

# School and Academy Engagement with Museums

A review of School and Academy engagement with Museums across the Bedford, Central Bedfordshire, Essex, Hertfordshire, Luton, Thurrock, Southend and North Kent.

Beverly Jones  
Headteacher and Museum Learning Consultant  
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to connect young people with great  
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## Introduction

### The Researcher

Beverly Jones has worked across all 11 local authorities in the East of England leading education improvement and change agendas on behalf of the Government. She began working with museums in 2004 as part of the Extended Schools agenda and has continued to provide updates on the way schools work to museum staff across the East of England. She trained as a Drama teacher and has served as a Headteacher in two Cambridge secondary schools who actively engage with museums.

### Introduction

The 2010 white paper *The Importance of Teaching* states that children should be given a rich menu of cultural experiences. Local museums aim to enrich the cultural experience of children in schools near to them. Museums in the Royal Opera House Bridge region are keen to maintain and develop relationships with local schools. Schools and academies also visit London museums. The research considers the opportunities and barriers to engagement with museums in general and specifically local museums.

The focus for the live research was based around three areas:

- The Higgins in Bedford (*re-opening shortly*)
- North Hertfordshire Museum Service
- Chatham Historic Dockyard Trust

A total of 20 schools participated in workshops based at the three museums. In some cases there was more than one representative from the school. Advisers and Museum staff were part of the three workshops supported by ROH Bridge managers.

Telephone interviews and an online survey provided feedback from the Bridge area. 46 schools contributed to the telephone and online survey research. In total 66 schools contributed to this research.

All of the schools who contributed to the research are in favour of museum, arts and cultural engagement. Schools volunteered to contribute to the online and telephone research and attend the workshops.

## 1. Key Changes in Education Policy Influencing the way Schools Work

### 1.1

The Department for Education is committed to giving greater autonomy to schools; giving Headteachers the lead responsibility for what is delivered in the school and how it is delivered. The increase in Academies is designed to create independent schools, publicly funded. Academy conversion is actively promoted by the Department for Education as a solution to low standards of achievement. The Free School model is designed to enable parents and members of the community to set up their own school. How a school or academy engages with museums is therefore dependent on the Governors and Head incorporating this into the vision and strategy for the setting. Museums will need to identify a champion on the Governing Body. The champion can be briefed by the museum about possible links with curriculum, inclusion or other aspect of school provision.

### 1.2

The Curriculum in each school is influenced by the status of the school. Academies and free schools are able to determine their own curriculum, within the boundaries explained in their funding letter. This includes Maths, English, Science and some Religious Education. Maintained schools are also encouraged to create a curriculum that is best suited to the needs of their children and young people and should not feel constrained by the National Curriculum. Museums need to obtain the curriculum policy for a school or academy it is seeking to engage. If there are theme days or weeks in the year this will be an opportunity for the museum to make an offer. The structure of the day is important to understand to create activities which fit in with school timings.

### 1.3

Pupil Premium funding has been introduced to provide children identified in need of free school meals with additional resources to enhance their ability to engage with all aspects of learning. The funds go direct to the school with the use determined by the Headteacher and method of distribution published on the school website. Free School meals children are a group that are focused on by Ofsted.

If the museum is able to offer something specific, perhaps supporting “know yourself” as a theme then the pupil premium funding could appropriately be used for the activity.

### 1.4

The inspection framework for schools changed in September 2012. Ofsted will use national pupil achievement data to inform their approach to the inspection. The inspection will take place with half a day notice to the school with a telephone call at midday the preceding day. If a school receives a requires improvement judgment this affects the Headteacher directly as their post becomes vulnerable when there are more than two inspection judgments at this level. Schools that are waiting for an inspection will often be reluctant for pupils or staff to be away from school on a visit as they await the short notice.

### 1.5

The role of the Local Authority (LA) has changed since 2010 from strategic lead to strategic partner. Schools Forum, a statutory body whose members include Governors and Heads determine the levels of funding retained by the LA to provide services to schools. The Department for Education has reviewed the legislation relating to Schools Forums, proposing to revoke and replace the Schools Forums Regulations 2010 with updated regulations. See <http://media.education.gov.uk/assets/files/pdf/s/schools%20forum%20-%20operational%20and%20good%20practice%20guide.pdf> for details. This means the sums schools receive will change and how they spend will vary considerably from school to school. There will be less ‘top sliced’ funds to support central services.

### 1.6

In most Local Authorities in the East of England there are reduced School Improvement and Advisory teams. The remaining team does not necessarily include a champion for museums. Local Authorities retain powers of intervention where a school is identified with “serious weakness” by Ofsted. This may include the appointment of Governors. Apart from that schools engage with the Local Authority by choice.

### 1.7

Teaching Schools have been designated by the National College for School Leadership since 2011 to deliver on the 'Big Six' for their alliance schools. The alliance will typically be 10 – 20 schools and often in one geographic area. The Central Bedfordshire Teaching School website is a good example of how this works in practice as they are in partnership with the LA : [www.cbtspl.co.uk](http://www.cbtspl.co.uk)

Teaching Schools are a key route into a group of schools now that the LA has no responsibility for schools outside intervention. The Teaching Schools 'Big Six' are:

1. Play a greater role in the training of new entrants to the profession
2. Lead peer to peer professional and leadership development
3. Identify and develop leadership potential
4. Provide school to school support
5. Designate and broker Specialist Leaders of Education
6. Engage in Research and Development

## 2. High Engagement Schools

A high engagement school relates to museums in an open manner on a frequent basis. It takes responsibility for ensuring pupils have knowledge and understanding of museum based learning.

### 2.1

A high engagement school ensures that every pupil has at least one experience of a museum during their time at the school and actively encourages arts and culture experiences. The schools willing to participate in the survey were keen to celebrate their strength in this respect. Most gave examples of a number of different experiences for pupils during their time in the school. From the online survey group, 52% of schools reported that 90 or more children experienced a museum visit in 2011-12. There were some themes that emerged as good opportunities for museum engagement, particularly Key Stage 2 History and Art and History in Secondary Schools.

### 2.2

High engagement schools have a Head and Governing Body who support the benefits of learning outside the classroom and encourage

the staff to develop opportunities. One Primary teacher described the transformation in six months with the arrival of a new Head who encouraged visits outside the classroom and improvement in pupil motivation as a result. In small primaries through to large secondaries the levels of engagement depend upon a 'Can do' attitude amongst staff. This has led to a positive relationship with the local museum or established routines for transport and booking of venues further from the school.

### 2.3

The level of support from administrators is a key role in securing high engagement particularly in the Primary Schools. Office administrators described how they undertake all the arrangements for the teacher from booking through to financial management of parent contributions and support on the day of the visit. In one secondary school there is a manager dedicated to this work who does not have a teaching contract and she supports the local primaries as well. Her knowledge and understanding of the range of opportunities enables small groups and whole classes to engage with a diverse range of venues and experiences. Many of these are in the evening.

### 2.4

High engagement schools can generally be identified by their website. There are photographs of young people engaged in activities outside the classroom. They will often have gained an Artsmark or continue to celebrate their Secondary Specialism designated in the last decade. For example they are a Sports or Science college.

### 2.5

All of the schools surveyed confirmed they have funds to ensure that all pupils can access activities outside the classroom. Most schools that attended the focus groups felt £6 is a reasonable contribution towards cost that families are able to respond to. The online survey revealed similar results with 74% agreeing £5-10 was a reasonable contribution to make. Trips to London are attractive to families and all families, regardless of income, are more willing to contribute to a trip to London where they see the visit as much more than the venue that the day will be spent at. Pupil Premium had often not been considered as a funding source.

## 2.6

Annual visits to a local museum will be a planned part of the school year. Those schools with museums within walking distance will make frequent use of the museum for pupils of all ages. In Medway, the primary schools confirm they walk to a range of cultural experiences. Overall, the research indicates the number of school visits to museums and other cultural spaces is being maintained across the region.

## 2.7

In High Engagement schools staff appreciate how museum based learning can stimulate a love of learning for disadvantaged and disaffected children and young people. In some cases a relationship with the local museum has helped to support with this. The member of staff at the school and the museum based staff plan the experience together to make the most of the time and resources. There is often a member of staff who feels their life is enhanced by having a relationship with the museum and they are committed to sustaining the relationship.

## 2.8

The majority of schools link the museum experience to the History and English curriculum. Some view it as Art and Personal, Social, Health education. At Hitchin Museum there was strong representation about the value of the museum to the Art curriculum.

With the new inspection framework a museum needs to map the offer to schools against Spiritual, Moral, Social and Cultural education. This will often attract a wide range of staff.

In addition there it is important to demonstrate how access to the facility might provide opportunities for Art. Pupils might come to the museum to draw or observe.

Learning about heritage and communities is part of Personal, Social and Health education and should be promoted to the school. In addition the space can be used for large or small groups and it is helpful if there are prepared lessons, so that the teacher can have an idea of the way the museum can work. Useful guidance about SMSC can be found on the DfE website.

Hertfordshire have useful tools on their website:

[www.thegrid.org.uk/leadership/sse/tools.shtml](http://www.thegrid.org.uk/leadership/sse/tools.shtml)

## 2.9

Where a school has ongoing engagement with a museum it is because the museum makes it easy for them to engage and provide evidence of learning. Transport and domestic arrangements are supported by the museum. There is high quality learning materials and often a teaching environment at the larger museums. Where there is active and frequent use of artifacts and materials in the classroom schools reported this will often be because of an established relationship and routine with the museum. The schools in the sample were often frequent users. High engagement schools have high expectation of the venue and enjoy the classrooms and pre-packs that are offered by London museums.

## 3. Low engagement schools

A school with low engagement makes no plans to guarantee museum based learning for all pupils. They are likely to respond to one off opportunities or be dependent on the interests of a single member of staff in the school.

### 3.1

Schools with low levels of engagement with museums, in general, were not represented in the survey or at the workshops. Local Authority advisers were therefore consulted for advice about the lack of engagement with museums by some schools. The workshops with schools considered what contributes to low engagement and confirmed a similar range of features:

- Low standards of attainment in the school and subsequent risk of poor Ofsted judgments lead the school to believe that activities outside the classroom are not essential.
- Lack of confidence about the engagement of pupils in an activity off site due to poor behaviour prevents staff planning a visit.
- Lack of confidence about the parent and family ability to contribute to the activity both financially and practically is a perceived barrier.

- Museum based learning is not viewed as essential by the school leadership. Alternatively school leaders not see it as desirable for staff to spend time managing and accompanying a visit when the focus needs to be on teaching and learning in the classroom.
- The personnel at the local museum are perceived as not making it easy for schools to engage with them.

### 3.2

Braintree Museum is an example of a museum with reducing school attendance. In telephone interviews with Braintree schools they confirmed that the decline in engagement with the local museum had been as the result of a member of staff with established relations leaving. They also admitted overlooking the local museum in favour of museums at a distance and said they would reconsider.

## 4. Challenges for Schools

All three workshops and schools surveyed confirmed the following challenges:

### 4.1

#### Time

- Time to incorporate museum experiences into the work of the school requires time to identify how the experience will improve teaching and learning. The specific activities that take time are the research and pre-visits to local venues.
- Time to build a relationship with the personnel at the museum. Time to create a plan for the pupils that incorporates the museum offer and is able to be assessed and recorded.
- Time to ensure that safeguarding and risk management conform to national guidelines.
- Time to administer the communication with parents and management of the budget, including receipt of parent contributions.

### 4.2

#### Cost

Increased coach costs have resulted in requests for higher financial contributions from parents. Visits to local museums often cost the same as travelling a longer distance and therefore schools prefer to travel a distance making the journey an additional benefit to the visit.

### 4.3

#### Knowledge of the Museum offer

How to find out about local and national museums is not known by staff in schools. Easy access websites and pro-active museums are thought to be beneficial. Visits are considered to be the best way to find out, but they are not automatically included in training and development opportunities for new staff by the school. Knowledge depends upon an initial interest from staff in the schools prompted by their training or local knowledge. Staff will often travel to and from the school site to their home some distance away and not have knowledge of the local area.

### 4.4

#### Curriculum demands linked to assessment requirements

The importance of securing grades that contribute to the school achieving above the floor targets for KS2 SATs and GCSE place emphasis on classroom practice. Teachers are reluctant to take children out of the school and miss crucial contact time for teaching assessment technique. The priority for assessment is Maths, English and Science.

### 4.5

#### Teacher workload

Teachers will often prepare and deliver a full day of teaching with no time to make the telephone calls and liaise with the staff who can support with an activity.

### 4.6

#### Previous experience of leading activities outside the classroom

Workload and Time issues are of particular concern to those staff who have not led an activity outside the classroom. In particular, they will not have an established relationship with the museum.

#### 4.7

##### Risk/ Safeguarding

The procedures for Risk and Safeguarding are well known. Some staff are reluctant to embark upon an activity that requires them to assume accountability in these important two areas.

### 5. Opportunities for schools

#### 5.1

The respondents to the surveys confirmed that working at a museum provides an experience that is multi sensory. This inspires pupils of all abilities and preferred learning styles. The experience is also rewarding for the accompanying staff leading to outcomes during the visit and in a range of ways back at school. This might include writing, speaking, listening and recording. A number of staff described museum visits as providing the “Wow” factor with pupils engaged in the venue, with the staff and as a result learning in a different way.

#### 5.2

Museum staff were considered a specialist resource by many of the Primary schools undertaking theme based visits. Victorians, Dickens, Egyptians were given as examples. In telephone conversation with the Medway schools they commented how important it was for the children to visit the dockyard. In Braintree a Head recalled in the past how a visit to the museum had been helpful to understand local context. At the Hitchin workshop all of the schools felt the museum helped their groups appreciate the place where they live.

#### 5.3

Secondary School staff highlighted the benefits for poorly motivated students. Work related activities and specific projects can help young people improve their post 16 chances. Small group work away from the school site is regarded as a benefit and local museums can provide a relevant and welcoming setting.

#### 5.4

This diagram summarises the contributions from workshop participants as to how locally based museum based learning enhances teaching and learning. It shows how initial engagement with a museum builds in layers to ultimately improve life chances.

- The diagram shows the foundations are based in a young person knowing who they are and where they live. A museum can offer an understanding of this.
- The second layer is the opportunity to learn through sight and sound and touch also smell and taste as museums create a learning experience.
- The third layer is for a child or young person to gain subject knowledge through the museum.

The three layers will then provide the stimulus for learning which can be assessed through speech, listen, write, record.

- The fourth layer demonstrates the impact of the other layers as a child or young person becomes motivated and archives. The final layer is the improved life chances gained through the museum based experience.



Participants at the workshop felt that all children and young people benefit from engagement with their local museum to know who they are and where they live. The different layers need to be worked through in a way that is relevant to specific groups to secure improved life chances. This might be volunteering or classwork.

## 6. Recommendations

The way forward was discussed at the Chatham Historic Dockyard Trust, the final workshop. It is a staged approach.

### 6.1

#### Build relationships between Schools and Museums

A personal relationship between a member of the school workforce and the museum is the key to active engagement by the school. From the schools surveyed, only 19% of schools knew the name of their local museum contact.

There are members of the school workforce who will initiate this relationship, however, if the museum is keen to ensure that a broad range of children and young people engage from a cross section of schools this will need to be initiated by the museum.

- Know the names and websites of all of the schools in your geographic area. These can be found in the admissions booklet published by the Local Authority.
- Identify schools within walking distance as those surveyed highlighted the benefit of not requiring transport.
- Research school websites for those schools you are seeking to target. Identify a name of a member of staff who leads activities outside the classroom or a member of staff who has a role in relation to activities outside the classroom.
- Contact the office staff as your first point of contact. In many of the primary schools surveyed the office staff were contributing to the business arrangements for museum engagement and often also accompanying. This group of professionals is probably a group who could be developed in their knowledge and understanding of the museum and act as a school based champion. They live locally whereas staff may travel to the school and will help identify who can be of assistance on the staff.

- The Teaching Schools have links through to many schools and have their own administrator. Look at the Teaching School website for a contact.

### 6.2

#### Explore possibilities for Museum engagement

- The staff were all enthusiastic about using museums where the curriculum links had been identified by the museum. This saves the Teacher spending time researching the links. Many felt that London museums do this very clearly.
- Schools like to engage with museums where the catering and learning space arrangements are made clear. Storage of bags is felt to be crucial.
- Schools appreciate boxes of artefacts and learning materials provided the link with the curriculum has already been identified by the museum and the museum will arrange delivery and collection. Where there are established relations this did not seem to be as much of a challenge, however, the online survey revealed on 17% of schools are regularly borrowing handling resources.
- Headteachers encouraged the museum to be proactive and forceful when marketing the offer. They appreciate precise information about timing, cost and impact of any school based activity. They described how they adopt offers from organisations that provide an offer that is pre-matched to the work of the school with the requirements from the school made explicit. E.g. Assembly plus one hour, projector required. Ratio of staff to students made clear, equipment required.

### 6.3

#### Planning for museum engagement

- Spring Term is when schools begin to make decisions for the following academic year. In Secondary schools work on the timetable will begin. Therefore the museum needs to ensure that they are incorporated into plans. Autumn Term is a key opportunity to promote what is available.

- Museums should host twilight planning sessions. Where possible they should invite a local teacher to co-host. It may be that the session is better if it is held in a school.
- At the workshops success was measured by the number of schools who engage regardless of whether these schools include children and young people who are familiar with museums or not. Each county has data available to the public with statistics about the demographics. For example in Hertfordshire: [www.hertsllis.org](http://www.hertsllis.org). This gives an indication of the areas where a museum based learning experience will be particularly important.
- The benefit of targeting areas of deprivation is that the pupil premium funds are available to legitimately support museum based engagement. It is the children and young people in these communities who are least likely to have a museum based experience offered by their families and therefore are in need of the experience.
- The free school meals data for each school will also give an indication into levels of need.

#### 6.4

##### Positive activities with the museum

Each museum needs to be confident about leading the schools through the available resources and promoting possible links to the work of the school.

The workshop at Bedford Museum included a presentation about the art resources. It was evidence of how schools will respond to the resource and do not always need the museum to wait for the teacher to identify how the resource links to the curriculum.

All staff are keen to take children out of the classroom. The majority of schools had clear process for doing this including policy documents or Local Authority guidance. None of the respondents saw Safeguarding or risk management as a threat.

All schools welcome pre-prepared materials for the pupils to undertake and clear advance material with risk management and safeguarding covered.

#### 6.5

##### Positive Outcomes

All schools need to feel confident that engagement with the museum will contribute to teaching and learning in a way that meets Ofsted standards.

The schools described a range of outcomes from stimulating writing to technology and art and support for History. The Ofsted judgements about Spiritual, Moral, Social and Cultural Education are directly linked to the “awe and wonder” that teachers repeatedly described as part of the museum experience. This was particularly the case for primary school children.

The staff who actively engage with museums described a positive impact on their own lives and had often visited with their families.

Offering museums as a venue for staff training days brings in a wide range of staff.

#### 6.6

##### Measuring Impact

Museums need to demonstrate how their work has had an impact on pupil attainment.

Examples of the direct impact of museum engagement are not easily available. Teachers described the short term impact with improved motivation or productivity and how the experience had led to ongoing work on the school site.

To assess impact the museum needs to have baseline data for the pupils they are working with. The data does not need to be just achievement data. Depending on the group you might want to have attendance data, behaviour statistics and learning targets. The museum could then ask for the school to review these one month after the visit.

It may be that attendance has improved through improved motivation. It could be that handwriting has improved because the youngster was inspired to write by their visit.

## 6.7

### Overview

1. Museum staff need to be confident about how to research their local schools using the school websites. What to look for and how to make contact with the school. Time invested in this will ensure the museum is reaching the right number of schools and the right pupils.
2. Primary School office staff are familiar with the way the school works and how museum related activity would fit. It is important to view them as a key relationship and build this relationship. They will then act as champions for the local museum.
3. Secondary School Gifted and Talented co-ordinators are a useful contact as they are seeking new and different opportunities for children and young people.
4. Inclusion leaders in all sectors are interested in ways to engage disaffected and disadvantaged young people and are good contacts.
5. Schools within walking distance are a target group. Advice on how to walk in large groups is available and can be offered by museums.
6. Stands at the Headteacher conferences held on an annual basis can help raise the profile of the museum. It is important that schools are aware who is the chair of the Primary, Secondary and Special School heads forum.
7. Local museums need to focus on an offer that is distinct from London museums and aim not to replace the London experience which is considered to be more than the visit to the museum itself.

8. Materials to help teachers provide evidence of learning to demonstrate the impact of a museum visit or use of artefacts help confirm the benefits of engagement.
9. Trainee teachers in local settings are a key way to promote museum based learning. As Teaching schools play a more active role in teacher training an input about the museum will be helpful in securing support.

This link takes you to the full list of teacher training providers:  
[www.education.gov.uk/get-into-teaching/teacher-training-options/itt-routes/choose-a-course/universities-colleges](http://www.education.gov.uk/get-into-teaching/teacher-training-options/itt-routes/choose-a-course/universities-colleges)

## 7.1

### Training Needs

1. Relationship with schools – A workshop for museums on key education changes that incorporates opportunities identified in this report.
2. Possibilities for learning – The benefits of engaging disadvantaged children and young people. A programme providing information to school staff and museum staff.
3. Gifted and Talented – How to create bespoke opportunities that demonstrate impact on teaching and learning for those who seek extension activities. A programme for school staff and museum staff.
4. From start to finish – making the engagement with the museum positive from ideas to impact. A programme that focuses on schools in walking distance of the museum.
5. Measuring the impact of museum based learning to demonstrate to Ofsted how it has enhanced the spiritual, moral, social and cultural experience for pupils.

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focuses on schools in walking distance of the museum.

5. Measuring the impact of museum based learning to demonstrate to Ofsted how it has enhanced the Spiritual, Moral, Social and Cultural experience for pupils.

### 7.2

Cross sector networks can be created using the Teaching Schools. The alliance for each teaching school includes a cross section of schools and many include special schools. In addition there are National College Local Leaders of Education who could be asked to champion museum based learning.

Individuals can act as local champions. At each workshop there were individuals who can champion and host events on school sites or co-host events with the museum. Networks focused on a specific geographic area are popular.

All networks need to be in the session known as “twilight” between 4.00 p.m. and 5.30 p.m. Participants at the workshops confirmed that staff are available to come out of school for a half day.

Chairs of Headteacher networks will be able to advise on how museums can best reach Headteachers. Details of the Chairs can be found via the National College or Local Authority websites.

“When reporting inspectors must also consider the spiritual, moral, social and cultural development of pupils at the school the extent to which the education provided by the school meets the needs of the range of pupils at the school and in particular the needs of disabled pupils and those who have special educational needs.”

*Ofsted 2012*

## References

Appendix 1

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<http://secure.essexcc.gov.uk/vip8/si/esi/dis/content/index.jsp?sectionOid=895&channelOid=18488>

Thurrock  
[www.thurrock.gov.uk/education/schools/](http://www.thurrock.gov.uk/education/schools/)

Southend  
[www.southend.gov.uk/info/200086/schools\\_and\\_colleges/1342/improving\\_learning\\_together/1](http://www.southend.gov.uk/info/200086/schools_and_colleges/1342/improving_learning_together/1)

Bedford Borough Schools and Contact details:  
[www.bedford.gov.uk/education\\_and\\_learning/idoc.ashx?...](http://www.bedford.gov.uk/education_and_learning/idoc.ashx?...)

Bedfordshire catchment areas:  
[http://www.bedford.gov.uk/education\\_and\\_learning/schools\\_and\\_colleges/school\\_admissions/school\\_catchment\\_areas.aspx](http://www.bedford.gov.uk/education_and_learning/schools_and_colleges/school_admissions/school_catchment_areas.aspx)

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<http://www.hertsdirect.org/services/edlearn/admissions/nearest>

Luton Schools  
[http://www.luton.gov.uk/education\\_and\\_learning/schools\\_and\\_colleges/school%20admissions/Pages/default.aspx](http://www.luton.gov.uk/education_and_learning/schools_and_colleges/school%20admissions/Pages/default.aspx)

Essex Schools  
[www.essex.gov.uk/Education-Schools/Schools/Admissions/Pages/Finding-a-School.aspx](http://www.essex.gov.uk/Education-Schools/Schools/Admissions/Pages/Finding-a-School.aspx)

Southend Schools  
[www.southend.gov.uk/info/200131/school\\_admissions](http://www.southend.gov.uk/info/200131/school_admissions)

Thurrock Schools  
[www.thurrock.gov.uk/education/schools/content.php?page=admissions](http://www.thurrock.gov.uk/education/schools/content.php?page=admissions)  
Medway Schools <http://www.medway.org.uk/>

## Appendix 2

### Online Survey – School feedback

#### *Who responded*

Total Number of Respondents	68
Senior Managers	61%
Teacher/Curriculum Lead	39%

#### *Phase*

Early Years/Infant/Junior ( Primary)	74%
Secondary	21%
Middle (Years 3 – 8)	5%
Upper	0
Special	0
Education Other than at School	0

#### *Local Authority*

Essex	12
Hertfordshire	2
Southend	6
Thurrock	11
Bedfordshire	7
Medway	0 ( invitation sent via Teaching School)

### Museums schools engage with

50 - 60% - Local, Regional, National Museum at least once per year.

#### Key organisations

British Museum; Science Museum; Imperial War Museum; The Tate; National Gallery; Royal Observatory Greenwich; Local Museums

#### Pupil Age group

Majority KS1 and KS2 which reflected the returns from Primary.

### Examples of What museum based learning brings to pupils

- Curriculum enrichment
- Learning beyond the classroom
- Local opportunity to learn outside the classroom.
- “Exciting” visits to London.
- Whole school access to cultural opportunities
- KS2 selected by staff for visits because of ability to manage travel and content

Secondary : Support for GCSE ( Difficult for KS3 to miss a day off timetable.)

#### Policy

Learning outside the classroom policy	70% have copy
Not sure if there is a school policy	15%
No answer about policy	15%
Templates to manage activities outside class	44% have templates or guidance.
	32% No guidance
	23% Unsure

Number of pupils in the school with museum based experience in 2011 – 212

90 Children 52% of schools

#### Reasons to pick a museum

- Curriculum links
- Cost
- Safety
- Familiarity with the museum
- Distance from school

#### Benefits of a London museum

- Quality of resources and architect
- Visit to London as a place is also important.

#### Local Museum

Name of staff at museum 71% did not know name.

Volunteer opportunities	
Know of opportunities	14%
Don't know	31%
No	54%

- What represents value for money
- Engaging activity
  - Curriculum links
  - Travel and entry – lower priority

Parental contributions	
£5-£10	51%
£10 maximum	23%
Over £10	26%

Handling Collections/Artefacts borrowed from museum	
Regular	17%
Occasional	40%
Never	42%

Guidance from the museum on how to use collection ( 17% respondents)	
Advice given by museum	39%
Unsure	42%
No advice	19%

#### What makes a museum effective?

- Interactivity
  - Relevance of experience (resources, workshop format, curriculum links)
  - Skilled education staff
1. Quality of the input from the museum staff – knowledgeable staff offering learning in interactive style
  2. Bespoke workshop planned in advance between school and museum
  3. Interesting and accessible displays for children
  4. Relevant collections
  5. Opportunities for children to engage / interact / become immersed in what life was like - e.g handling artefacts dressing up, drama/role play.
  6. Good displays
  7. Context e.g. specific rooms to explore like a Victorian schoolroom or Tudor kitchen.

Named member of staff in school for arts, culture, heritage	
No	52%
Yes	33%
Unsure	15%

#### Safeguarding Requirements

Established standard risk assessments and other proforma Health and Safety templates in place for all respondents

Other:

Pre-visit by the lead teacher

High ration of adults to children for the visit (both school staff and parent volunteers).

#### Number of visits

There appears to be no trend in reducing the number of visits.

22. What three things could a museum do that would encourage your school to work in partnership with them over the academic year 2012/13?

The full set of answers are as follows:

- Free entry
- Tailored visits - to a project
- provide transport
- Come into schools and excite the children. Enthuse them into visiting the museum.
- Link workshops to our current topic/s
- keep the price down
- More visits to school that involve actual teaching
- understand how children learn
- Make links to enable school to work together beyond a day visit - maybe online resources.
- come and see me
- Understand that we have 90 to 120 children in a year group
- Availability of free entry
- Send us information
- More in school visits
- Subsidise costs
- Relevant collections to borrow in school
- Better "publicity" over what museum can offer / special events
- engagement

- hold experience days
- more interactive activities
- Offer exhibits that relate to the current curriculum
- Easy access
- Provide resources for before and after the trip.
- Survey learning topics
- curriculum engagement
- Cost is always an issues in getting students to attend and providing staffing
- Regular contact with the school
- Offer fully interactive displays
- Send promotional information
- Up to date and relevant to curriculum exam board exhibits
- museum staff to accompany visits and explain collections
- curriculum activities
- Deliver appropriate content for age group visiting
- Have relevant exhibitions to learning
- Free resources
- provide non paper based research tasks
- Have a person who could suggest ideas or resources or visit that would be relevant to topics taught in school beyond what perhaps teachers would ordinarily consider.
- Accept that bookings cant be confirmed until we have sorted transport out
- Ideal conditions for children - places to leave coats bags packed lunches place to eat lunch inside etc
- Increased links thru website / email
- Give free pre-visits to staff
- Good links/ information/ visits to school / ICT links etc.
- meetings to consider what museum can offer, what we need for our children's learning
- follow up activities
- wider selection of activities to be carried out
- planning school based work
- Carry out far more in school exhibits and workshops
- Eating area
- Low costs which would appeal to parents.
- Regular updates through website
- advertising what resources are available
- Ensuring visit has a practical element
- Catalogues/website showing what they can offer
- Well-trained knowledgeable staff with the capability to teach children well

- Early notice of timetable of events for the school year
- Fully hands on approach to exhibits.
- approach schools/head teachers and explain the benefits and offer specific projects to suit days off timetable eg enrichment days
- Come to us!
- Help with H & S paperwork.
- Accessible and easy to contact
- enough staff for small groups to have individual input
- Possible visit into school e.g. assembly or work with class perhaps even to develop something within the museum itself or at least relating to something in school.
- Send out a DVD for purchase for staff to use in the class after visit
- Availability of support materials /resources
- previsit arrangements
- Provide free workshops
- Good publicity
- Sharing the school's curriculum themes and plans for the longer term future (next 2 years+?)
- We only teach Victorians every other year, that is all I believe Braintree museum has to offer
- thematic planning
- offer ideas and extensions of how to use and enhance the exhibits and loans
- Risk assessment or similar to aid overcoming safeguarding issues
- Interactive shows available in addition to walking around.
- Development of teaching resources
- Relating the experience directly to the needs of the curriculum. This may require tailoring the visit to each school.
- School follow up after visits
- Provide visits to school site to engage children in familiar setting
- Keep costs below £5

There appears to be no significant trend to suggest that either increased or decreased engagement with museums will occur.