

Appendix 1

Museums participating in this study

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

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

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

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

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

	Temple Newsam House			
	City Art Gallery			
	Lotherton Hall			
	Armley Mills			
YO	Hull Museums and Art Gallery	Jon Pywell	Head of Education & Lifelong Learning	Jon.pywell@hullcc.gov.uk
	Ferens Art Gallery			
YO	York Museums Trust	Martin Watts	Director of Lifelong Learning	Martin.watts@ymt.org.uk
	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 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 1st and October 31st 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 4th.

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 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.

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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

Birmingham Museums – West Midlands Hub	
Date	12 TH October 2005
Time	9.30 – 12.00
Venue	Birmingham Museum and Art Gallery
Researchers	Lisanne Gibson Jocelyn Dodd Ceri Jones
Types of Schools	Primary and special
Number of teachers	10
Name of teacher	School
	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

Manchester Museums- North West Hub	
Date	13 TH October 2005
Time	9.30 – 12.00
Venue	Museum of Science and Industry, Manchester
Researchers	Lisanne Gibson Jocelyn Dodd
Types of Schools	Secondary
Number of teachers	3
Subject of teacher	School
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

Exeter Museum – South West Hub	
Date	20 TH October 2005
Time	9.30 – 12.00
Venue	Teachers Centre, Great Moor House, Exeter
Researchers	Lisanne Gibson Jocelyn Dodd Ceri Jones
Types of Schools	Primary, Special, Secondary
Number of teachers	9
Name of teacher	School
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

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

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

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

Museum	Roots of Norfolk Gressenhall Dereham Norfolk NR20 4DR
Staff	Learning Manager Education Officer

Appendix 6

Seminar participants

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

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

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

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

Appendix 7

List of themes from Form A and coding categories

List of themes from Form A and coding categories¹

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 IGNVQ A&D U2, 2D visual language IGNVQ 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

¹ 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

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

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

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 complete the table below. Thank you.

[illegible]

For office use only

RR



re:source
The Council for Museums, Archives and Libraries

RCMG
Research Centre for
Museums and Galleries

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. 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:²

- 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

Please estimate if not known.

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

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

	2002	2003	2004	2005
September				
October				

Please complete and return this form to Ceri Jones 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. 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
----------	--	-----	----

9	Have your relationships with schools developed?	Yes	No
----------	---	-----	----

Please tell us how...

10	Has your support for teachers improved?	Yes	No
-----------	---	-----	----

Please tell us how...

11	In your museum, have you observed a change of use by schools?	Yes	No
-----------	---	-----	----

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 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 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 by Wednesday 20 July. Thank you very much.