**Introduction & Acknowledgements**

With thanks to the students and staff of the schools who participated in this evaluation:

Abingdon Primary School, Middlesbrough  
Handale Primary School, Loftus

Thanks to the Making a Mark partnership:  
Cleveland Ironstone Mining Museum  
The Dorman Museum  
Captain Cook Birthplace Museum  
Hartlepool Art Gallery and Maritime Museum  
Head of Steam, Darlington Railway Museum  
Kirkleatham Hall Museum  
Preston Park Museum  
The National Portrait Gallery

With particular thanks to the Education Officers at The Dorman Museum and Cleveland Ironstone Mining Museum for allowing their sessions to be observed, and for sharing their time and feedback.

Report Commissioned by Bridge North East February 2014

It is useful to read this evaluation in conjunction with Making a Mark, Teacher Evaluation March 2014, Dr Sarah K Jackson and Fiona Forsythe
Executive Summary

Key Aim

The main aim for the evaluation was to establish an overarching question of whether Making a Mark (MaM) had changed student perceptions about what “coming from round here” means for them. In order to address this aim, the research is focussed on the following key questions:

• Are students more aware of, and curious about, the heritage of their area?
• Do students feel a stronger sense of belonging and pride in the local area?

Scope & Limitations

It was the original intention to carry out the evaluation with one Primary and one Secondary; timescale and logistics did not support this, and thus two primary schools were selected. It is acknowledged that this may impact on the depth of information gathered from students.

Methodology

Two museum partners and two schools have been the focus for this evaluation, as selected by MaM:

School A (Yr 6) visiting The Dorman Museum
School B (Yr 3) visiting Cleveland Ironstone Mining Museum (CIMM)

The evaluation incorporated:

• Face-to-face initial meetings between Jane Gray and Education Officers at both Museums
• Initial introductory sessions and baseline data gathering at both schools with whole class and identifying focus groups
• On site observations of focus group and wider class (x 2 observations at The Dorman Museum and x 1 at CIMM)
• Follow up discussions with Museum Education Officers
• Short term follow up sessions with focus groups, whole classes and teachers
• Longer term follow up sessions with focus group and teachers
• Desk-based research, reference and review
Key Findings

- Findings show that as a result of MaM, students are more aware of, and curious about, the heritage of their area, and to some extent, feel a stronger sense of belonging and pride in the local area.
- Findings show evidence of students having a greater interest in the school subjects studied through the programme.
- All students from both classes were enthusiastic in their responses about enjoying their museum visits, and wanting to return to the museums.

Key Conclusions

- Making a Mark is supporting Arts Council England to successfully achieve Goal 5, which states that “Every child and young person has opportunity to experience the richness of the arts, museums and libraries”
- The model of three visits has a positive impact, and is a catalyst for longer-term engagement.
- MaM is a valued part of a rounded education and can play an important role in teaching and learning.
- It is clear through observation, discussion and feedback, that participating in MaM has a positive impact on both students and teachers.
- The specialist knowledge, resources and enthusiasm of the Education Officers are cited as being one of the key benefits from staff; enabling them to access information and ways of learning that have subsequently impacted on practice in the classroom.
- MaM are, to a large extent, meeting the aims, as set out above.
- The specialist knowledge, resources and enthusiasm of the Education Officers are cited as being one of the key benefits from staff; enabling them to access information and ways of learning that have subsequently impacted on practice in the classroom.
- MaM has enabled children who may not otherwise have had the opportunity, to access and engage with Museums.
- Findings show that as a result of MaM, students are more aware of, and curious about, the heritage of their area, and to some extent, feel a stronger sense of belonging and pride in the local area.
- The key reasons I believe this to be effective, through observations of sessions are:
  - Stating explicitly that this is a great area to live in/ be from and why
  - Revisiting and reaffirming the above point throughout the visits
  - Using historical and contemporary examples of what is in and from the area
  - Using activities to reinforce the theme/ learning

Key recommendations/ areas for further consideration:

- Each Museum might consider the Significant People who came from, lived in, or shaped the area local to the Museum, in order to support Schools in fulfilling the Local Study element of the new Primary History curriculum.
- Museums might consider following the example of The Dorman Museum, in giving sketchbooks to pupils to use whilst at the museum, and to be taken away afterwards. This not only fits in with the new Primary Art and Design curriculum, but also engages pupils in continuing self-led and reflective learning, and becoming independent participants.
- The CPD element of MaM is one which could be emphasised in marketing to schools; particularly for Artsmark schools and those applying for, or maintaining Artsmark status.
- MaM might explore whether there is scope for other staff and/or volunteers to be trained through supporting and/ or co-delivering work to ensure sustainable delivery.
- MaM might consider ways in which they can extend the opportunities for celebrating achievements; whether digitally or live; in partnership with Schools and/or each other.
- MaM might consider the extent to which there is support for Schools to develop the work before, during and after visits.
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“Every child and young person has opportunity to experience the richness of the arts, museums and libraries” ¹

¹ Goal 5 Great Art and Culture for Everyone: Arts Council England, Oct 2013
Context

Regional Context

The Tees Valley lies in the south of the North East region, which is the smallest region outside London in terms of area. It is a mix of urban, rural and coastal areas, comprising five boroughs; Darlington, Hartlepool, Middlesbrough, Redcar and Cleveland and Stockton. The North East has a combined population of 2.6 million, with the Tees Valley representing 25% of that population at 663,000. Deprivation levels within the Tees Valley are well documented, with Middlesbrough consistently being the most deprived borough; Tees Valley accounts for 18% of the 5% most deprived areas nationally.²

Schools in the Tees Valley

There are 279 schools in the Tees Valley with a total of 106,260 pupils on the roll. The average percentage of pupils entitled to free school meals is 22.4%, compared to a national average of 15.7% (Middlesbrough comes out at 30.8%, and is therefore twice the national average).³ During the academic year 2013/2014, the allocation of pupil premium in the Tees Valley was to 34,890 pupils, or 33% of pupils, compared to a national average of 28%.⁴ In terms of attainment, Middlesbrough is consistently cited as one of the poorest performing Local Authorities in the country, with the North East as a whole performing well at Primary, but dropping to below average at Secondary.

Cultural provision in the Tees Valley

Only 15% of museums (10) and 12% of NPOs (5) in the North East are located in Tees Valley which represents over 25% of the population. Tees Valley and areas of County Durham are least well served in terms of NPO and museum infrastructure.

Participation levels in the arts and culture by adults in the North East is lower than any other region in England. The Tees Valley has some of the lowest participation levels in England, and are in the bottom 20% of all areas, identified by the Arts Council as ‘cold spots’.

“Large scale cultural initiatives, such as...Making a Mark in Teesside, are likely to have a positive impact on how schools and other partners operating in these areas strengthen their arts and cultural provision”⁵

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³ The State of the Region 2013 Bridge North East  [www.bridgenortheast.com](http://www.bridgenortheast.com)


⁵ The State of the Region 2012 Bridge North East  [www.bridgenortheast.com](http://www.bridgenortheast.com)
Arts Council England: Goals and Quality Principles

Goal 5 states that “Every child and young person has opportunity to experience the richness of the arts, museums and libraries”

Arts Council England describe the success of Goal 5 as:

- More children and young people have the opportunity to experience the richness of the arts, museums and libraries
- More children and young people receive a high-quality cultural education in and out of school
- Arts organisations, museums and libraries are delivering high-quality arts and cultural experiences for children and young people

Arts Council England are currently researching and testing a set of quality principles for working with children and young people in the arts and culture; phase 3 will begin in July 2014. They are:

1. Striving for excellence
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive, child-centred experience
5. Actively involving children and young people
6. Providing a sense of personal progression
7. Developing a sense of ownership and belonging
Education: priorities, changes & opportunities

The new national curriculum will be taught in all maintained primary and secondary schools from September 2014, bringing with it, no doubt, challenges, and certainly opportunities. Whilst the Victorian period has been removed as a distinct area of study within the primary curriculum, there is now an emphasis on a local study, with local examples encouraged through the study of ‘Significant Individuals’. This gives Museums an opportunity to focus on the locality and people, who may happen to be from the Victorian period; the key being that they had a significant impact on the history and heritage of the area. The development of the new Christopher Dresser gallery at The Dorman Museum should prove highly advantageous, whilst CIMM for example, may wish to consider the development of activity around Lewis Hunton.

“… A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.”

Art and Design in the primary curriculum

There are many elements of the Art and Design curriculum which Museums currently deliver, and may look to develop in the future.

Key stage one pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage two pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

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6 History programmes of study: key stages 1 and 2 National curriculum in England: Department for Education

7 The national curriculum in England Key stages 1 and 2 framework document
As professionals working with Schools, we are well aware of the increasing pressure to become or maintain “outstanding”, and indeed, the importance of improvement and raising attainment. It is therefore useful here to note some elements of the framework for school inspections, as Museums can, and do, support schools in fulfilling certain aspects. For example, when assessing the quality of teaching in schools, inspectors will consider the extent to which “…teachers and other adults create a positive climate for learning in which pupils are interested and engaged”

Inspectors will consider whether leaders and managers “provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development”

The cultural sector often refer to supporting the fulfilment of spiritual, moral, social and cultural development (SMSC). Ofsted inspectors should investigate the impact of this during inspections, and one of the ways they may measure this is through:

“…the opportunities created by the school for pupils to take part in a range of social, artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.”

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8 The framework for school inspection, Ofsted, 2014 (updated)

9 Ofsted Subsidiary guidance: Supporting the inspection of maintained schools and academies
Making a Mark

‘Making a Mark’ is a partnership project between seven Tees Valley museums and the National Portrait Gallery. It is part of the Arts Council Museums and Schools Programme 2012-15 that enables regional museums to partner with clusters of local schools, national museums and work with Bridge Organisations to increase the number of high quality educational visits by schools in areas which currently have lower than average cultural engagement.

The project encourages the development of high quality learning experience, sharing skills and best practice, and encourages a legacy of increased learning provision and participation by schools and young people in the project areas. The selection of local heritage and identity explored through principally the Victorian period linking with present day experience is intended to offer a flexible way into the history, art (and design) and geography curricula.

The Making a Mark Core Principles are:

Active learning
Offering students first hand experiences with real objects, artworks and environments that have immediate relevance to their own lives.

• Independent learning
Giving students the opportunity to be independent learners, making decisions about and taking responsibility for their own learning in an age appropriate way.

• Enquiry based learning
Using enquiry based approaches to learning. Reflective thinking should be a key part of this approach, whether that is students evaluating evidence or reflecting on their own learning.

• Social and collaborative learning
Encouraging students and adult helpers to engage together, collaborate and learn through conversation.

• Creative approach
Enabling students to develop their creativity, whether this is through creative thinking, playful imagining or designing and making.

• Cross curricular approach
Where opportunities for links cross curriculum subjects exist, Making a Mark will exploit these to enable students to develop a holistic view of their local heritage.
Aims

The main aim for the evaluation was to establish an overarching question of whether MaM had changed student perceptions about what “coming from round here” means for them. In order to address this aim, the research is focussed on the following key questions:

- Are students more aware of, and curious about, the heritage of their area?
- Do students feel a stronger sense of belonging and pride in the local area?

In addition, we wanted to establish whether MaM impacted on any of the following:

- Whether students have a greater interest in the school subjects studied through the programme
- Whether they think that MaM helped them with their school work
- How students describe the learning experience they had and whether it has impacted on their view of themselves as learners
- Whether students see their local museum as a place for them
- Whether the MaM experience is high quality using the ACE draft principles

Scope and Study Limitations

It was the original intention to carry out the evaluation with one Primary and one Secondary; timescale and logistics did not support this, and thus two primary schools were selected. It is acknowledged that this may impact on the depth of information gathered from students.
Methodology

Research Methods

Two museum partners and two schools have been the focus for this evaluation, as selected by MaM:

School A (Yr 6) visiting The Dorman Museum
School B (Yr 3) visiting Cleveland Ironstone Mining Museum (CIMM)

The evaluation incorporated:

- Face-to-face initial meetings between Jane Gray and Education Officers at both Museums
- Initial introductory sessions and baseline data gathering at both schools with whole class and identifying focus groups
- On site observations of focus group and wider class (x 2 observations at The Dorman Museum and x 1 at CIMM)
- Follow up discussions with Museum Education Officers
- Short term follow up sessions with focus groups, whole classes and teachers
- Longer term follow up sessions with focus group and teachers
- Desk-based research, reference and review

Participating Schools: Ofsted Data

Schools participating in this evaluation are both rated as Good. They have a number of similarities, relating to deprivation\(^{10}\):

- The proportion of pupils supported by school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils supported by funding through the pupil premium (looked after children and those known to be eligible for free school meals) is above average.

School A
School A is a Primary School in Central Middlesbrough, located in an area of high deprivation. Those on free school meals is more than twice the national average. The school has a very high BME community, and in the Year 6 class, there are some children for whom English is an additional language; most of the children speak English at school, and a different language at home. There are some SEND children in the class, with low ability. SATS have been the main focus for the class this year, and took place shortly after their final visit to the Museum. They are able to walk from the school to the Museum; it takes approximately half an hour. The Focus group were a mix of boys and girls, abilities (from SEND to high ability), and backgrounds, and thus representational of the wider class.

School B
School B is a Primary located in East Cleveland, in an area of high deprivation. A high percentage of children are on free school meals, and there is a high percentage of families at risk in comparison to the Local Authority/town. They are able to walk from the school to the Museum; it takes approximately half an hour. The Year 3 class has a wide range of abilities, although no-one is on the bottom range. The focus group were a mix of boys and girls, abilities and backgrounds, and thus representational of the wider class.

\(^{10}\) http://www.education.gov.uk/schools/performance/
“The arts, museums and libraries fuel children’s curiosity and critical capacity. They are about expression and imaginative escape as much as they are about learning and development, helping children and young people to explore, understand and challenge the world, as well as their place in it. They inspire future audiences, and through work produced by and with children and young people, encourage the next creative generation.”

11 Great Art and Culture for Everyone, Arts Council England
Observations

A commonality between both Museums is the knowledge and enthusiasm of the Education Officers; something which was commented on and valued by the teachers.

Observational checkboxes were Yes or No responses, with qualitative comments boxes and a notes section.

Dorman Museum

Both visits received 'Yes' ticks in all observational checklist boxes, being;

- All students are actively engaged in the session
- Students ask questions
- Students answer questions
- Students respond positively to facilitated activities
- Students respond positively to self-led learning
- Students participate in all tasks
- Students demonstrate pride in their work *N/A for visit 1
- Student attendance good
- Student behaviour good
Session 1

26 children, 2 school staff
Afternoon 1:15 – 14:45

The first session entailed a PowerPoint presentation on the history of Middlesbrough, with images of old and present day Middlesbrough. Acknowledged by the Education Officer, this is a reasonably long time for the children to sit down and listen, however, it gave an in depth introduction. Students were engaged: looking forward with their focus on the Education Officer, asking questions, with many hands going up to answer questions. The group then dressed in 'Victorian' clothes, and then had a short time to look around the galleries. Despite some hesitation around getting dressed up, students were animated; asking questions and discussing the clothes with each other before having their photograph taken as 'Victorian Children'. Responses to this element of self-led learning were extremely positive; however it would perhaps benefit from an extended period of time exploring the galleries. The students returned to the Education Space for 'Boro Bingo', which linked back to the initial presentation, reinforcing learning; the chance of winning a prize proved to be a motivating factor for many.

Session 2

26 children, 2 school staff
Morning 09:30 – 12:00

Again, the session began with a PowerPoint presentation, introducing the work of Christopher Dresser to the students. As was evident during the first session, students were engaged with this; their focus on the Education Officer, asking questions with most students putting hands up to answer questions. The group were given their own sketchbooks, which they were able to take away with them, and went into the Christopher Dresser gallery. The Education Officer highlighted a selection of pieces, and again, there were lots of hands up to answer questions and a good number asking questions. They had 20 mins to spend looking and sketching pieces or patterns from the work; of which they chose what they focussed on. Some decided to work alone, some in small groups; there was murmur of chatter and excitement about what they were doing. There was a real sense of pride, and the children wanted to show all of us what they had created. Back in the education space, the Education Officer demonstrated how to create a stencil, and then create a pattern in the style of Christopher Dresser. Students created their own; everyone participated, and there was a real sense of pride in what they were creating.

Timings

School A were observed at The Dorman Museum on two occasions; visit 1 in the afternoon, and visit 2 taking place in the morning. This issue was raised by the Education Officer, the teacher and the pupils, who all felt that the afternoon session is particularly rushed. This highlights a critical aspect of delivery, particularly when considering the ACE quality principles; the Museum is flexible with timings in order to fit in with the School timetable, yet at the same time needs to deliver the same content and must deliver a certain number of sessions to a certain number of children to reach targets set.
Cleveland Ironstone Mining Museum

Day 3 was observed; Day 1 had been a stream day, where they met Charles Darwin and made clay models; Day 2 had been a woodland exploration

The visit received ‘Yes’ ticks in all observational checklist boxes, being;

✓ All students are actively engaged in the session
✓ Students ask questions
✓ Students answer questions
✓ Students respond positively to facilitated activities
✓ Students respond positively to self-led learning
✓ Students participate in all tasks
✓ Students demonstrate pride in their work
✓ Student attendance good
✓ Student behaviour good

Session 3
39 children, 5 school staff
Full day 09:30 – 14:30 (half hour lunch)
This session involved going to the beach, on a particularly blustery and cold day, but students remained engaged and enthusiastic throughout the majority of the session. There was a talk and demonstration at first, using tanks of creatures, with students volunteering to help demonstrate. Students were enthralled at the way in which some of the sea creatures feed, with engaged collective responses, such as “eugh” and “awesome”. They were told about local Victorian geologist Lewis Hunton before splitting into groups, rockpooling to find their own sea creatures. Students were animated and focussed on what they were doing; everyone participated and students demonstrated pride in finding things, and being able to identify creatures. Back at the Museum after lunch, the children were very attentive to a PowerPoint presentation, relating to Victorian anatomical drawings, followed by creating group artworks based on what they had found at the beach. The groups were animated and chattered about what they were doing. It was interesting to note that some students were concerned about getting it wrong, and took a long time to get started on the activity, but once started, didn’t want to stop.

Numbers & Flexibility
The Museum were dealing with a large group; a doubled up class of 39, which, despite the good level of support from the school, is a large number to deal with, particularly with hands-on activities. The Education Officer commented that it is a well organised school, so the support is good, but that larger groups are becoming more typical – the largest accommodated is 90, working on a carousel basis. The Museum also need to be very flexible regarding sessions, to take account of the tide times and weather.
Findings

Research Questions 1 & 2:

Are students more aware of, and curious about, the heritage of the area they live in?

Do students feel a stronger sense of belonging and pride in the local area?

Findings from School A show a distinct shift in the thinking of students about the area in which they live, following MaM visits, alongside developed knowledge about the area as a result of MaM. During the pre-visit, half the class said they were from Middlesbrough, with only half of those saying they were proud to come from Middlesbrough. They were proud because: Amelia Lily (X Factor) is from Middlesbrough, Middlesbrough had won the Carling Cup and has the 16th biggest stadium in the world.

During the short-term post-visit discussions, the majority of the class said they were from Middlesbrough, and were proud to come from Middlesbrough because:
It was the quickest town to grow, Christopher Dresser had set up the Linthorpe Potteries in Middlesbrough and Middlesbrough is home to the Transporter Bridge; all things covered during the MaM visits.

The longer-term follow up with the focus group supports the findings above. When asked to write on a post-it note about how they felt about living in Middlesbrough, the results were:

“Loving it”
“I love living here”
“Proud”
“I love living here and I’m proud”
With only one stating “Normal”

Short and longer-term discussions with the teacher at School A highlighted that the sessions had drawn the children’s attention to their environment; they are noticing and pointing out new things about Middlesbrough.

“We use the Central Library a lot, and since MaM, they are noticing the architecture of it, and how Centre Square has changed since Victorian times. They are looking for things and noticing things which they wouldn’t have done before. They’ve also noticed the Linthorpe Pottery of Christopher Dresser – something they definitely wouldn’t have done before Making a Mark.” (Teacher, School A)

The results from School B are not as definitive as School A, however, there is evidence of students being more aware of the area they live in. In discussions with both the whole class, and the focus group, they spoke enthusiastically of the visits, and remembered the story about Lewis Hunton. The teacher felt that since the MaM visits, pupils were more aware of and interested in the area. A sense of pride is quite a challenging concept for a Year 3 pupil, and during post-visit discussions, the majority of the focus group expressed pride at being part of the school, but found it difficult to express how they felt about the area. When asked how they felt about living in East Cleveland, their responses were that they were lucky to have a beach, and that there was a lot of nature, insects, animals and the river. It is also interesting to note that during the post-visit discussions with the whole class, 6 of the class had never been to the woods before MaM.
“Museums are one of the things that make a place worth living in and worth visiting. They help define a place – a city, a town, a village, sometimes a nation.”

12 Museums Association – Museums Change Lives July 2013
http://www.museumsassociation.org/download?id=1001738
Findings

Research Questions 3 & 4:

Do students have a greater interest in the school subjects studied through the programme?

Do they think that MaM helped them with their school work?

During pre and short-term post-visits to both schools, students were asked to identify the subject they liked best and least; giving a reason why on a post-it note. The subjects were written, with a visual image, on a sheet of A4 and placed around the room. The full responses can be found in Appendix 11, but key findings are:

At School A, the biggest change in response was for History; during the pre-visit, no-one had rated it as the subject they liked best. Following the MaM visits, 4 students had rated it as the subject they liked best, giving the following reasons:
Christopher Dresser, Middlesbrough Potteries, made steel – all things which were covered as part of MaM.

At School B, the biggest change in responses were for:
Art - during the pre-visit, only 3 students had rated it as the subject they liked best. Following MaM visits, 9 students rated it as the subject they liked best.
Geography also went up from 1 to 6, with one of the comments being “It’s awesome”

Not surprisingly, the main reasons for not liking a subject were: it’s boring, too hard and not being good at it. The main reasons given for liking a subject were: that it’s fun, being good at it, and being able to ‘do what we want’, which largely related to art.

Both focus groups identified the following as subjects they had covered as part of MaM:

- Art
- History
- Geography
- Science
- English/ Literacy
- Maths/ Numeracy

Out of the 12 students making up the focus groups from both schools:

- 3 strongly agreed that MaM had helped them with their school work
- 5 agreed
- 1 didn’t agree
- 2 were not sure
- 1 didn’t respond

The teacher from School A felt that MaM had helped engage the children with art and new arts skills, particularly the pupil with SEND, for whom confidence has been boosted; prior to MaM she felt she “couldn’t do art”, but now she enjoys it, and recognises her ability in it. Another student was inspired by one of the stories told as part of MaM, and wrote her own story based on it, for which she got a Level 5. The teacher commented that given they were at the height of SATS revision, she was surprised at how engaged and focussed they were, producing good work and there was a real sense of pride in what they were creating.

The teacher from School B commented that MaM has supported some of the students putting subjects into context by using them in ‘real life’, and that the practical nature of the sessions engages students. They have been able to extend the sessions back in school, and have completed the clay models to display within school and intend to extend the large shore art activity to link to their 'living things' topic in science.
“We believe that our museums play an essential role in supporting learning, providing young people with knowledge, and stimulating experiences and access to some of the best collections in the world.”

13 Great Art and Culture for Everyone, Arts Council England
Findings

Research Question 5:

How do students describe the learning experience they had? Has it impacted on their view of themselves as learners?

During both short and longer-term follow ups, the enthusiasm for the MaM visits was clear, with students keen to talk about their experiences, and remembering the activities they did, along with information they had learned. They all wanted to go back to the museums they visited as part of MaM, and comments about their visits include:

“I would recommend the visits to the Museum”
“It's better than school”
“You do fun art”
“I liked it all, but I liked doing the clay models. I LOVE clay models”
“You can talk while doing something fun”
“It's a different way of learning”
 “[The best bit was] all of it”

The focus group from School A said they enjoyed working independently in the gallery, sketching Christopher Dresser items and then creating their own stencils and patterns.

Students from School B voted overwhelmingly for creating the clay models as being one of the best bits about the visits, along with rockpooling.

During the longer-term follow ups with the focus groups, they were asked whether they preferred it when people were telling them things, or when they were doing things. Out of 11 students across both focus groups (1 was absent) 11 liked doing things, and 4 also liked it when they were told things. When speaking with School A, one of them identified that in order for them to do things themselves, they needed to be told things first to get the information.
Findings

Research Question 6:

Do students see their local museum as a place for them?

All students from both classes were enthusiastic in their responses about enjoying their museum visits, and wanting to return to the museums.

On being asked what they felt about having a museum close by, comments included: awesome, amazing, cool, fantastic, good and interesting as well as “you can learn about the community where you live” and “you can learn more about history”

Teachers commented that whilst students realised the museum was there, the visits with MaM made them realise they could go back themselves, with families on Saturdays or during the holidays, and all students said they would like to go back again.

Teachers said students had really enjoyed the visits, and were quite upset when it came to an end, as they found it fun and exciting. One of the teachers was surprised at how much the students wanted to talk about their visits to the museum.

Research Question 7:

Is the MaM experience high quality using the Arts Council England (ACE) principles?

The National Foundation for Educational Research (NFER) describe the principles in their report 14 as below. However, before we look at the ACE principles, it is useful to refer to Good Practice in Heritage Projects as set out by the Heritage Lottery Fund. 15

Research conducted by HLF has highlighted a number of common factors that lead to high quality learning in projects working with schools and colleges. The key ones are:

- Collaborative partnerships where heritage professionals and school teachers work together to plan, develop and deliver learning activities using heritage sites and resources
- Heritage education staff who possess high quality skills, knowledge and enthusiasm that is not readily available in schools. The role of the heritage staff member as a professional – but not as a teacher – has proved important in unlocking interest and enthusiasm in pupils
- Continuous Professional Development (CPD) for school staff where school teachers work alongside heritage professionals learning experientially rather than attending formal CPD courses
- Experiential learning that involves pupils in hands-on activities and uses a range of creative approaches to explore heritage
- Support for heads of departments in schools and head teachers which encourages teachers to participate and to share their experiences with other colleagues
- Monitoring and evaluation which is undertaken jointly by teachers and heritage staff using agreed indicators of success or learning outcomes. ‘Inspiring Learning’ is a framework which offers a useful way of measuring impact and is widely used across the sector including in museums, libraries and historic environments

14 Raising the standard of work by, with and for children and young people: Research and consultation to understand the principles of quality, National Foundation for Educational Research 2012  
http://www.nfer.ac.uk/publications/ACYP01/ACYP01_home.cfm

15 Learning Good Practice Guidance, 2013, Heritage Lottery Fund  
ACE Quality Principles

It is worth noting, that these principles are ‘emerging’ principles; ACE are about to embark on a further stage of research and development. The terminology used often refers to ‘arts’, and we will therefore take this to mean arts, cultural and heritage learning.

1. Striving for excellence

“Having a clear vision and striving for excellence, through providing high-quality arts work and experiences, to achieve the best possible outcomes for children and young people.”

This principle is the overarching principle; here I will give an overview, going into more detail with examples in the following principles. It is evident, through observations and feedback from students and staff, that MaM sessions are striving for excellence; resources, content and delivery are well planned for and delivered effectively. Observations confirm (as referred to in the HLF good practice guidance) education staff are knowledgeable, enthusiastic and have the skills necessary to work effectively with children and young people. Experiential learning is a large proportion of the sessions; with children actively engaged in hands-on activity and enquiry-based learning. That CIMM see ‘the valley’ as the Museum, and are not restricted by the building (or title of the Museum) is a key area of strength – particularly when aiming to impact on how pupils view the heritage of the area; the use of the beach, river and woods extends learning beyond the walls of the museum, making best use of resources, knowledge and expertise.
2. **Being authentic**

“Being authentic in every aspect of the work, through offering as real and meaningful an artistic experience or product as possible, to help young people develop artistic and aesthetic awareness, understanding and skills.”

Findings and observations show strong evidence that pupils developed artistic and aesthetic awareness, understanding and skills through participating in MaM sessions. In holding the Christopher Dresser collection, sessions at The Dorman Museum supported a very authentic experience; students found out about and saw real work by the designer, which was followed by developing their own work inspired by him. MaM as a whole experience is authentic; the historical, scientific and geographical understanding gained through hands-on approaches using ‘real’ specimens & objects gives children and young people a meaningful experience and is one which they enthuse about beyond the life of the visits. Observations from the visit to the beach with CIMM provided clear examples of this, where pupils were examining ‘real’ creatures in tanks, and then heading off in small groups to find examples for themselves, developing awareness, understanding and skills through experiential learning. For future consideration, where MaM sessions do involve arts activities, MaM might evaluate those activities in light of the description of being authentic; partners should strive to ensure that any arts element is of as high a quality as the heritage learning.

3. **Being exciting, inspiring and engaging**

“Being exciting and engaging, through providing inspiring and relevant opportunities that stretch, challenge and excite children and young people, to foster both positive dispositions towards the arts, and to enhance their self-esteem, wider aspirations and life and career choices.”

Much of the feedback from students included statements that it was fun and exciting; observations show that students were highly engaged in activities, and teacher feedback reference the increase in confidence in art, all of which are confirmed by findings from the subject responses. During observations, it was noted that the Education Officers were inspiring; being enthusiastic and knowledgeable about their subject areas, which is also something the teachers commented on. This is hugely important for the engagement of children and young people during MaM, but also for future engagement and attitude towards Museums. Feedback from the pupils also confirm that the activities are exciting, inspiring and engaging; the numbers of pupils saying that they “loved all of it”, and with all pupils stating that they wanted to return to the Museum, using descriptions such as “awesome” and “fantastic”, along with the example given by the teacher of confidence being boosted as a result of MaM (see Findings, Research Questions 3 & 4) demonstrates clearly that MaM is exciting, inspiring and engaging. Whilst observations noted that pupils were highly engaged in activities, as an area for future development, MaM might consider the ratio of ‘talking to’ to hands-on activity. It was noted during observations that there was a long period where pupils were sitting for a presentation. Whilst this serves a purpose in terms of information giving, MaM might explore alternative ways of delivering this and/or reducing or breaking up the time spent ‘delivering’ information.
4. **Ensuring a positive, child-centred experience**

“Ensuring a positive, child-centred experience for all children and young people, through having the passion, commitment, knowledge and skills for work involving children and young people, helping them to develop as confident individuals and celebrate their achievements. This would include encouraging individual contributions and valuing diversity.”

We have already identified that staff have the passion, commitment, knowledge and skills for work involving children and young people, but it is useful here to highlight that this needs to be embedded; the danger in successful delivery can be the over-reliance on key individuals. If there is opportunity (we must acknowledge the varying levels of staffing and resourcing), where currently there is a sole-deliverer, MaM might explore whether there is scope for other staff and/or volunteers to be trained through supporting and/ or co delivering work to ensure sustainable delivery. Another important element within this principle is to enable children to celebrate their achievements; whilst there are aspects of this within sessions, and evidence of children being proud of their achievements; observations note children wanting to show adults and peers what they had created and/ or found; this may be an area for development. This may be something which could be built into sessions, but we must recognise the time-limited aspect of three sessions, along with resources and capacity of Museum staff. Therefore, developing models whereby achievements are celebrated collectively by the Museum, or by the Schools, may be better-suited; using digital technologies and sharing through twitter, facebook, instagram or websites may prove an efficient way of doing this. This may or may not include images or video, according to the permissions of the School; simple but effective e.g. tweets by the Museum, congratulating the School on what they found/ how they worked/ what they created would be a move towards this. Museum websites could have dedicated MaM galleries, which may link to flickr or youtube; Schools could be encouraged to write a MaM blog across their three visits as part of extending the activity back in School. On a larger scale, MaM may wish to consider creating ‘participation certificates’ outlining what they have achieved as part of MaM, or a termly or annual event, where Schools are invited back to an exhibition of work created through MaM. This also links to Discover and Explore Arts Award.16

16 *Making a Mark: Arts Award and Artsmark Report, July 2013, Tees Valley Arts*
5. Actively involving children and young people

“Emphasising the active involvement of the children and young people, through interactive opportunities – hands-on participation, direct collaboration, creative responses, or other interaction – to develop children and young people’s skills and creativity.”

Feedback from pupils demonstrates the active, hands-on participation taking place within MaM, along with the opportunity for creative responses within sessions, developing skills and creativity:

“I liked the Japanese arts activity because you could do your own pattern”

“I liked them all but I liked stream dipping and making clay models because they were fun”

During observations, it was noted that pupils were actively involved in much of the sessions; whether through asking or answering questions, activities such as rockpooling or sketching from gallery collections, or being involved in demonstrating how sea creatures feed. Education Officers are there as specialists, but crucially, are facilitators of learning, enabling pupils to participate in experiential learning, encouraging enquiry-based learning. Specimens and objects were explored by pupils, who asked and/or answered questions and responded creatively through artwork. See point 3 for suggested areas for development/further consideration.

6. Providing a sense of personal progression

“Taking account of children and young people’s individual needs, through recognising their different starting points, experiences and achievements; enabling them to achieve their potential, and progress on to next steps in their learning and achievement.”

It is reasonable to conclude that the three visit model supports a sense of progression for pupils; skills from one session are built on in the following session, and themes are revisited and reflected on. The relationship which develops between pupils, staff and Education Officers enables a deeper and broader experience, and sense of progression. Observations on the beach noted how many pupils, when discovering creatures shouted over to the Education Officer in excitement at having found a particular creature. It should be noted however, that in a group of 39, it is unreasonable to expect Education Officers to identify the individual starting points of each pupil and develop the three sessions according to each individual. More, it is a sense of achievement and development from group activities and high-quality learning which each individual takes from the sessions. As facilitators of learning, Education Officers are able to lead a whole group, whilst encouraging individuals simultaneously. I refer again to the teacher from School A who felt that MaM had helped engage the children with art and new arts skills, particularly the pupil with SEND, for whom confidence has been boosted; prior to MaM she felt she “couldn’t do art”, but now she enjoys it, and recognises her ability in it. This is a huge shift, and one which may not have happened, were it not for MaM. An area for further consideration/development may be the extent to which there is support for Schools to develop the work before, during and after visits; one teacher commented on the fact that they hadn’t extended the activities back in school as much as she would have wanted, whilst the other had completed artwork they had started at MaM. One of the reasons given for not extending was the timing of sessions, which were taking place in the run up to SATs, so all time was being spent on revision. This was the choice of the School, and MaM was seen as a ‘break’ from SATs revision. However, perhaps there is a way of creating extension activities which teachers can follow back in the classroom.
7. Developing a sense of ownership and belonging

“Focusing on children and young people’s sense of ownership and sense of belonging, through encouraging choice, autonomy, decision-making and creative responses, so that young people can make an informed judgement about ‘this is, or could be, or isn’t for me’.”

There are many elements within MaM which support this Principle, and it is useful to make the point here that having choice can be within set-boundaries of a group activity; it does not suggest a free for all, or individual activities for each pupil. For example, activities observed included making stencils in the style of Christopher Dresser; the activity was demonstrated, and then pupils worked on group tables to design and make their own. There was plenty of choice within this activity; the design, colour and pattern were all autonomous decisions to be made by each individual pupil and the Education Officer had simply given the necessary tools to achieve it. This fits well with the MaM Core Principles of active and independent learning, using a creative approach. Had the Education Officer not enabled a sense of ownership and belonging, the activity might have included, for example, already cut-out designs, with pre-allocated colours and a template to follow, or a worksheet to complete. Therefore, with each activity, MaM might consider the extent to which pupils have a sense of ownership and belonging.
“Museums facilitate discovery, share knowledge and inspire thought. They put people into a receptive frame of mind and foster questioning, debate and critical thinking. They stimulate contemplation, curiosity and creativity.”  

17 Museums Association – Museums Change Lives July 2013  
http://www.museumsassociation.org/download/id=1001738
Feedback and comments from pupils (both schools)

“I would recommend the visits to the museum”

“I liked them all but rockpooling is the best”

“If we had more sessions it would be better – it went really quickly”

“I liked them all but I liked making the clay models [best]”

“I enjoyed working on my own in the gallery”

“I’d like to find out more about history”

“I loved the designs of Christopher Dresser and I loved how he included nature in his designs”

“I’ve used my sketchbook at home”

 “[Going to the museum is] a different way of learning”

“I liked the Japanese arts activity because you could do your own pattern.”

 “[Having a museum close by is] awesome”

“I liked them all but I liked stream dipping and making clay models because they were fun”

“I liked the way Christopher Dresser made the designs”

“I’d like more time to look around”

“I learnt that children make wind socks in Japan for festivals and it tells us which way the wind is going”

“I learnt how to stream dip, make clay models and rock pool. I loved making clay models.”

“Christopher Dresser was inspired by nature and he was one of the first British people to go to Japan and he put designs of nature into his art work”

“I loved making clay models! Next time I go I will say “I love clay models!””
Feedback and comments from staff (both schools)

“The expertise and knowledge of [the Education Officers] is invaluable, and accessing the resources such as the rockpooling, the school wouldn’t be able to do in such a way. They were very versatile in the way they responded and linked to the school needs.”

“It is a wonderful resource, particularly in this area.”

“I see such visits as an important part of education because they are involved with other professionals with expertise and knowledge. This is especially important at primary, where largely the children are with one teacher. To have specialists brings it alive, and brings a context to it, helping the children to understand and appreciate things more.”

“The Museum were very supportive and accommodating to suit our needs – they made short notice changes for us due to the weather, and are prepared with extra resources for children who don’t have the equipment eg wellies/ coats. The resources are well thought out which all helps.”

“[MaM] has changed the way I will plan the topic of the Victorians; I will definitely include Christopher Dresser within that.”

“I am really pleased that the children have all been using their sketchbooks, and they are looking for detail in things.”

“They were learning a lot without thinking of it as ‘work’. They created some great things, learning and practising skills. It gave them a different experience of art, which we wouldn’t be able to do with them in school; a different way of approaching art, which has had an impact on my practice.”
Conclusions/ suggestions for development

• Making a Mark is supporting Arts Council England to successfully achieve Goal 5, which states that “Every child and young person has opportunity to experience the richness of the arts, museums and libraries” Staff from both schools participating in this evaluation commented on the fact that unless they [the school] took the children on such visits, it was unlikely that they would have the opportunity to access museums independently/ with family. However, as a result of participating in MaM, most children said they would go back to the Museum with family; the children encouraging parents, carers and/or wider family to visit. This suggests that MaM has been successful not only in engaging children and young people to experience the museum for the three MaM visits, but that it will have a legacy and impact well beyond the life of the visits, creating lifelong participants, audience members and cultural consumers.

• In relation to the first conclusion above, from observations and feedback, it is reasonable to conclude that the model of three visits has a positive impact, and is a catalyst for longer-term engagement. As opposed to a one-off visit, MaM enables the relationship to build, for students (and staff) to feel comfortable and confident in visiting the Museum, participating in activities and developing their knowledge and skills over a period of time. This in turn, is more likely to foster repeat visits from children and young people independently, but also from the school, with different classes.

• MaM is a valued part of a rounded education and can play an important role in teaching and learning. The specialist knowledge, resources and enthusiasm of the Education Officers are cited as being one of the key benefits from staff; enabling them to access information and ways of learning that have subsequently impacted on practice in the classroom. The element of CPD which is offered through MaM (staff having the opportunity to work alongside a Museum practitioner) is something which MaM may consider emphasising to schools; in the climate of limited funding and resources in schools being focussed elsewhere, it adds value, and will support Artsmark schools or those applying for Artsmark, whereby CPD is a requirement.

• Findings show that as a result of MaM, students are more aware of, and curious about, the heritage of their area, and to some extent, feel a stronger sense of belonging and pride in the local area. The findings were surprising, in terms of the numbers and level of changes of attitude/ responses to being asked whether they would say they were from Middlesbrough, and whether they would say they felt proud to be from the area. Teesside, and Middlesbrough in particular, tends to receive a bad press, with deprivation and ‘failing’ statistics perpetuating a one-sided image of the area; MaM is helping to change that perception. The key reasons I believe this to be effective, through observations of sessions are:
  • Stating explicitly that this is a great area to live in/ be from and why
  • Revisiting and reaffirming the above point throughout the visits
  • Using historical and contemporary examples of what is in and from the area
  • Using activities to reinforce the theme/ learning

There is opportunity for this to be emphasised and developed, particularly in relation to the Local History element of the new primary curriculum.
Findings show evidence of students having a greater interest in the school subjects studied through the programme. However, as outlined in the first conclusion, whilst the three visit model gives time to developing and building relationships and confidence, it is not a long period of time to significantly affect the perceptions of subjects. Additionally, for primary students, making the connection between activities at the Museum and school subjects is a challenging one. However, it is encouraging that both history and art came out as ‘best subjects’, and that activities at MaM were given as reasons for liking them. Here it is useful to look again at the main reasons for liking subjects, as whilst they may appear obvious, it is something to reflect on when planning for educational and cultural activities. Being fun, being able to do what we want and being good at it were all reasons given for liking a subject. ‘Fun’ was a term used repeatedly to describe the visits, and according to a report on Neuroscience, is an indicator of engagement with an activity or subject:

“Brain research tells us that when the fun stops, learning often stops too.”

There is a level of freedom within MaM activities which contributes to the ownership pupils have of their own learning; from self-directed activities on the beach, to being in the gallery space, pupils were, within boundaries, able to ‘do what they wanted’; there is an element of choice which supports engagement in the subject.

There is one example I’d like to highlight here in terms of pupils views on whether they believe they are good at a subject or not, and the impact that Museums can have on changing perceptions and attitudes towards subjects and learning. I have referred to this a couple of times during this evaluation, but I believe it is important and useful for wider learning. The teacher from School A felt that MaM had helped engage the children with art and new arts skills, particularly the pupil with SEND, for whom confidence has been boosted; prior to MaM she felt she “couldn’t do art”, but now she enjoys it, and recognises her ability in it. This is a huge shift, and one which may not have happened, were it not for MaM.

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18 The Neuroscience of Joyful Education, 2007, Judy Willis
During all follow-up visits, students spoke excitedly about what they did at the museum; were able to identify that they prefer hands on ‘doing’ activities, and identified activities they liked best. A strength of the Museums Education Officers and the activities offered as part of MaM are that they cater for all learning styles, with a mix of hands-on, visual and auditory tools and activities. As above, “Fun” was often used to describe the experience, demonstrating engagement and high-quality learning.

The way in which pupils described how they felt about having a Museum near to them is encouraging; awesome, amazing, cool, fantastic and interesting are words which challenge myths and perceptions around Museums. Pupils were unanimously enthusiastic about their visits, and all students wanted to return to the Museum. This point perhaps, links all the findings and conclusions together, leading us to reasonably conclude that due to participation in MaM, pupils see their local museum as a place for them.

There are some suggested areas for development/ further consideration;

- Each Museum might consider the Significant People who came from, lived in, or shaped the area local to the Museum, in order to support Schools in fulfilling the Local Study element of the new Primary History curriculum.
- Museums might consider following the example of The Dorman Museum, in giving sketchbooks to pupils to use whilst at the museum, and to be taken away afterwards. This not only fits in with the new Primary Art and Design curriculum, but also engages pupils in continuing self-led and reflective learning, and becoming independent participants.
- The CPD element of MaM is one which could be emphasised in marketing to schools; particularly for Artsmark schools and those applying for, or maintaining Artsmark status.
- MaM might explore whether there is scope for other staff and/or volunteers to be trained through supporting and/or co-delivering work to ensure sustainable delivery.
- MaM might consider ways in which they can extend the opportunities for celebrating achievements; whether digitally or live; in partnership with Schools and/or each other.
- For MaM to consider the extent to which there is support for Schools to develop the work before, during and after visits.
- For future consideration, where MaM sessions do involve arts activities, MaM might evaluate those activities in light of the description of being authentic; partners should strive to ensure that any arts element is of as high a quality as the heritage learning.
- Where arts activities are included in sessions, MaM might consider a staff art skills audit to identify any training needs; peer to peer arts skills sharing and/or identifying opportunities for professional artists to deliver and/or develop sessions alongside Museum personnel.
- For each activity, MaM might consider the extent to which pupils have a sense of ownership and belonging.
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Appendices:

1. Pre-Visit Questions: Teachers
2. Pre-Visit Questions: Pupils
3. Observation Checklist
4. Short-Term Post-Visit Questions: Teachers
5. Short-Term Post-Visit Questions: Pupils
6. Post-Visit Questions – Focus Group A
7. Feedback Form Focus Group: School A
8. Feedback Form Focus Group: School B
9. Longer-Term Post-Visit Questions: Teachers
10. Longer-Term Post-Visit Questions: Focus Group
11. Responses

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Designed and Published by Simon Smith

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Appendix 1

Pre-Visit Questions: Teacher

JG to give explanation of evaluation: part of learning and reporting for MaM. We want to establish the impact taking part in MaM has on the children.

Please identify a small, core group of 8 for me to observe closely in the session. I will still observe the whole class, but will focus on the smaller group. Not just the very able – needs to be representative of the class.

I’ll do these exercises this afternoon with the whole group...does that seem ok?

Are there any language issues I need to be aware of? Disability?

Photography consents

Can you give me an overview of your class – background, attainment etc.

1. Do you think anyone in your class would say they came from Middlesbrough/ Tees Valley/ Teesside/ Loftus?
2. Do you think anyone would say they were proud to come from Middlesbrough/ Tees Valley/ Teesside/ Loftus?
3. Within the Curriculum, have you looked at local history/ heritage at all this year?
4. What do you see as being the most challenging subject to teach? Why?
5. What do you think is the subject they engage with most? Why?
6. Do you think Making a Mark will support you in delivering the new curriculum? What elements specifically?
7. Have you done any Museum visits with this class before?
8. What were the main reasons you became involved in Making a Mark?
9. Do you think the new curriculum/ education landscape generally brings up any issues in regards to taking part in things like Making a Mark?
Appendix 2

Pre-Visit Questions/ Exercises: Students

Intro

My name is Jane, and I'm going to do some games with you today, and ask some questions. I'm not testing you, so just feel free to answer the questions with what you think – there are no right or wrong answers.

I'll also be at The Museum with you on one/ two of your visits in a few weeks time.

1. If someone asked you where you come from, who would say Middlesbrough/ Teesside or Loftus? Come to this side of the room if yes, this side if no

2. Those who said they come from Middlesbrough/ Teesside or Loftus, would you say you're proud to come from there?
   Hands up for yes
   In your groups, have 5 minutes to think about why you're proud to come from this area, or the reasons you're not proud to come from here.
   What's good about this area/ what's not good about this area?
   Put your reasons down on the sheet of paper as a group.

3. Do you know of, or think, anything or anyone good came from or happened in this area? Hands up...

4. Around the room there are different subject areas you do at school. When I say go, go to the subject you like best (Art, English, Maths, History, Geography, Science)
   On a pink sticky note, write the reason why you like that subject

5. Now, go to the subject you like least
   On a green sticky note, write the reason you don't like that subject

6. If you've ever been to a Museum before, come to this side of the room. If you haven't come to this side. Go.

7. If you have been before, hands up if it was with school?

8. How many have been with family/ friends/ on their own?
## Appendix 3: Observation Checklist

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<th>Visit No:</th>
<th>Venue:</th>
<th>School:</th>
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<td>Students respond positively to facilitated activities</td>
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<tr>
<td>Student behaviour good</td>
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</tr>
</tbody>
</table>

Notes:
Appendix 4

Post-Visit Questions: Teacher

Since the Museum visits:

1. Do you think the pupils are now more aware of the heritage of the area?

2. Do you think this has made pupils feel any different about coming from or living in Middlesbrough/ Tees Valley/Teesside/?

3. Has this supported you as a teacher in addressing/ exploring local history/ heritage or any other subjects? Have you been able to extend the sessions back in the classroom?

4. Do you think it has helped engage the pupils with history/ geography/ english/ maths/ art/ science?

5. Have you seen any unexpected outcomes?

6. Would you book MaM sessions or visit the Museum again with a class?

7. Is there anything you think should change?

8. Is there anything else you would like to add?
Appendix 5

Post-Visit Questions/ Exercises Students

1. If someone asked you where you come from, who would say Middlesbrough/ Teesside or Loftus? Come to this side of the room if yes, this side if no

2. Those who said they come from Middlesbrough/ Teesside or Loftus would you say you're proud to come from there? Hands up for yes

In your groups, have 5 minutes to think about why you're proud to come from this area, or the reasons you're not proud to come from here. 
What's good about this area/ what's not good about this area? Put your reasons down on the sheet of paper as a group.

3. Do you know of, or think, anything or anyone good came from or happened in this area? Hands up...

4. Around the room there are different subject areas you do at school. When I say go, go to the subject you like best (Art, English, Maths, History, Geography, Science) On a pink sticky note write the reason why you like that subject

5. Now, go to the subject you like least On a green sticky note write the reason you don't like that subject Can just be one word

6. Did you enjoy going to the Museum?

7. Have you been back with family/ friends?

8. Will you go with family/ friends?
Appendix 6

Post-Visit Questions – Focus Group A

1. Did you enjoy going to The Dorman Museum?

2. Can you tell me a bit about it?

3. What was it like when you went into the gallery to sketch the Christopher Dresser collection?

4. Do you prefer it when someone is telling you things, or when you’re doing things?

5. What would you all like to do when you leave school?

6. Are you interested in finding out more about Middlesbrough?

7. Have you done anything back in school that’s similar to what you did at the Museum?

8. Will you go back to the Museum again with family?
<table>
<thead>
<tr>
<th>I enjoyed the activities at the Museum</th>
<th>Yes</th>
<th>Yes</th>
<th>No</th>
<th>I'm not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learnt something new about Middlesbrough</td>
<td>I strongly agree</td>
<td>I agree</td>
<td>I don't agree</td>
<td></td>
</tr>
<tr>
<td>I feel proud to come from Middlesbrough</td>
<td>It was excellent</td>
<td>It was good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities we did helped me with my schoolwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will come to the Museum again</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The activity I liked best was:
Please tick your favourite

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The History of Middlesbrough</td>
<td>Looking around the Museum</td>
<td>Finding out about Christopher Dresser</td>
<td>Making paper</td>
<td>Finding out about Japan</td>
<td>Japanese Arts activity</td>
</tr>
</tbody>
</table>

Please write any other comments or tell us what you learnt here:
<table>
<thead>
<tr>
<th>Yes</th>
<th>Yes</th>
<th>No</th>
<th>I’m not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I don’t agree</td>
<td>I’m not sure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Yes</th>
<th>No</th>
<th>I’m not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed the activities at the Museum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learnt something new about the area I live in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel proud to come from/live here</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities we did helped me with my schoolwork</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I will come to the Museum again</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The activity I liked best was:
Please tick your favourite

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Darwin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stream dipping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making clay models</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring the woodland &amp; finding creatures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock pooling on the beach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing sea creatures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please write any other comments or tell us what you learnt here:

........................................................................................................................................................................................................................................................................
........................................................................................................................................................................................................................................................................
........................................................................................................................................................................................................................................................................
Appendix 9

Longer-Term Post-Visit Questions: Teacher

Since the Museum visits:

1. Would you say MaM impacted on the way pupils view the area/museums?

2. Do you think the pupils are now more aware of or interested in the heritage of the area?

3. Has engaging in the visits supported you in the classroom?

4. Have any of the pupils talked about their experience at the museum?

5. Would you say it has impacted on the way they view any of the subjects delivered as part of MaM?

6. Do you see such visits as an important part of education? Why?

7. Is there anything else you would like to add?
Appendix 10

Longer-Term Post-Visit Questions: Focus Group

Does everyone remember going to the museum? Can you remember what you did?

If you enjoyed going to the museum, can you stick a red sticky dot onto the paper
If you didn’t enjoy going to the museum, stick a blue dot on

As a group, pick out the subjects/ things on the luggage labels which you found out about at the museum and put them on the paper

Do you think what you did at the museum helped with anything you’ve done in school?

If you liked it when people were telling you things at the Museum tick the piece of paper
If you preferred it when you were doing things yourselves, tick the other paper

On a post-it note, write down what you think about having a museum close by

On a post-it note, write down what you think about living here

If you have already been back or want to go back to the museum, put a red sticky dot on the paper

On the sheet of paper, write any comments about your experience at the museum
<table>
<thead>
<tr>
<th>Subject</th>
<th>Like</th>
<th>Key Comments</th>
<th>Dislike</th>
<th>Key Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School A Pre-visit exercises</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>10</td>
<td>Fun, can do what you want</td>
<td>1</td>
<td>Because I’m not very good at it</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>Use imagination, it involved everything</td>
<td>12</td>
<td>Boring, have to write a lot</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>Cook sailed around the world and is from Middlesbrough</td>
<td>4</td>
<td>Boring, needs a lot of knowledge</td>
</tr>
<tr>
<td>History</td>
<td>0</td>
<td></td>
<td>4</td>
<td>Because I am bad at it, not fun</td>
</tr>
<tr>
<td>Maths</td>
<td>5</td>
<td>Because I’m good at it</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>Fun, do experiments</td>
<td>8</td>
<td>Boring</td>
</tr>
<tr>
<td><strong>School A Post-visit exercises</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>7</td>
<td>Messy, do what we want, am good at it</td>
<td>2</td>
<td>Boring</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
<td>It is good for learning, can express your emotions</td>
<td>11</td>
<td>Boring, have to write a lot</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
<td>Fun</td>
<td>2</td>
<td>Hard, have to do map work</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>Made Steel, Christopher Dresser, Middlesbrough Pottery</td>
<td>4</td>
<td>Boring</td>
</tr>
<tr>
<td>Maths</td>
<td>5</td>
<td>Easy, quick</td>
<td>6</td>
<td>Too hard, not good at it, boring</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>Do lots of experiments, fun</td>
<td>4</td>
<td>Boring, bad at it, hard</td>
</tr>
</tbody>
</table>
## School A Post Visit questionnaire – Focus Group

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes, strongly agree, excellent</th>
<th>Yes, agree, good</th>
<th>No, don’t agree</th>
<th>I’m not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed the activities at the museum</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learnt something new about Middlesbrough</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel proud to come from Middlesbrough</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities we did helped me with my schoolwork</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>I will come to the Museum again</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The activity liked best
- History of Middlesbrough (Session 1)
- Looking around the museum (Session 1)
- Finding out about Christopher Dresser (Session 2)
- Making Paper (Session 2)
- Finding out about Japan (Session 3)
- Japanese Arts activity (Session 3)

### Comments (write any other comments or tell us what you learnt here)

I loved the designs of Christopher Dresser and I loved how he included nature in his designs.

I learnt that children make wind socks in Japan for festivals and it tells us which way the wind is going.

I liked the way Christopher Dresser made the designs.

That Christopher Dresser was inspired by nature and he was one of the first British people to go to Japan and he put designs of nature into his art work.
<table>
<thead>
<tr>
<th>Question/</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed going to the museum</td>
<td>5 'yes' *1 student absent</td>
</tr>
<tr>
<td>I didn’t enjoy going to the museum</td>
<td>No-one</td>
</tr>
<tr>
<td>This is how I feel about living in</td>
<td>Proud, normal, I love living here and I’m proud, I love living here, Loving It</td>
</tr>
<tr>
<td>Middlesbrough</td>
<td></td>
</tr>
<tr>
<td>Having a museum close by is...</td>
<td>Very exciting x 2, learn good things, you can learn about the community where you live</td>
</tr>
<tr>
<td></td>
<td>learn more about history x 2</td>
</tr>
<tr>
<td>I liked people telling me things...</td>
<td>No-one</td>
</tr>
<tr>
<td>I liked doing things</td>
<td>5 'yes'</td>
</tr>
<tr>
<td>If you want to go back to the</td>
<td>5 red dots</td>
</tr>
<tr>
<td>museum, stick a red dot</td>
<td></td>
</tr>
<tr>
<td>At the museum we found out about</td>
<td>Victorians, design, Christopher Dresser, nature, Middlesbrough, Japan</td>
</tr>
<tr>
<td>We did these subjects</td>
<td>history, art, english/ literacy, maths/ numeracy</td>
</tr>
<tr>
<td>The best thing was</td>
<td>Stencils x 2, dressing up, bingo x 2, history, creating windsocks</td>
</tr>
<tr>
<td>Your comments about going to the</td>
<td>I would recommend the visits to the museum, better than school, you do fun art,</td>
</tr>
<tr>
<td>museum</td>
<td>you talk while doing something fun, it’s a different way of learning</td>
</tr>
</tbody>
</table>
### School B Pre-visit exercises

<table>
<thead>
<tr>
<th>Subject</th>
<th>Like</th>
<th>Key Comments</th>
<th>Dislike</th>
<th>Key Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>3</td>
<td>Cool, you get messy, pictures</td>
<td>3</td>
<td>I hate art</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>It is fun</td>
<td>8</td>
<td>Boring, have to write a lot</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
<td>Nice</td>
<td>4</td>
<td>Hate geography</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>Interesting, you get information, Islam</td>
<td>4</td>
<td>Boring</td>
</tr>
<tr>
<td>Maths</td>
<td>8</td>
<td>Learn a lot, won't get a job if you don't know it</td>
<td>3</td>
<td>Hard</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>You make your own potions</td>
<td>1</td>
<td>Don't like potions</td>
</tr>
</tbody>
</table>

### School B Post-visit exercises

<table>
<thead>
<tr>
<th>Subject</th>
<th>Like</th>
<th>Key Comments</th>
<th>Dislike</th>
<th>Key Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>9</td>
<td>Art is cool, class, I like painting, it's creative</td>
<td>2</td>
<td>I hate it</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>Because it's too cool, fun, write lots</td>
<td>6</td>
<td>It's hard, boring</td>
</tr>
<tr>
<td>Geography</td>
<td>6</td>
<td>It's awesome</td>
<td>3</td>
<td>I don't like it</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>It's cool, I love history</td>
<td>3</td>
<td>History is bad because it's about old things</td>
</tr>
<tr>
<td>Maths</td>
<td>4</td>
<td>Fun, it's the best</td>
<td>1</td>
<td>Don't like it because it's too long</td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
<td>Fun, has potions, you learn a lot</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

"Science is best because you can experiment with things like the creatures we looked at to identify which bug it was and what it does"
School B Post Visit questionnaire – Focus Group

<table>
<thead>
<tr>
<th></th>
<th>Yes, strongly agree, excellent</th>
<th>Yes, agree, good</th>
<th>No, don't agree</th>
<th>I'm not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed the activities at the museum</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learnt something new about the area I live in</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>I feel proud to come from here</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities we did helped me with my schoolwork</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>I will come to the Museum again</td>
<td>4</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

The activity liked best

Meeting Charles Darwin (Session 1)                                  
Stream dipping/making clay models (Session 1)                       
Exploring woodland/finding creatures (Session 2)                    
Rock pooling on the beach (Session 3)                               
Drawing sea creatures (Session 3)                                    

Comments (write any other comments or tell us what you learnt here)

I learned about the Mermaid Table
I liked them all but I liked making the clay models
I liked them all but I liked stream dipping and making clay models because they were fun
I learnt how to stream dip, make clay models and rock pool. I loved making clay models.
I liked doing clay models and rock pooling and drawing sea creatures

I like them all but I like the clay models. I LOVE clay models!
### Question/ Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed going to the museum</td>
<td>6 yes</td>
</tr>
<tr>
<td>I didn't enjoy going to the museum</td>
<td>Noone</td>
</tr>
<tr>
<td>This is how I feel about living here</td>
<td>it is nice, boring, nice class, class 8 is the best, I like living in Loftus because we have a park,</td>
</tr>
<tr>
<td></td>
<td>my friends and a cool class</td>
</tr>
<tr>
<td>Having a museum close by is</td>
<td>awesome, amazing, cool, interesting, good, fantastic</td>
</tr>
<tr>
<td>I liked people telling me things...</td>
<td></td>
</tr>
<tr>
<td>I liked doing things</td>
<td>6</td>
</tr>
<tr>
<td>If you want to go back to the museum, stick a red dot</td>
<td>6 yes</td>
</tr>
<tr>
<td>At the museum we found out about</td>
<td>Loftus/ Skinningrove, nature, Charles Darwin, Lewis Hunton, woodland &amp; sea creatures</td>
</tr>
<tr>
<td>We did these subjects</td>
<td>maths, art, geography, history, english, science</td>
</tr>
<tr>
<td>The best thing was</td>
<td>clay models, looking at different creatures, meeting Mr Darwin, designing your own creatures, all of it</td>
</tr>
</tbody>
</table>