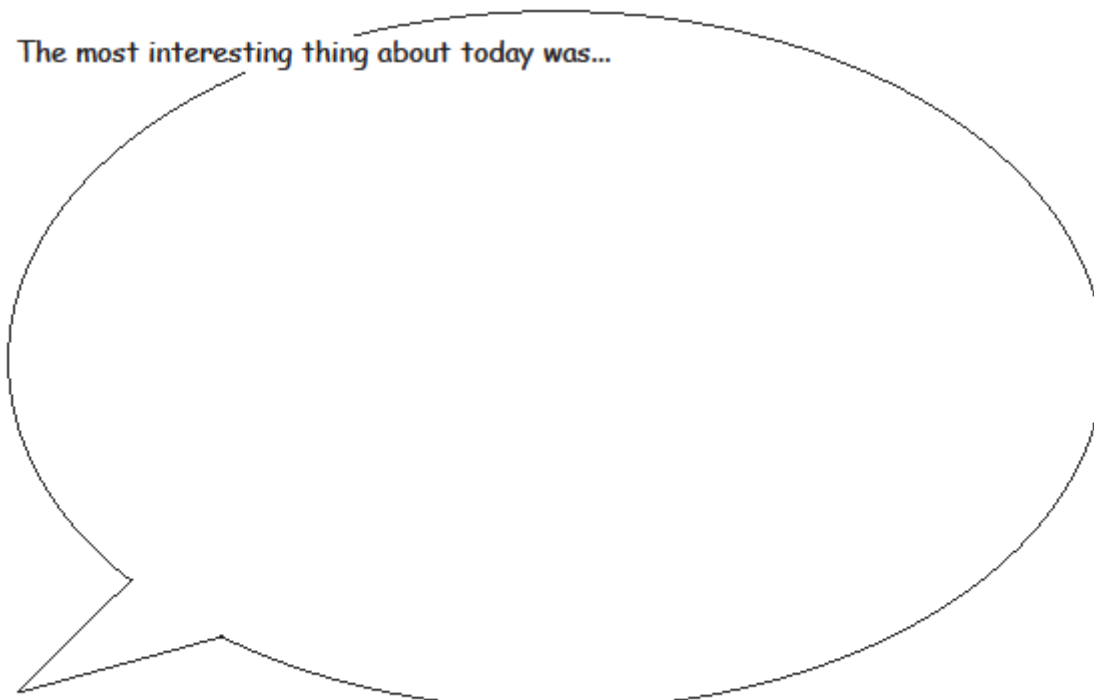
**Form B - My Museum Visit**

Key Stage 3 and above

What is your first name? \_\_\_\_\_

Age	<input type="text"/>	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
<b>Please tick</b>					
		Yes	No	Don't Know	
1. I enjoyed today's visit	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. I discovered some interesting things from the visit today	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. A visit to a museum/gallery makes school work more inspiring	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The visit has given me a better understanding of the subject	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. A museum visit is a good chance to pick up new skills	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The museum is a good place to learn in a different way to school	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I could make sense of most of the things we saw and did at the museum	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I would come again	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. I've left the museum more interested in the subject than when I came	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The most interesting thing about today was...



## **Form C: Numerical data collection of pupil usage 2002 & 2003**

<b>Name of museum</b>		
<b>Name of person completing this form</b>		
<b>Please put the total number of pupils involved in museum activities (including visits to museums, outreach to schools etc) in the table below:</b>		
	<b>2002</b>	<b>2003</b>
<b>September</b>		
<b>October</b>		

# **FORM D: Activities for school -age children during summer holidays 2003**

Name of museum \_\_\_\_\_

Name of person completing this form \_\_\_\_\_

**Please describe in not more than 300 words the types of activities that have been available for school-aged children during summer 2003.  
Thank you.**

Please let us know what the number of participants are for these activities. We only need overall figures.  
 Children means all school-aged youngsters aged 4-18 years.  
 Adults means accompanying adults.

Please complete the table below. Thank you.

Date	Number of children	Number of adults
<b>Total</b>		

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**Renaissance in the Regions DCMS/DfES**  
**Museum Education Evaluation**

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department for  
**education and skills**

**re:source**  
 The Council for Museums, Archives and Libraries





## 2005 - Form A: Evaluation of museum school visits

RENAISSANCE



# What did you learn at the museum today? Second study

## Form A: Teachers' questionnaire

RCMG at the University of Leicester has been commissioned by MLA to research the value to schools of a museum visit. You can read the report *What did you learn at the museum today?* at [www.le.ac.uk/museumstudies](http://www.le.ac.uk/museumstudies). We value your contribution to this national research study of museums and learning.

Please could one teacher for each class visiting today complete this Form A.

Please ask your pupils to complete Form B.

Please hand the envelope with the completed Form A and Forms B to the museum staff **BEFORE YOU LEAVE THE MUSEUM.**

## Thank you for your help

### YOUR SCHOOL AND THE MUSEUM VISIT

Q1. Name of museum you are visiting today: \_\_\_\_\_

Q2. Name of teacher completing this form (PLEASE PRINT): \_\_\_\_\_

Q3. Date:     /     /2005

Q4. Name of school visiting: \_\_\_\_\_  
(If not a school, please give name of organisation)

Address:

Street \_\_\_\_\_

Village \_\_\_\_\_

Town / City \_\_\_\_\_

County \_\_\_\_\_ Post code \_\_\_\_\_

For office use only





Q19. For each of the following potential outcomes from the use of the museum, please could you rate the importance of each one in your view: (please tick one box for each)

	Very important	Important	Neither	Not very important	Not at all important	Don't know
Knowledge and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudes and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoyment, inspiration, creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action, behaviour, progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**YOUR USE OF MUSEUMS**

Q20. Is this your first visit (as a teacher) to this museum with a class? Yes  No

Q21. Did you organise this visit? Yes  No

Q22. Is the work done with the museum today directly linked to the curriculum? Yes  No

Q23. What curriculum areas are you covering in your visit today?

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Q24. Does your school make regular visits to cultural organisations? Yes  No

Q25. In the past two years, have you (as a teacher):

Visited a museum? (Other than today) Yes  No

Used on-line museum resources? Yes  No

Borrowed an object or handling box from a museum? Yes  No

Q26. How important are museums to your teaching?

	Very important	Important	Neither	Not very important	Not at all important
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q27. How satisfied are you with the museum's provision today?

	Very satisfied	Satisfied	Neither	Dissatisfied	Very dissatisfied
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q28. To what extent has the experience of this visit increased your own confidence to use museums as part of your teaching?

	Very likely	Quite likely	Neither	Quite unlikely	Very unlikely
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q29. Has this class completed the 'My Museum Visit' sheets? Yes  No

Q30. Would you be willing to be contacted later in our research? Yes  No

Contact phone number (including STD): \_\_\_\_\_

**Thank you very much for your time. Please return the form to the museum staff.**

**Form B - My Museum Visit**

Key Stage 2

What is your first name? \_\_\_\_\_

What is your age? <input type="text"/>	Are you	Boy?	<input type="checkbox"/>	Girl?	<input type="checkbox"/>
<b>Please tick</b>		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	
1. I enjoyed today's visit _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. I learned some interesting new things _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. I could understand most of the things we saw and did _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. This is an exciting place _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Visiting has given me lots of ideas for things I could do _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. A visit is useful for school work _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The visit has made me want to find out more _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

What amazed me most on my visit was...



2005 - Form B: My Visit – Key Stage 3 and above

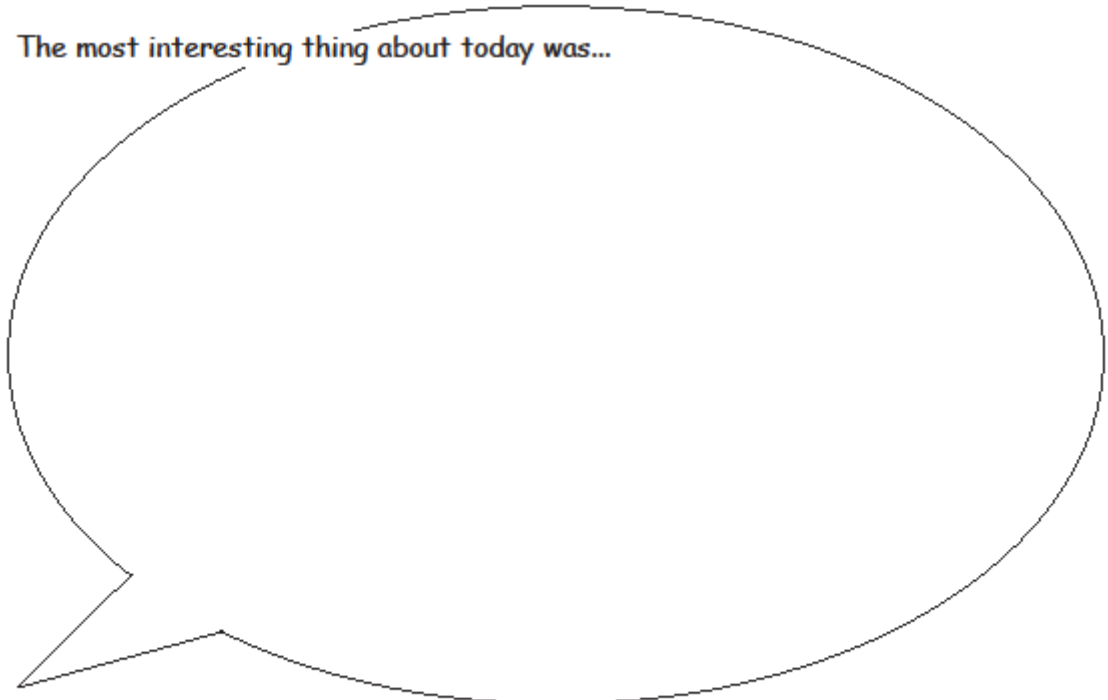
**Form B - My Museum Visit**

Key Stage 3 and above

What is your first name? \_\_\_\_\_

Age	<input type="text"/>	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
<b>Please tick</b>					
		Yes	No	Don't Know	
1. I enjoyed today's visit	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. I discovered some interesting things from the visit today	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. A visit to a museum/gallery makes school work more inspiring	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The visit has given me a better understanding of the subject	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. A museum visit is a good chance to pick up new skills	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The museum is a good place to learn in a different way to school	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I could make sense of most of the things we saw and did at the museum	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I would come again	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. I've left the museum more interested in the subject than when I came	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The most interesting thing about today was...



# RENAISSANCE



## Form C: Numerical Data collection of pupil usage 2002, 2003, 2004, 2005

The Research Centre for Museums and Galleries (RCMG) at the University of Leicester has been commissioned by MLA (the Museums, Libraries and Archives Council) to research the value to schools of a museum visit. The results of the research may lead to increased funding for museum education. This is the second of these studies – previous research explored the learning outcomes and patterns of use of school visits to museums in Autumn 2003. You can read the report *What did you learn at the museum today?* at [www.le.ac.uk/museumstudies](http://www.le.ac.uk/museumstudies). Both DCMS and the Treasury said that the evidence from *What did you learn?* was the most compelling evidence supplied by MLA to the last Spending Review, and that this played a significant part in securing the £15 million additional Renaissance funding.

The information requested will help us with the second study. Thank you for your time in completing this form.

Name of museum / museum service	
Phase 1 or Phase 2 Hub?	
Name of person completing this form	

Please put the total number of school-aged children (5-16 yrs) involved in all Hub museum-related activities during September and October in the table below, to include participation in:<sup>2</sup>

- Visits to the Hub museum by school-aged children (5-16 yrs) in educational groups accompanied by teacher(s)
- Visits to the Hub museum by school-aged children (5-16 yrs) with SEN or from SEN schools
- Organised activities at Hub museums involving school-aged children (5-16 yrs) but not visiting with a school e.g. homework clubs, out of school clubs, Brownies
- Outreach activities involving school-aged children (5-16 yrs) which take 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 their school but in the context of a youth group or community centre activity

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<sup>2</sup> Categories taken from MLA Data Collection Guidelines, 4 January 2005 for Hub Museums, Templates 1-3

Please estimate if not known.

Where figures were collected for the first Renaissance in the Regions research these figures have been included.

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>September</b>				
<b>October</b>				

**Please complete and return this form to Ceri Jones [cj36@le.ac.uk](mailto:cj36@le.ac.uk) by Friday 4 November. Thank you very much.**



# RENAISSANCE



## Form D: Impact of Renaissance funding on museums and education

The Research Centre for Museums and Galleries (RCMG) at the University of Leicester has been commissioned by MLA (the Museums, Libraries and Archives Council) to research the value to schools of a museum visit. The results of the research may lead to increased funding for museum education. This is the second of these studies – previous research explored the learning outcomes and patterns of use of school visits to museums in Autumn 2003. You can read the report *What did you learn at the museum today?* at [www.le.ac.uk/museumstudies](http://www.le.ac.uk/museumstudies). Both DCMS and the Treasury said that the evidence from *What did you learn?* was the most compelling evidence supplied by MLA to the last Spending Review, and that this played a significant part in securing the £15 million additional Renaissance funding.

Please help us with the second study by discussing the issues below with your colleagues before completing this form.

1	Name of Museum / Museum Service	
2	Phase 1 or Phase 2 Hub?	
3	Name of person completing this form	
4	Your job title	
5	Your telephone number/email address	
6	The questions below have been discussed with... (please include their job titles)	

**We would like to know about the impact of Renaissance funding on the management and delivery of school services. Thank you for your time.**

7	How many full-time-equivalent paid education staff in the museum (e.g. 2 part-time staff working 0.75 = 1.5 FTE)	Oct 2003	Oct 2005

8	Have you seen an increase in pupil numbers using the museum?	Yes	No
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9	Have your relationships with schools developed?	Yes	No
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Please tell us how...			

10	Has your support for teachers improved?	Yes	No
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Please tell us how...			

11	In your museum, have you observed a change of use by schools?	Yes	No
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Please tell us what you have noticed...			

12	In relation to museum education, what has been the most significant thing about Renaissance in the Regions?		

**Please complete and return this form to Ceri Jones [cj36@le.ac.uk](mailto:cj36@le.ac.uk) by Friday 16 September. Thank you very much.**

# RENAISSANCE



## Form E: Museum contact details

The Research Centre for Museums and Galleries (RCMG) at the University of Leicester has been commissioned by MLA (the Museums, Libraries and Archives Council) to research the value to schools of a museum visit. The results of the research may lead to increased funding for museum education. This is the second of these studies – previous research explored the learning outcomes and patterns of use of school visits to museums in Autumn 2003. You can read the report *What did you learn at the museum today?* at [www.le.ac.uk/museumstudies](http://www.le.ac.uk/museumstudies) Both DCMS and the Treasury said that the evidence from *What did you learn?* was the most compelling evidence supplied by MLA to the last Spending Review, and that this played a significant part in securing the £15 million additional Renaissance funding.

**1 Please let us know the name of the person in the museum who will be responsible for managing this research**

Name	
Job title	
Museum / museum service	
Telephone number	
Email	

**2 Who will be responsible for receiving the packs and distributing the contents? (this may be different from the person named above)**

Name of Person who will manage the distribution of evaluation packs	
Postal address for delivery of boxes of evaluation packs	
Telephone No. (for DHL delivery enquiries)	
Email address	

**3 In order to distribute the evaluation packs we need to get estimations of the numbers of packs you will need**

Total number of school class visits expected in September and October 2005	
Number of class visits by KS2 and younger	
Number of class visits by KS3/4 and up to age 18 years	

**Please complete and return this form to Ceri Jones [cj36@le.ac.uk](mailto:cj36@le.ac.uk) by Wednesday 20 July. Thank you very much.**