

SECTION EIGHT

THE IMPACT OF RENAISSANCE FUNDING IN REGIONAL MUSEUMS

8.0 Introduction

Section 8 considers the impact of Renaissance funding from the perspective of the museums which have been in receipt of the funding.

Each museum service was asked to complete a questionnaire (Form D) that asked questions which focused on the impact of Renaissance funding on museums and education. The aims of this form were to collect some basic quantitative data concerning the museums' views on the significance of the funding, and also to enable some reflective comments on the impact of the funding from the point of view of museum staff. As all the other data collected for the evaluation research was from the perspectives of teachers and pupils, the evidence from Form D offered a useful counterpoint.

It was hoped that these forms would collect responses from education staff and also from museum management, although in the event, very few museum managers were involved in the discussions. The museum responses are coded so that it is clear where responses have come from.

Staffing has increased by 46% in the Phase 1 and Phase 2 museums. All but two of the museum services report an increase in pupil numbers. All museums report that their relationships with schools have developed, and all but one report that their support for teachers has improved. Museum staff report that teachers are more confident in the way they use museums, have higher expectations, and are integrating museums more closely into their teaching. Museum education staff are highly enthusiastic about the Renaissance programme.

8.1 Coding the responses

The questionnaires were emailed to museum education staff and were mostly returned in the same way. Twenty-nine Form Ds were received. For the purposes of analysis, the museums were given codes based on their names and whether they were part of Phase 1 or Phase 2. These codes are used below to identify the responses from the museums.

Table 8.1a: Museums in Phase 1 and 2 with codes

Name of Museum	Phase	Code
Beamish, the North of England Open Air Museum	1	BE1
Birmingham Museums and Art Gallery	1	BI1
The Bowes Museum	1	B1
Bristol's Museums, Galleries and Archives	1	BR1
Hartlepool Arts, Museums and Events Service	1	H1
Coventry Arts and Heritage	1	HC1
Ironbridge Gorge Museums Trust	1	IG1
Plymouth City Museum and Art Gallery	1	P1
Royal Albert Memorial Museum	1	E1
Royal Cornwall Museum	1	RCM1
Russell-Cotes Art Gallery and Museum	1	RU1
Potteries Museums and Art Gallery	1	ST1
Tyne and Wear Museums	1	TWM1
Wolverhampton Arts and Museums	1	W1
Bolton Museum and Art Gallery	2	BOL2
Brighton and Hove Museums	2	BH2
Colchester Museums	2	COL2
Hampshire Museums and Archives Service	2	HA2
Horniman Museum	2	HOR2
Hull Museums and Art Gallery	2	HU2
Leeds Heritage Services	2	LE2
Leicester City Museums Services	2	L2
The Collection, Lincoln	2	L12
Luton Museums Service	2	LU2
Manchester Art Gallery	2	MAN2
Museum of London	2	MOL2
Norfolk Museums and Archaeology Service	2	N2
Tullie House Museum and Art Gallery	2	TH2
York Museums Trust	2	YO2

8.2 Who was involved in completing and discussing Form D?

Form D collected information about the names and job title of the member of staff completing the form. It also asked for the issues addressed in the questionnaire to be discussed more generally. These forms were completed either by the Head of Education/Learning, or by a more junior member of the education/learning team. The forms were discussed with other members of the education/learning staff, including the Head of Education/Learning where they were not themselves completing the questionnaire. Most of the museum services with multiple sites made considerable efforts to discuss the issues with staff across the sites. Directors and senior management staff were not involved in the discussion very often, with only four museums mentioning this; Bowes Museum (B1), Royal Albert Museum and Art Gallery, Exeter (E1), Tyne and Wear (TWM1), and Hull (HU2).

Very few museums took the opportunity to discuss the issues with their Local Education Authority (LEA), teachers or other professionals; although at Hull the issues were discussed with LEA Advisers and a Teachers Forum. Only one museum; (Beamish - BE1) reported they had not discussed the issues with others. Leicester City Museums Service (L2) was the only museum that discussed the issues with the local Regional Agency officer in charge of education and learning.

8.3 Impact of Renaissance funding on staffing

The first main question on Form D asked about the increase in paid museum education staff, comparing the position in October 2003 and October 2005. This was intended to measure the increase in staffing numbers which was attributable to Renaissance funding. However, while the responses were very positive with many new staff being appointed, the question has not revealed the entire picture, as many staff funded by Renaissance were already in post by June 2003. This was made plain by some respondents who gave us the figures in October 2003 and October 2005, but also explained what the staffing situation was before June 2003. At Bristol, for example, it was pointed out that in October 2003, there were 7 staff, and in October 2005 there were 8, but prior to Renaissance funding in June 2003, there were only 4 full-time-equivalent (FTE) museum education staff. And at Coventry, there were 4.5 staff in post in October 2003, 6.5 staff in post in October 2005, but only 1.5 staff pre Phase 1 Hub funding in 2002.

Table 8.3a: Total numbers of FTE paid museum education staff in Bristol and Coventry Museum Services prior to Renaissance, in 2003 and in 2005

Museum	FTE staff prior to Renaissance Funding	FTE staff 2003	FTE staff 2005
Bristol	4	7	8
Coventry	1.5	4.5	6.5

The information presented below represents

a comparison between October 2003 and October 2005.

Museums were asked to present figures as FTE for paid museum education staff only. While many museums also use freelance and volunteer education staff, these numbers are not included in the evidence gathered.

Overall, there has been a 46% increase of paid FTE museum education staff.

Table 8.3b: Total numbers of FTE paid museum education staff

Total Numbers, 2003	Total Numbers, 2005
136	199

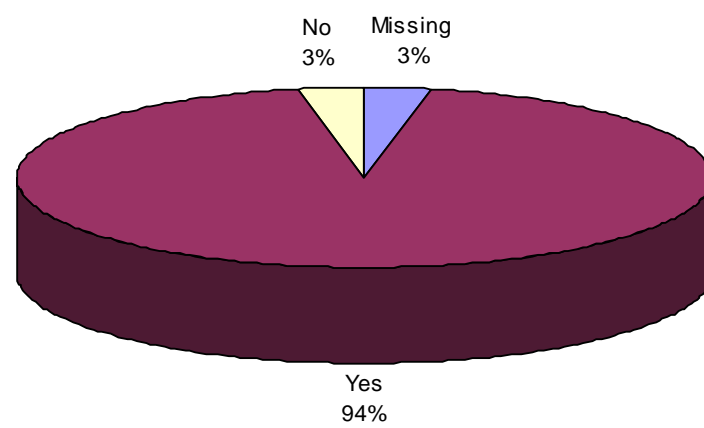
Table 8.3c: Numbers of FTE paid museum education staff in each reporting museum/museum service

Name of Museum	Phase	Percentage Change in FTE Staff 2003-2005
Beamish, the North of England Open Air Museum	1	100%
Birmingham Museums and Art Gallery	1	47%
The Bowes Museum	1	17%
Bristol's Museums, Galleries and Archives	1	14%
Hartlepool Arts, Museums and Events Service	1	0%
Coventry Arts and Heritage	1	44%
Ironbridge Gorge Museums Trust	1	4%
Plymouth City Museum and Art Gallery	1	134%
Royal Albert Memorial Museum	1	14%
Royal Cornwall Museum	1	185%
Russell-Cotes Art Gallery and Museum	1	n/a
Potteries Museums and Art Gallery	1	67%
Tyne and Wear Museums	1	36%
Wolverhampton Arts and Museums	1	31%
Bolton Museum and Art Gallery	2	80%
Brighton and Hove Museums	2	0%
Colchester Museums	2	260%
Hampshire Museums and Archives Service	2	18%
Horniman Museum	2	17%
Hull Museums and Art Gallery	2	400%
Leeds Heritage Services	2	100%
Leicester City Museums Services	2	50%
The Collection, Lincoln	2	n/a
Luton Museums Service	2	94%
Manchester Art Gallery	2	22%
Museum of London	2	22%
Norfolk Museums and Archaeology Service	2	67%
Tullie House Museum and Art Gallery	2	200%
York Museums Trust	2	88%

8.4 Impact on pupil numbers

Museums were asked if they had seen an increase in pupil numbers following the introduction of Renaissance. All but two museums in both Phase 1 and Phase 2 museums report that they have seen an increase. In Leicester City Museums cuts in the museum service as a whole have led to problems maintaining the educational provision that was established prior to Renaissance. No reason is given for lack of increase in Luton Museum Services.

Fig 8.4a: Form D, Q.8: 'Have you seen an increase in pupil numbers using the museum?'



Base: all museums (29)

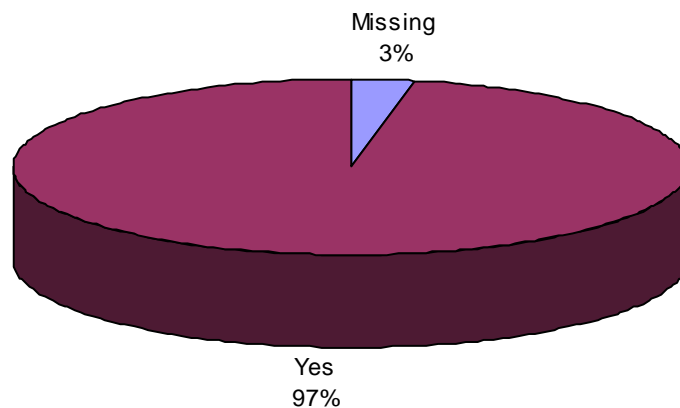
Hull Museums report a 29% increase in use by schools since the education programme began in April 2005. (HU2 Form D)

These numbers suggest that some museums achieve a considerable level of penetration of local schools. Plymouth Museum, for example, reported working with 98% of local schools. (P1 Form D)

8.5 Impact on relationships with schools

Museums were asked if their relationship with schools had developed as a result of Renaissance. Here there was a unanimous 'yes'.

Fig 8.5a: Form D, Q.9: 'Have your relationships with schools developed?'



Base: all museums (29)

Museums were asked to describe what form this development has taken and details were presented of the various ways in which Renaissance has enabled museum staff to work more closely and effectively with schools. Several categories can be identified, including:

- the development of an increased number and range of activities
- new or enhanced relationships and partnerships
- school attitudes towards museums are becoming more positive
- schools being used more in a consultative way by museums
- museums working harder to respond to schools needs.

While most museums had something to report in many of the categories, the details of responses were very diverse, reflecting different ways of developing and managing museum education services according to local situations.

Increased number and range of activities:

- More schools catered for (BI1, COL2)
- Increased number of sessions offered (HOR2)
- Greater variety of sessions (HOR2, N2, HU2, HA2)
- Offering workshops and activities on a more regular and consistent basis (H1, HC1, B1)
- Increased demand for workshops (IG1)
- Schools involved in longer projects (IG1, ST1, BI1); special projects (LU2, RU1)
- Museums offering bespoke activities when asked (H1, TWM1, B1, HOR2)
- Development of e-learning (LE2)
- Better provision for self-directed school visits (HC1)
- Increased work on follow-up at school (BE1)

- Increased use of loans service (BI1)
- More feedback obtained from schools, more evaluation (BI1, MOL2)
- Visiting schools, outreach (W1, IG1, ST1, E1, MOL2, HU2, HA2, TH2)
- Establishing after school clubs. (H1, B1)

New or enhanced relationships and partnerships:

- New conferences and networks across the region (TWM1) and across Hubs (RU1)
- More relationships with individual teachers (TWM1, HA2)
- Increased relationships with ITT and In Service Training for Teachers (INSET) providers (TWM1, ST1, P1, HOR2)
- Involvement in whole school training days (MAN2)
- Increased relationship with LEA (MAN2, HA2)
- Teacher advisory groups and partnerships established (ST1, E1, BOL2, LE2, HU2, BH2, LU2)
- Employment of freelancers (LE2)
- Working with Advanced Skills Teachers on a regular basis. (RCM1, P1)

School attitudes towards museums becoming more positive:

- Schools viewing the museum as a serious provider of relevant sessions (HC1, W1, P1, BE1)
- Schools building the museum into planning more. (W1, HC1, E1, BE1, MOL2)

Schools being used more by museums:

- Schools being involved in planning new programmes and resources (BR1, B1)
- Schools piloting new activities and resources (H1, ST1, E1)
- Schools being consulted more. (TWM1, YO2, LE2)

Museums working harder to respond to schools needs:

- Putting schools at the heart of the service (N2)
- More school-friendly approach in the museum (W1)
- Increased marketing (W1, HU2)
- Targeting non-users (N2, L2)
- Partnerships with non-Hub museums to develop school use (COL2)
- More research into which schools use service and which not. (MOL2)

The categories are linked, as is shown by this comment from Beamish, the North of England Open Air Museum (BE1):

‘We have been working on developing the experience in school, before the children visit and afterwards. This means that we can connect the learning between the school experience and museum experience much better. Teachers have generally found the experience very useful and feedback has been very positive. This means that schools have a much better respect for

what we are doing and value much more the opportunity offered' (BE1 Form D).

This comment also reveals how many museums have been concentrating as much on the quality of the experience of teachers and pupils as on increasing the volume of use.

8.6 Impact on support for teachers

All but one of the museums/museum services reported that their support for teachers had improved. Leicester City Museums Service was the only service which reported that their support for teachers had not improved. Due to cuts in the museum service, there is a struggle to maintain the successful teacher support resources such as newsletters, marketing, INSET, previews, and Teachers Panel that had been established in 2003.

When asked to tell us how the support for teachers had improved, details were given of how additional staff and budgets have meant new and improved advisory services for teachers; improved provision for workshops and activities; up-grading, improvement and introduction of new material resources; and new or increased training for teachers. Museum education staff have also benefited and in one case, improved facilities were mentioned.

Additional staff and budgets have meant new and improved advisory services for teachers:

- More individualised and flexible responses to need (H1, W1, BI1, HOR2,N2, MOL2, MAN2, BH2, LU2)
- Faster responses to teachers (BI1, HOR2, RU1)
- More help with pre and post-visit support (TWM1,E1, BE1, YO2, HU2)
- Free teachers' pre-visits (B1)
- More information on specific subjects (E1, RU1)
- More support for teacher-led visits (BI1, YO2, RCM1)
- New approaches to workshops and loan boxes (TWM1)
- More consultation (H1, IG1,LE2, LU2)
- More publicity, improved marketing (H1, BR1, BOL2, MOL2, RU1)
- Improved booking arrangements (E1, BI1, MOL2)
- Support for teachers on the edges of mainstream schooling (COL2).

Improved provision for workshops and activities:

- A wider-ranging programme (TWM1, HOR2,YO2,N2, MO2L)
- Activities developed or re-planned in response to feedback from teachers (ST1,MAN2)
- More special events throughout the year (ST1)
- Development of outreach programme (ST1, P1, BI1, TH2)
- Better sessions e.g. using thinking skills, challenges (E1).

Up-grading, improvement and introduction of new material resources:

- Loans boxes (H1, ST1, BI1, TH2)
- Teachers packs (H1, IG1, HC1, ST1, P1, E1, B1, BE1, BOL2, HU2)
- Suggested lesson plans (E1)
- Web-based resources (IG1); new schools website (TWM1, BI1); collection projects on-line (P1); visit logistics and curriculum links on-line (E1); children's web-site (BI1)
- Curriculum linked interactives in galleries for self-led visits (BI1)

- Advice and information on CD Rom (E1)
- Interactive whiteboards (BI1)
- New costumes and artefacts for use (BI1, RU1)
- New ICT programmes (BI1)
- Termly newsletter (TWM1, E1); e-newsletter (MOL2); information leaflet (P1, E1, BR1)
- Improved mail-out system (TWM1).

New or increased training for teachers:

- CPD sessions on how to use galleries (W1)
- CPD sessions on art techniques (W1)
- Teacher training sessions in digital animation (W1)
- Teacher training in interactive whiteboards (MAN2)
- Additional INSET days (IG1, HC1, TWM1, E1, B1, HU2) on use of loans in classroom (BI1)
- Whole school INSET (MAN2)
- Increased support for ITT (TWM1, HU1)
- Additional LEA meetings (HC1)
- Improved teacher twilight sessions (E1)
- Secondments for teachers to research and help prepare new curriculum-based modules (HC1)
- Launch events and previews (HU2).

Museum education staff:

- Are more familiar with current best practice in teaching and learning (BR1)
- Define and express formal and informal learning objectives for programmes more clearly (BR1)
- Contribute more to exhibition development, which will lead to improved experiences for teachers (HOR2)
- Work more closely with curatorial and other staff (N2)
- Freelance educators team have received training from LEA specialists e.g. in Understanding Behaviour, Learning Styles (MAN2).

Improved facilities:

- Toilets and lunch room (BOL2).

There are a number of interesting examples of initiatives which have been developed as a result of Renaissance funding:

Birmingham Museums and Art Gallery website¹ is lively and informative, with supporting information for a visit, including risk assessments, downloadable worksheets, pre-visit and follow-up work, information and bookings forms for the loans service. There is also a part of the website for children (BM&AG for

¹ Birmingham Museums and Art Gallery, Birmingham Museums Schools website, <http://www.schoolsliaison.org.uk>

Kids) with special activities. This is very popular with hits having increased from 8,000 – 60,000 hits per month.

One or two museums have developed provision for new partners who work on the edges of mainstream schooling (such as Colchester Museums - COL2) and Norfolk, who have established the Traveller Education Service (N2).

The Museum of London has established a Teachers' Network as a result of Renaissance funding. The 500 members receive a termly e-newsletter, free private viewings, discounts in the museum shop, and advance information on new programmes. This has created a new dialogue with teachers and many are now involved in consultations.

8.7 Have schools changed the way they use your museum?

Q.11 asked museums to report on any observed change of use by schools. This question was motivated in part by concerns that the development of educational services in the Hub museums might represent a lessening of use by schools of non-Hub museums. While it was thought that this would be a very difficult thing to prove without extensive consultation with teachers, it was considered that it would be useful to ask museums about any perceived change of use. Nearly all museums agreed that they had noticed a change in the ways schools were using them. While no museum made any reference to museums that were not used by schools, all made similar comments about the growth of teachers' confidence and expectations; development of use of museums by schools; the ways that schools were building museum resources more closely into their work; and, how increased evaluation by museums enabled them to see how teachers valued what they did.

Growth in teachers' confidence and expectations:

- Schools more confident and aware of museum service (H1, HOR2, MAN2, RU1)
- An increased knowledge by schools of the relevance of museums (W1)
- Schools using the museum where they lack confidence e.g. in design and technology or religious art (B1)
- Schools more focused in what they want (BE1, HOR2)
- Teachers have higher expectations of more advice and resources, and expect museum staff to understand more about learning (BR1, RU1).

Development of use of museums by schools:

- Increase in number of schools using the museum-based service (H1, TWM1, ST1,E1, MOL2, LE2, HU2)
- Increase in repeat visitors (HC1,E1, MAN2, RU1)
- Some new schools using the service (N2)
- Schools better prepared and doing more follow-up work(BI1)
- More visits from schools further away (BI1, HU1)
- More work in extended school hours (BI1)
- Wider range of year groups being brought to the museum (W1,IG1)
- Schools using a broader range of workshops (BOL2)
- More secondary schools (BOL2, MOL2,BH2)
- Museums more involved in whole school activities i.e. whole year groups (P1)
- More schools asking for workshops as part of their visits (spending longer in fewer places) (IG1, RCM1)
- Better use of galleries (YO2)
- More schools using the museum independently as more support is provided (E1, YO2)
- More schools using the outreach service (ST1,P1, BI1, MOL2)
- More schools using the loans service (BI1, TH2)
- More requests for INSET (HOR2)
- More website use (BI1, HOR2)
- Schools using email for contact (HOR2)

- More requests for opportunities for work experience placements at the museum (RU1).

Schools building museum resources more closely into their work:

- Museums being built into schools' planning year on year (HC1,P1, MAN2, RU1)
- Teachers prepared to change curriculum plans to fit in with the museum if needed (HC1)
- Pupils know why they are at the museum and this has led to increased learning (BE1)
- Much higher level of trust from teachers (HC1).

Increased evaluation by museums:

- Increased expressed appreciation of the museum support, through evaluations (HC1,TWM1)
- GLOs used in impact studies to demonstrate worth (HA2).

Several museums reported that their evaluations from teachers showed how teachers valued their services (e.g. HC1, TWM1), with teachers describing the museum as a vital source of educational inspiration, that teachers appreciate the different learning styles that are able to be used in the museum, and that pupils' responses demonstrate a wide range of learning outcomes.

Only two museums had not noticed a change in use by schools. Colchester Museums responded that they had not noticed a change in school use of the museums as their Renaissance funding has not been focussed on developing the school service further. Leicester City Museums answered 'no', but gave no further details.

In many of the responses from both Phase 1 and Phase 2 museums, a clear inter-relationship of these categories was evident. As Manchester Art Gallery pointed out:

'Through all the advocacy work, teachers are well informed about what is on offer, and are confident about the quality and value. Therefore they are integrating visits into their future planning. This is evident as teachers are now booking up to a year ahead and there is a noticeable number of repeat visits' (MAN2 Form D).

Many museums have noticed an increase in use, and this was described very precisely by Hull Museums, who said that a 29% increase had occurred since the education programme had begun in April 2005. However, Luton Museum Services commented that the cost of visits and the pressures of curriculum have meant that schools find it difficult to visit, and schools are coming for a half rather than a full day, and looking at other ways to reduce the cost of the museum visit.

8.8 The most significant impact in regional museums of Renaissance funding

The final question (Q.12) asked museums to comment on the most significant thing about the Renaissance programme in relation to museum education. There was a considerable range of answers here, but the value of Renaissance is very clear. The Renaissance programme has enabled museum education staff to increase capacity in general, and through having more resources, such as more staff and more money, to improve the quality of educational services through increased research and consultation; to be more responsive to need; and, to provide more for schools. Museum education staff value hugely the opportunities that Renaissance presents to build local and regional networks and to learn from colleagues. The emphasis on users and learners in museums has led to an increased profile for education staff and in some museums to considerable impact on museum culture as a whole.

Increased capacity in general:

- Increased capacity to deliver museum learning (TWM1, YO1, RCM1, LU2)
- 'Enabled us to begin to reach full potential' (P1)
- 'Enabled us to offer free provision to all, including those at risk of cultural exclusion' (RU1)
- Dramatic increase in school visits (H1)
- Bringing in new schools, often from deprived parts of the region (BE1, COL2)
- Expand the school service (TH2, RCM1)
- Learning to evaluate better (E1)
- Increased evaluation, using GLOs (MOL2).

Improving the quality of educational services:

- More non-contact time for research/preparation for school visits (W1, HOR2, LU2)
- Opportunity to consult teachers and pupils in planning and piloting (TWM1)
- Able to pay for supply cover for teachers to work with museum in planning (E1, BR1)
- Delivering what teachers really need, rather than what museum staff think they need (BE1, BH2)
- Developing new relationships with education professionals (COL2)
- Spend time on exhibition development (HOR2)
- Given time to reflect and refresh practice (YO2)
- Levering other opportunities, e.g. working with national museums (B1).

More staff:

- More staff (ST1, B1, YO2, MAN2, HU2, HA2, RCM1)
- Now have dedicated education officers (H1); qualified teachers, freelance, historical re-enactment, supply teachers (E1)

- Increase in art interpreters (W1); increased level of staffing (HC1), add specialist staff (BOL2)
- Funding freelancers, broadening activities that can be offered (TWM1).

More money:

- More money (ST1, B1, MOL2, L1, RCM1)
- Now have an education budget (H); extra budget to try new things, take risks, be innovative and increase capacity (IG1, HC1)
- Having funds to use in a huge range of ways (staff, resources, building capacity and networks, responding to initiatives (E1, YO2, HA2); developing a new Learning Centre (HU2).

More responsive to need:

- More resources (ST2); more sessions per week (HOR2)
- Better service to schools and others (W1, BI1, HU2); proactive rather than reactive (HC1); improved targeting (TWM1, COL2)
- Being able to deliver areas of the curriculum where we knew teachers needed help but we did not have the resources to be effective (B1).

Providing more resources for schools:

- Greater use of collections from store (W1)
- Purchasing handling collections (E1)
- Use of environments other than the museum classroom for learning (W1)
- Digital learning developments (HU2).

Building networks and learning from colleagues:

- Regional education 'Hubcap' meetings to share best practice and support (E1, B1, HC1, L2, YO2, HA2)
- Closer links between museums and galleries in the region (TWM1)
- Working with non-Hub museums (COL2).

Increased profile for education staff:

- Career boost (HC1)
- Education staff gaining profile within the museum (B1, BI1, HOR2, MAN2)
- Education staff development (BR1)
- Able to manage education staff better, better resources and time (E1).

Impacting on museum culture as a whole:

- Education and learning a priority area across the museum (BI1)
- Better networking and skills sharing across the museum (YO2)

- Along with *Inspiring Learning for All*,² has put learning at the centre of museums (YO2)
- The museum has become more audience-focused (MAN2, LE2)
- Emphasis on education is beginning to affect the work of the marketing, collection and exhibitions teams (MAN2).

The comments below from the respondents illustrate vividly the impact of Renaissance.

‘The education services we now offer in Coventry are unrecognisable from pre-Hub days, in both quantity and quality and this is mainly down to the expertise, enthusiasm and new skills that the [new] staff have brought to our service... There has been a complete turnaround in our organisation’. (The Herbert, Coventry, Form D)

‘We have been able to provide a wider range of high-quality resources and a larger number of sessions for schools, and have reached a larger schools audience. The status of education and learning within the museum has risen: this is now a priority area for all staff, not only those in Learning and Outreach’. (Birmingham Museums and Art Gallery, Form D)

‘For us, [the most significant thing has been] an increase in the numbers of staff to start to increase capacity at our sites, and the ‘blank canvas’ that Renaissance in the Regions has given us. The delivery plans and milestones have given us a sense of direction and the budgets have allowed us to consult, develop and market in a way which we did not do before’. (York Museums Trust, Form D)

‘Increased funding has created new posts and this has increased our capacity and allowed us to work in new ways, with new partners and new audiences and respond to initiatives in a way that was not possible before when we were all working to full stretch. [Renaissance in the Regions] has given us opportunities to reflect and refresh our practice. Along with *Inspiring Learning for All*, it has put learning at the centre of museums’. (Norfolk Museums and Archaeology Service, Form D)

While the vast bulk of responses are highly positive, there is evidence that where there have been cuts in funding, the responsibility for Renaissance projects has led to problems of sustaining capacity. Leicester City Museums made the following comment:

‘It is worth noting that, even though we gained a part-time education officer as part of Renaissance, the work involved in supporting and developing hub projects has actually meant

² Museums, Libraries and Archives Council, 2004, *Inspiring Learning for All*, MLA, London, <http://www.inspiringlearningforall.gov.uk>

that I no longer have the capacity to manage and deliver our established and successful education programme, leading to gaps in the service. As a result, capacity is a huge issue for partner services, especially when not running at full funding'. (Leicester City Museums, Form D)

The new regional networks are very much appreciated in some areas, and especially where there are difficulties to be managed:

'The most positive thing to me personally has been the creation of the Renaissance East Midlands Learning Team. Comprising of heads of learning/access in the partner services around the region, this has become an excellent support mechanism and is leading to some truly excellent regional thinking/working'. (Leicester City Museums, Form D)

Change in museum culture:

'Renaissance in the Regions has emphasised the user focus as the driver for change... Learning is now recognised as a core function by many people: there has been a progressive shift from the use of the word 'education' (often seen in a narrow sense as referring to schools) to 'learning and access', as defined by the *Inspiring Learning for All* framework'. (Hampshire Museums and Archives Service, Form D)

8.9 Conclusion

It is clear from the information given by museum staff that Renaissance has had a very strong impact on museums and education. Staff numbers have increased by 46% in the last two years (2003-2005). All museums report detailed changes and developments. In all cases, while the main characteristics of these developments, improvements and changes are shared, the details in each museum are very diverse.

All museums report that their relationships with schools have developed through increased numbers and range of activities, new or enhanced relationships and partnerships, and more positive attitudes from schools, which are using museums more as museums work harder to respond to school needs. Some museums report that because relationships are closer and more collaborative, teachers now have a much better understanding of what museums can offer.

All but one of the museums report that their support for teachers has improved through new and improved advisory services for teachers, better provision for workshops and taught sessions, up-grading and improvement of teachers' materials and the introduction of new materials, better training for teachers, and a greater awareness on the part of museum staff of teaching and learning. Some museums reported that in the museum, they were more closely integrated into museum culture, contributing to exhibition development and working more closely with curators. Museum education websites are also improved, as is the provision of information in general.

Some changes in school use of museums have been observed. Museum staff report that, in their view, teachers are more confident and expect more from museums, as their knowledge and understanding of how museums can be used increases. Schools are broadening and deepening the way they use museums, getting involved in longer term relationships and projects. This supports the findings of the case-studies, where a good number of the teachers discussed their use of museums with well-informed confidence. More evaluation is taking place at museums, which is showing teachers' responses to museum provision.

Museums report that the main impact of Renaissance has been in increased capacity for educational work, achieved through increased staffing, and increased budgets. In the view of the museum educators, the quality of educational services has improved because museums are both more aware and more responsive to what teachers want. This is because museums and teachers are working more closely together, collaborating and developing projects together.

The networks that have emerged as a result of Renaissance, such as the regional education meetings, are appreciated by a great many education staff, who find support and examples of best practice from colleagues. Many education staff report that personally, Renaissance has boosted their careers by increasing their management responsibilities and their profile among other museum staff.

There are some suggestions that Renaissance is beginning to impact on other areas of museum work, although, from the evidence of Form D, this impact is not as strong as it might have been. Only 5 of the 29 museum services reported that museum culture was becoming more open and audience-focused. An example from the Castle Museum, York, where the well-known and influential Victorian Kirkgate is being redeveloped shows what might be hoped for:

‘The learning element is now core to new exhibitions, from the planning stage... the Assistant Curator of Social History Learning attends all planning meetings [for the development of Kirkgate, the Victorian street] and all members of the planning team, including designers are aware of the needs of groups and the way in which the National Curriculum covers this area of learning’ (York Museums Trust, Form D)

Very few museum managers seem to have discussed Form D and this adds to the impression that the educational work of the museum is still not fully integrated into other museum work.

The Renaissance programme and *Inspiring Learning for All* seem to have had a considerable impact on the development of evaluation.

‘Other than increased funding, the increased level of evaluation and in particular the use of the GLOs, has made a major impact on the quality of provision’. (Museum of London, Form D)

Form D revealed few differences between Phase 1 and Phase 2 museums. Educational provision in museums across England is at different stages of development, and in museums in both Phase 1 and Phase 2 Hubs there are both new and well-established services. Because of this, as the detail reported in this section shows, there seems little distinction in the use of the additional funding in museums in either Phase 1 or Phase 2. Phase 1 museums continue to use the funds well, and most Phase 2 museums have quickly set plans in motion to enhance educational delivery, especially for schools.

Phase 2 museums have moved very quickly to deploy the extra funds and it is clear from the responses that much has already been done. Museums report activities and procedures that are already in place, not those that are still in planning. The only exception to this is where there have been other difficulties or events; in Leicester, cuts and restructuring in the service as a whole appear to have affected the effectiveness of the education service. In Norfolk, the closing of 3 museums for redevelopment and the opening of a new museum have made pupil numbers difficult to assess, although an increase is reported at Roots of Norfolk, Gressenhall.

The evidence described in the questionnaire Form D suggests strongly that the strategic approach adopted by MLA to the development of a comprehensive museum education service across England has been effective. MLA strategy began by requiring all 9 regional Hubs to research the needs of teachers in their regions and to produce EPDPs based on this

research. This regional research surveyed teachers' views, consulted stakeholders and examined specific themes of particular relevance in specific regions, setting museum school services in the context of out-of-school hours learning, early years, family and life-long learning. The additional Renaissance funding was then deployed on the basis of the findings of these regional research studies. The Form D evidence suggests that museum education staff are better informed, more confident, more focused and more proactive than previously. In addition, they are more numerous.

