

Section 8 What did the pupils learn? The teachers' views

8.0 Introduction

This section examines teachers' views on the learning outcomes that their pupils experienced as a result of their involvement in the DCMS/DfES Programme. It is based on the responses to Questions 15 to 20 on Form A, which asked teachers how likely it was that certain learning outcomes would have occurred. The questions were structured according to the system of Generic Learning Outcomes. Teachers were asked one question which related to each GLO, apart from Action, Behaviour, Progression, which was assessed in two questions.

The teachers' responses to these questions reveal which outcomes are very likely to have occurred, and which are less likely. The responses are broken down into teachers of younger children at Key Stage 2 and below, and teachers of older pupils at Key Stage 3 and above. Responses are also analysed according to the theme of the visit. History, Art, and Science/Technology were the three largest categories, which are analysed in this section. The breakdowns suggest important differences between teachers of different Key Stages and on different types of visit, and these differences are summarised in Sections 8.6 and 8.7.

8.1 Enjoyment, Inspiration, Creativity

Teachers completing the questionnaires rated Enjoyment, Inspiration, Creativity as very important most frequently out of the Generic Learning Outcomes (Question 21). Evidence from case studies confirms that this was a very strong outcome of the DCMS/DfES projects.

Teachers were asked in the questionnaire whether and how they would use the museum visit to promote creativity. The question was specific in relation to the kinds of classroom activity that might be sparked by the museum visit. Given the very high importance accorded to enjoyment and inspiration, it is a pity that there was not a more general question that covered these aspects. The suggestions for classroom work did not enable teachers to give an opinion in the questionnaire about the value of the experience on-site at the museum. However, it was possible to probe this aspect during discussions with teachers and group leaders on case study visits.

Question 18: To what extent will you be using the museum experience to promote creativity?

The most likely outcome, according to teachers completing Form A, was exploring new ideas, with 53% of teachers rating this as very likely. Designing and making, creative writing and other forms of creative work were also quite likely but dance/drama was the least likely outcome.

	Exploring new ideas	Creative writing	Other forms of creative work	Designing and making	Dance/drama
Very likely	53%	36%	33%	41%	16%
Quite likely	39%	37%	41%	39%	25%
Neither	3%	13%	11%	9%	29%
Quite unlikely	2%	5%	5%	5%	14%
Very unlikely	-	3%	2%	1%	8%
Not stated	3%	6%	8%	4%	9%

Base: all teachers (503)

Table 8.1: Form A. Question 18. To what extent will you be using the museum experience to promote creativity?

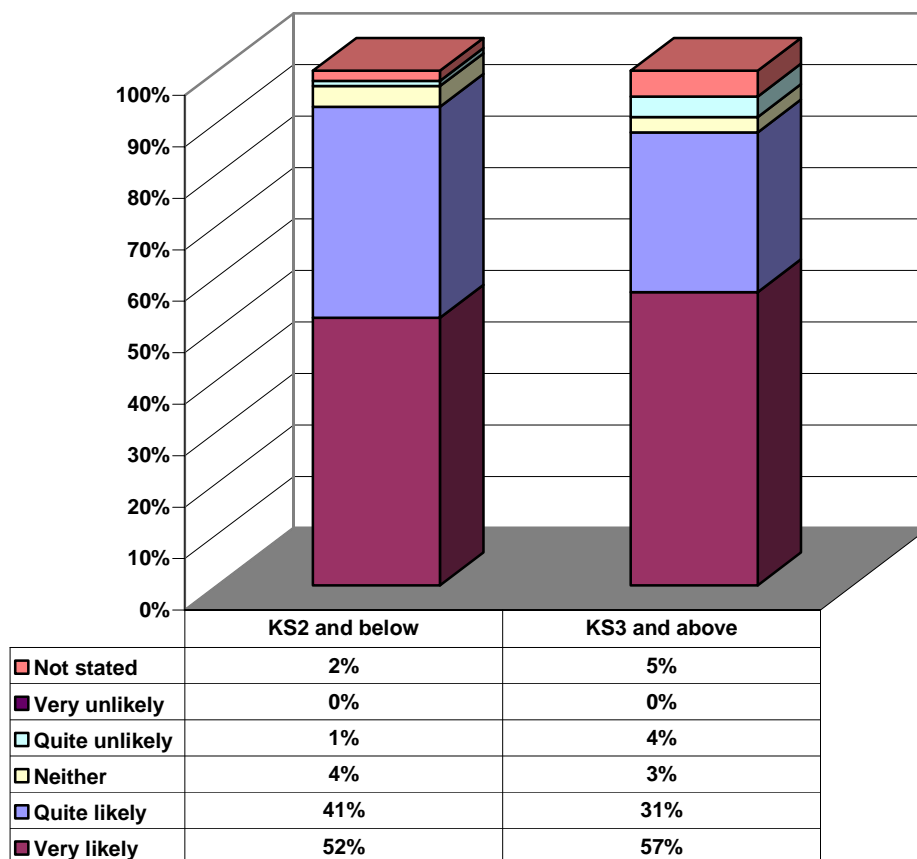
The findings were broadly similar for the Renaissance evaluation. Teachers in the DCMS/DfES evaluation tended to be slightly less positive than those in the Renaissance evaluation about the extent to which they would use the visit to promote creativity. The exception to this was in designing and making, which 80% of teachers considered very likely or likely combined, compared to 75% of Renaissance teachers.

	Exploring new ideas	Creative writing	Other forms of creative work	Designing and making	Dance/drama
Very likely	56%	52%	42%	41%	18%
Quite likely	33%	27%	33%	34%	27%
Neither	4%	8%	10%	10%	23%
Quite unlikely	1%	4%	2%	6%	13%
Very unlikely	1%	3%	2%	3%	9%
Not stated	4%	6%	11%	6%	10%

Base: all Renaissance teachers (936)

Table 8.2: Renaissance in the Regions. Form A. Question 18. To what extent will you be using the museum experience to promote creativity?

More KS3 and above teachers said that they were very likely to use the experience for exploring new ideas than KS2 and below (57% compared to 52%). However, when the totals for very likely and quite likely are combined, KS2 and below teachers were more positive that they would use the visit for this purpose.

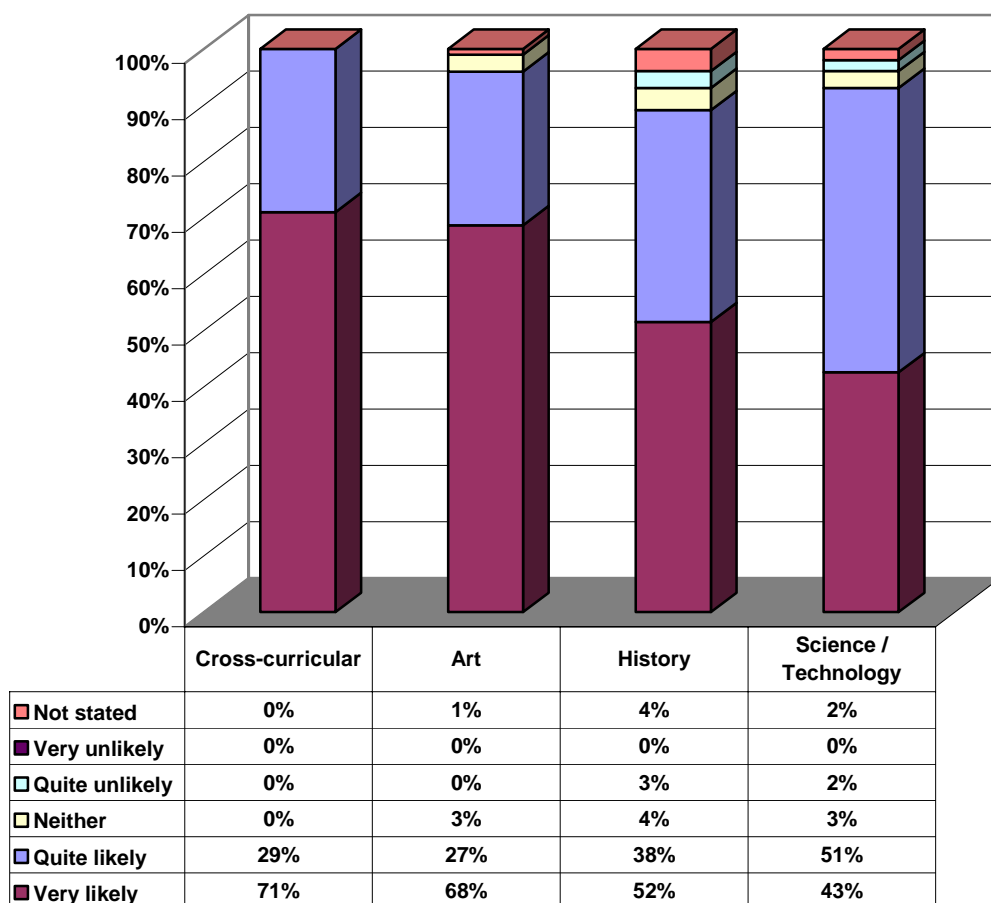


Base: 496 teachers (excluding mixed and not stated)

Figure 8.1: Form A. Question 18. Exploring new ideas by Key Stage

Teachers on Cross-curricular and Art related visits were more likely to use the experience to explore new ideas, with 71% and 68% answering that this was very likely.

Teachers on History and Science/Technology related visits were less likely to do so, with 52% and 43% answering that this was very likely.

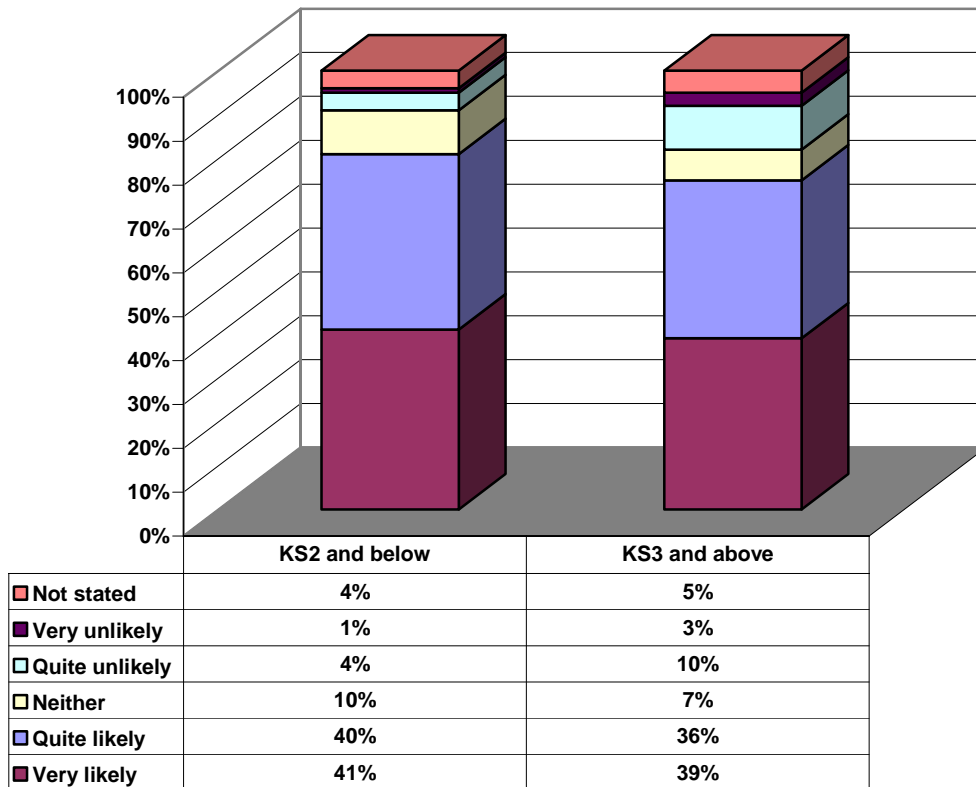


Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.2: Form A. Question 18. Exploring new ideas by theme

Teachers of KS2 and below pupils were slightly more likely to use the visit to promote creativity through designing and making.

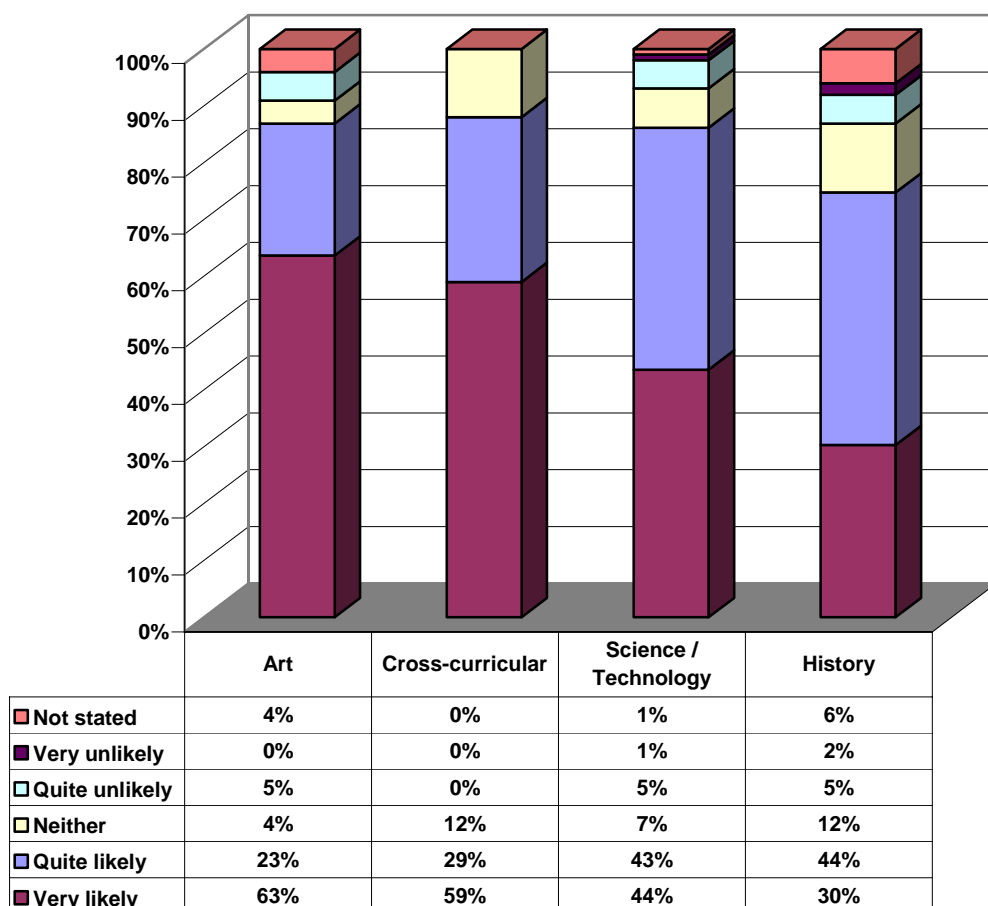


Base: 496 teachers (excluding mixed and not stated)

Figure 8.3: Form A. Question 18. Designing and making by Key Stage

Teachers on Art visits were most likely to use the visit to promote creativity through designing and making, with 63% considering this very likely.

Teachers on History related visits were least likely to use the experience in this way, with 30% considering it very likely.



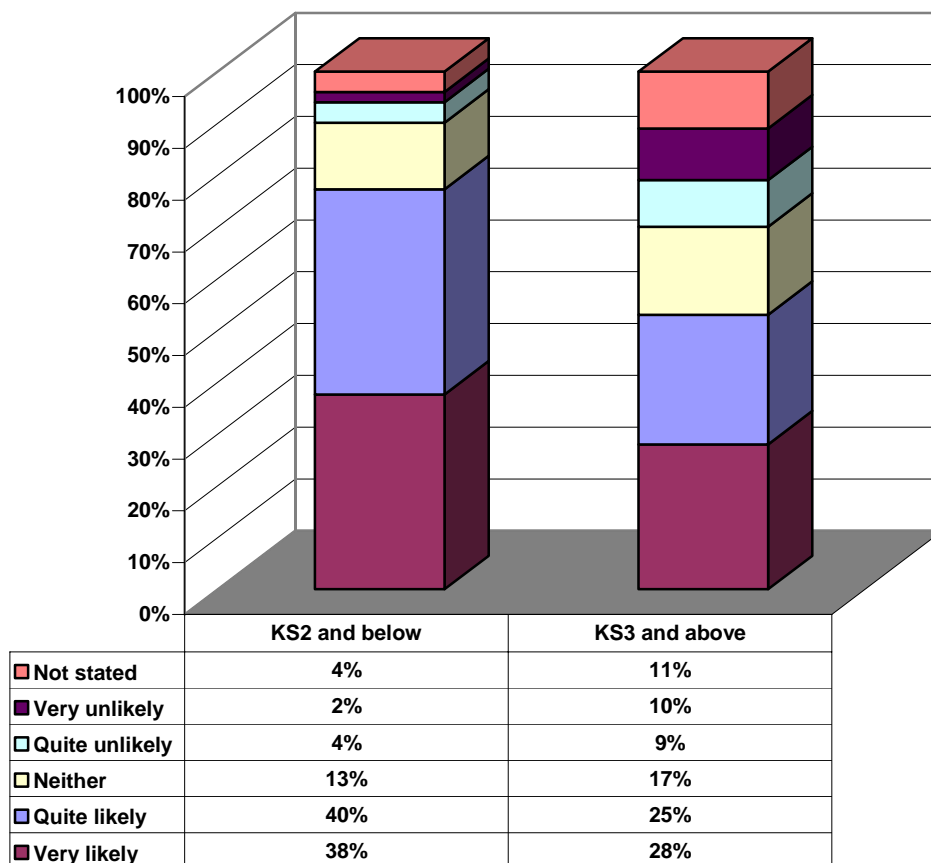
Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.4: Form A. Question 18. Designing and making by theme

KS2 and below teachers were significantly more likely to use the museum experience to promote creative writing than those teaching KS3 and above.

Thirty-eight percent of KS2 and below teachers considered this very likely and a further 40% considered it likely, compared to 28% and 25% at KS3 and above.

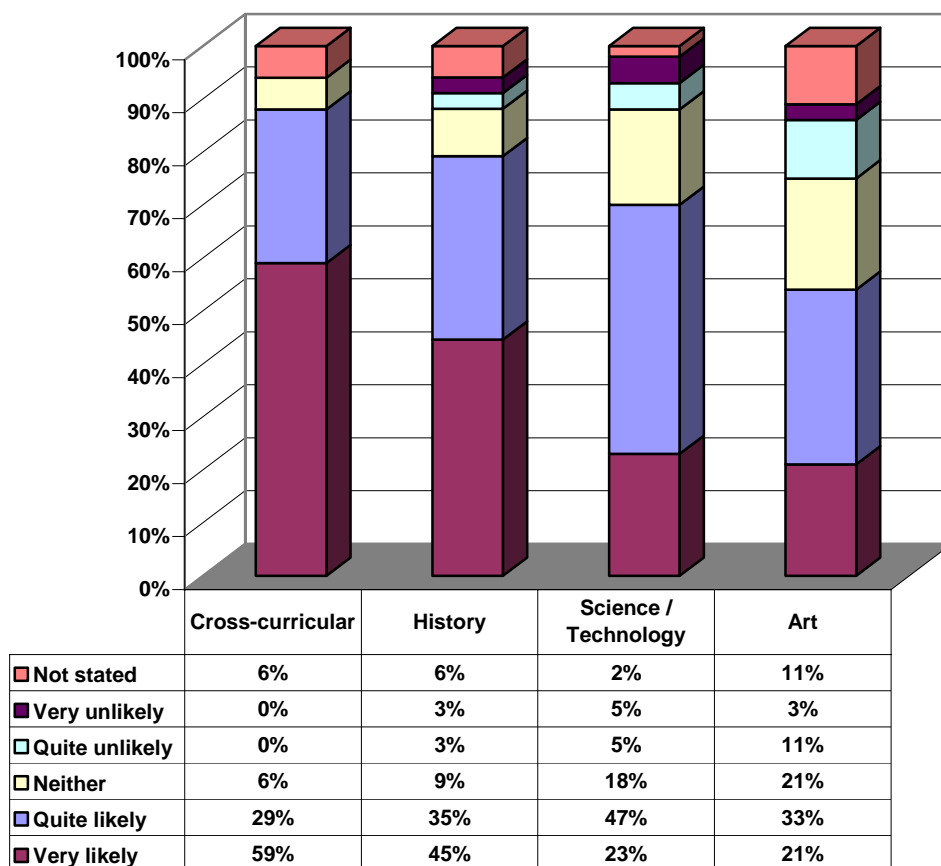


Base: 496 teachers (excluding mixed and not stated)

Figure 8.5: Form A. Question 18. Creative writing by Key Stage

Teachers on Cross-curricular and History visits were most likely to use the experience to promote creativity in creative writing (59% and 45% very likely).

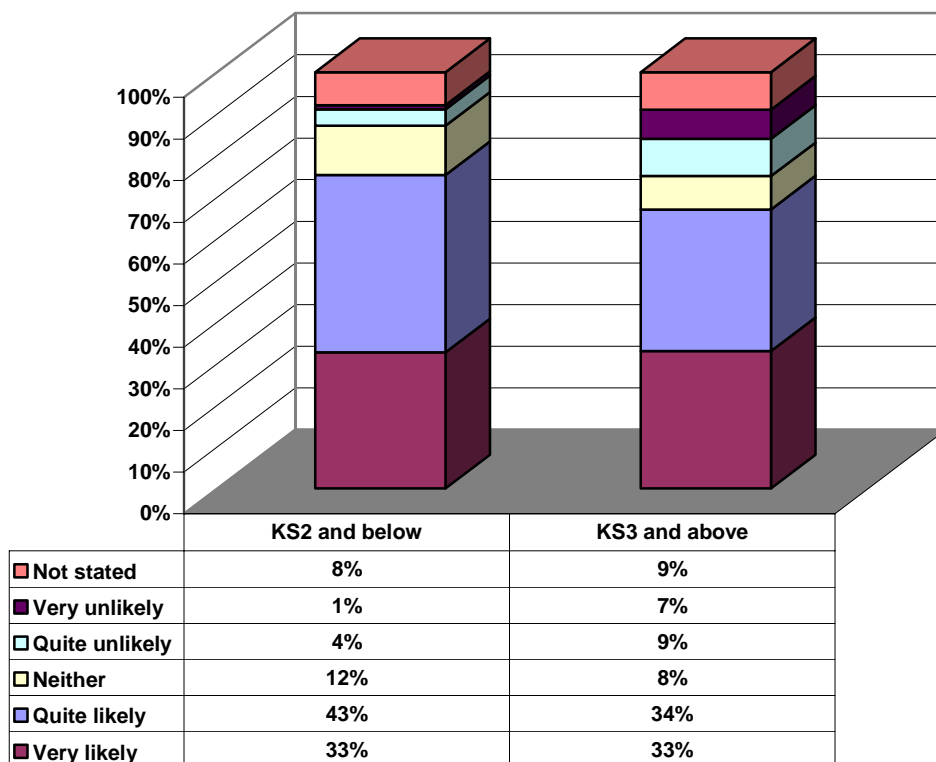
Teachers on Science/Technology and Art visits were least likely to do so (23% and 21% very likely).



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.6: Form A. Question 18. Creative writing by theme

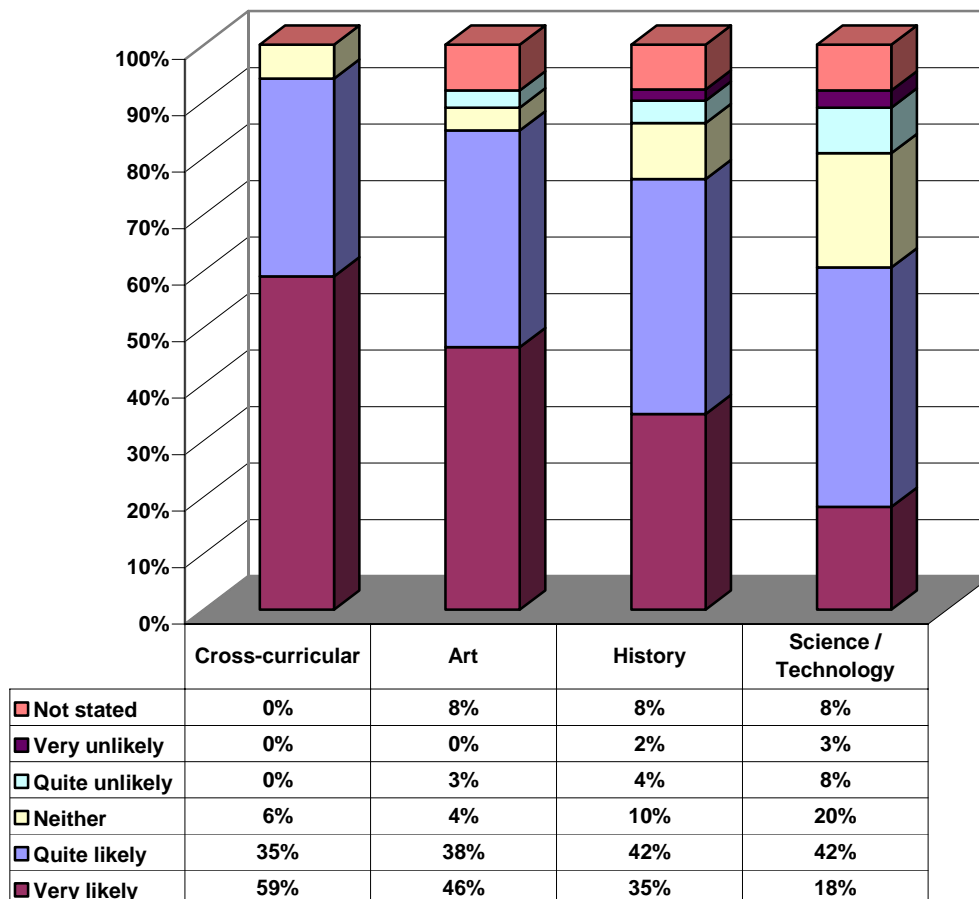
Although 33% of teachers thought it very likely that they would use the visit to promote other kinds of creative work across both age ranges, more teachers at KS2 and below answered that this was quite likely.



Base: 496 teachers (excluding mixed and not stated)

Figure 8.7: Other forms of creative work by Key Stage

Teachers on Cross-curricular and Art visits were more likely to use the museum experience to promote creativity in other ways, while few teachers on Science/Technology visits considered this likely.

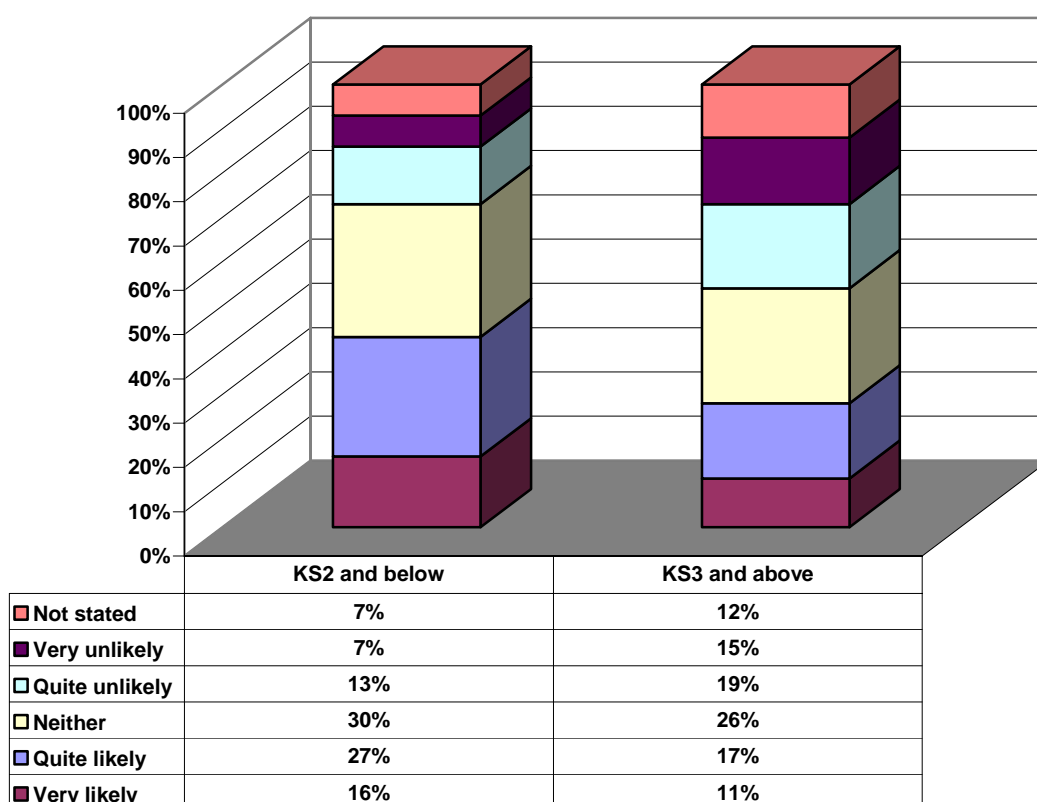


Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.8: Other forms of creative work by theme

Dance/drama was the least likely way in which teachers would use the visit to promote creativity. KS2 and below teachers were more likely than KS3 and above teachers to use dance and drama, with 16% considering it very likely, and 27% likely, compared to 11% and 17% for KS3 and above. This result does not seem surprising.



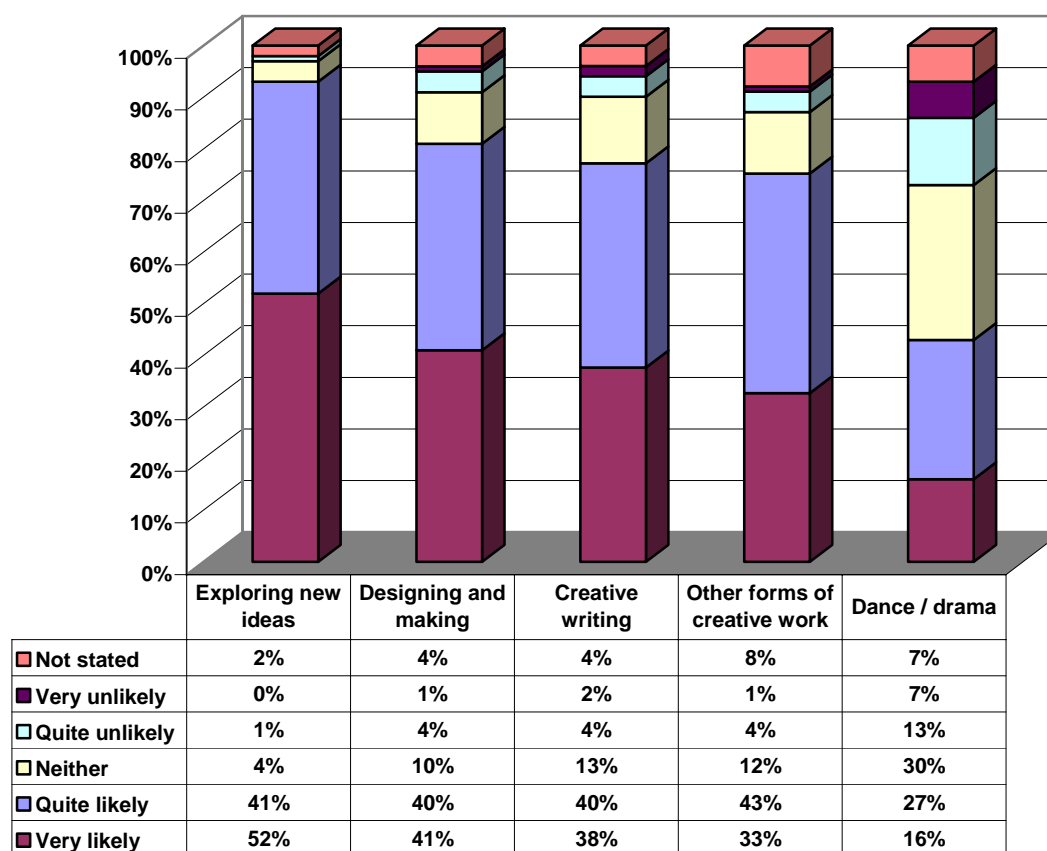
Base: 496 teachers (excluding mixed and not stated)

Figure 8.9: Form A. Question 18. Dance/drama by Key Stage

8.1.1 Enjoyment, Inspiration and Creativity for teachers at KS2 and below and KS3 and above

Teachers across the two age ranges agreed that they were most likely to use the experience to promote exploring new ideas, followed by designing and making.

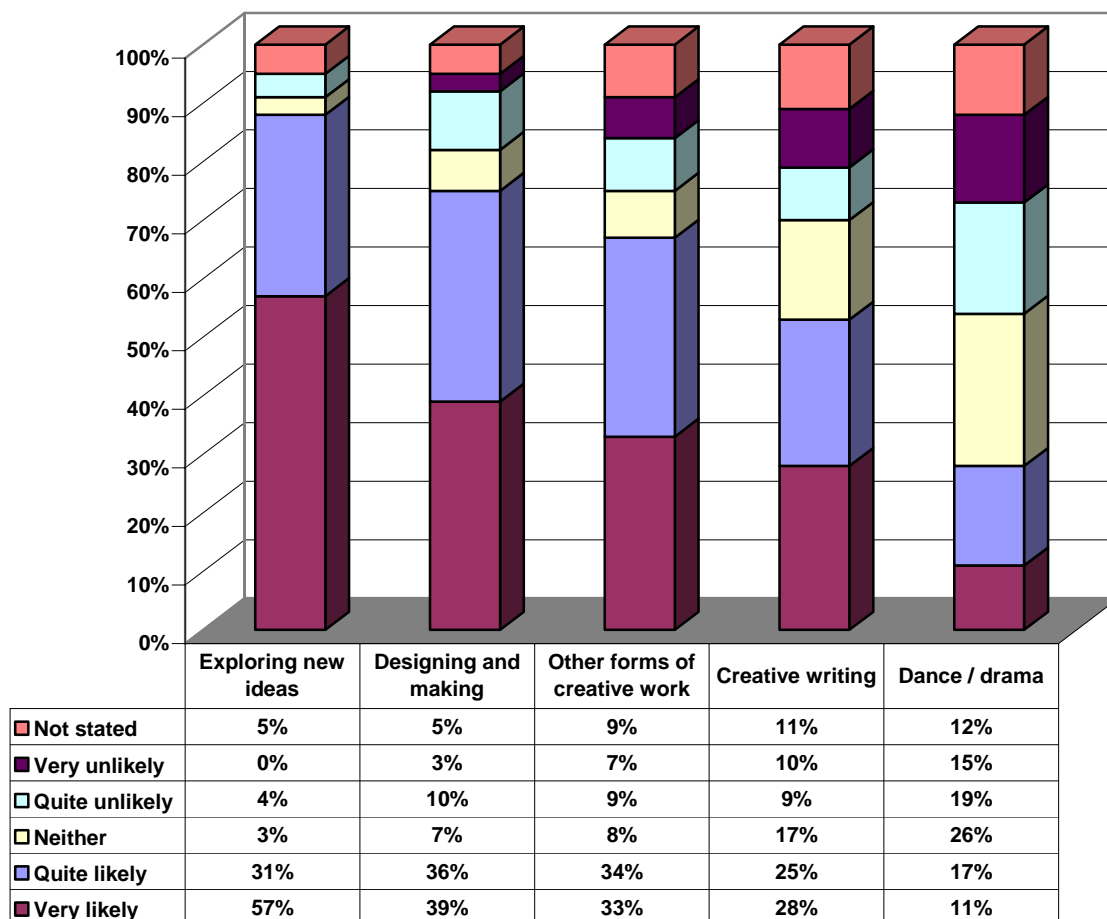
Figure 8.10 below shows the responses for the KS2 and below teachers alone. Designing and making and creative writing were slightly more likely at KS2 and below, than at KS3 and above.



Base: 396 teachers of KS2 and below pupils

Figure 8.10: Form A. Question 18. To what extent will you be using the museum experience to promote creativity? KS2 and below

Teachers at KS3 and above ranked creative writing only fourth most likely, with 28% considering this very likely, in comparison with teachers at KS2 and below who ranked this third with 38% answering very likely. However, teachers of KS3 and above pupils were more positive that they would use the visit to explore new ideas.

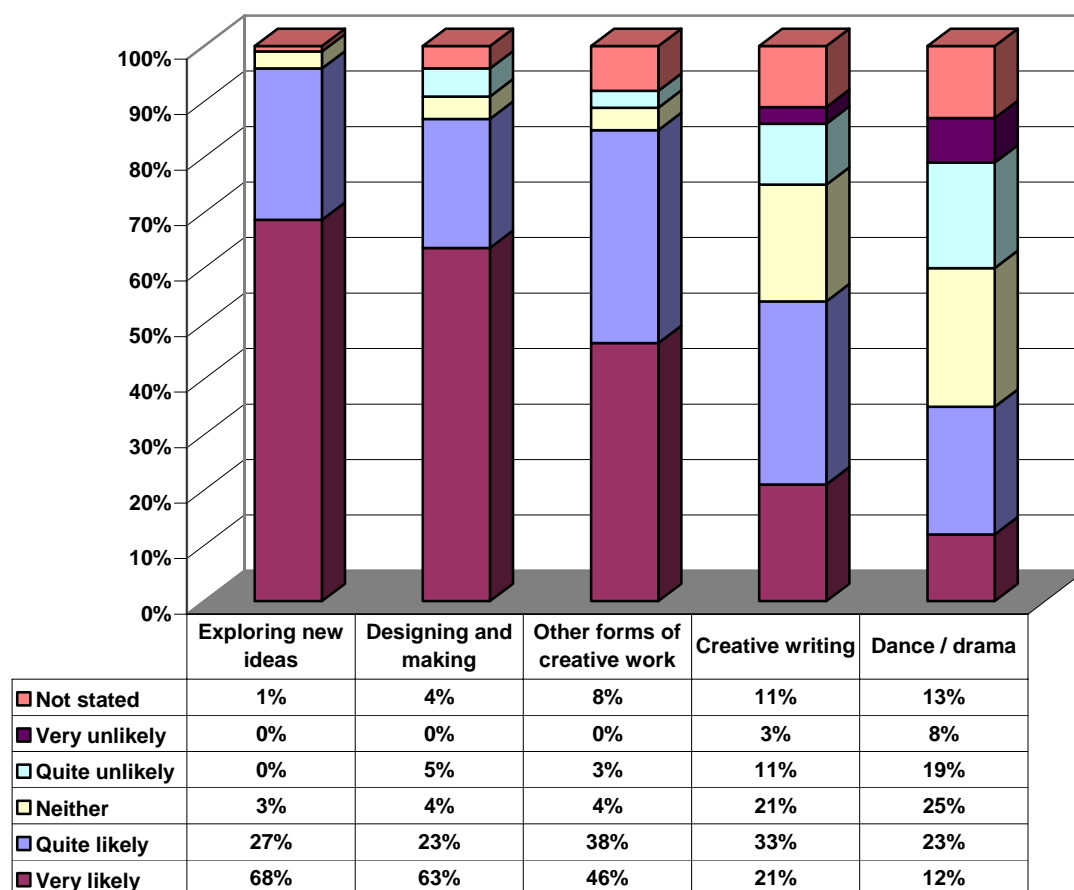


Base: 100 teachers of KS3 and above pupils

Figure 8.11: Form A. Question 18. To what extent will you be using the museum experience to promote creativity? KS3 and above

8.1.2 Enjoyment, Inspiration and Creativity on visits with different themes

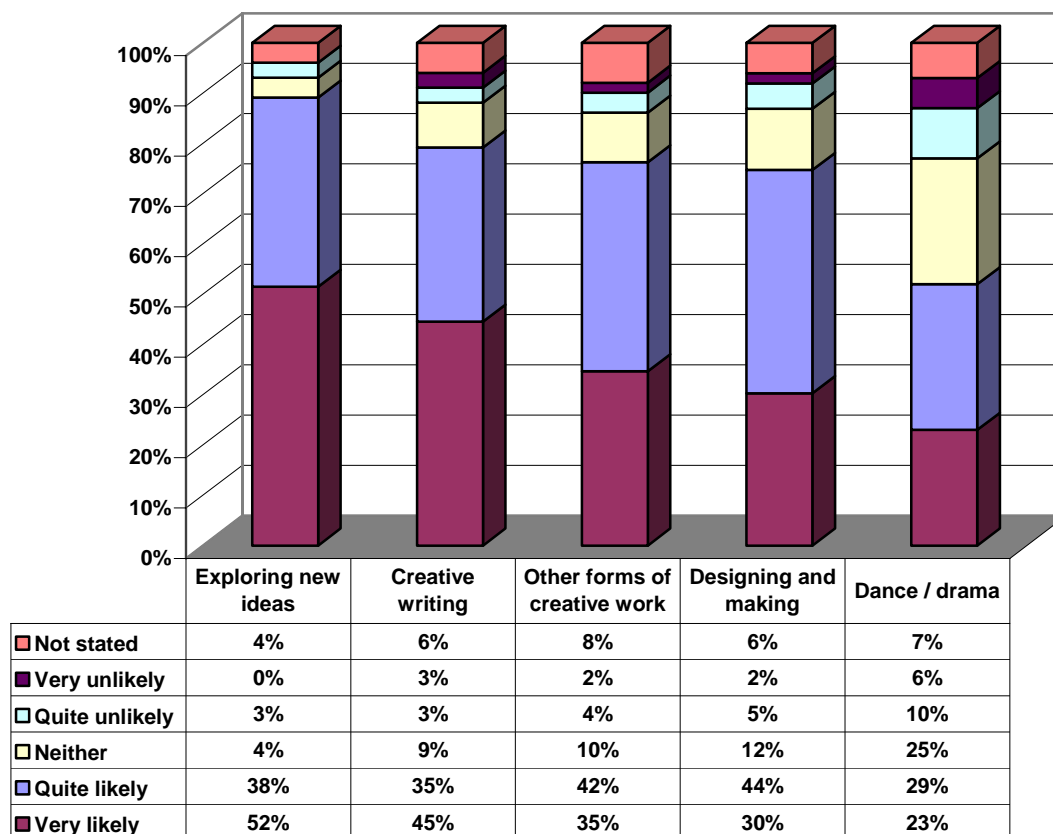
Teachers on Art related visits were very likely to use the visit to explore new ideas, and for designing and making, as shown in the figure below. They were much less likely to do creative writing or dance and drama as a result of the visit.



Base: 91 teachers on Art visits

Figure 8.12: Form A. Question 18. To what extent will you be using the museum experience to promote creativity? Teachers on Art related visits

Overall, teachers on History related visits were very likely to use the museum experience to explore new ideas. They were also likely to do creative writing, but less likely to do designing and making or dance and drama.

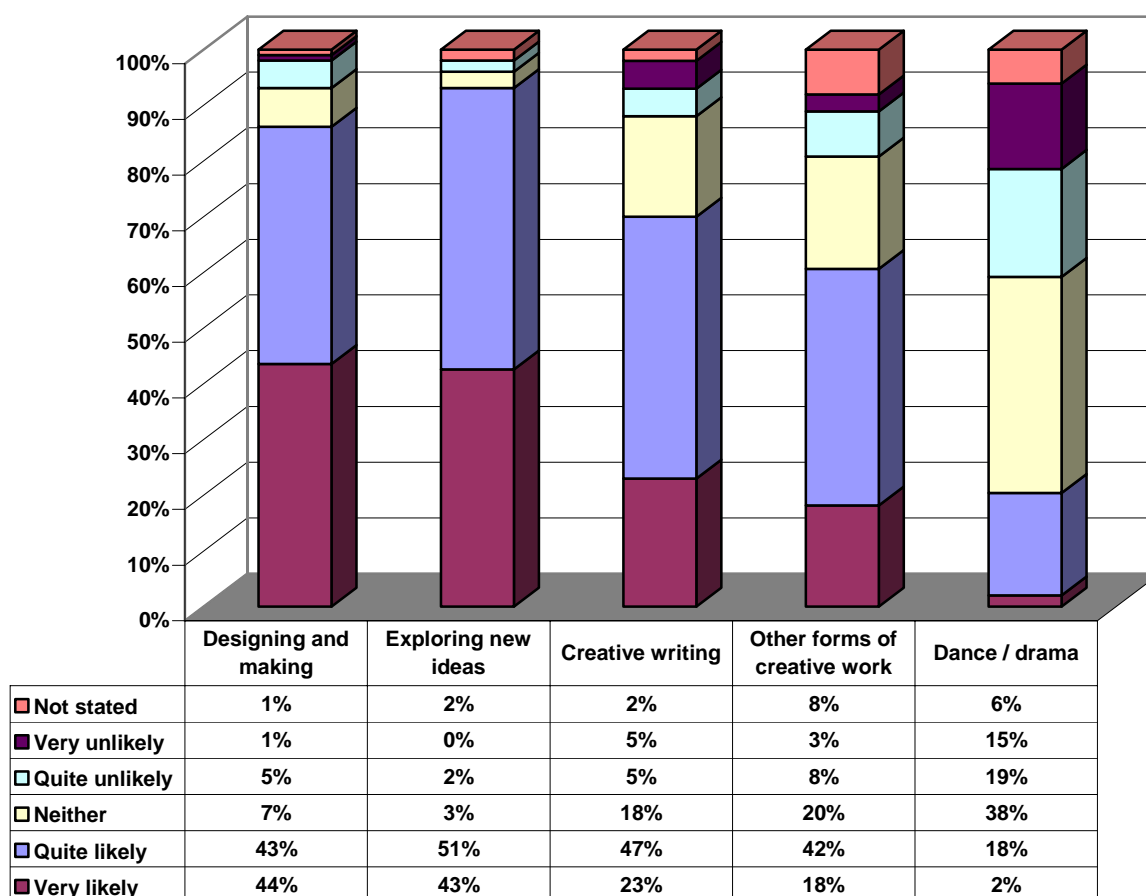


Base: 252 teachers on History visits

Figure 8.13: Form A. Question 18. To what extent will you be using the museum experience to promote creativity? Teachers on History related visits

Teachers on Science/Technology visits were less positive than those visiting for other themes that they would use the experience to promote creativity. Although the totals who answered very likely or quite likely combined were similar to those for teachers on other visits, fewer of the teachers on Science/Technology visits answered that this outcome was very likely.

The teachers on Science/Technology visits were most likely to use the experience to promote designing and making and exploring new ideas. They were less likely to promote creative writing or dance and drama.



Base: 130 teachers on Science/Technology visits

Figure 8.14: Form A. Question 18. To what extent will you be using the museum experience to promote creativity? Teachers on Science/Technology related visits

8.2 Knowledge and Understanding

Knowledge and Understanding was rated as the second most important learning outcome, with 63% of teachers rating it as very important, and a further 34% as important.

Question 15: To what extent do you think pupils will have gained facts and information during their museum visit?

Most teachers who completed Form A thought that their pupils would have gained facts and information from the visit. Teachers were most confident that pupils learnt subject-specific facts during the museum visit: 67% rated this category as very likely.

	Subject – specific facts	Inter-disciplinary and thematic facts	Other kinds of facts	Information about museums / galleries	Facts about themselves, their families or the wider world
Very likely	67%	33%	30%	27%	23%
Quite likely	29%	52%	51%	54%	43%
Neither	2%	8%	7%	11%	17%
Quite unlikely	1%	2%	3%	3%	9%
Very unlikely	0%	0%	0%	1%	2%
Not stated	2%	6%	9%	4%	5%

Base: all teachers (503)

Table 8.3: Question 15: To what extent do you think pupils will have gained facts and information during their museum visit?

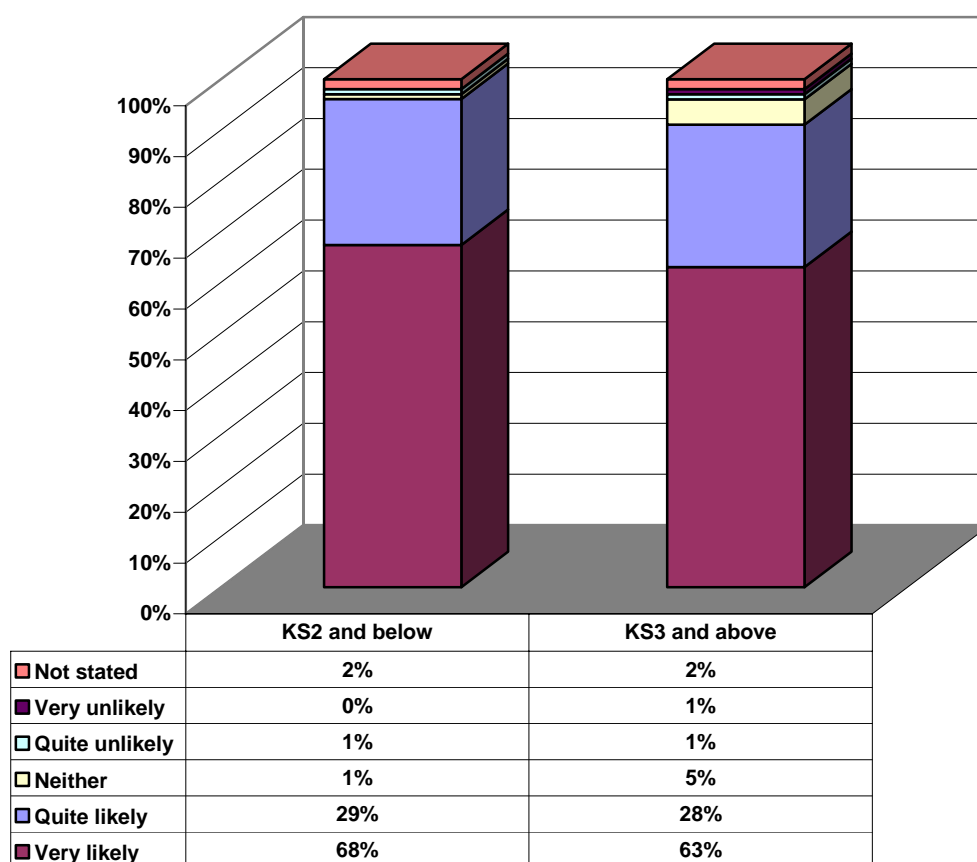
The findings from the Renaissance study show the same overall pattern. Teachers in the DCMS/DfES evaluation were slightly less positive that pupils would have gained each type of facts than the teachers in the Renaissance evaluation, with the exception of facts about themselves, their families and the wider world. Although this was still rated the least likely type of facts, 2% more teachers considered this very likely in the DCMS/DfES programme.

	Subject-specific facts	Inter-disciplinary or thematic facts	Other kinds of facts	Information about museums or galleries	Facts about themselves, their families or the wider world
Very likely	73%	36%	33%	28%	21%
Quite likely	24%	50%	50%	50%	47%
Neither	1%	5%	6%	10%	17%
Quite unlikely	1%	2%	2%	5%	7%
Very unlikely	-	1%	1%	1%	2%
Not stated	2%	6%	8%	5%	6%

Base: all Renaissance teachers (936)

Table 8.4: Renaissance in the Regions. Form A. Question 15. To what extent do you think that pupils will have gained facts and information during their museum visit?

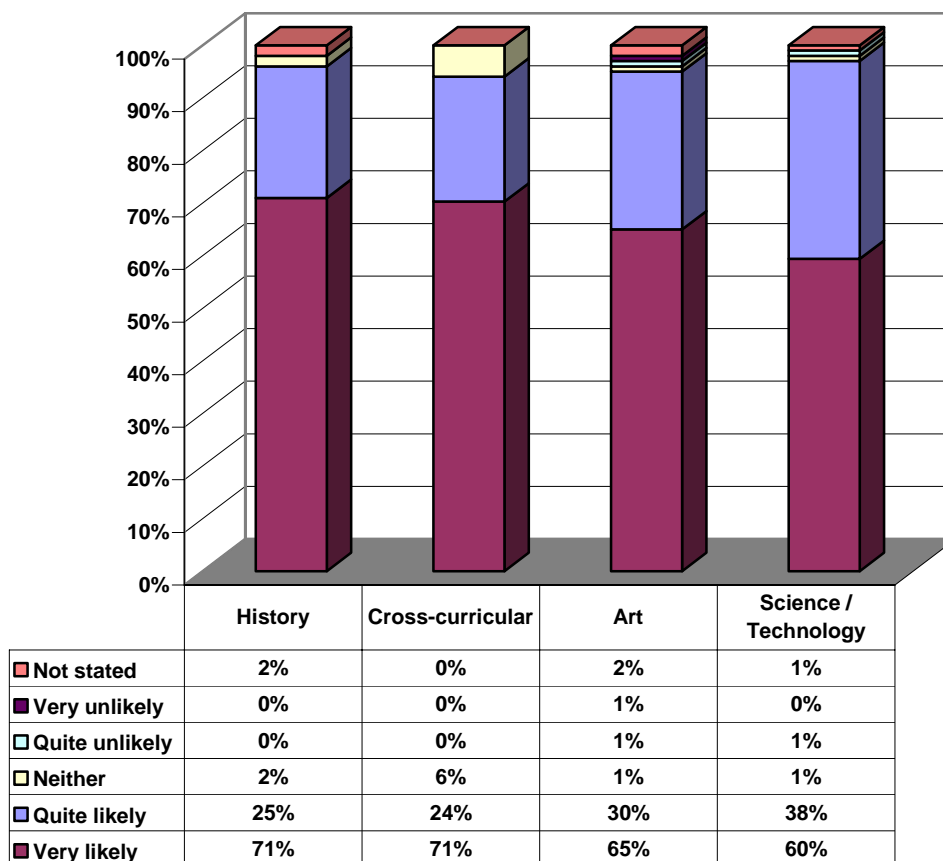
Teachers at KS2 and below were slightly more positive that their pupils would have gained subject-specific facts than teachers at KS3 and above.



Base: 496 teachers (excluding mixed and not stated)

Figure 8.15: Form A. Question 15. Subject-specific facts by Key Stage

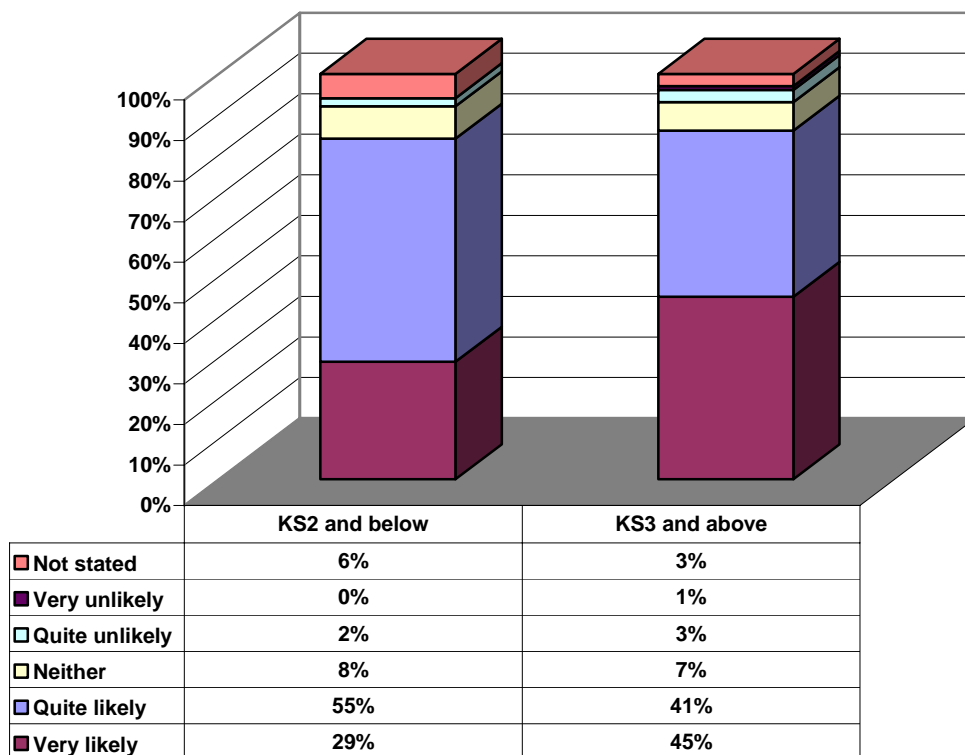
Teachers on History and Cross-curricular visits were most positive that pupils had learnt subject-specific facts. Although 60% of teachers on Science/Technology visits still considered this very likely, these were proportionately fewer than for other curriculum areas.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.16: Form A. Question 15. Subject-specific facts by theme

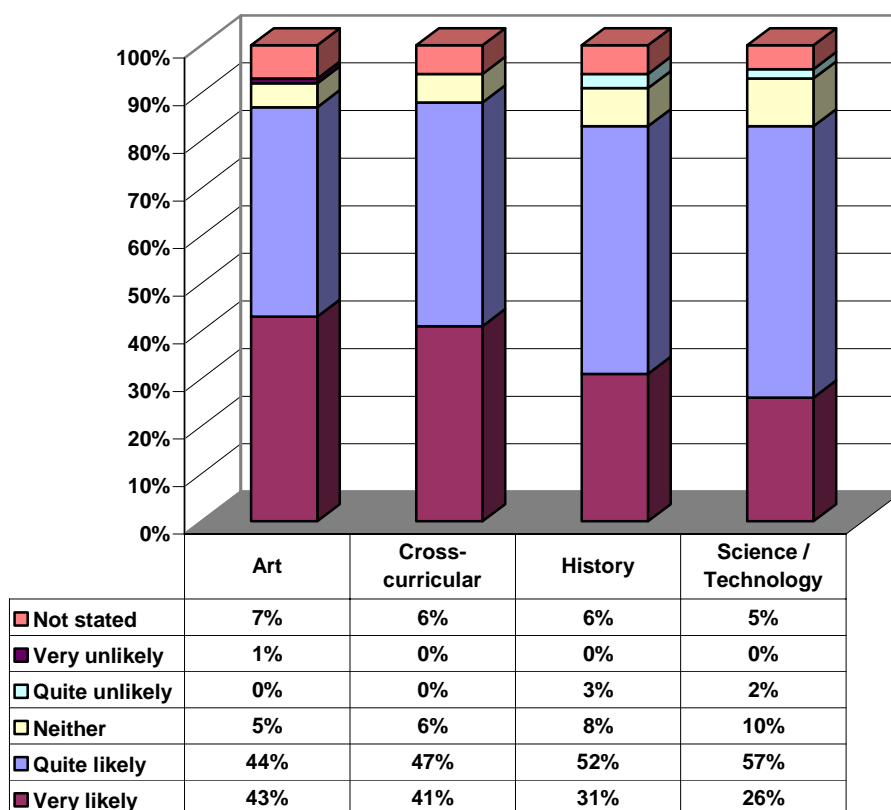
Teachers at KS3 and above were more positive that their pupils would have gained interdisciplinary or thematic facts than teachers of KS2 and below.



Base: 496 teachers (excluding mixed and not stated)

Figure 8.17: Form A. Question 15. Inter-disciplinary or thematic facts by Key Stage

Teachers on Art visits were most positive that pupils had learnt inter-disciplinary or thematic facts, with 43% considering this very likely, while only 26% of teachers on Science/Technology visits considered this outcome very likely.

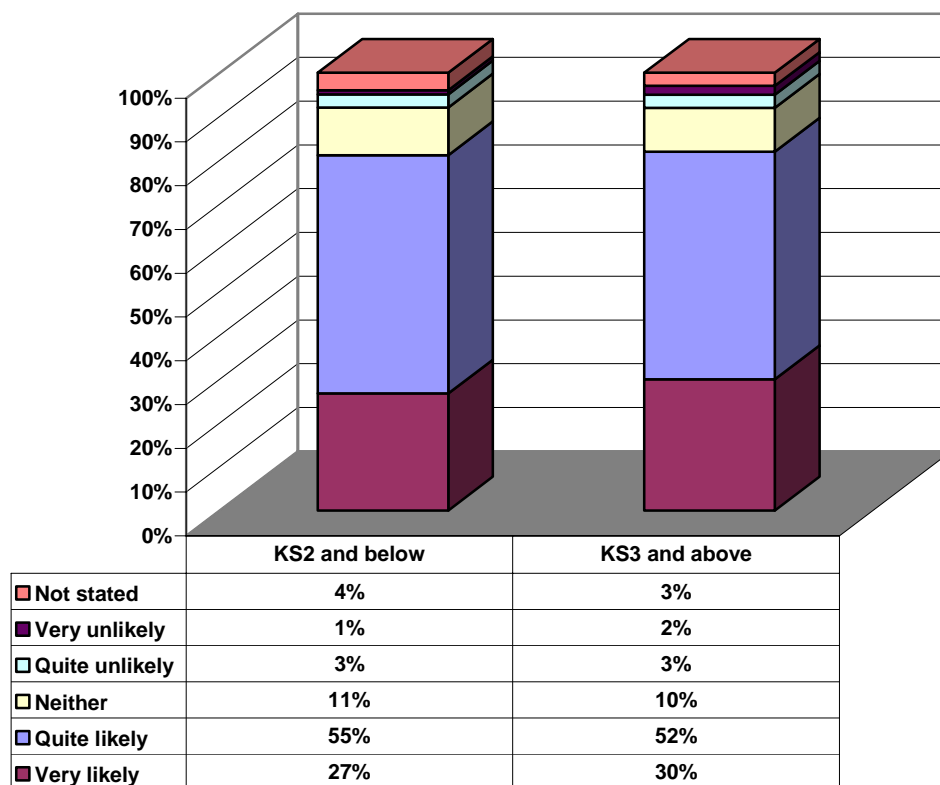


Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.18: Form A. Question 15. Inter-disciplinary or thematic facts by theme

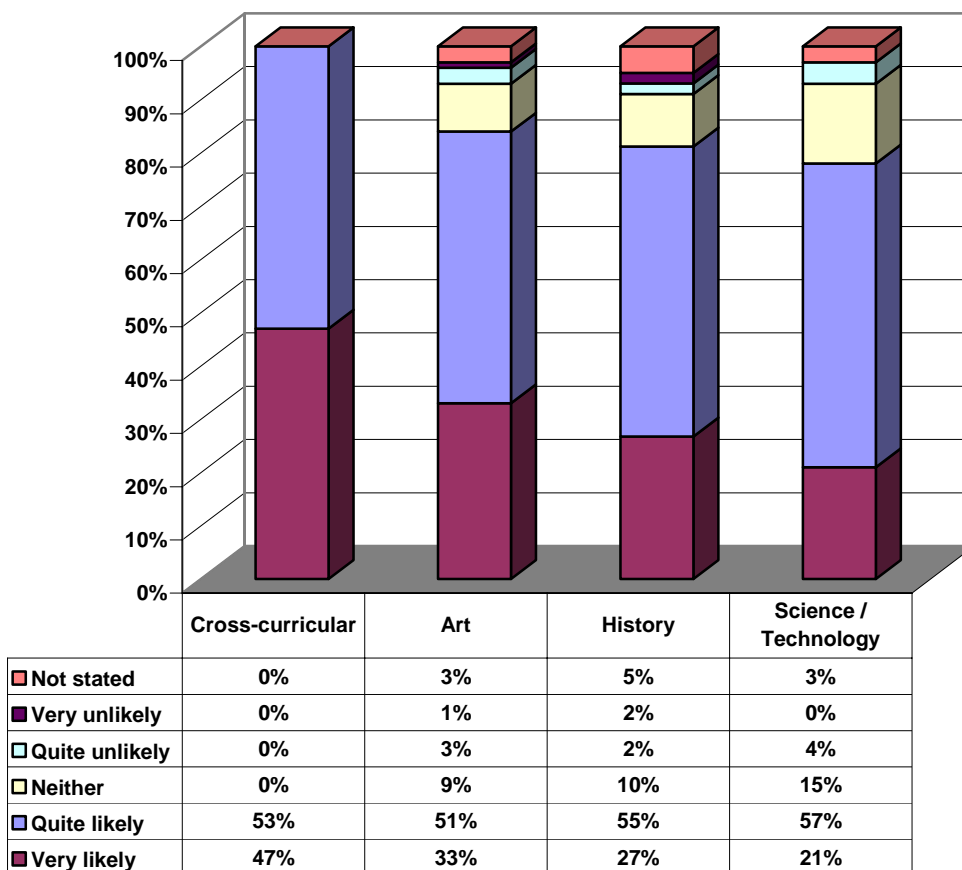
Teachers had similar views about the extent to which pupils had gained information about museums and galleries across both age ranges.



Base: 496 teachers (excluding mixed and not stated)

Figure 8.19: Form A. Question 15. Information about museums and galleries by Key Stage

Teachers on Cross-curricular visits considered it most likely that pupils had learnt information about museums and galleries. Those on Science/Technology visits were least positive about this outcome.

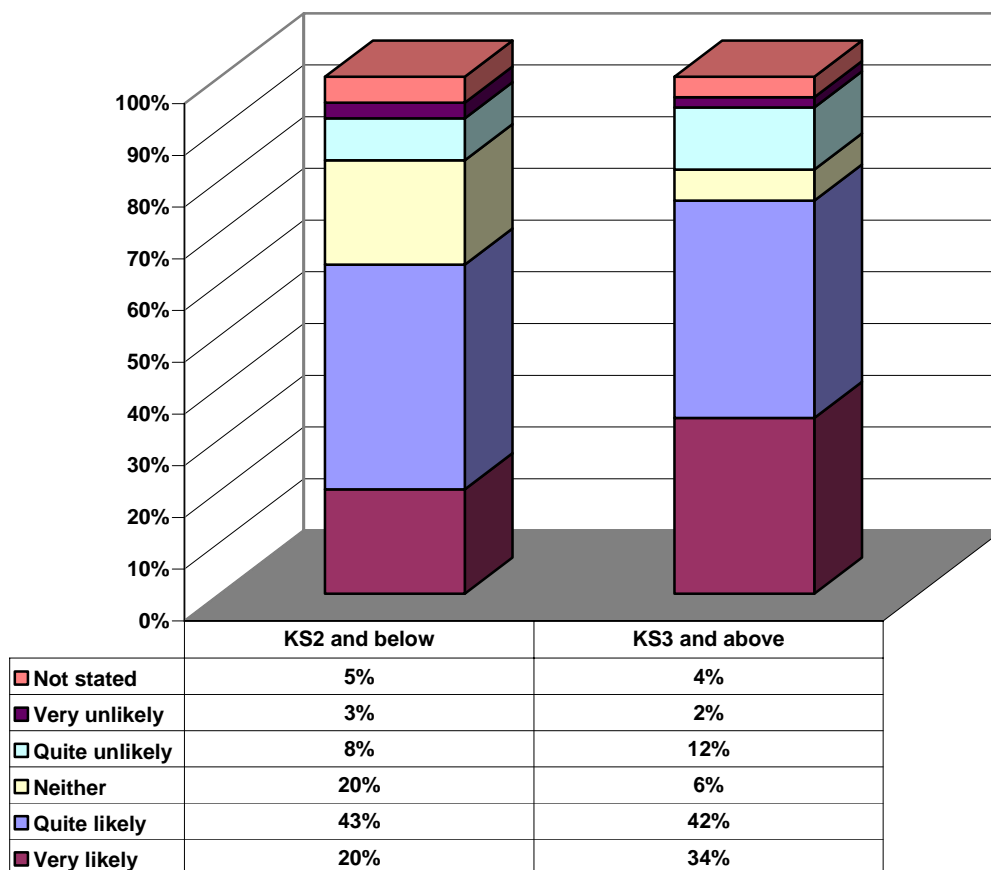


Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.20: Form A. Question 15. Information about museums and galleries by theme

Teachers of KS3 and above thought that their pupils are more likely to learn facts about themselves, their families and the wider world than KS2 teachers. This seems reasonable.

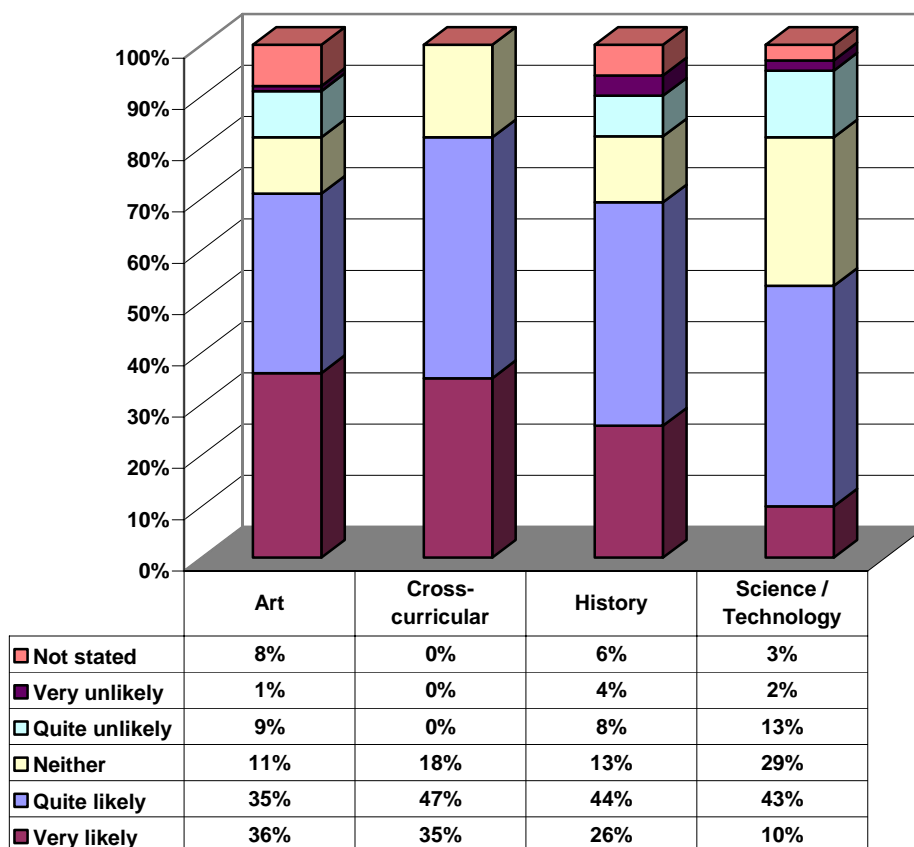


Base: 496 teachers (excluding mixed and not stated)

Figure 8.21: Form A. Question 15. Facts about themselves, their families or the wider world by Key Stage

Teachers on Art and Cross-curricular visits were most positive that pupils would have learnt facts about themselves, their families and the wider world. When combined, the proportion of teachers on History visits who answered that this was very likely or quite likely was also relatively high (70% in total).

However, those on Science/Technology visits were least convinced that pupils would learn this type of facts.

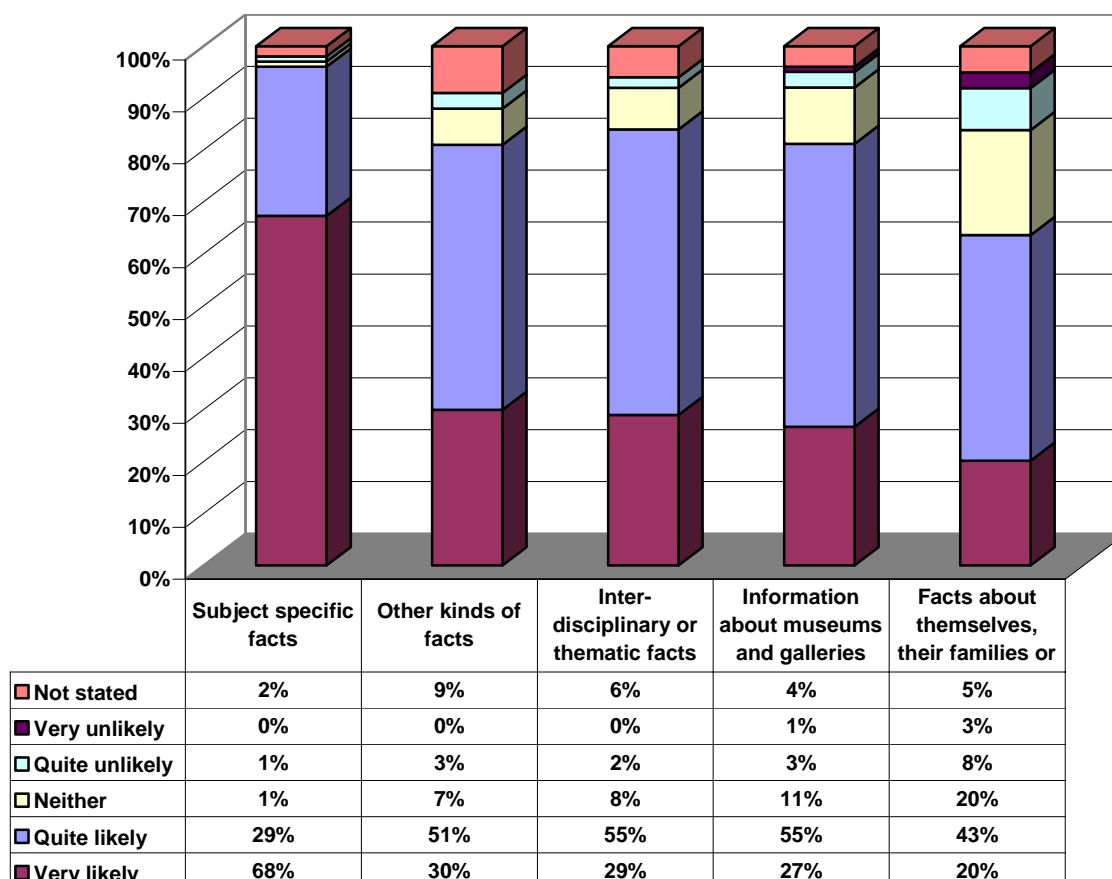


Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.22: Form A. Question 15. Facts about themselves, their families or the wider world by theme

8.2.1 Knowledge and Understanding for teachers at KS2 and below and KS3 and above

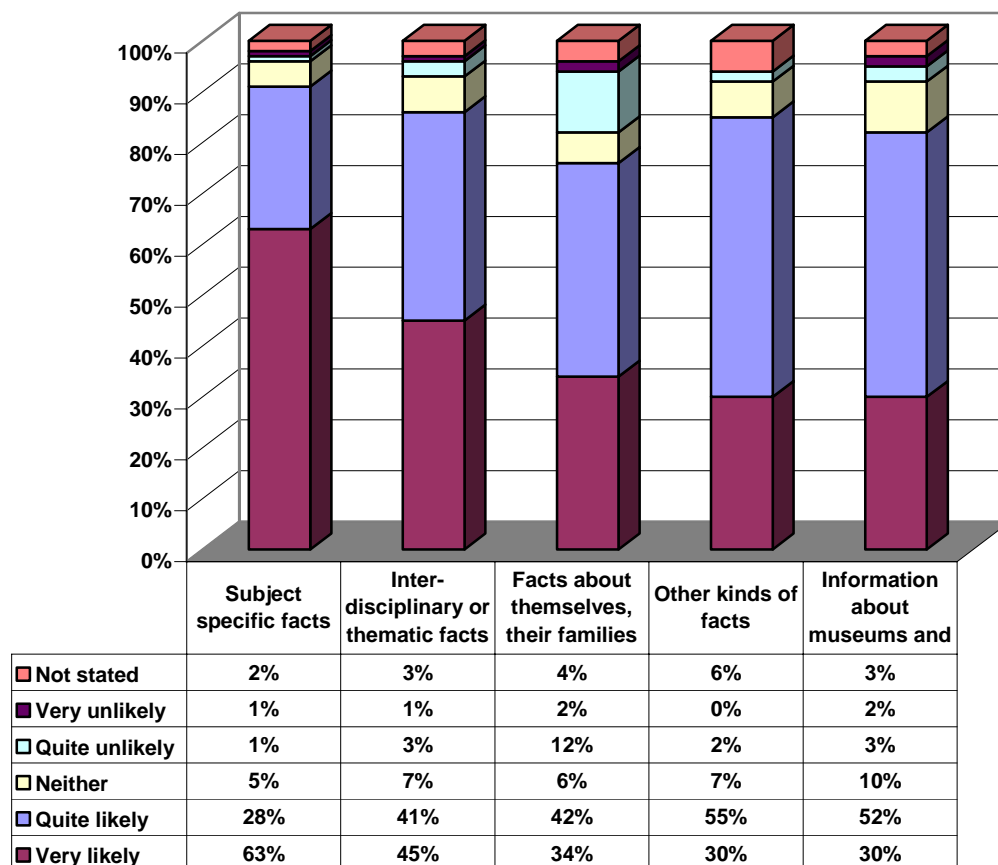
Teachers at KS2 and below and KS3 and above agreed that pupils were most likely to gain subject-specific facts. Slightly more teachers at KS2 and below thought that pupils were very likely to gain subject-specific facts than at KS3 and above (68% compared to 63%).



Base: 396 teachers of KS2 and below pupils

Figure 8.23: Form A. Question 15. To what extent do you think pupils will have gained facts and information during their museum visit? KS2 and below

However, for other types of facts, the teachers at KS3 and above were more positive. In particular, these teachers were much more convinced that older pupils would gain interdisciplinary and thematic facts, and facts about themselves, their families and the wider world.

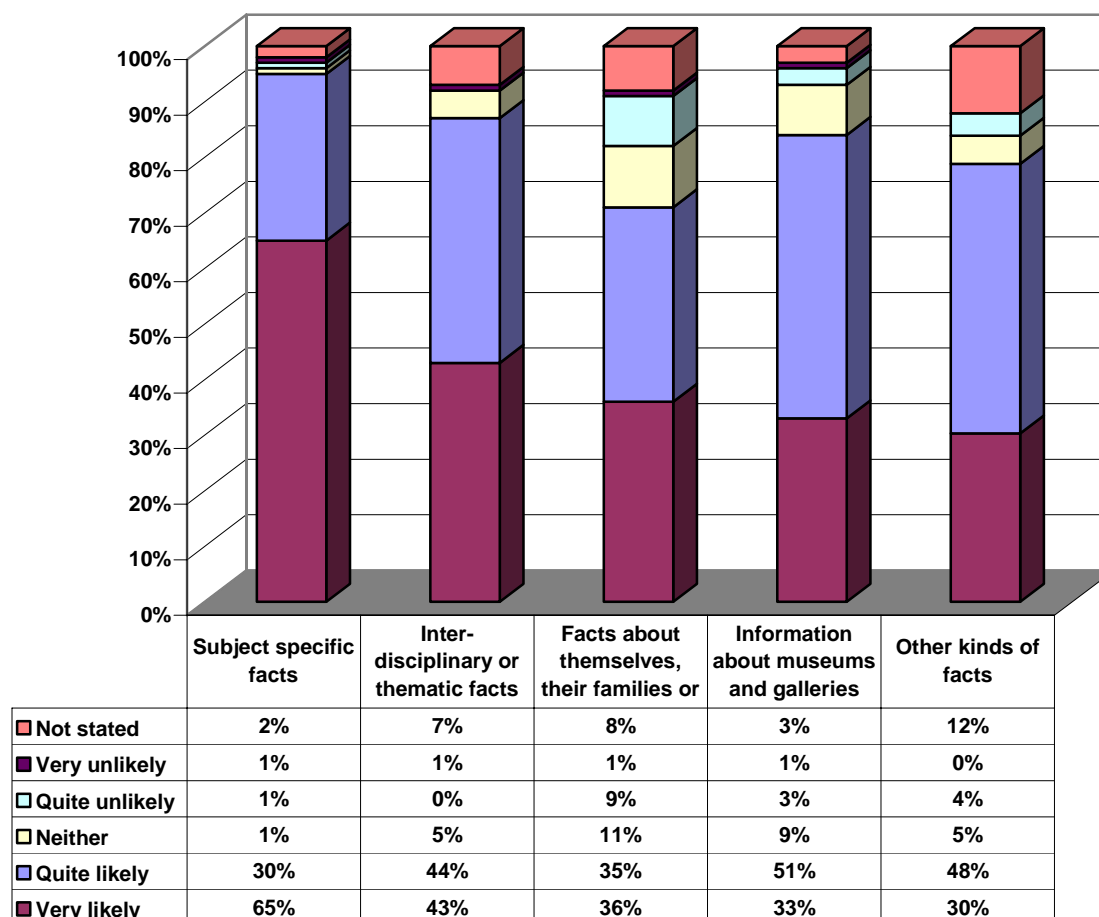


Base: 100 teachers of KS3 and above pupils

Figure 8.24: Form A. Question 15. To what extent do you think pupils will have gained facts and information during their museum visit? KS3 and above

8.2.2 Knowledge and Understanding on visits with different themes

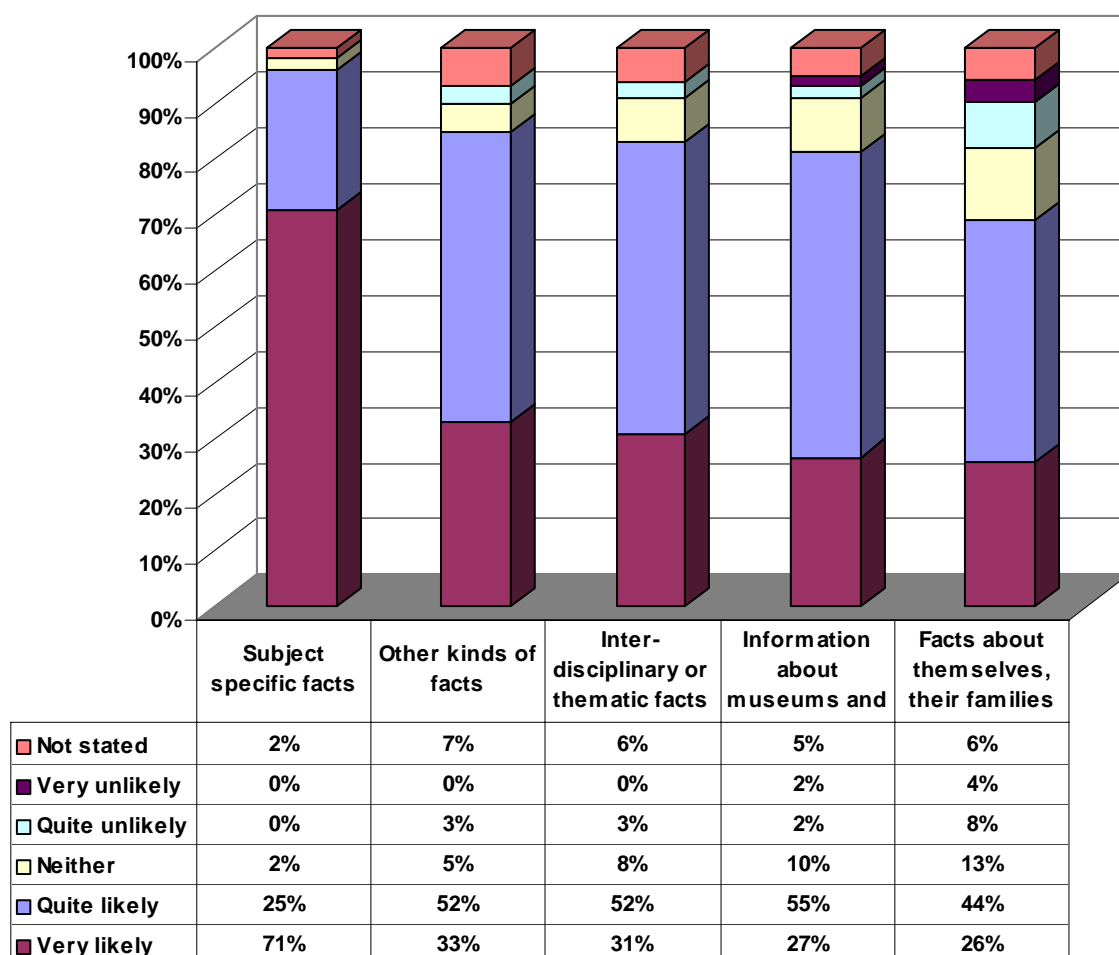
Teachers on Art related visits were very confident that their pupils would have gained facts and information. In particular, they were positive that pupils would have gained subject-specific facts and interdisciplinary or thematic facts. Facts about themselves, their families and the wider world, and about museums and galleries, were also likely although fewer teachers considered them very likely.



Base: 91 teachers on Art visits

Figure 8.25 Form A. Question 15. To what extent do you think pupils will have gained facts and information during their museum visit? Teachers on Art related visits

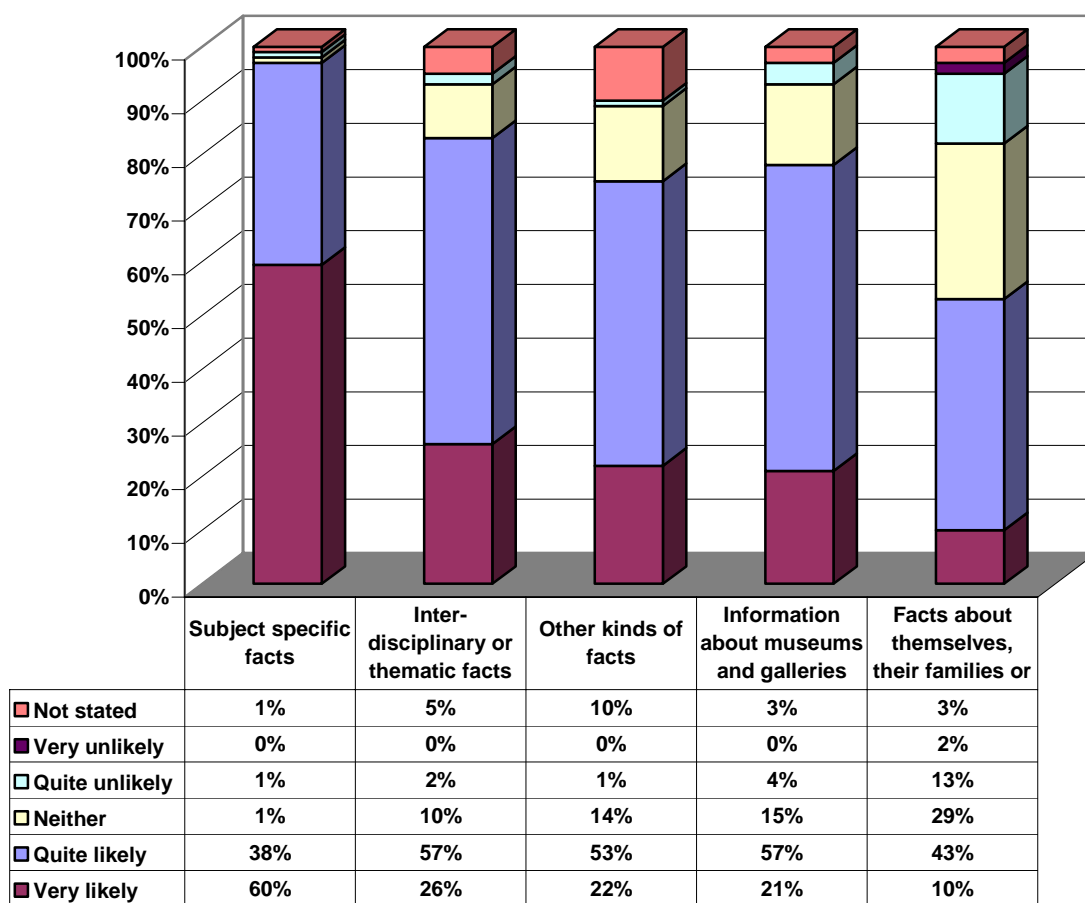
Teachers on History related visits were also very confident that pupils would have gained subject-specific facts. They were less confident that pupils would have gained other types of facts, in particular facts about museums and galleries and about themselves, their families and the wider world. However, the proportions of teachers answering quite likely were high for these other types of facts.



Base: 252 teachers on History visits

Figure 8.26: Form A. Question 15. To what extent do you think pupils will have gained facts and information during their museum visit. Teachers on History related visits

Teachers on Science/Technology related visits were far less confident than other teachers, when comparing the proportions who answered that it was very likely that pupils would have gained facts and information. However, a high proportion thought that it was very likely that pupils would have gained subject-specific facts. In other types of facts, teachers were not so confident and many answered quite likely instead of very likely. The teachers felt that it was least likely that pupils on Science/Technology visits would gain facts about themselves, their families or the wider world.



Base: 130 teachers on Science/Technology visits

Figure 8.27: Form A. Question 15. To what extent do you think pupils will have gained facts and information during their museum visit. Teachers on Science/Technology related visits

8.3 Attitudes and Values

Question 17: To what extent do you think the museum visit will have enabled pupils to feel more positive about the following?

Teachers were most confident that the pupils would feel more positive about museums / galleries, with 47% rating this as very likely. Pupils were also likely to feel more positive about learning as a result of the museum visit, with 44% of teachers rating this as very likely. Teachers also thought it likely that pupils would feel more positive about themselves and other people / communities although less strongly than other outcomes.

	Museums / galleries	Learning	Themselves and their abilities	Other people/ communities	Anything else
Very likely	47%	44%	30%	28%	11%
Quite likely	45%	48%	57%	50%	36%
Neither	4%	4%	8%	14%	22%
Quite unlikely	1%	1%	2%	4%	2%
Very unlikely	0%	-	0%	0%	0%
Not stated	3%	3%	3%	4%	29%

Base: all teachers (503)

Table 8.5: Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about the following?

Overall, the teachers in the DCMS/DfES programme were slightly less positive about each outcome than those in the Renaissance programme. However, more teachers in the DCMS/DfES evaluation answered that pupils were either very likely or quite likely to feel more positive about themselves and their abilities (87% compared to 83% in the Renaissance evaluation).

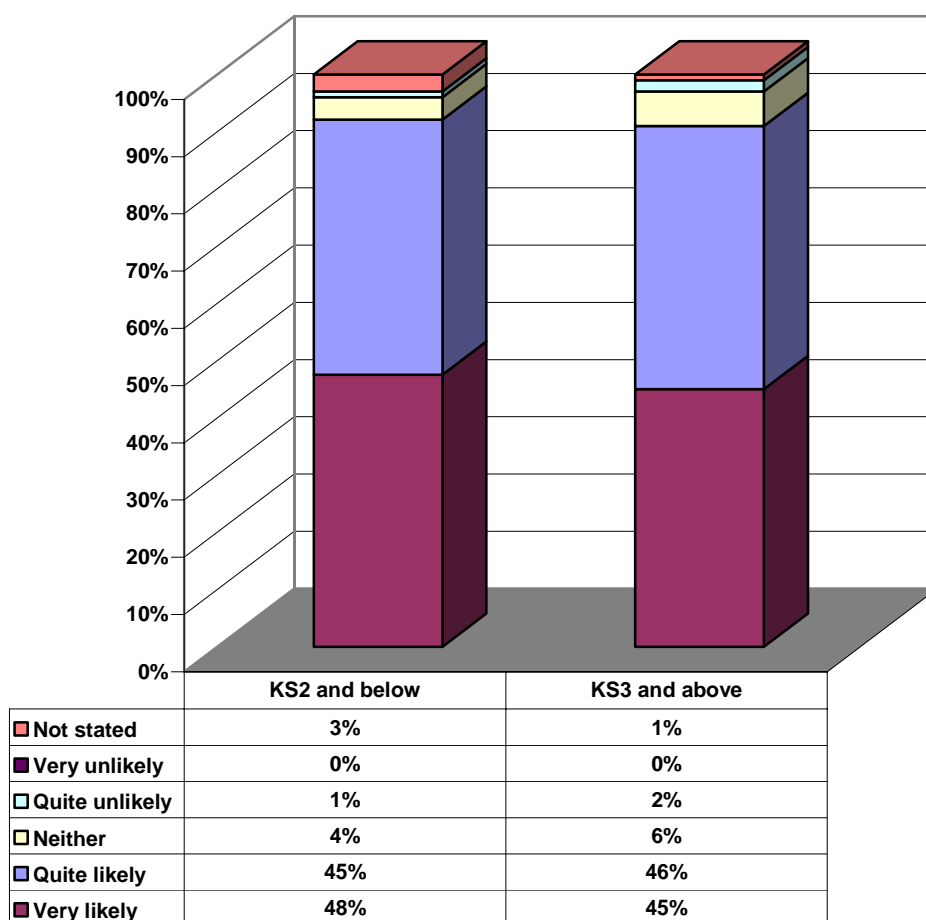
DCMS/DfES teachers were slightly more positive that the visit would lead to changed attitudes towards museums / galleries than towards learning. This is different from the Renaissance evaluation, where equal proportions of teachers found these two outcomes very likely and slightly more teachers overall found attitudes towards learning likely. For the DCMS/DfES teachers, pupils attitudes towards themselves and their abilities were a relatively more likely outcome compared to attitudes towards other people / communities.

	Learning	Museums / galleries	Other people/ communities	Themselves and their abilities	Anything else
Very likely	51%	51%	44%	31%	13%
Quite likely	43%	41%	47%	52%	30%
Neither	2%	4%	8%	10%	21%
Quite unlikely	-	1%	1%	2%	1%
Very unlikely	-	-	1%	1%	1%
Not stated	4%	4%	4%	5%	34%

Base: all Renaissance teachers (936)?

Table 8.6: Renaissance in the Regions. Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about any of the following?

Teachers of KS2 and below were slightly more confident that pupils were very likely to feel more positive about museums/galleries (48% compared to 45% of KS3 and above teachers).

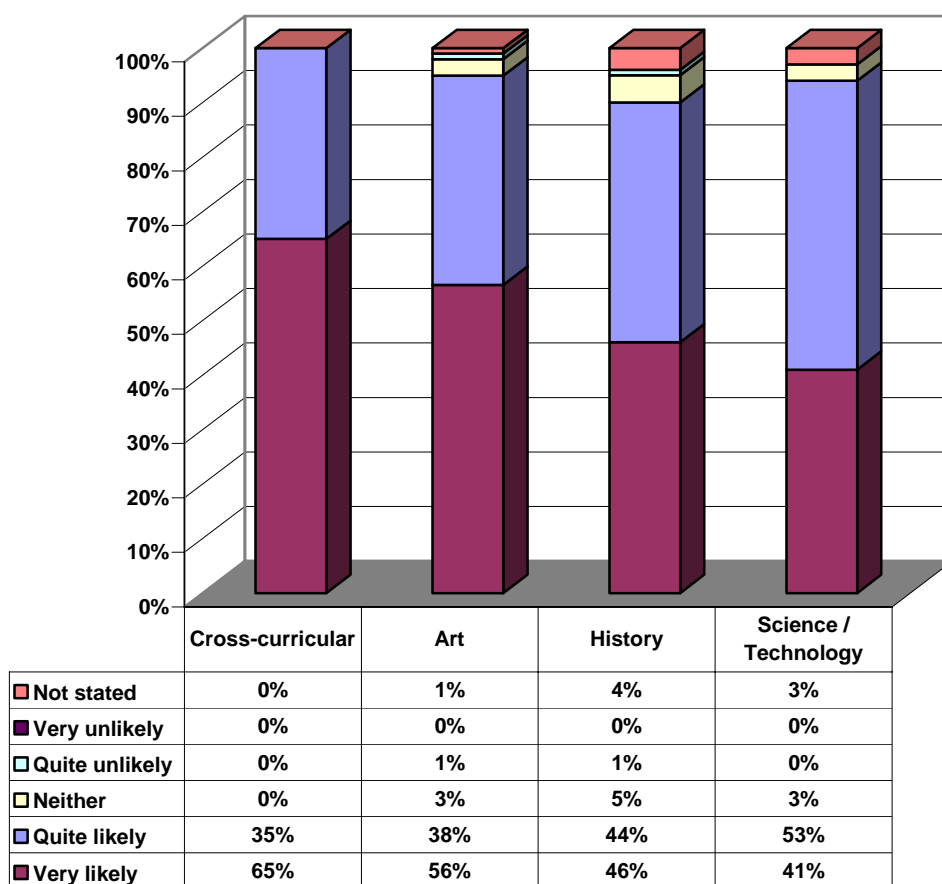


Base: 496 teachers

Figure 8.28: Form A. Question 17. Museums/galleries by Key Stage

Teachers on Cross-curricular and Art visits were most confident that pupils would feel more positive about museums/galleries, with 65% and 56% answering that this was very likely. The teachers on Science/Technology visits appear to be least confident, with 41% finding this very likely.

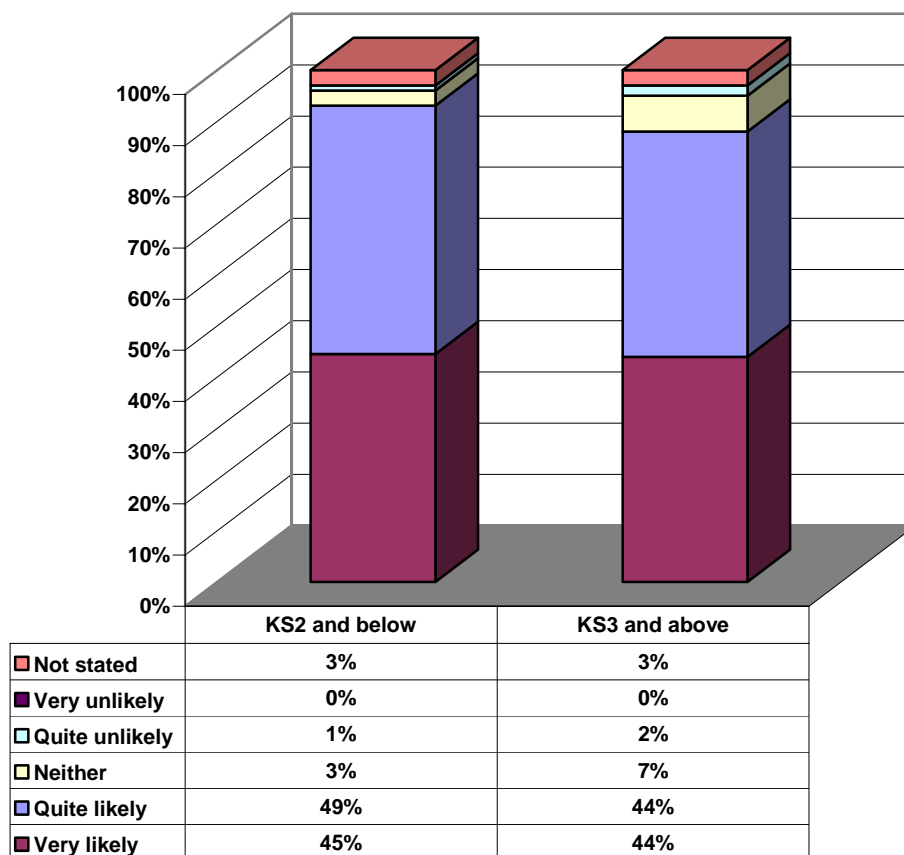
However, when responses for very likely and quite likely are combined, the vast majority of teachers responded positively, and those on History visits were actually slightly less confident overall.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.29: Form A. Question 17. Museums/galleries by theme

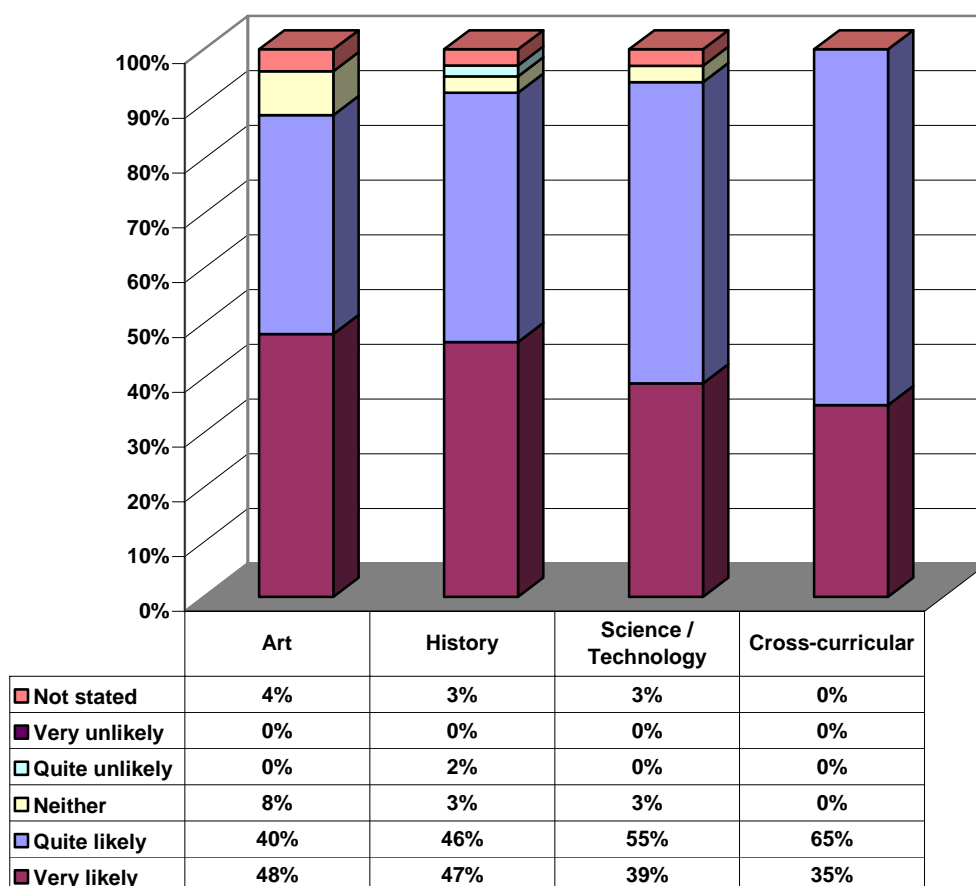
Teachers of KS2 and below pupils were slightly more confident that they would feel more positive about learning.



Base: 496 teachers

Figure 8.30: Form A. Question 17. Learning by Key Stage

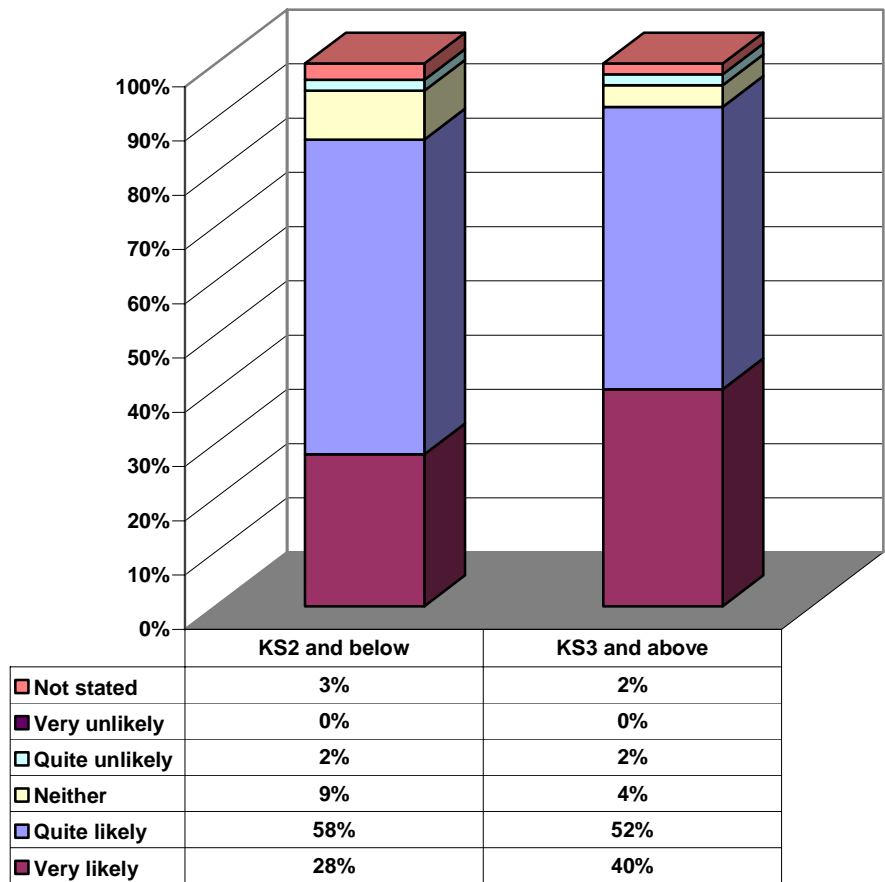
Overall, most teachers thought that it was either very likely or quite likely that pupils would feel more positive about learning, regardless of the theme studied. More teachers answered that this was very likely after taking part in Art related visits or activities (48%), however more teachers on Art visits also thought that this was neither likely nor unlikely.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.31: Form A. Question 17. Learning by theme

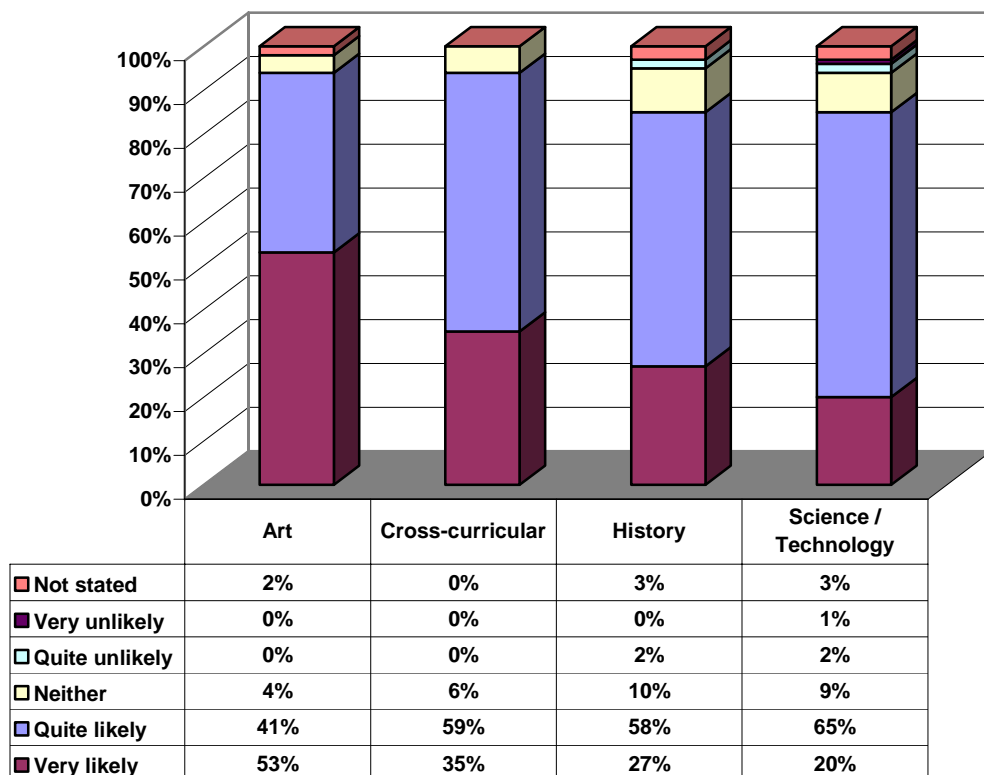
KS3 and above teachers seem to have been more confident that pupils would feel more positive about themselves and their abilities as a result of the museum experience.



Base: 496 teachers

Figure 8.32: Form A. Question 17. Themselves and their abilities by Key Stage

Overall, most teachers found it either very likely or quite likely that pupils would feel more positive about themselves and their abilities, regardless of the theme of the visit. However, more teachers on Art visits found this very likely (53%), whereas fewest teachers found this very likely on Science/Technology visits (20%).

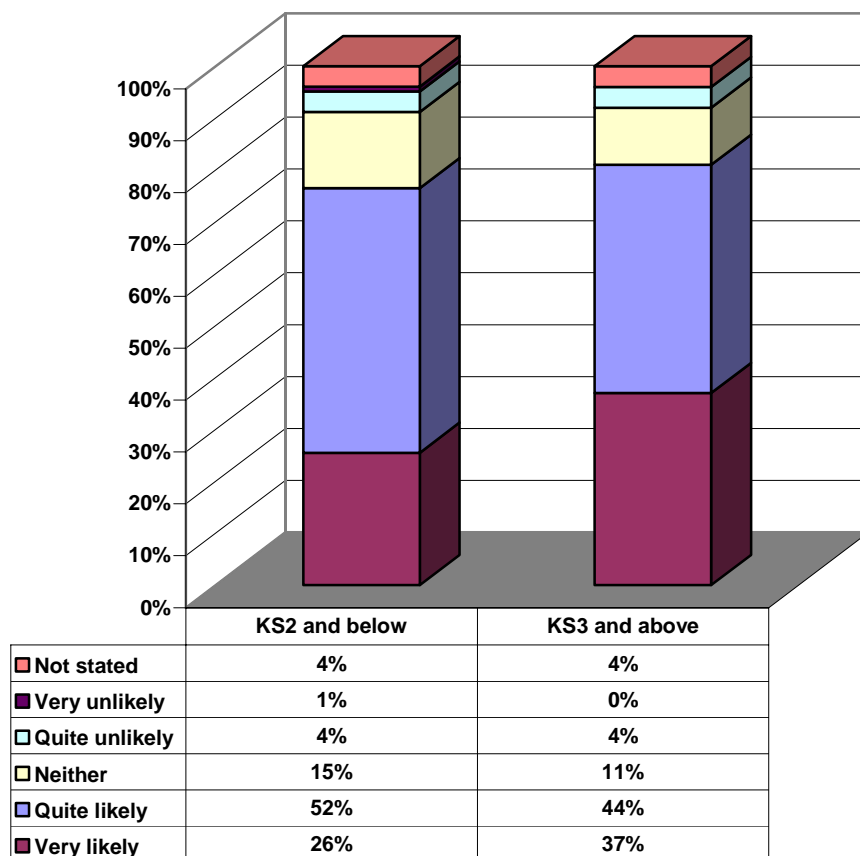


Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.33: Form A. Question 17. Themselves and their abilities by theme

Teachers of KS3 and above found it more likely that pupils would feel more positive about other people/communities as a result of the experience. Thirty-seven percent found this very likely, compared to 26% of KS2 and below teachers.

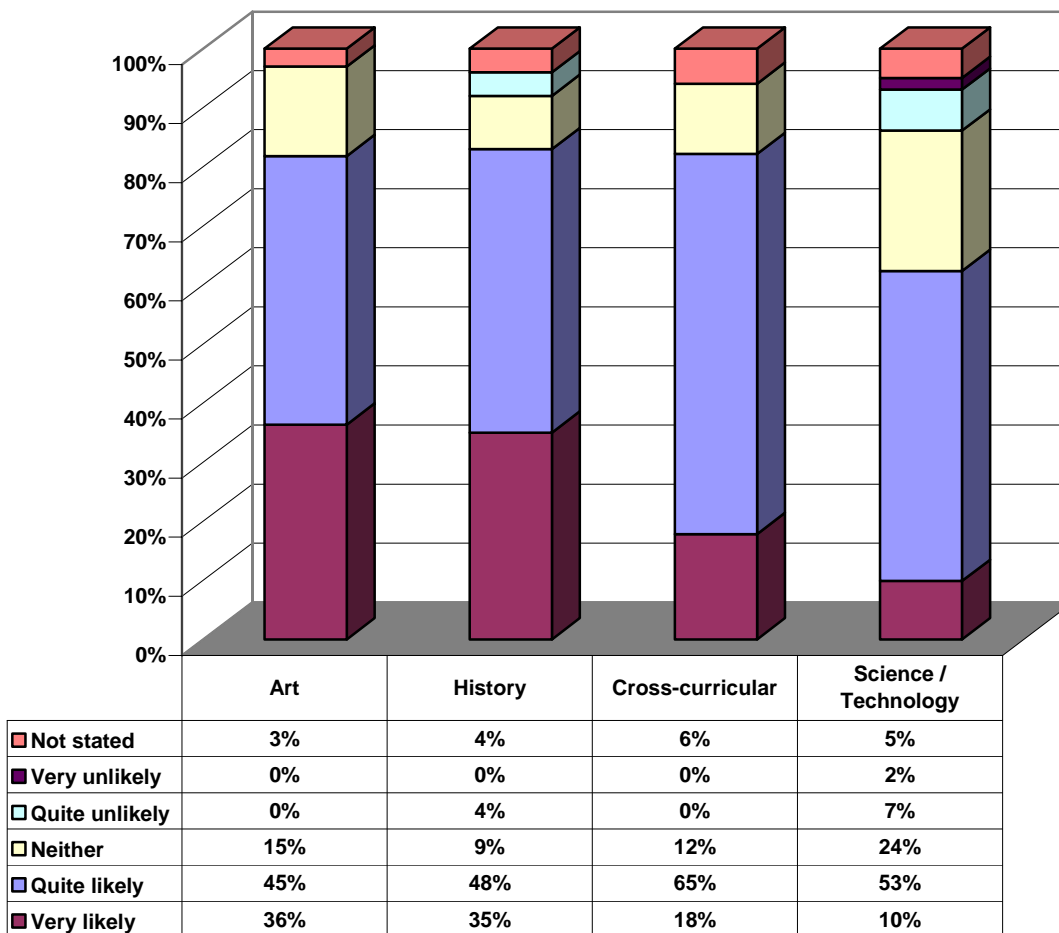


Base: 496 teachers

Figure 8.34: Form A. Question 17. Other people/communities by Key Stage

Teachers on Art and History related visits thought it most likely that pupils would feel more positive about other people / communities after the experience, with 36% and 35% answering that this was very likely. A further 45% for Art, and 48% for History visits, thought that this outcome was quite likely.

Teachers on Science/Technology visits were least confident about this outcome, with only 10% finding it very likely, although 53% considered it quite likely.



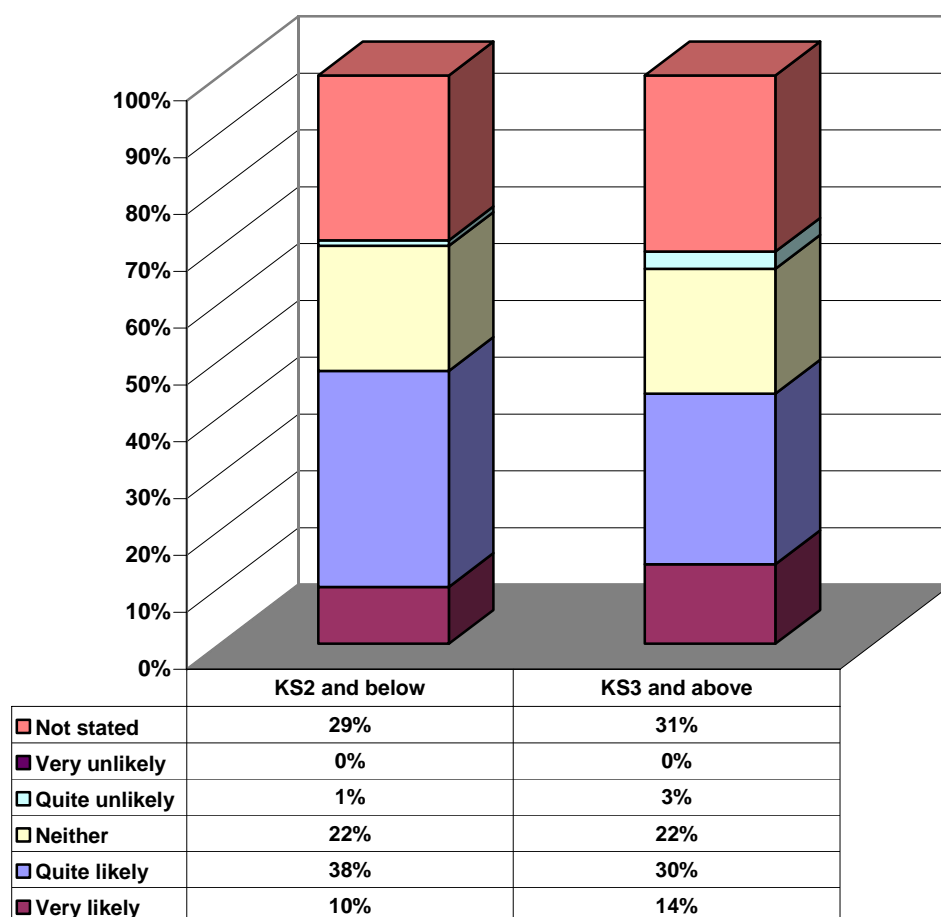
Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.35: Form A. Question 17. Other people/communities by theme

Teachers across both age ranges were ambivalent about this question, with high proportions answering that this outcome was neither likely or unlikely (22% in both KS2 and below and KS3 and above) or not answering the question at all (29% at KS2 and below and 31% at KS3 and above).

It seems that many teachers may not have had a clear idea of what other changes in pupils' attitudes might be possible as a result of the museum visit. The question did not ask teachers to specify what other changes they thought were likely.

It appears that teachers at KS3 and above are slightly more positive that pupils might experience changes in attitudes in other ways, with a greater proportion finding this very likely. On the other hand, more teachers at KS2 and below thought that this was quite likely (38% compared to 30% at KS3 and above). It would be interesting to investigate further what these other changes in attitudes might be.

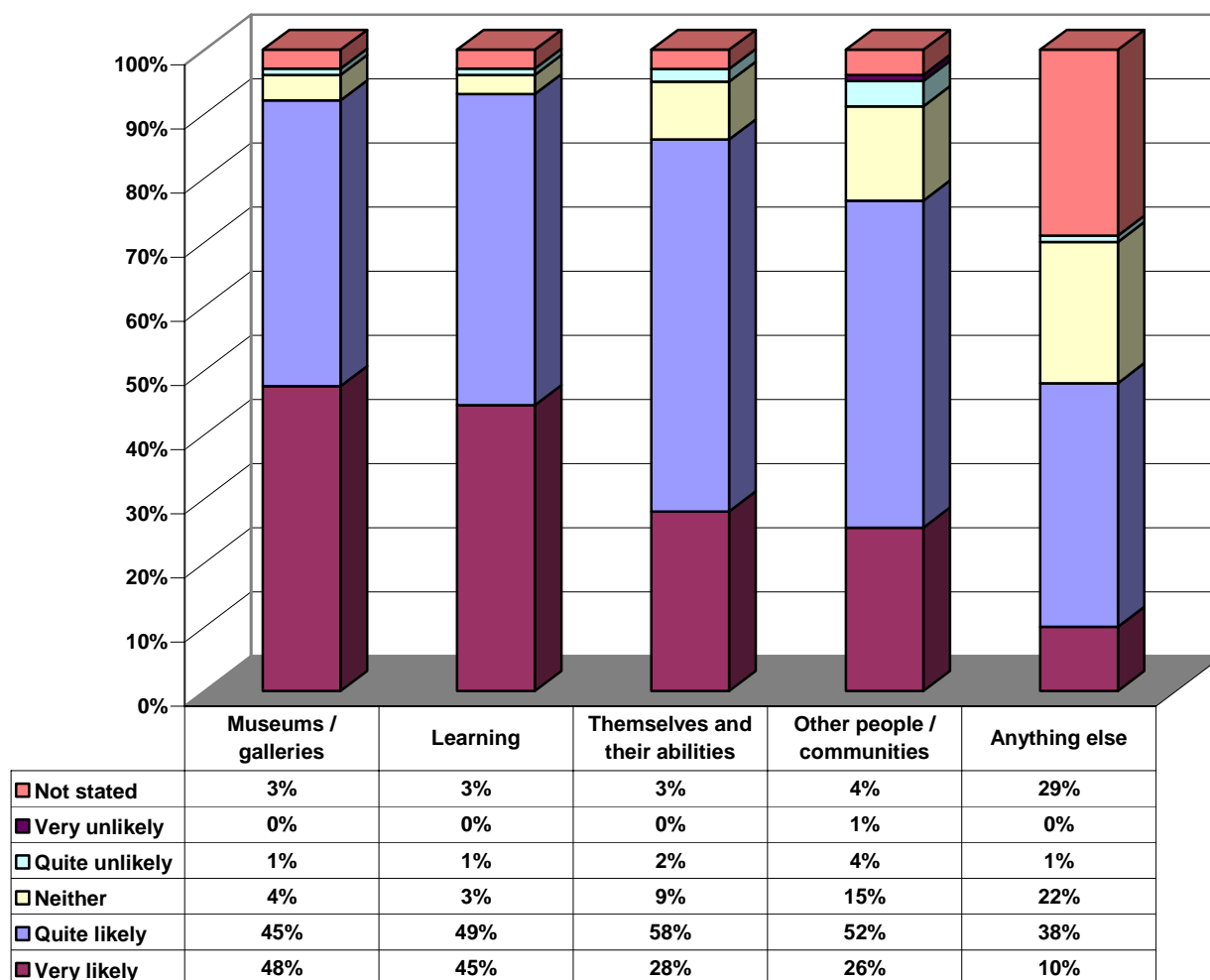


Base: 496 teachers

Figure 8.36: Form A. Question 17. Anything else by Key Stage

8.3.1 Attitudes and Values for teachers at KS2 and below and KS3 and above

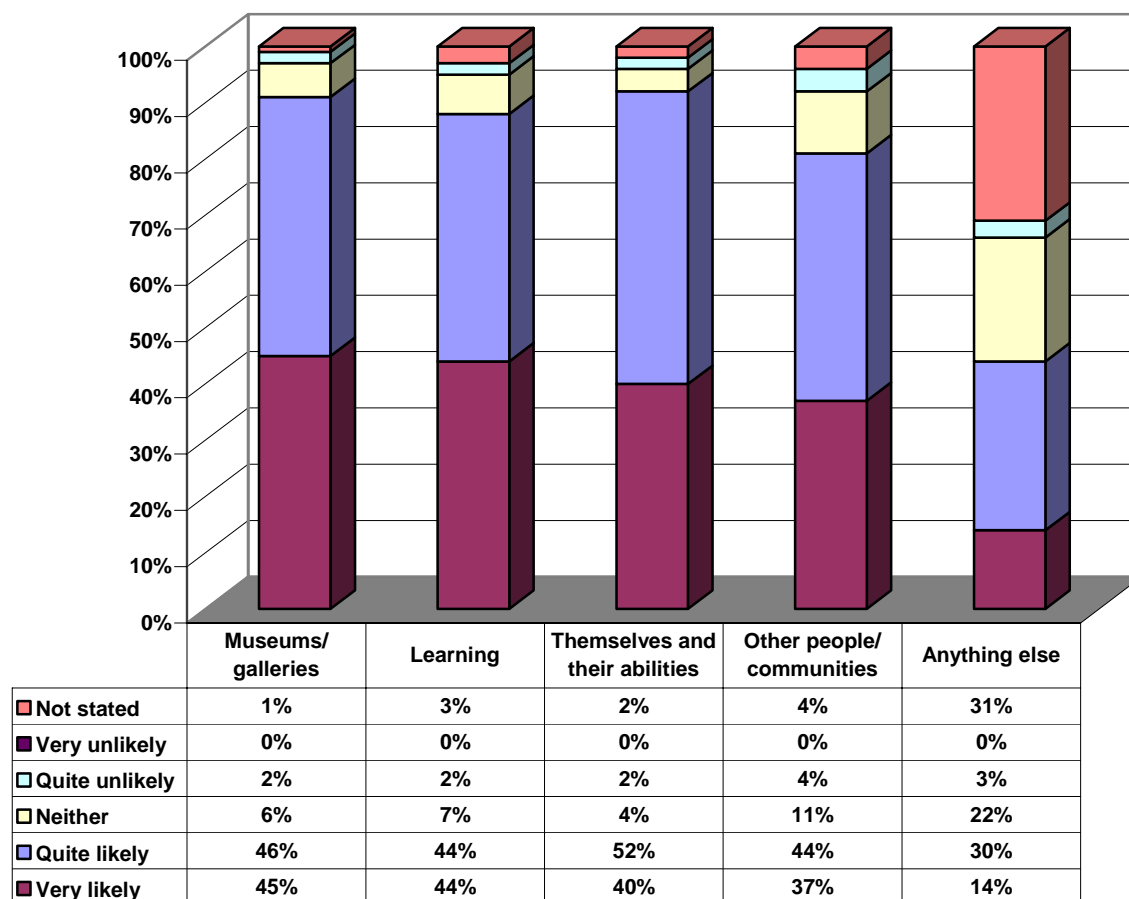
Teachers at KS2 and below and KS3 and above agreed that pupils were most likely to feel more positive about museums and galleries, closely followed by learning.



Base: 396 teachers of KS2 and below pupils

Figure 8.37: Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about any of the following? KS2 and below

However, teachers at KS3 and above were more convinced that pupils would feel more positive about themselves and their abilities and other people/communities (40% and 37% answered very likely compared to 28% and 26% at KS2 and below).

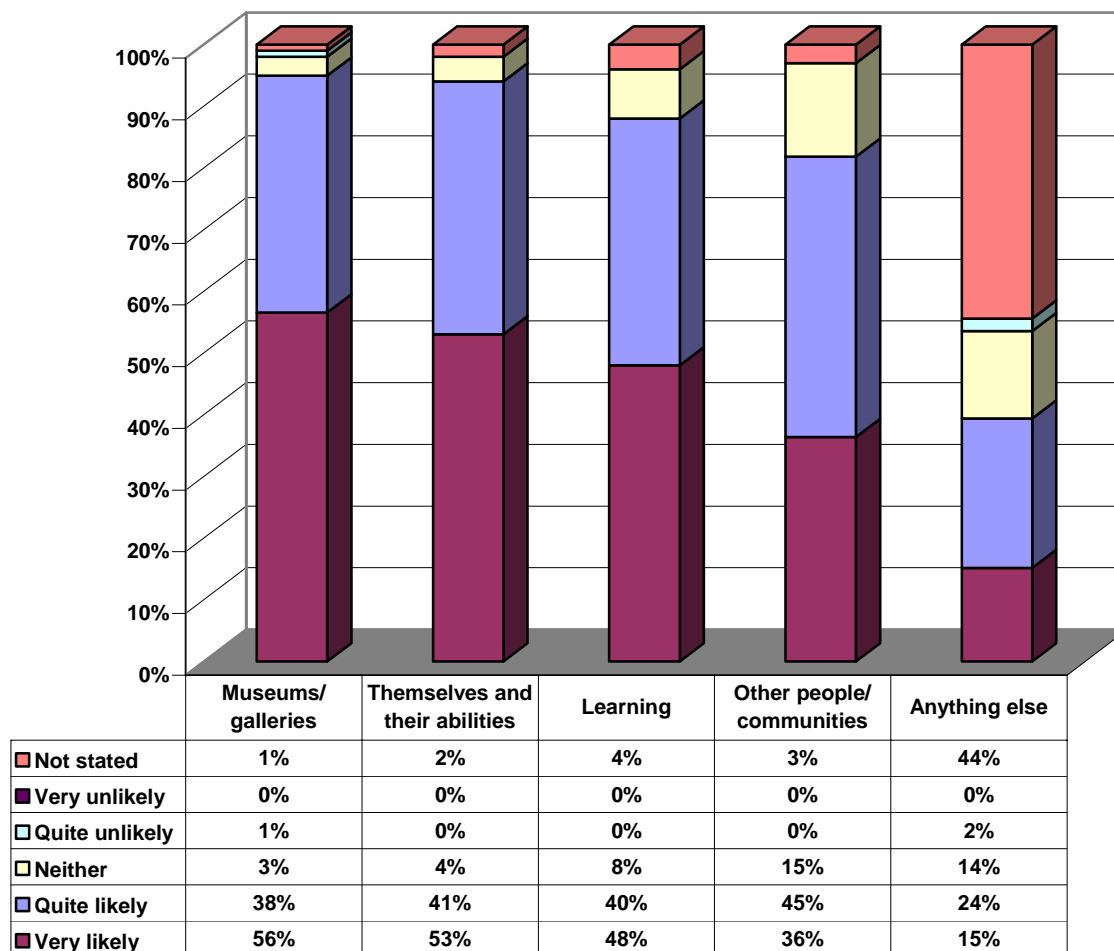


Base: 100 teachers of KS3 and above pupils

Figure 8.38: Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about any of the following? KS3 and above

8.3.2 Attitudes and Values on visits with different themes

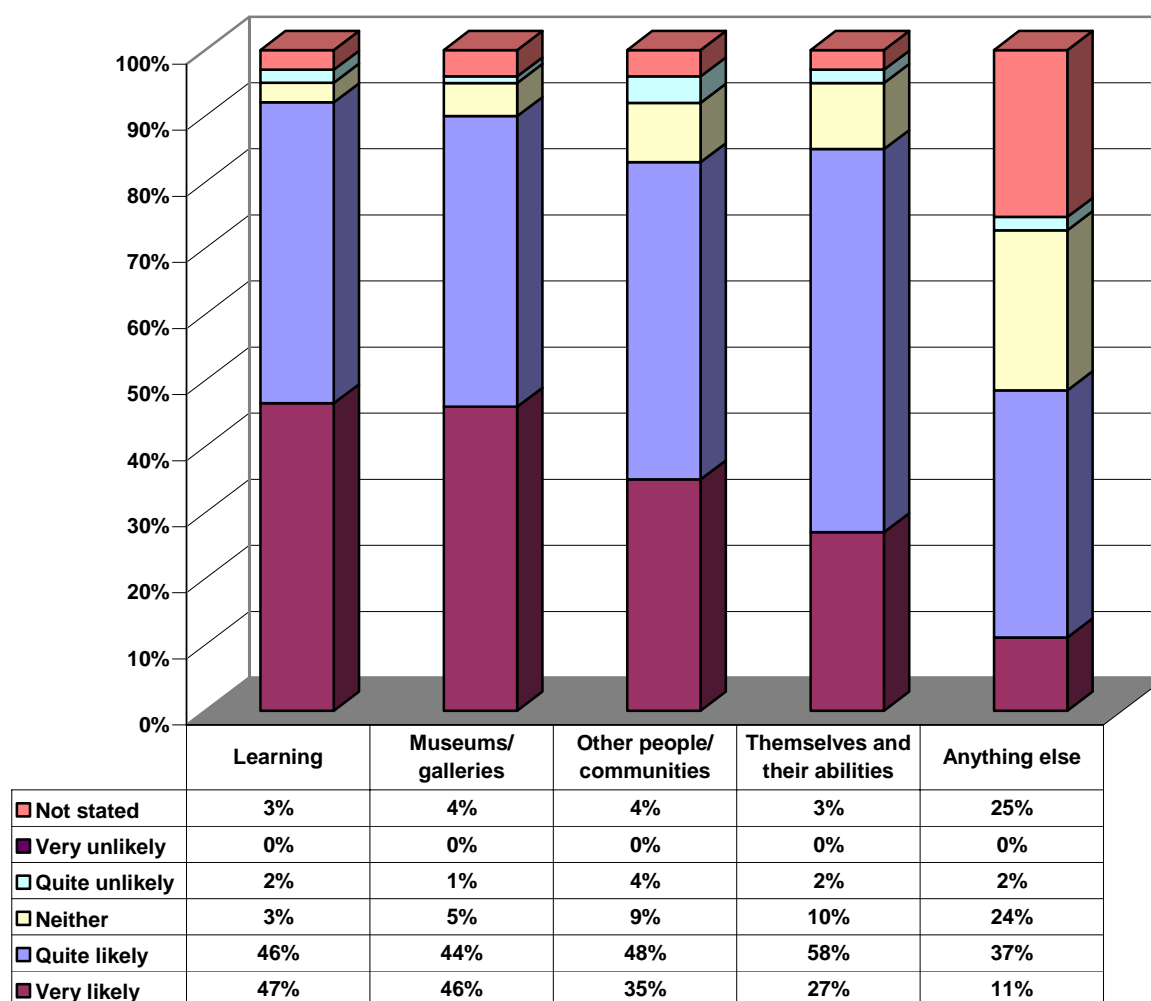
Teachers on Art visits thought it most likely that pupils would feel more positive about museums and galleries, followed closely by themselves and their abilities. These teachers were most enthusiastic about the outcomes of the visit in terms of attitudes and values, with relatively high proportions answering that outcomes were very likely.



Base: 91 teachers on Art visits

Figure 8.39: Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about any of the following? Teachers on Art related visits

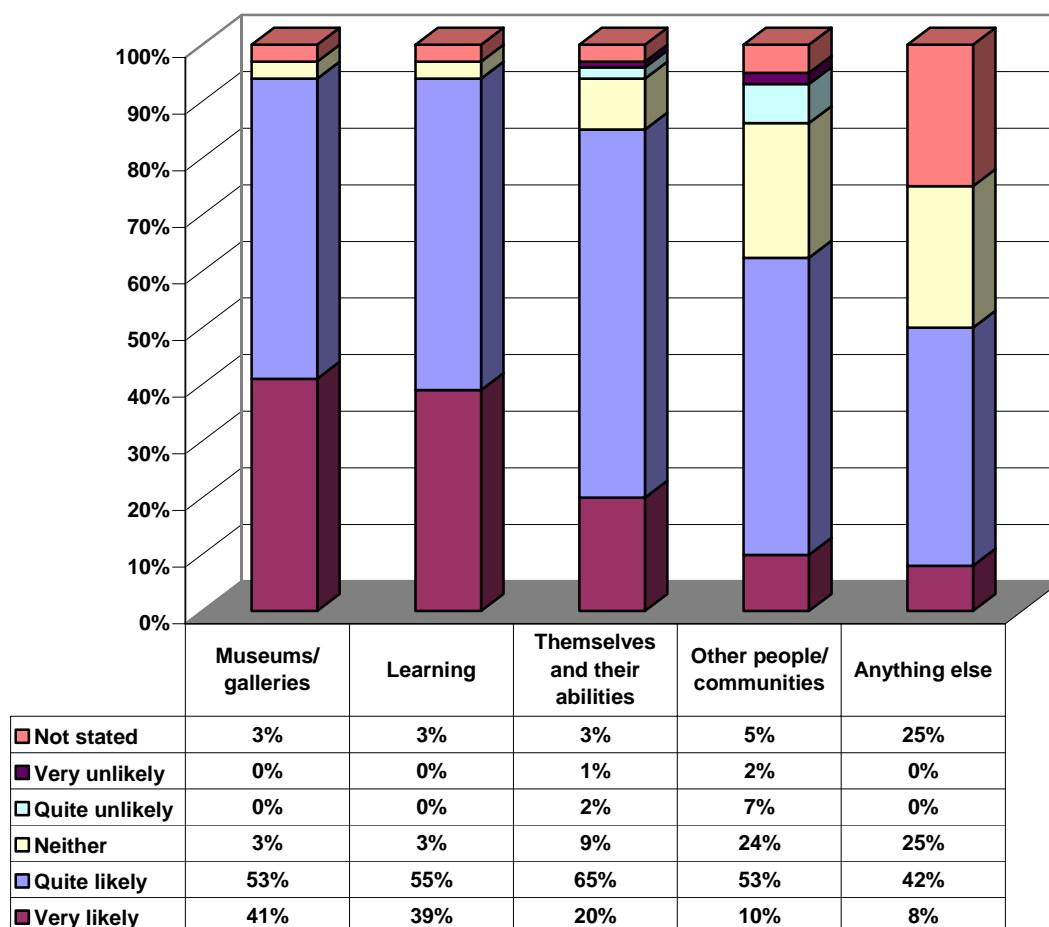
Teachers on History visits thought it most likely that pupils would feel more positive about learning, followed by museums and galleries. They were much less convinced than teachers on Art visits that pupils would feel more positive about themselves and their abilities, with 27% considering this very likely compared to 53% for teachers on Art visits.



Base: 252 teachers on History visits

Figure 8.40: Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about any of the following? Teachers on History related visits

Teachers on Science/Technology visits were the least convinced that pupils would experience these outcomes in terms of the proportions answering very likely. They considered that pupils were most likely to feel more positive about museums and galleries, followed by learning. The proportions who thought it very likely that pupils would have positive attitudes towards themselves and their abilities and other people/communities were relatively low. However, the proportions answering quite likely were relatively high for all the outcomes.



Base: 130 teachers on Science/Technology visits

Figure 8.41: Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about any of the following? Teachers on Science/Technology related visits

8.4 Action, Behaviour, Progression

Question 20: To what extent do you anticipate that the museum visit will support pupils' development?

60% of teachers thought that it was very likely that pupils' development in their subject-related understanding would increase, and a further 36% thought that this was quite likely. Teachers also were also fairly confident that pupils would have increased motivation to learn, with 40% finding this very likely and a further 48% quite likely. However, teachers were not so confident that the museum visit would support pupils' development in assessed work, with only 16% finding this very likely, although 47% thought it quite likely.

While the overall pattern is much the same as for the Renaissance study, there was rather less enthusiasm and confidence in these outcomes among the teachers in the DCMS/DfES programme. This appears to be a recurrent theme when comparing the results of the two studies.

	In their subject-related understanding	In increased motivation to learn	In their cultural understanding	In increased confidence	In learning across the curriculum	In their assessed work
Very likely	60%	40%	34%	34%	30%	16%
Quite likely	36%	48%	44%	49%	55%	47%
Neither	1%	7%	13%	13%	9%	27%
Quite unlikely	1%	1%	4%	1%	2%	3%
Very unlikely	-	0%	2%	0%	0%	1%
Not stated	3%	4%	3%	3%	4%	5%

Base: all teachers (503)

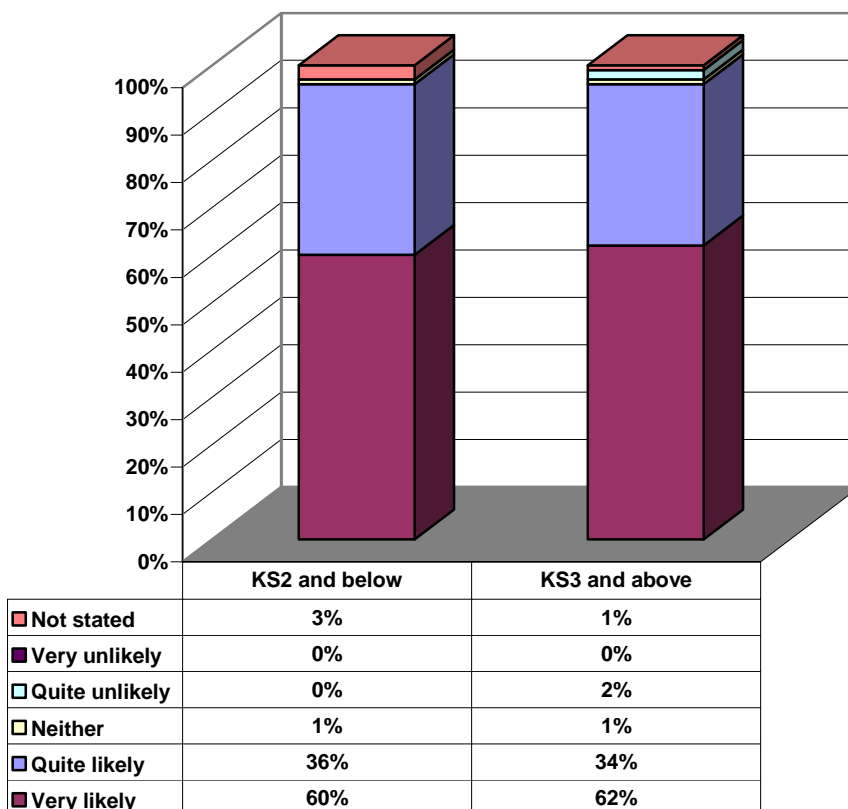
Table 8.7: Form A. Question 20. To what extent do you anticipate that the museum visit will support pupils' development?

	In their subject-related understanding	In increased motivation to learn	In their cultural understanding	In increased confidence	In learning across the curriculum	In their assessed work
Very likely	71%	49%	39%	38%	35%	24%
Quite likely	23%	41%	44%	46%	50%	43%
Neither	2%	5%	9%	10%	8%	20%
Quite unlikely	-	-	2%	1%	1%	4%
Very unlikely	-	-	-	-	1%	1%
Not stated	3%	5%	6%	5%	5%	9%

Base: all Renaissance teachers (936)

Table 8.8: Renaissance in the Regions. Form A. Question 20. To what extent do you anticipate that the museum visit will support pupils' development?

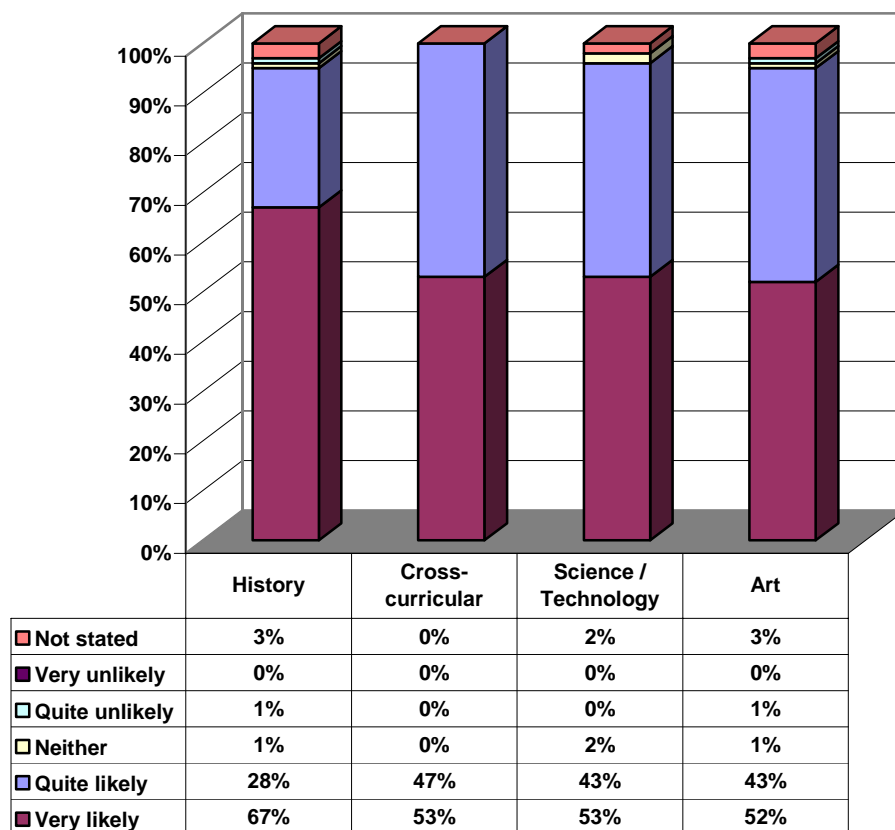
Teachers across the two age ranges were remarkably similar in the extent to which they expected the visit to support pupils in their subject-related understanding.



Base: 496 teachers

Figure 8.42: Form A. Question 20. In their subject related understanding by Key Stage

Most teachers on all types of visit thought that it was either very likely or quite likely that the experience would support pupils in their subject-related understanding. However, teachers on History visits were most positive, with 67% considering this very likely.

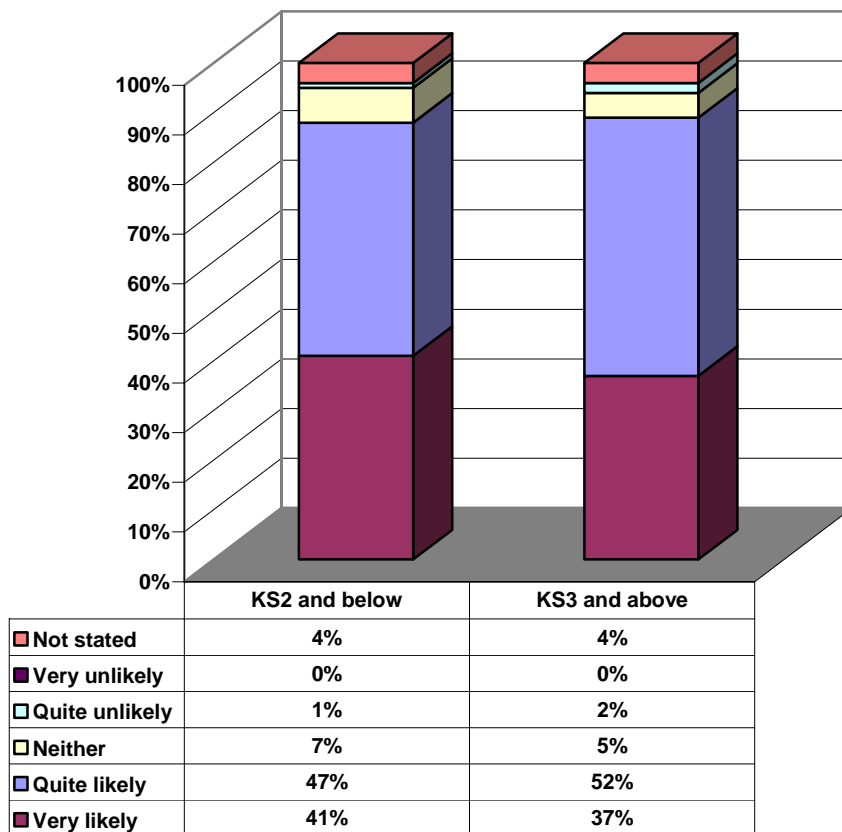


Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.43: Form A. Question 20. In their subject related understanding by theme

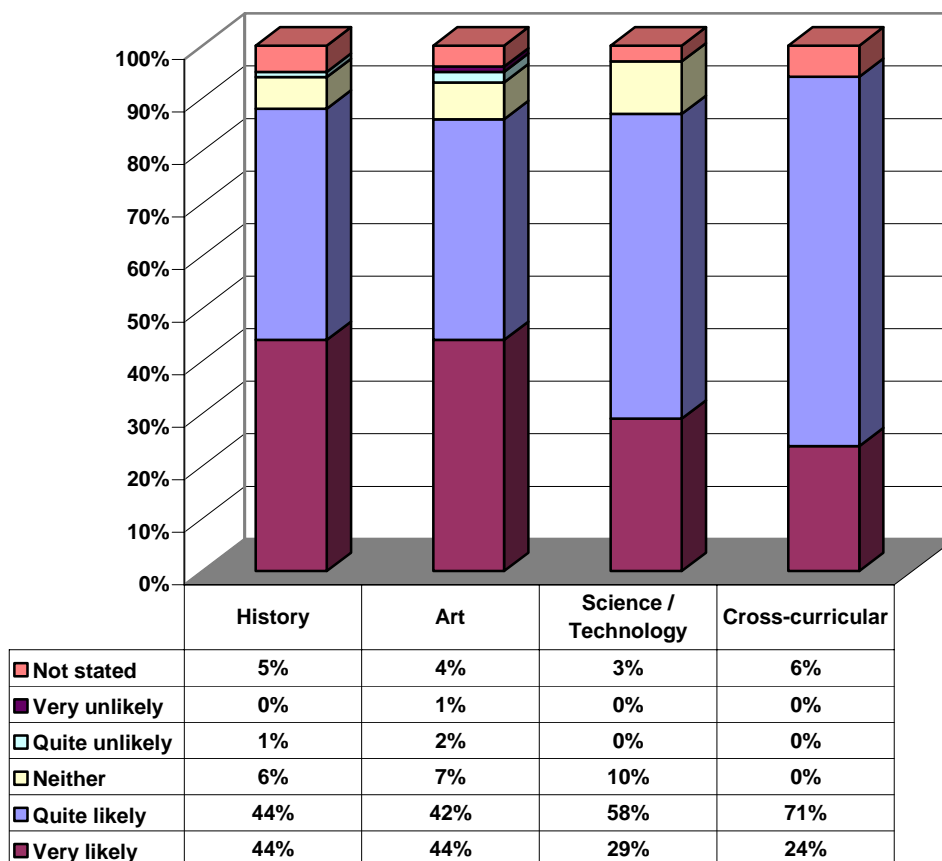
Slightly more teachers at KS2 and below thought that the visit would result in increased motivation to learn for their pupils, although overall teachers across the age ranges showed very similar results.



Base: 496 teachers

Figure 8.44: Form A. Question 20. In increased motivation to learn by Key Stage

More teachers on History and Art visits thought that their pupils were very likely to have increased motivation to learn. However, overall more teachers on Cross-curricular visits thought that this was very likely or quite likely.



Base: 490 teachers

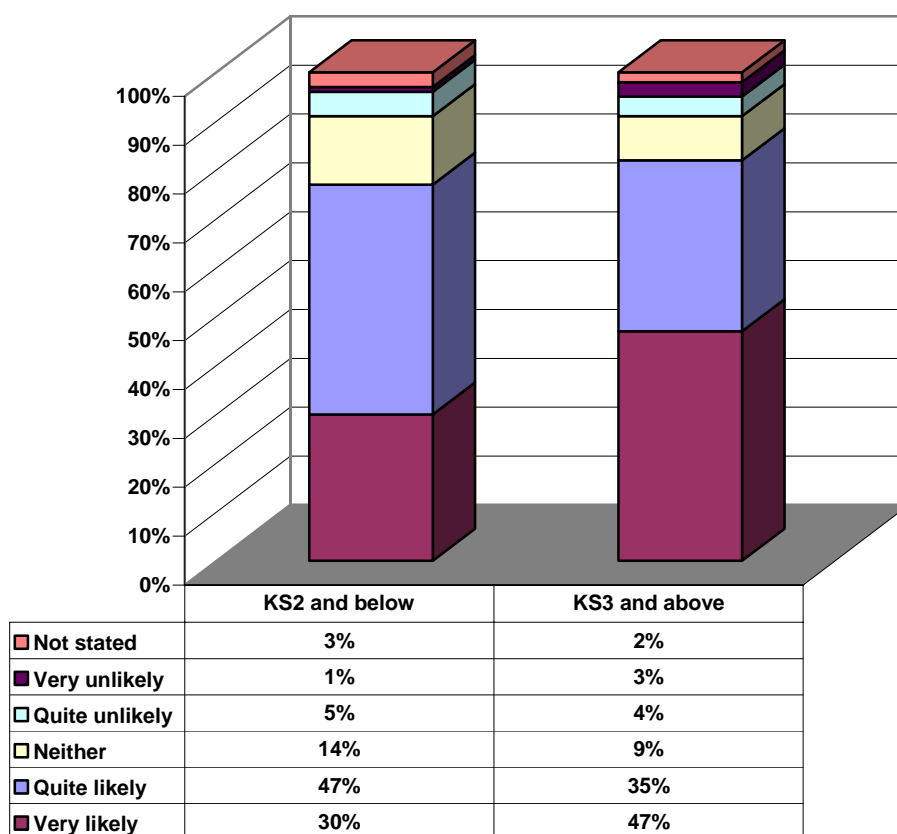
(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.45: Form A. Question 20. In increased motivation to learn by theme

Teachers at KS3 and above were more convinced that the visit would support pupils in their cultural understanding, with 47% considering this very likely, compared to 30% at KS2 and below. More KS2 and below teachers considered this outcome quite likely than very likely (47%).

This may link with the result of Form A Question 15, where a higher proportion of KS3 and above teachers thought that pupils were likely to learn facts about themselves, their families and the wider world (see Figure 8.24). Teachers at KS3 and above also placed more emphasis on Attitudes and Values among potential learning outcomes at Question 21 (see Section 7.5).

These results seem to support an interpretation that teachers consider older pupils more capable of dealing with issues about different cultures and their own place in the wider world, and therefore attach more importance to attitudinal changes as a potential result of the museum experience.

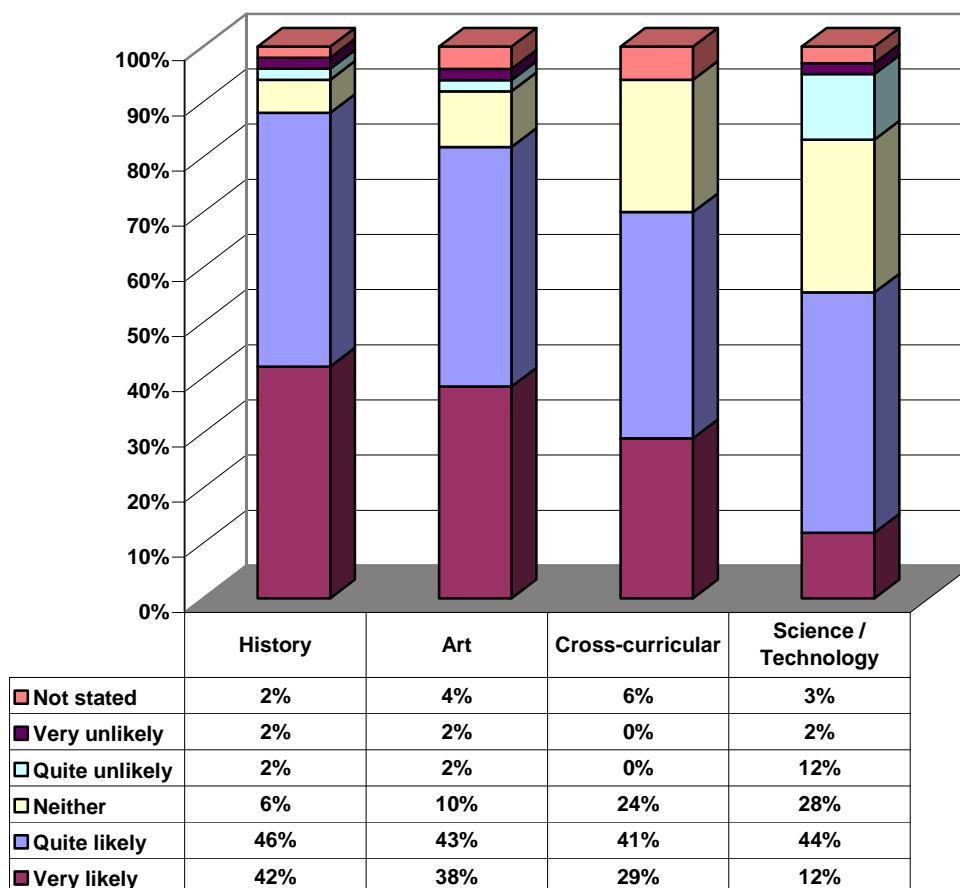


Base: 496 teachers

Figure 8.46: Form A. Question 20. In their cultural understanding by Key Stage

Teachers on History and Art visits were most positive that the experience would support cultural understanding, with 42% and 38% considering this very likely.

Teachers on Science/Technology visits were least likely to expect this outcome. Only 12% thought that this was very likely, although 44% considered it quite likely.

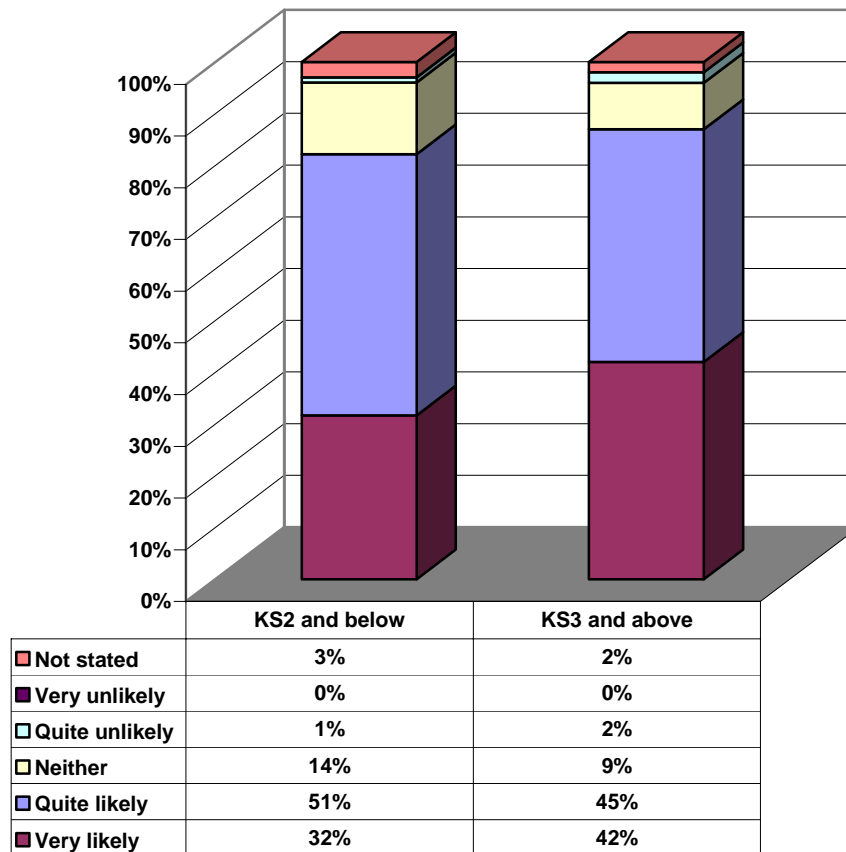


Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.47: Form A. Question 20. In their cultural understanding by theme

Teachers at KS3 and above were more convinced that the museum experience would lead to increased confidence for their pupils, with 42% answering that this was very likely, compared to 32% at KS2 and below.

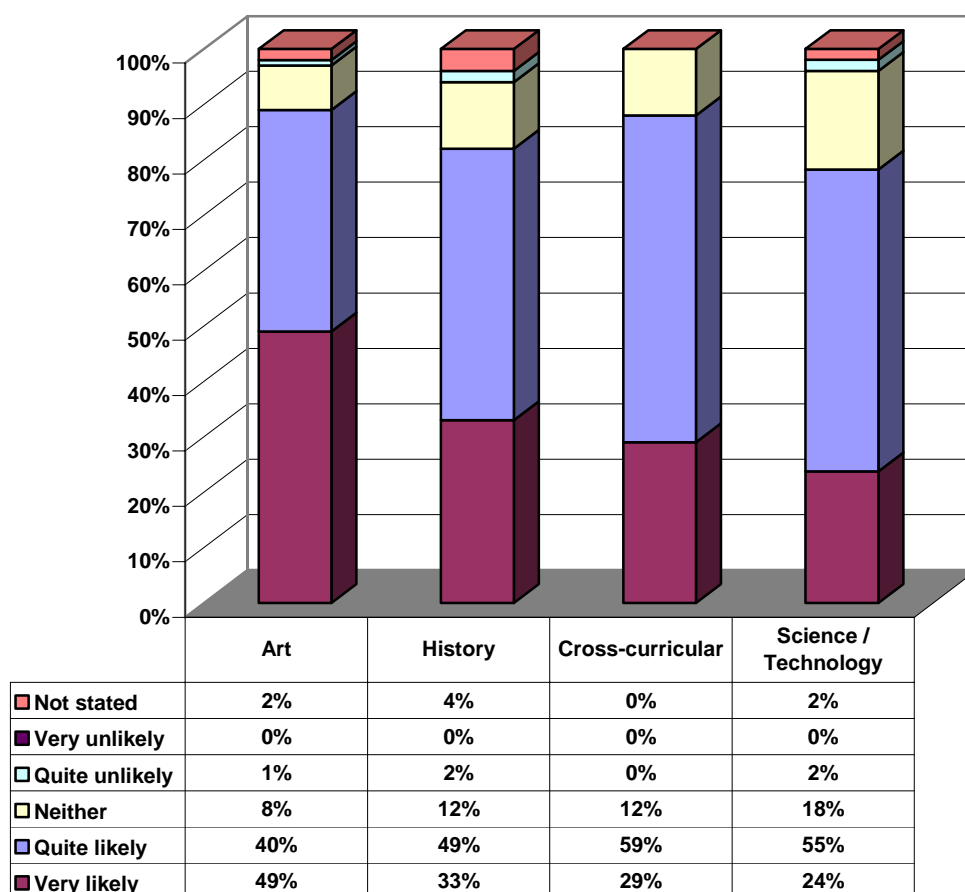


Base: 496 teachers

Figure 8.48: Question 20. In increased confidence by Key Stage

Teachers on Art related visits were most positive that the visit would lead to increased confidence for their pupils, with 49% considering this very likely.

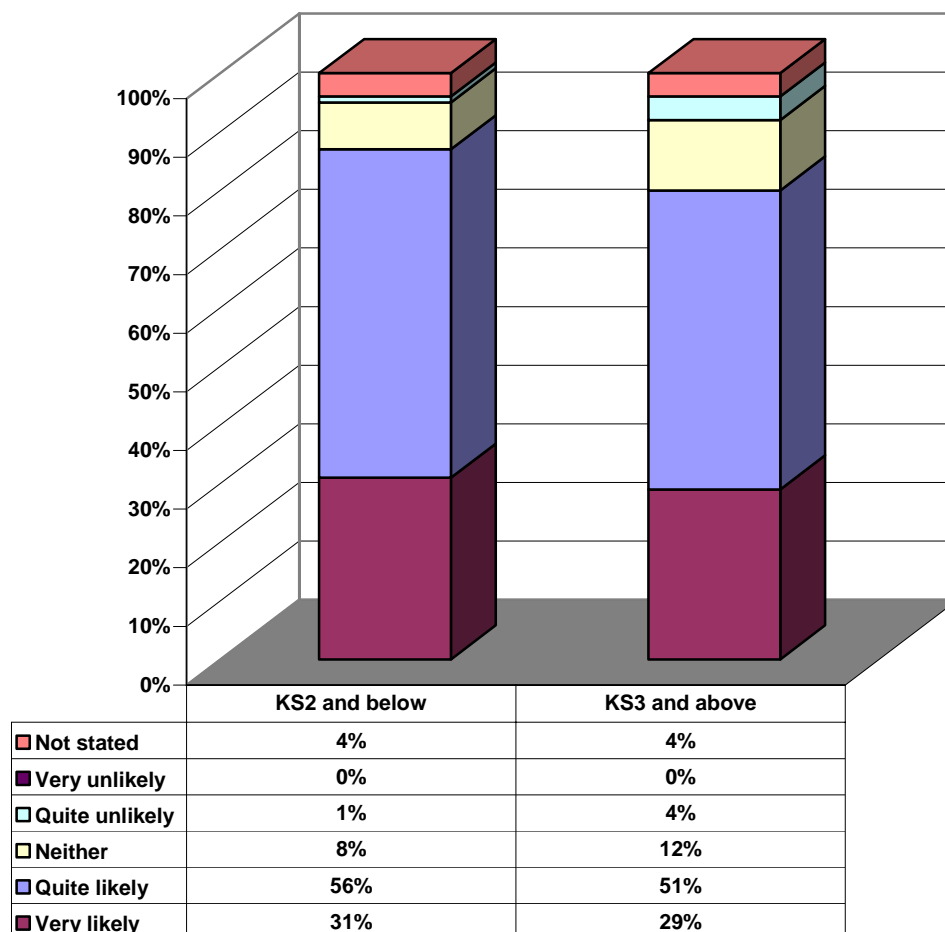
In contrast, only 29% of those on Science/Technology visits thought that this was very likely, although 55% thought it quite likely.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.49: Question 20. In increased confidence by theme

Teachers of KS2 and below were more positive that the visit would support pupils in learning across the curriculum. This seems justifiable, since teachers at this age range may have more opportunities to integrate approaches to subjects and to develop cross-curricular learning. Teachers at KS3 and above, who are subject specialists, may not be quite so aware of the ways in which a museum experience might link to other subject areas besides the stated theme of the visit.



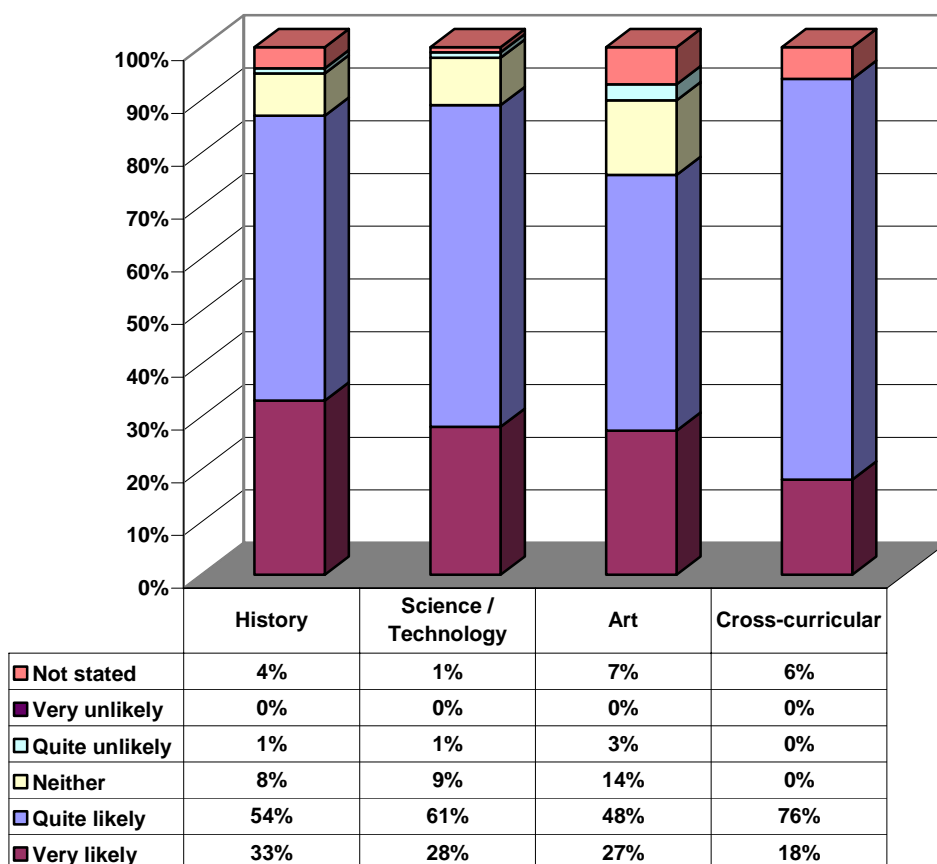
Base: 496 teachers

Figure 8.50: Form A. Question 20. In learning across the curriculum by Key Stage

Teachers on History and Science/Technology visits were the most confident that these experiences would support learning across the curriculum. Overall, teachers on Art visits were least likely to consider this outcome either very likely or likely, and a greater percentage answered that it was neither likely nor unlikely.

Although only 18% of teachers on Cross-curricular visits thought that this was very likely, 76% thought that it was quite likely, and overall the proportion of teachers who answered positively was greater than for any other theme category (94% when very likely and likely are combined). This may be due to ambiguities in defining ‘Cross-curricular’ visits.

The theme categories were formed by coding from teachers’ responses to Question 4, and those responses which appeared to refer to more than one curricular area, or from particular activities which were known to have been cross-curricular in emphasis, were coded as Cross-curricular. It is possible that although visits may have been relevant to more than one curriculum area, teachers may not have perceived them as ‘Cross-curricular’ as such, and two or more themes may have been treated separately during the visit rather than integrated. For instance, this is a possibility for those teachers who gave responses such as ‘Romans and Habitat’, or ‘Friction (Science) WWII (History)’ at Question 4. This might help to explain why the proportion of teachers who considered the experience very likely to support learning across the curriculum was perhaps lower than might be expected for apparently ‘Cross-curricular’ visits.

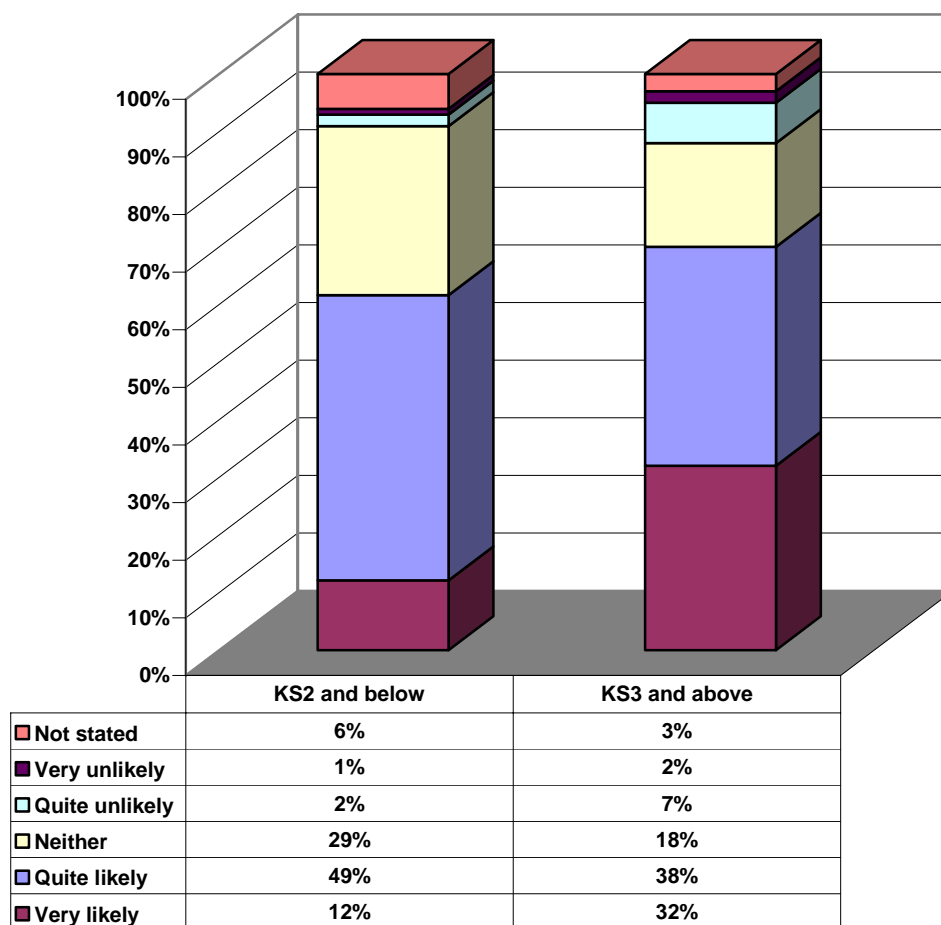


Base: 490 teachers (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.51: Form A. Question 20. In learning across the curriculum by theme

Teachers at KS3 and above were more positive that the experience would support pupils in their assessed work, with 32% finding this very likely, compared to only 12% at KS2 and below. However, a large proportion (49%) of KS2 and below teachers thought that this outcome was quite likely.

This result is likely to relate to differences between the two age ranges, and the particular importance that teachers may attach to assessment for the older pupils.

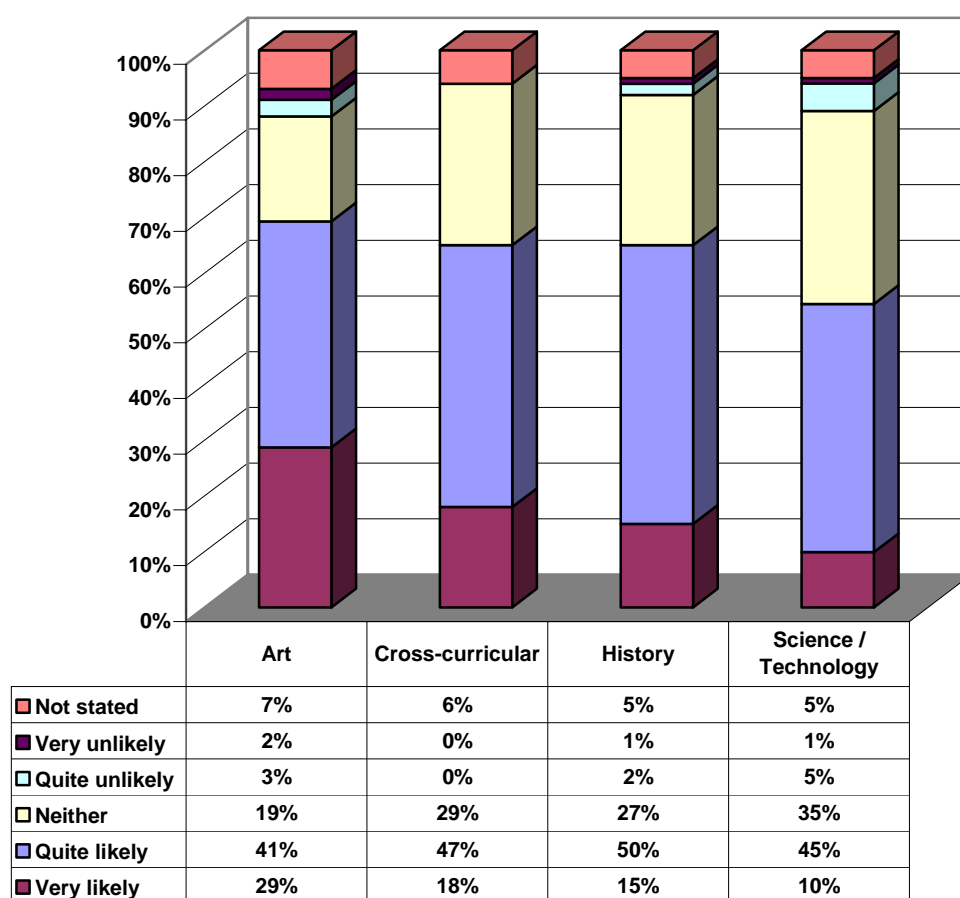


Base: 496 teachers

Figure 8.52: Form A. Question 20. In their assessed work by Key Stage

Although relatively small numbers of teachers thought that it was very likely that the visit would support pupils' assessed work, those on Art related visits were most confident of this outcome, with 29% considering it very likely and a further 41% quite likely. Teachers may perceive pieces of artwork produced during museum projects and activities as more directly related to assessment than the outcomes of History or Science related activities.

Those on Science/Technology visits were least confident of this outcome.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.53: Form A. Question 20. In their assessed work by theme

Question 19: To what extent do you think the experience of the museum will result in you working with your students in a different way?

Most teachers thought it was either very likely or quite likely that the museum experience would result in them working with their students in a different way. To some extent the results here are a bit disappointing, however, the Renaissance results are very similar.

	Undertaking new activities	Using their new skills	Enabling them to work with their peers in new ways	Other new ways of working in the classroom
Very likely	30%	30%	20%	18%
Quite likely	53%	49%	45%	45%
Neither	10%	12%	24%	24%
Quite unlikely	4%	5%	7%	6%
Very unlikely	1%	1%	1%	1%
Not stated	3%	3%	4%	7%

Base: all teachers (503)

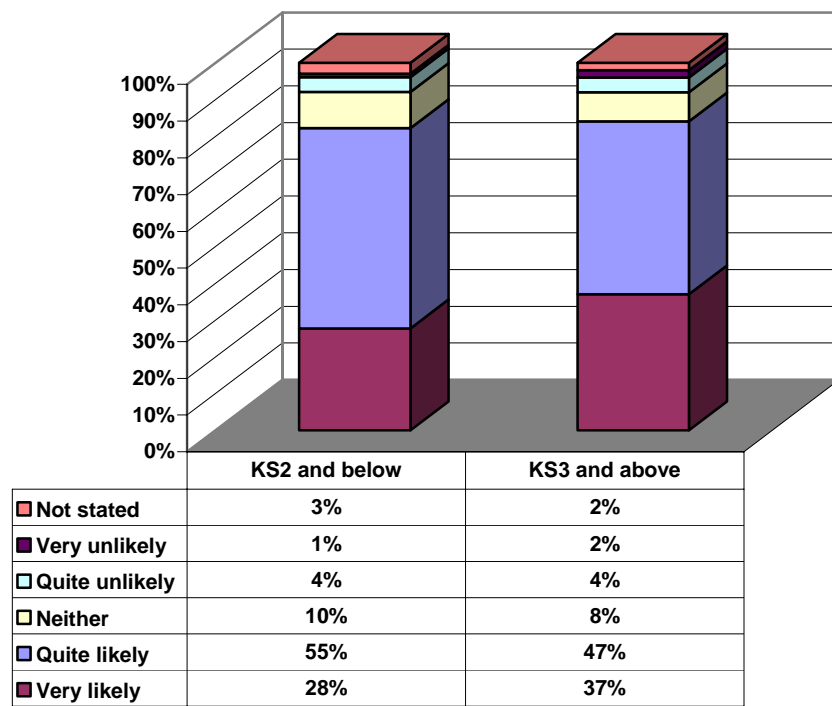
Table 8.9: Form A. Question 19. To what extent do you think the experience of the museum will result in you working with your students in a different way?

	Undertaking new activities	Using their new skills	Enabling them to work with their peers in new ways	Other new ways of working in the classroom
Very likely	36%	35%	22%	22%
Quite likely	43%	41%	43%	40%
Neither	12%	14%	21%	24%
Quite unlikely	3%	3%	6%	5%
Very unlikely	1%	1%	1%	1%
Not stated	5%	6%	7%	8%

Base: all Renaissance teachers (936)

Table 8.10: Renaissance in the Regions. Form A. Question 19. To what extent do you think the experience of the museum will result in you working with your students in a different way?

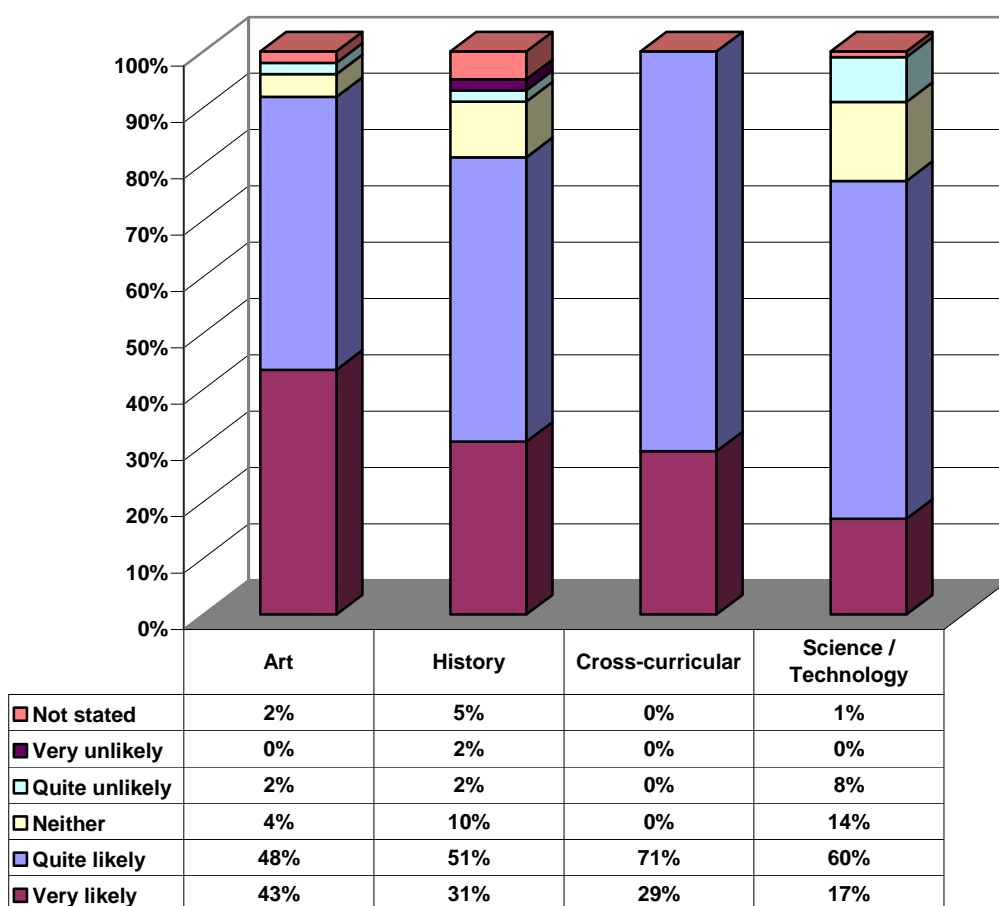
Slightly more teachers at KS3 and above considered it very likely that they would undertake new activities as a result of the visit.



Base: 496 teachers

Figure 8.54: Form A. Question 19. Undertaking new activities by Key Stage

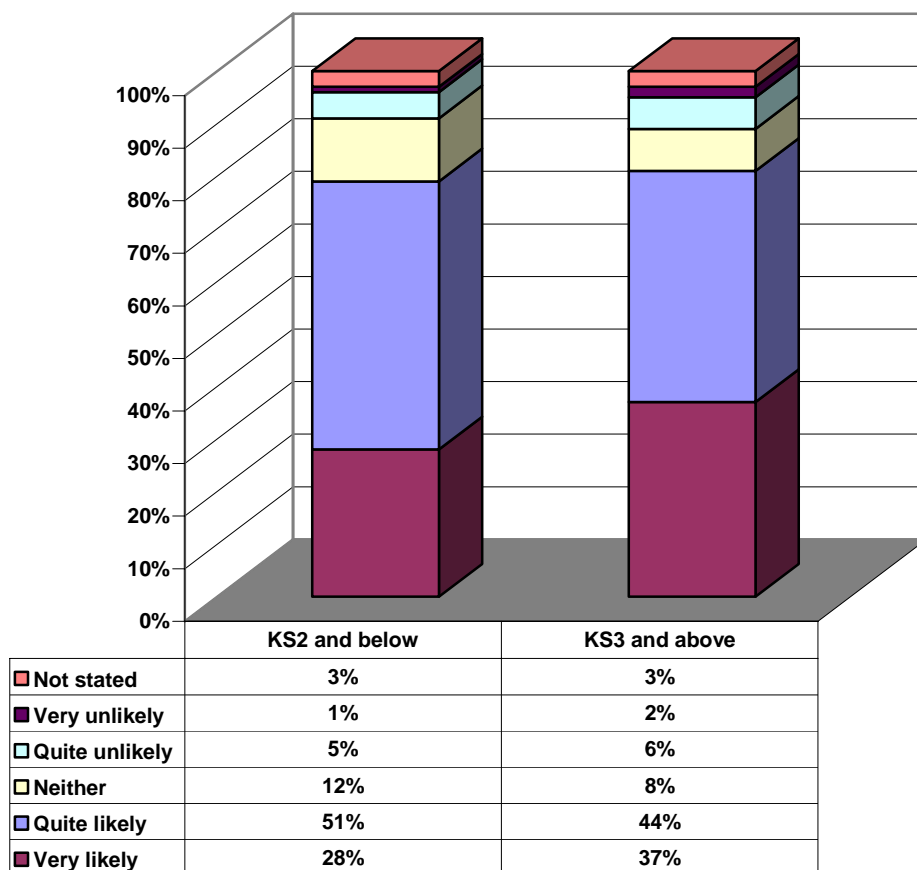
Teachers on Art visits thought it most likely that they would be undertaking new activities, with 43% considering this very likely and a further 48% quite likely. A high proportion of teachers on Cross-curricular visits (71%) thought it quite likely. Teachers on Science/Technology visits were least confident of this outcome, with only 17% considering it very likely, although 60% thought it quite likely.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.55: Form A. Question 19. Undertaking new activities by theme

Teachers at KS3 and above thought that it was more likely that their pupils would use their new skills, although the total positive responses combined are similar.

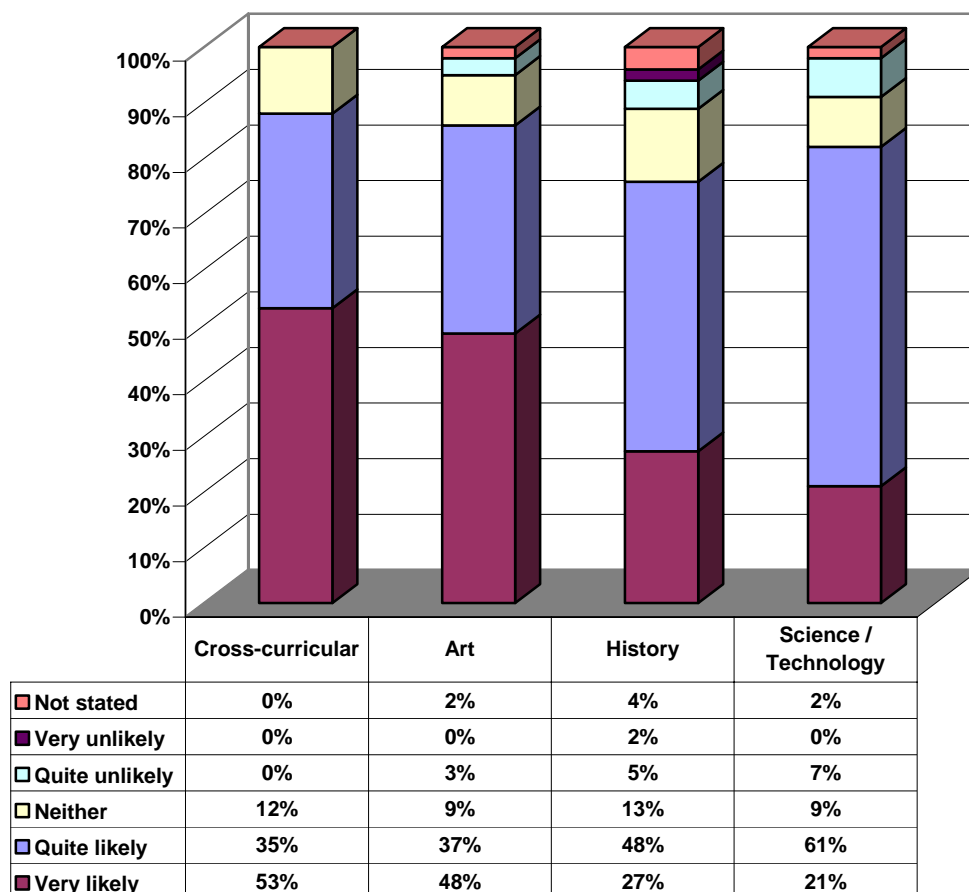


Base: 496 teachers

Figure 8.56: Form A. Question 19. Using their new skills by Key Stage

Teachers on Cross-curricular and Art visits thought that it was most likely that pupils would use their new skills. Those on Science/Technology visits were least positive, although large proportions still thought that this was quite likely.

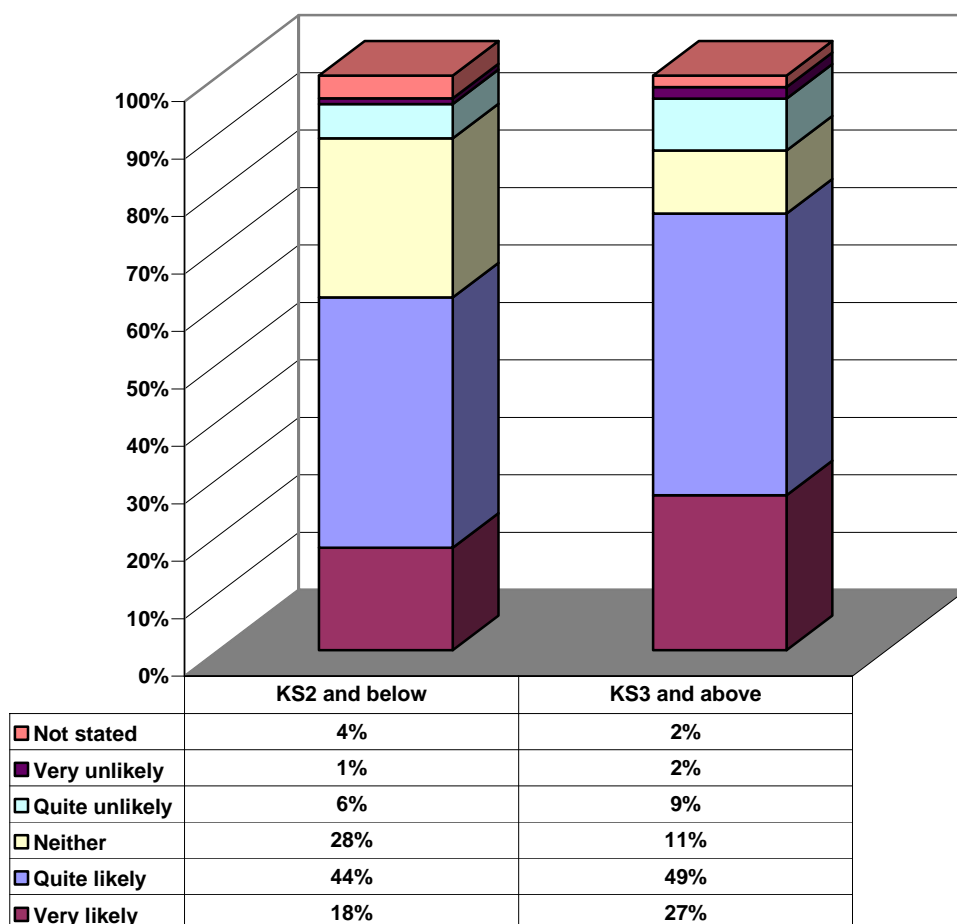
This result seems a little disappointing, given that the *Partners in Time* project, which delivered a large number of History and Science sessions, focused particularly on developing skills such as thinking, observation and deduction.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.57: Form A. Question 19. Using their new skills by theme

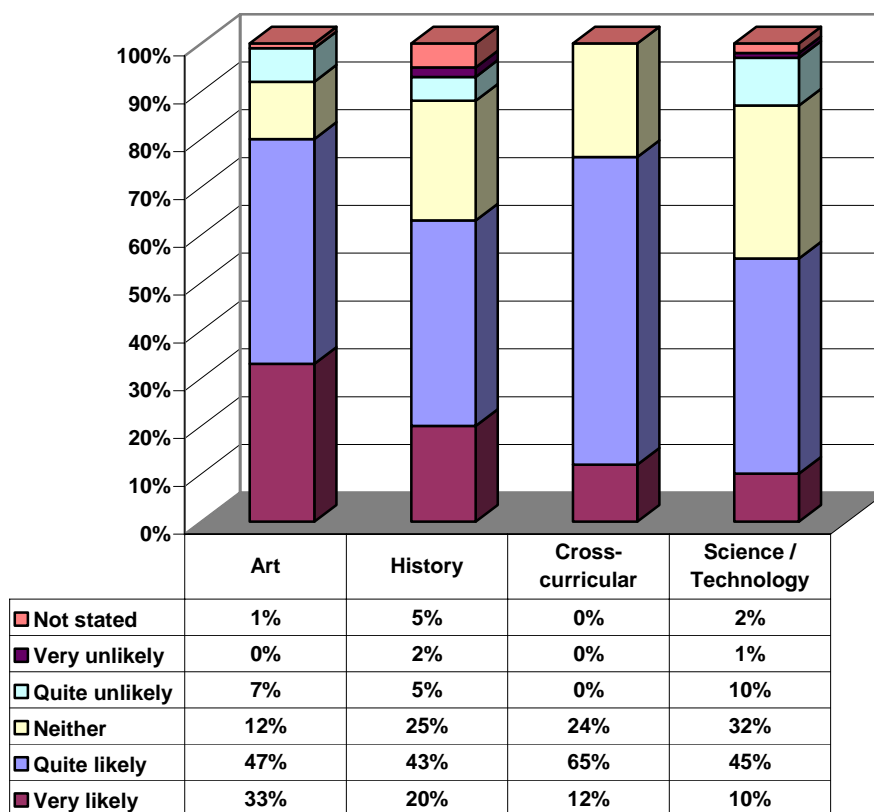
Teachers of KS3 and above pupils were more confident that the visit or session would enable pupils to work with their peers in new ways. Twenty-seven percent thought this very likely, and a further 49% quite likely, compared to 18% and 44% of teachers at KS2 and below.



Base: 496 teachers

Figure 8.58: Form A. Question 19. Enabling them to work with their peers in new ways by Key Stage

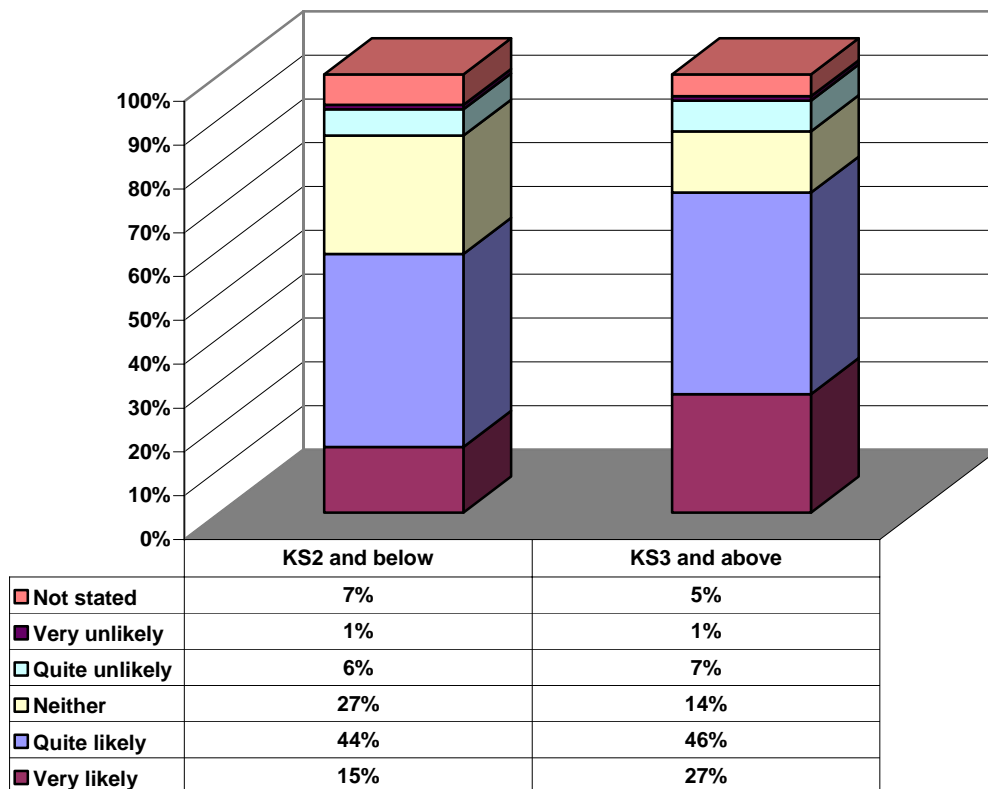
Teachers on Art activities were most likely to expect this outcome, while those on Science/Technology visits were least confident that the museum experience would enable pupils to work with their peers in new ways.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.59: Form A. Question 19. Enabling them to work with their peers in new ways by theme

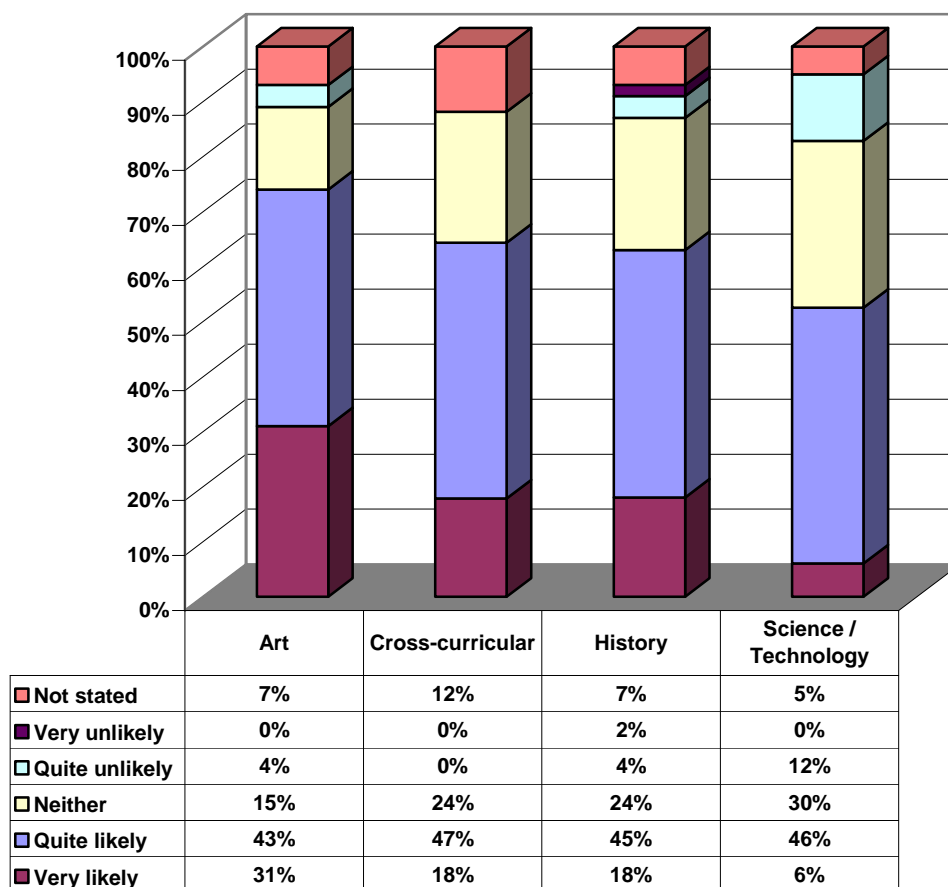
Teachers at KS3 and above were more confident that the experience would result in other new ways of working in the classroom than teachers at KS2 and below.



Base: 496 teachers

Figure 8.60: Form A. Question 19. Other new ways of working in the classroom by Key Stage

Teachers on Art related activities were most convinced that the experience would lead to other new ways of working in the classroom. Those on Science/Technology related visits were least convinced of this outcome.



Base: 490 teachers

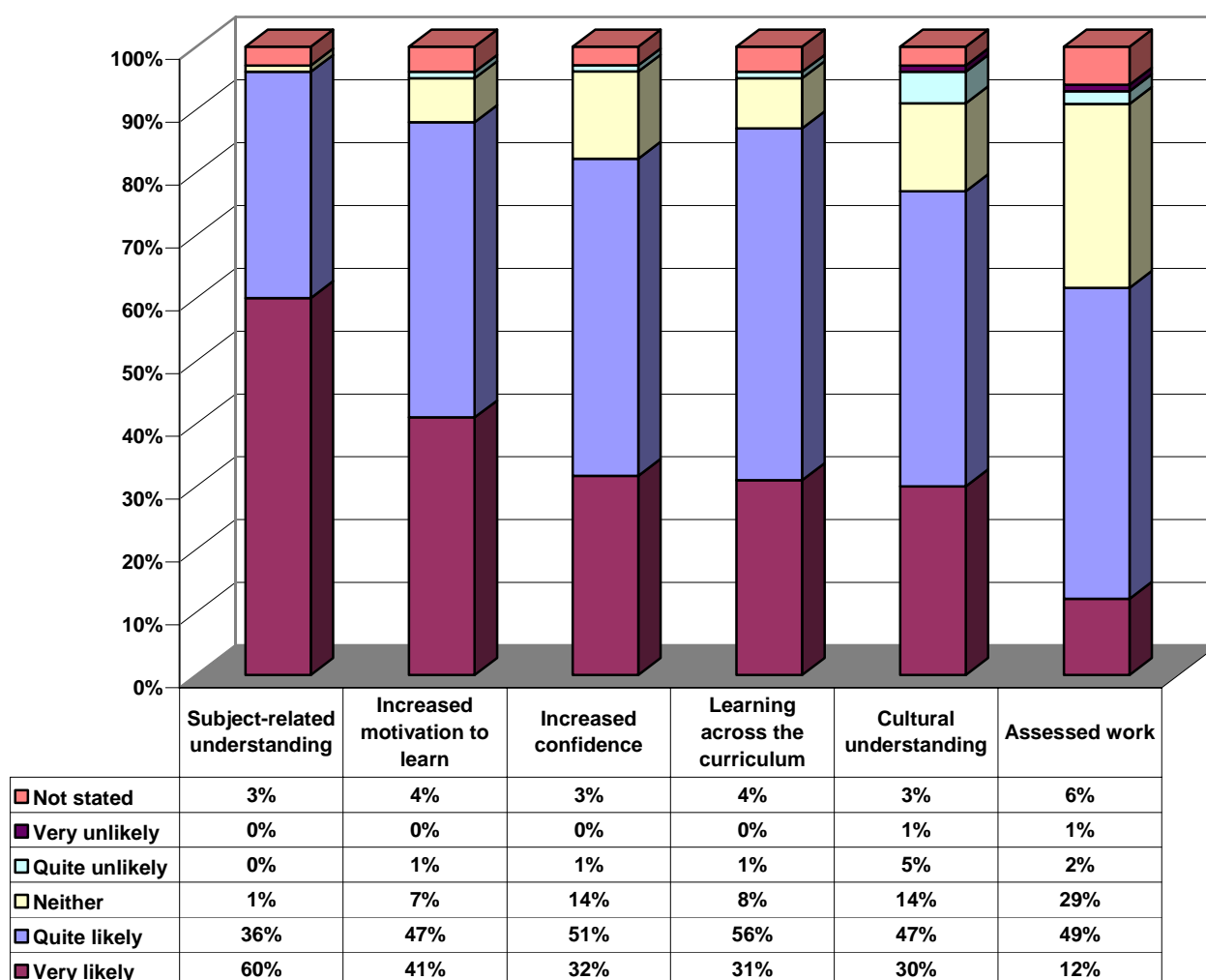
(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.61: Form A. Question 19. Other new ways of working in the classroom by theme

8.4.1 Action, Behaviour, Progression for teachers at KS2 and below and KS3 and above

There were considerable differences in the outcomes that teachers at KS2 and below and KS3 and above expected in relation to Action, Behaviour and Progression for their pupils at Question 20. In both age ranges, teachers agreed that the visit was most likely to support subject-related understanding.

At KS2 and below, teachers thought it particularly likely that pupils would have increased motivation to learn: 41% thought this very likely, compared to 37% at KS3 and above, and this was placed as second most likely of the outcomes for younger pupils. However, far fewer teachers of the younger pupils thought it very likely that the visit would support assessed work.

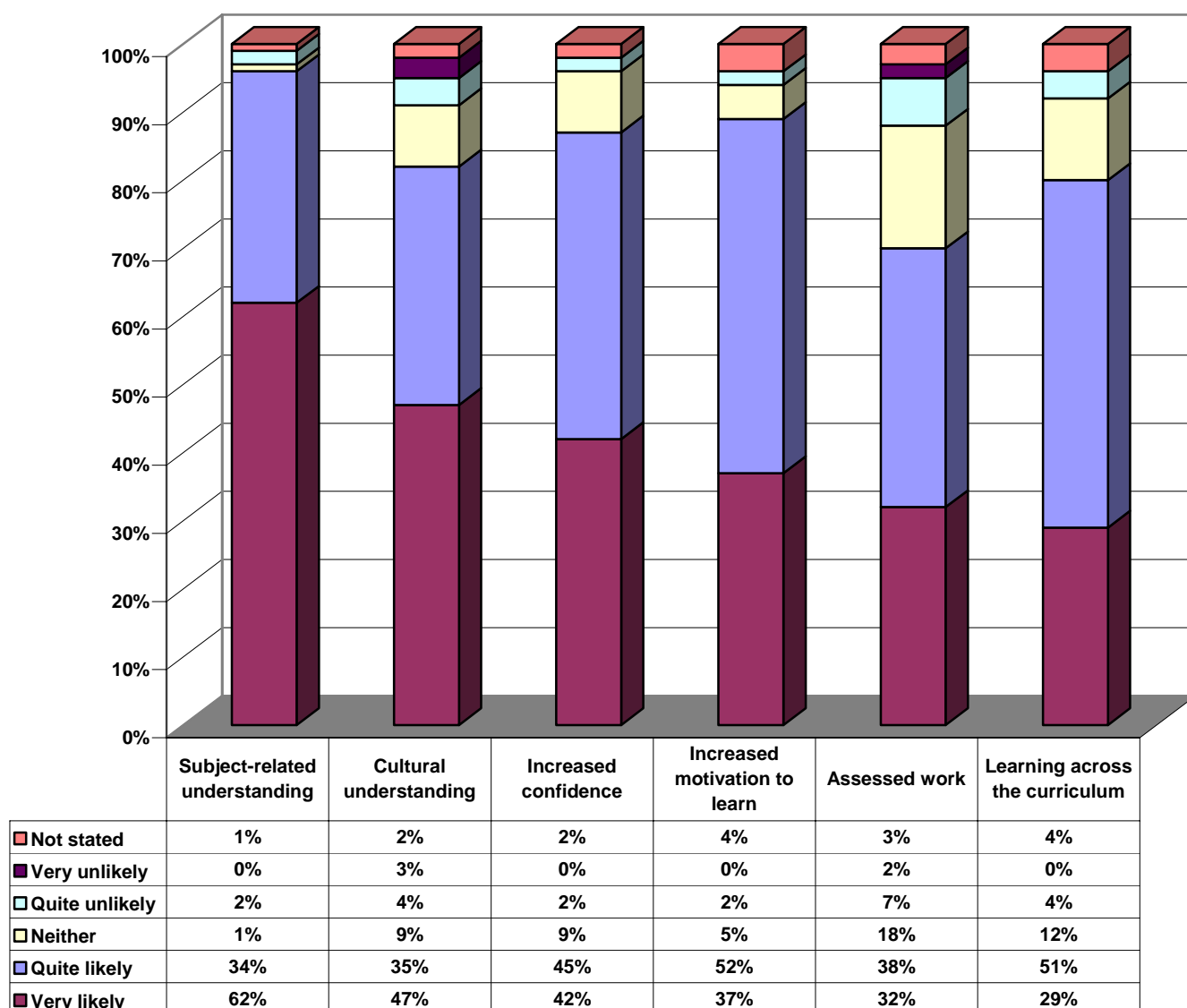


Base: 396 teachers of KS2 and below pupils

Figure 8.62: Form A. Question 20. To what extent do you anticipate that the museum visit will support pupils' development? KS2 and below

At KS3 and above, teachers thought it particularly likely that the visit would support cultural understanding and increased confidence, placing these second and third most likely among the outcomes (47% and 42% answered very likely compared to 30% and 32% at KS2 and below).

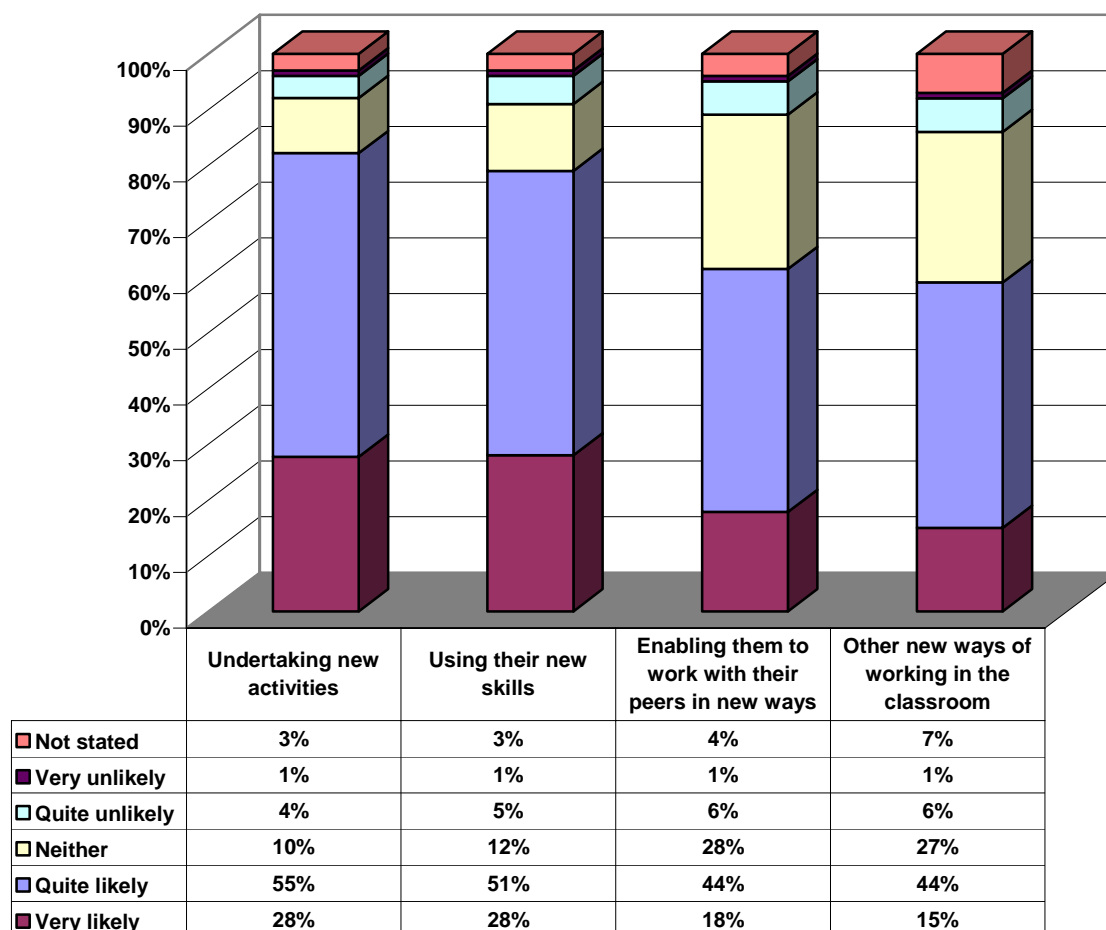
Teachers of the older pupils also thought it more likely that the visit would support assessed work (32% answered very likely compared to 12% at KS2 and below) and this is as expected, given the greater emphasis on assessed work at this age range. The KS3 and above teachers considered learning across the curriculum the least likely outcome relative to the others, and this may reflect more rigid subject divisions for older pupils, and secondary teachers' focus on particular subject areas rather than awareness of learning across the curriculum as a whole.



Base: 100 teachers of KS3 and above pupils

Figure 8.63: Form A. Question 20. To what extent do you anticipate that the museum visit will support pupils' development? KS3 and above

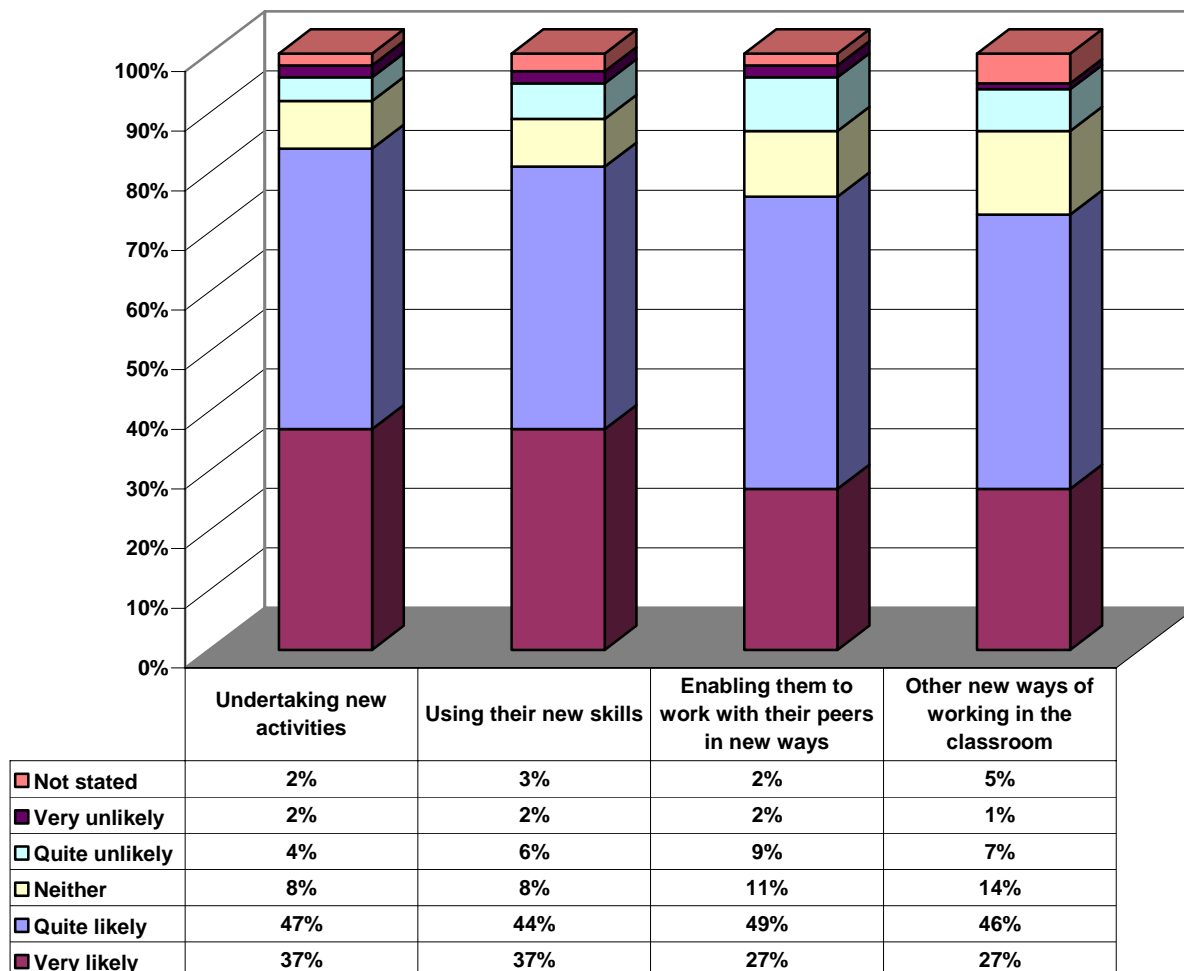
Teachers across the two age ranges agreed about the relative likelihood of the outcomes in Question 19. Undertaking new activities was considered most likely, followed by using their new skills and enabling them to work with their peers in new ways.



Base: 396 teachers of KS2 and below pupils

Figure 8.64: Form A. Question 19. To what extent do you think that the experience of the museum will result in you working with your students in a different way? KS2 and below

However, teachers at KS3 and above were more positive than those at KS2 and below, with higher proportions answering that these outcomes were very likely.



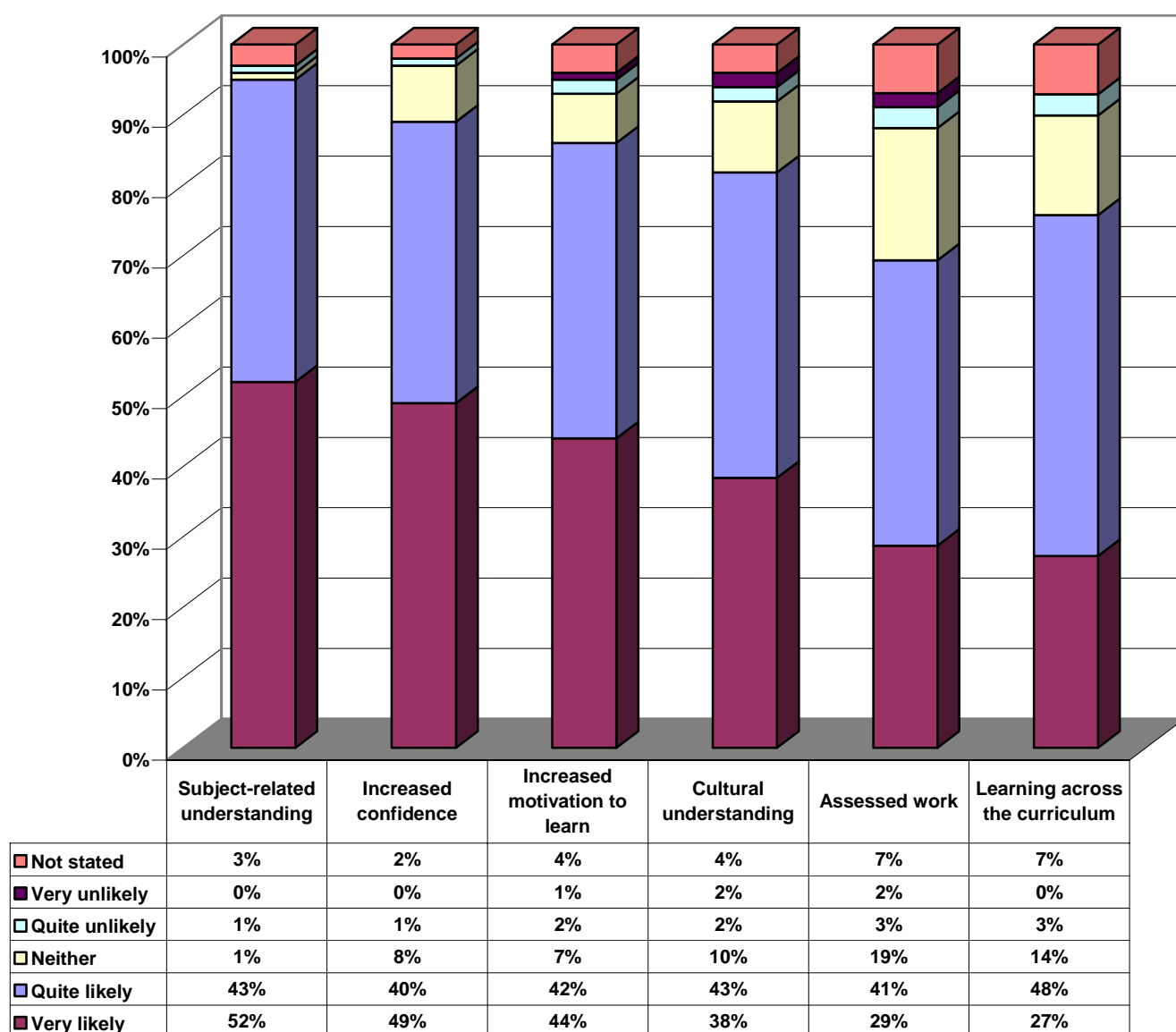
Base: 100 teachers of KS3 and above pupils

Figure 8.65: Form A. Question 19. To what extent do you think that the experience of the museum will result in you working with your students in a different way? KS3 and above

8.4.2 Action, Behaviour, Progression on visits with different themes

At Question 20, teachers on Art, History and Science visits all thought that the visit was most likely to promote subject-related understanding out of the range of outcomes.

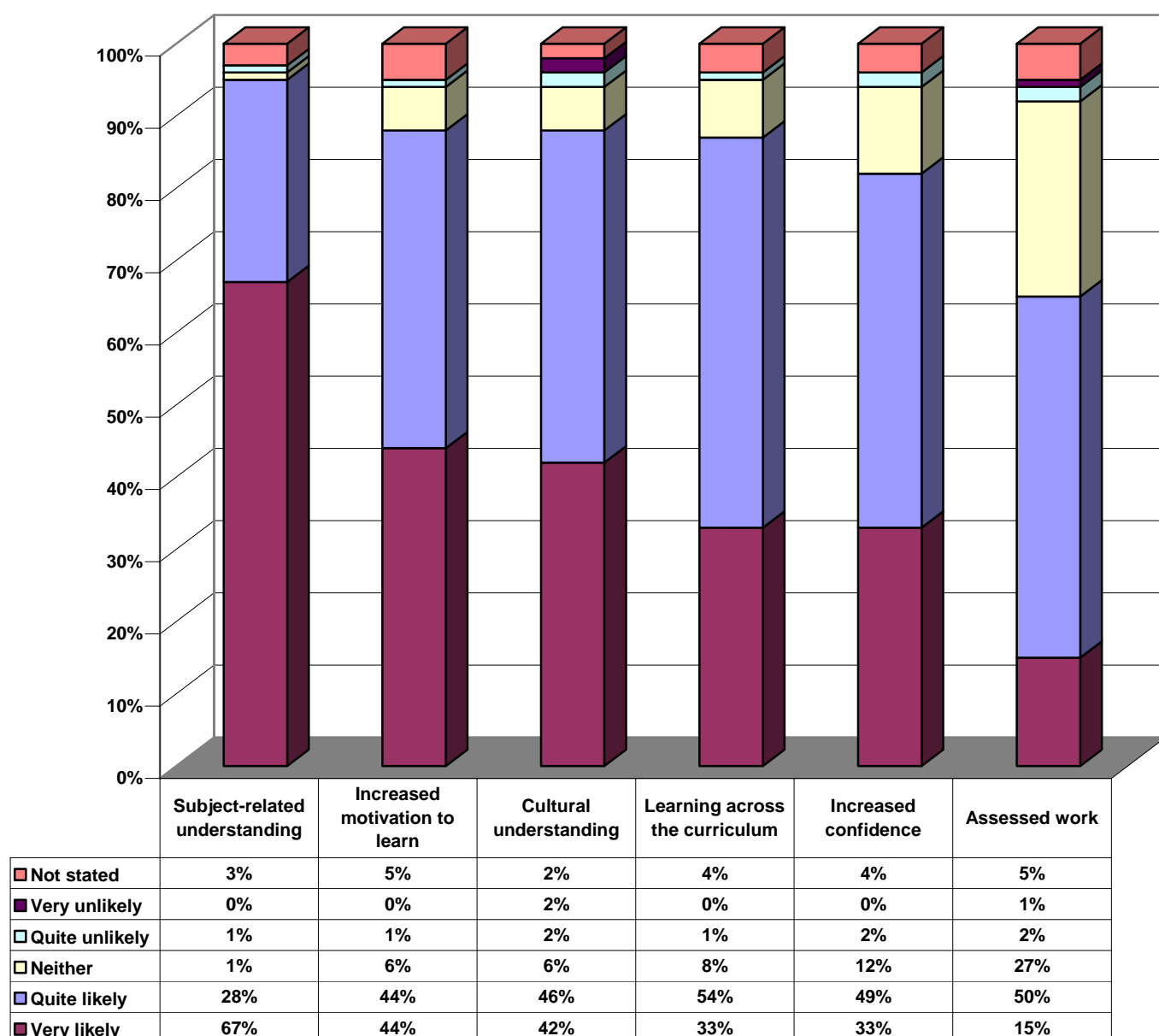
Teachers on Art visits were particularly positive that pupils would increase in confidence, and placed this as the second most likely outcome with 49% considering this very likely. These teachers were also most confident that the visit would support assessed work, with 29% considering this very likely, compared to only 15% and 10% for History and Science themed visits.



Base: 91 teachers on Art visits

Figure 8.66: Form A. Question 20. To what extent do you anticipate that the museum visit will support pupils' development? Teachers on Art related visits

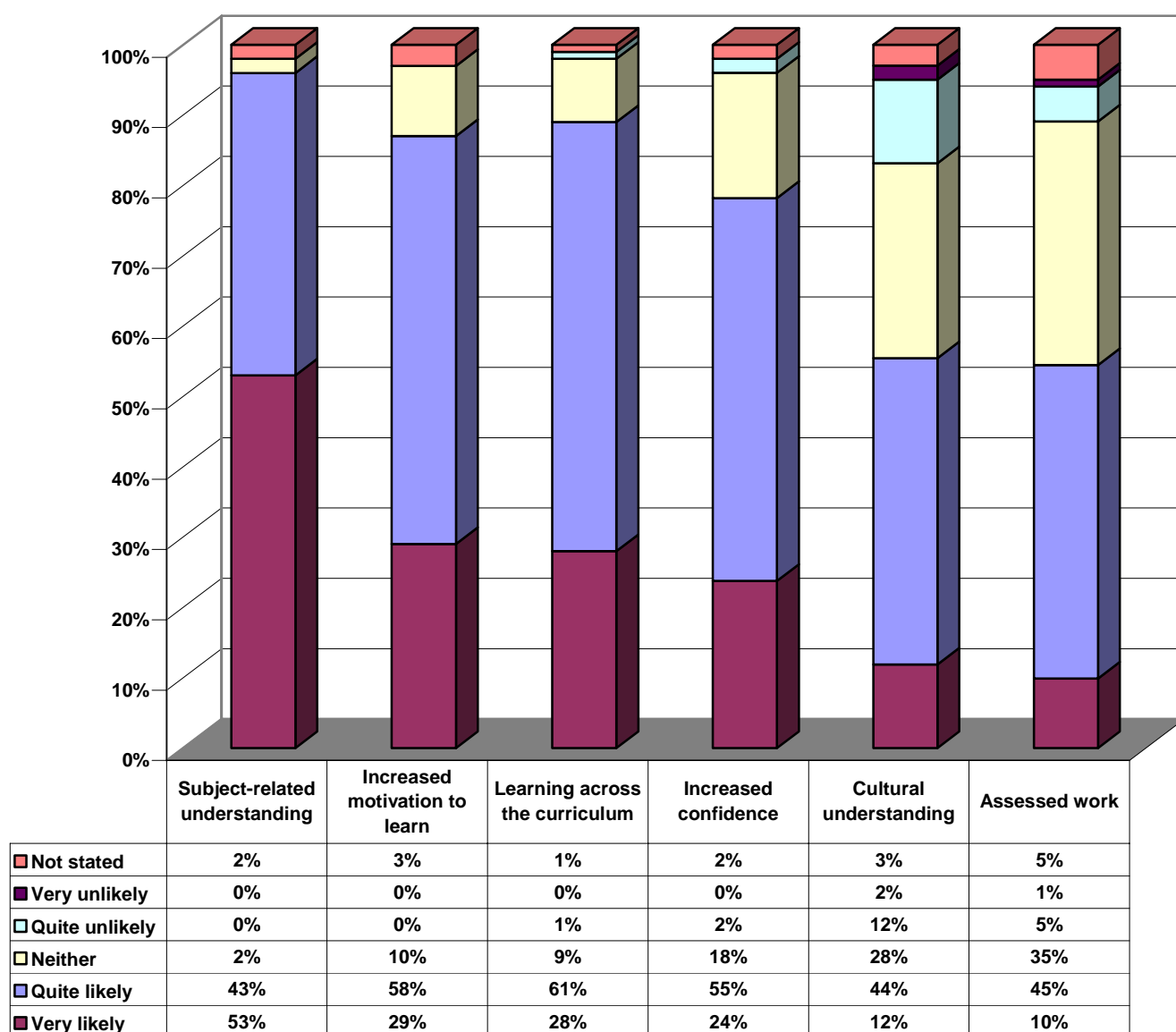
Teachers on History visits were particularly positive that the visit would support subject-related understanding, with a very high 67% considering this very likely, and a further 28% quite likely. These teachers also considered it likely that the visit would support cultural understanding, with 42% considering this very likely, which places it as third most likely outcome for History visits (this compares to 38% and 12% for Art and Science visits). Teachers on History visits were also slightly more confident than others that the experience would support learning across the curriculum (33% compared to 27% and 28%).



Base: 252 teachers on History visits

Figure 8.67: Form A. Question 20. To what extent do you anticipate that the museum visit will support pupils' development? Teachers on History related visits

Teachers on Science/Technology visits were positive that the visit would support subject-related understanding, with 53% considering this very likely and a further 43% quite likely. These teachers were less positive than other teachers in relation to the other outcomes. In particular, the teachers on Science visits thought it relatively unlikely that the visit would support cultural understanding or assessed work.

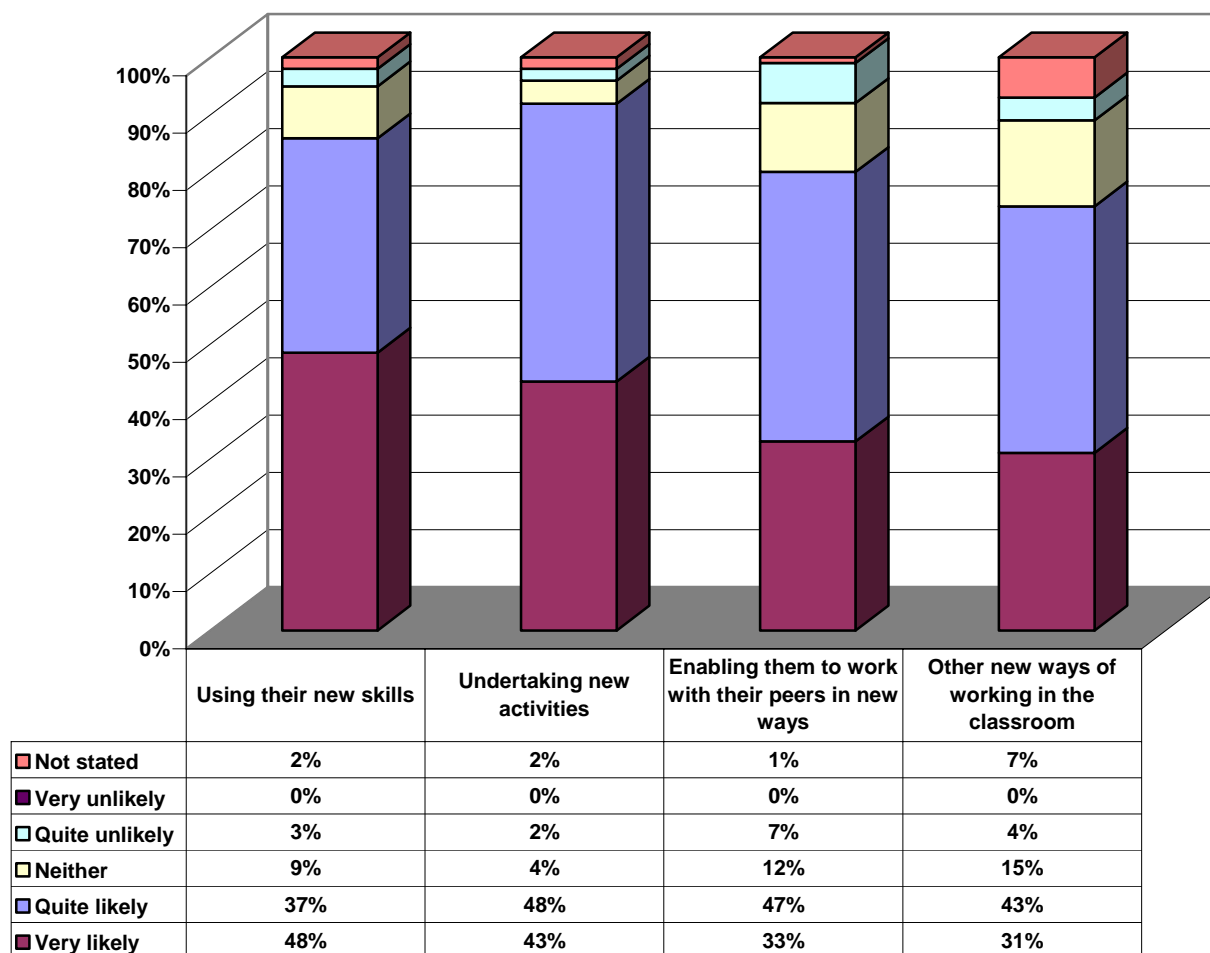


Base: 130 teachers on Science/Technology visits

Figure 8.68: Form A. Question 20. To what extent do you anticipate that the museum visit will support pupils' development? Teachers on Science/Technology related visits

At Question 19, teachers also had different priorities in terms of the ways that they would work with their students following the museum experience.

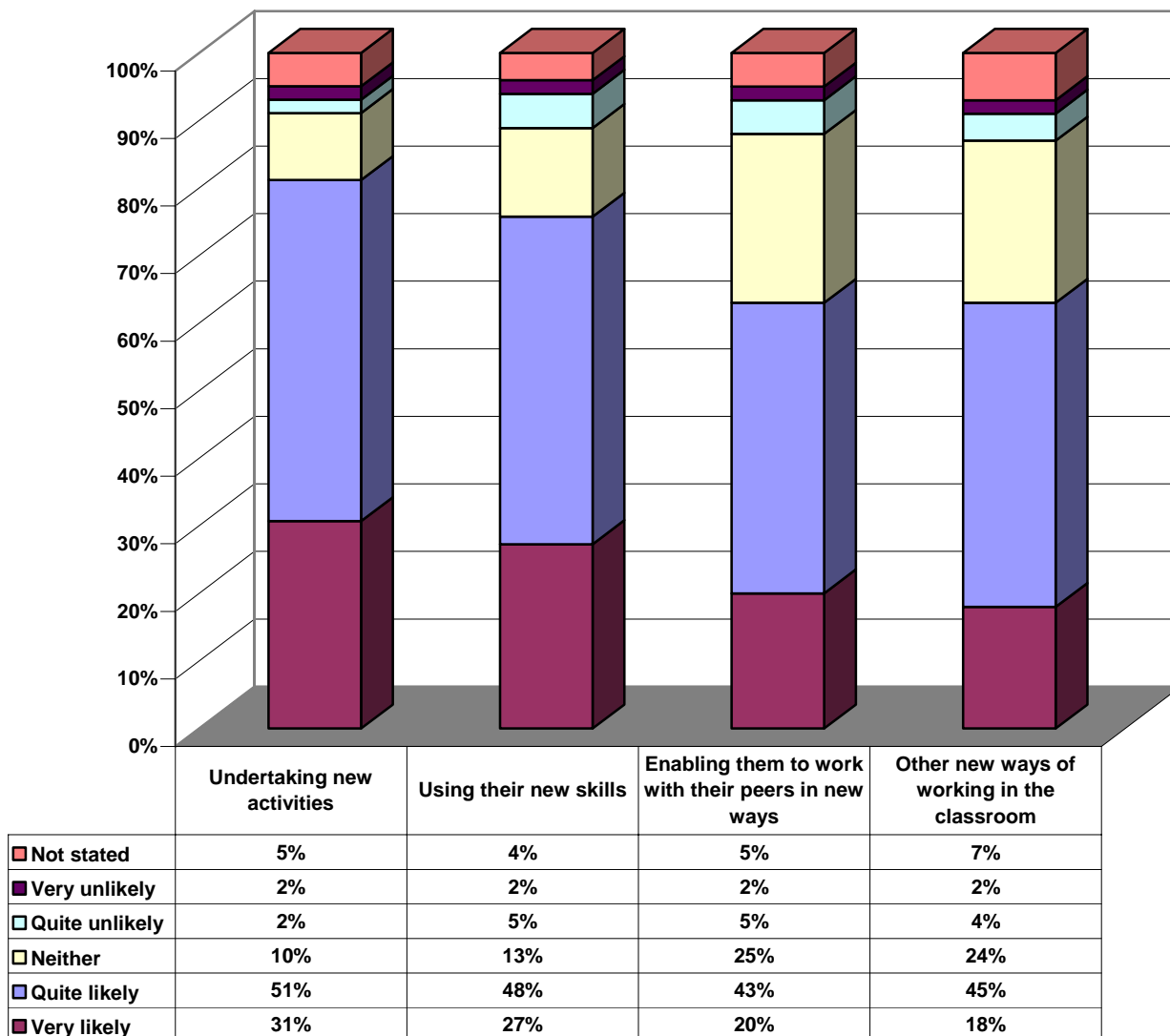
Teachers on Art visits thought it most likely that they would work using students' new skills, compared to the other outcomes. Forty-eight percent thought this very likely compared to 27% and 21% for History and Science visits. These teachers were more positive than the others about all of the outcomes in this question.



Base: 91 teachers on Art visits

Figure 8.69: Form A. Question 19. To what extent do you think that the experience of the museum will result in you working with your students in a different way? Teachers on Art related visits

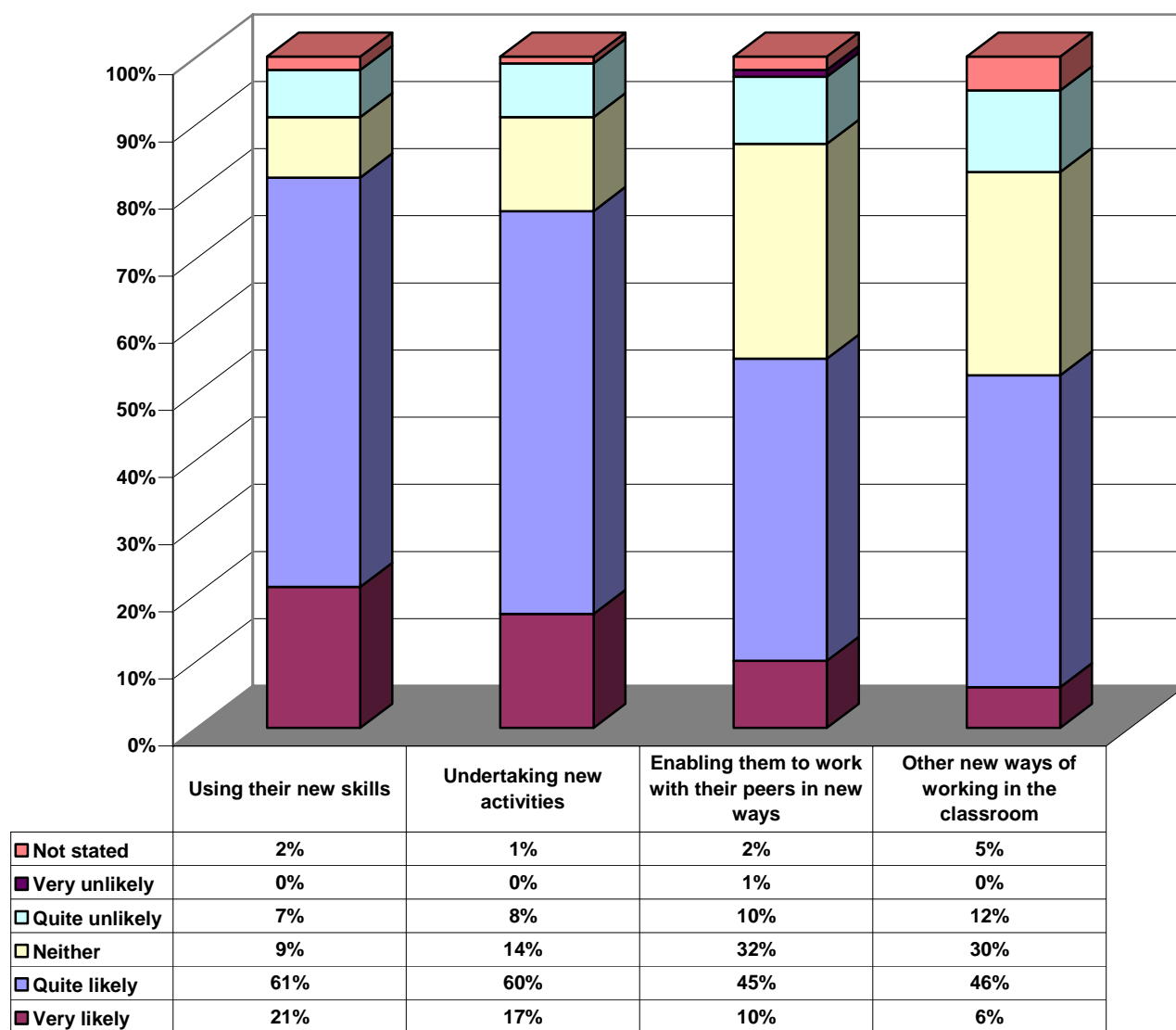
Teachers on History visits thought that undertaking new activities was the most likely outcome in terms of working in new ways, followed by using new skills.



Base: 252 teachers on History visits

Figure 8.70: Form A. Question 19. To what extent do you think that the experience of the museum will result in you working with your students in a different way? Teachers on History related visits

Teachers on Science/Technology visits were least positive that they would work with their students in new ways. However, among the outcomes it was most likely that they would work using students' new skills. High proportions of teachers (61% and 60%) answered that using their new skills and undertaking new activities were quite likely.



Base: 130 teachers on Science/Technology visits

Figure 8.71: Form A. Question 19. To what extent do you think that the experience of the museum will result in you working with your students in a different way? Teachers on Science/Technology related visits

8.5 Skills

Question 16: To what extent do you think that your pupils will have increased or gained skills during the museum visit?

Teachers considered pupils most likely to have gained thinking and communication skills, with 56% and 43% considering this very likely. Numeracy skills are the least likely to have been gained with only 4% of teachers thinking this very likely. Again, while these results could be seen as rather disappointing, the broad overall pattern repeats the Renaissance findings.

The DCMS/DfES teachers appear to have more confidence that the experience would have developed practical skills, since 37% considered this very likely, compared to 31% in the Renaissance Evaluation. They also considered pupils slightly more likely to have gained thinking skills than in the previous study (56% compared to 53% thought this very likely). On the other hand, teachers in the DCMS/DfES programme were even less confident that pupils would have gained Literacy skills, with only 19% answering very likely, compared to 28% of Renaissance teachers.

	Thinking skills	Communication skills	Practical skills	Creative skills	Social skills	Spatial skills	Literacy skills	Other skills	Numeracy skills
Very likely	56%	43%	37%	34%	38%	23%	19%	16%	4%
Quite likely	36%	46%	39%	37%	47%	42%	52%	42%	20%
Neither	4%	6%	14%	18%	8%	20%	13%	21%	35%
Quite unlikely	1%	2%	3%	6%	2%	5%	8%	2%	19%
Very unlikely	-	0%	1%	1%	0%	2%	1%	1%	10%
Not stated	3%	3%	5%	5%	5%	8%	6%	19%	12%

Base: all teachers (503)

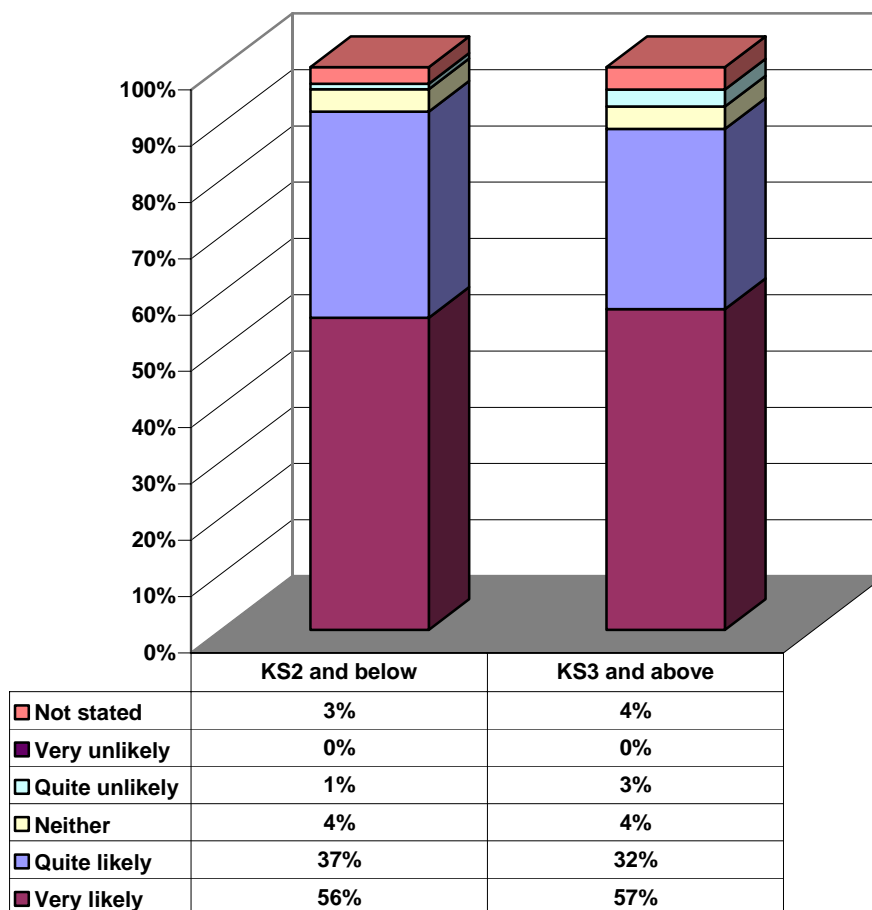
Table 8.11: Form A. Question 16. To what extent do you think that your pupils will have increased or gained skills during their museum visit?

	Thinking skills	Communication skills	Social skills	Creative skills	Practical skills	Literacy skills	Spatial skills	Other skills	Numeracy skills
Very likely	53%	43%	42%	33%	31%	28%	21%	19%	5%
Quite likely	40%	46%	45%	37%	36%	44%	40%	40%	24%
Neither	4%	5%	6%	16%	16%	12%	20%	17%	27%
Quite unlikely	1%	1%	2%	6%	8%	7%	7%	3%	21%
Very unlikely	-	-	1%	2%	2%	2%	2%	1%	12%
Not stated	3%	4%	5%	6%	7%	7%	10%	20%	11%

Base: all Renaissance teachers (936)

Table 8.12: Renaissance in the Regions. Form A. Question 16. To what extent do you think that your pupils will have increased or gained skills during their museum visit?

Teachers were in fairly close agreement across the two age ranges that pupils would have gained thinking skills. Slightly more teachers at KS2 and below thought that this was quite likely (37% compared to 32%), although the proportions answering very likely were almost identical (56% and 57%).

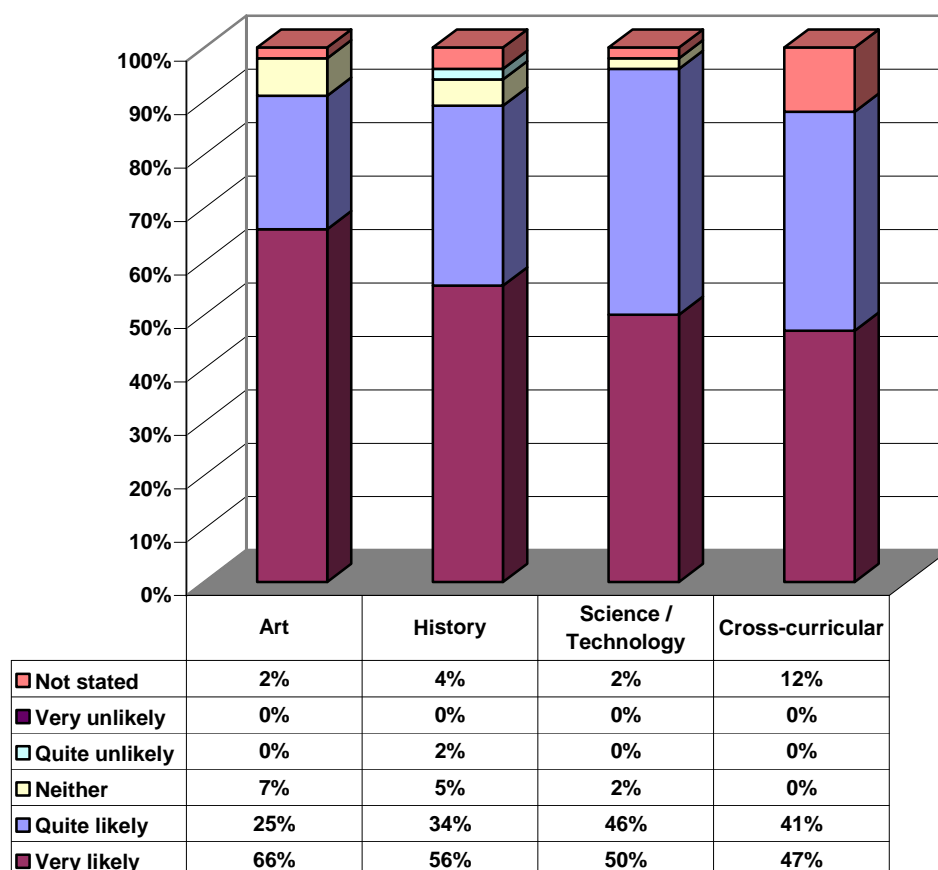


Base: 496 teachers

Figure 8.72: Form A. Question 16. Thinking skills by Key Stage

Teachers on Art-related visits were most certain that pupils would have gained thinking skills, with 66% considering this very likely. Those on Science/Technology and Cross-curricular visits were less certain, although still very positive, with 50% and 47% answering very likely.

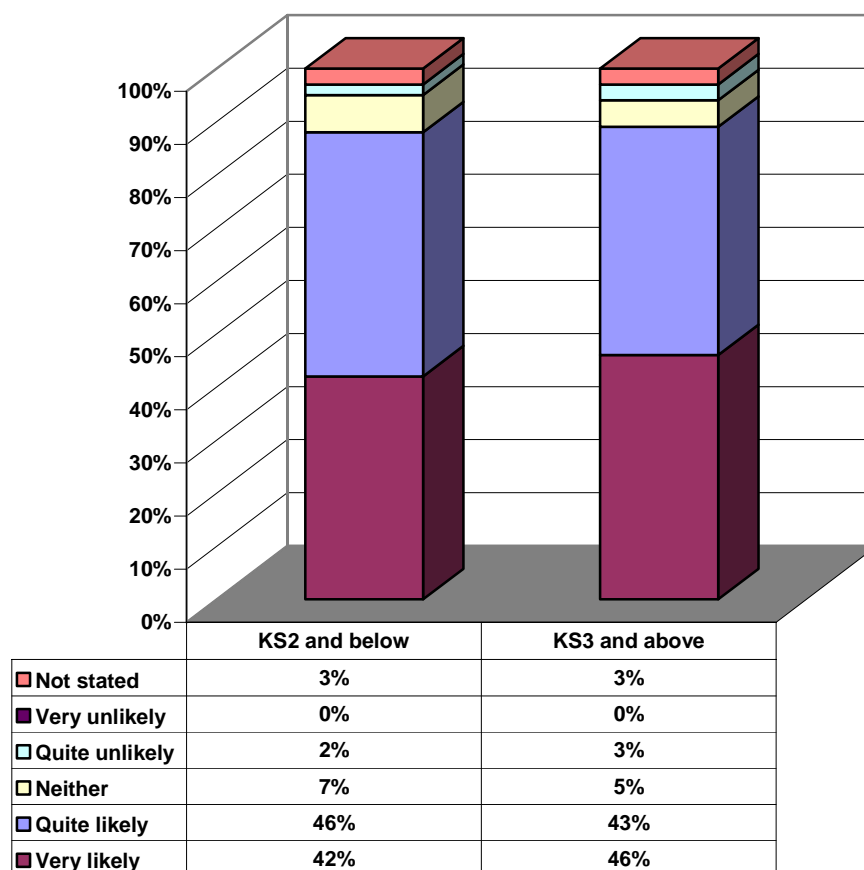
When combined, the proportion of teachers on Science/Technology visits who answered quite likely or very likely is the highest among the themes: a relatively high proportion of these teachers (46%) had answered that it was quite likely that pupils would have gained thinking skills. This seems to suggest that teachers on Science/Technology visits are slightly more reserved than those on other visits about the skills that their pupils may have gained. Although overall a very high proportion of teachers did believe that pupils had gained thinking skills, fewer believed this as strongly as for other curriculum areas such as Art and History.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.73: Form A. Question 16. Thinking skills by theme

Overall, teachers across KS2 and KS3 and above were in agreement about the extent to which pupils had gained communication skills. Slightly more KS3 and above teachers answered very likely, while slightly more KS2 and below teachers answered that this outcome was quite likely.

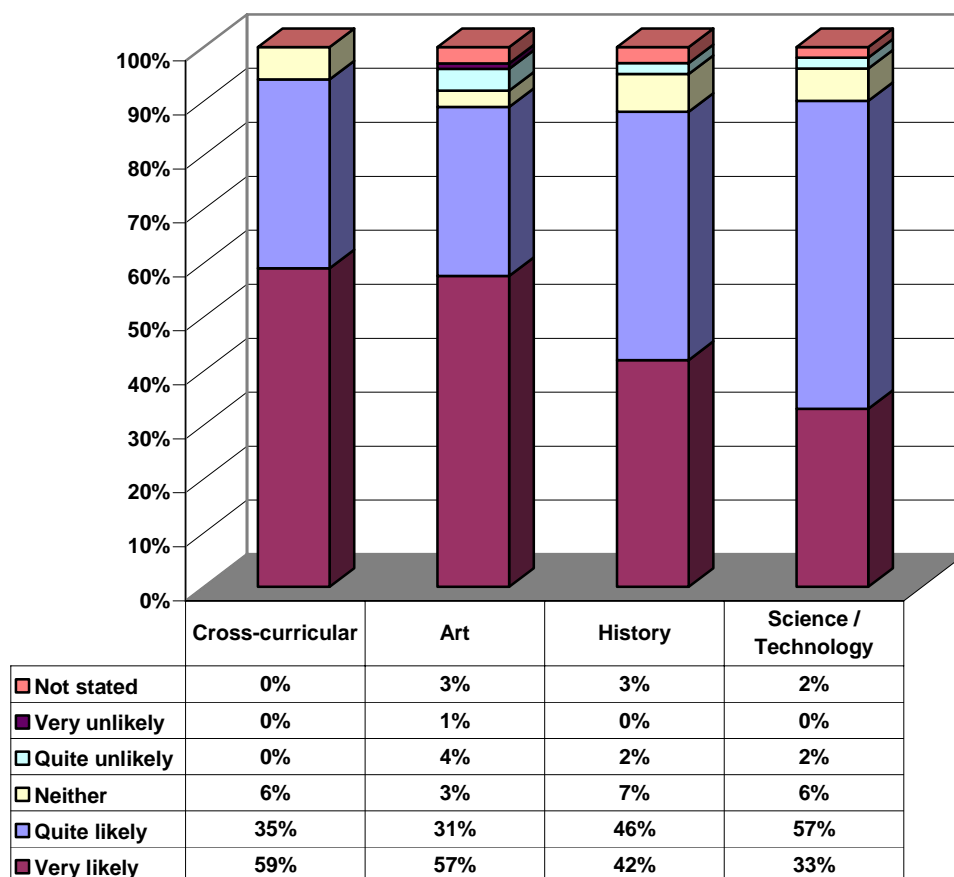


Base: 496 teachers

Figure 8.74: Form A. Question 16. Communication skills by Key Stage

Teachers on Cross-curricular and Art-related visits were most positive that their pupils had gained communication skills, with 59% and 57% considering this very likely.

Once again, teachers on Science/Technology visits were much less confident of this outcome. Only 33% considered it very likely, although a high 57% considered it quite likely that pupils had gained communication skills.



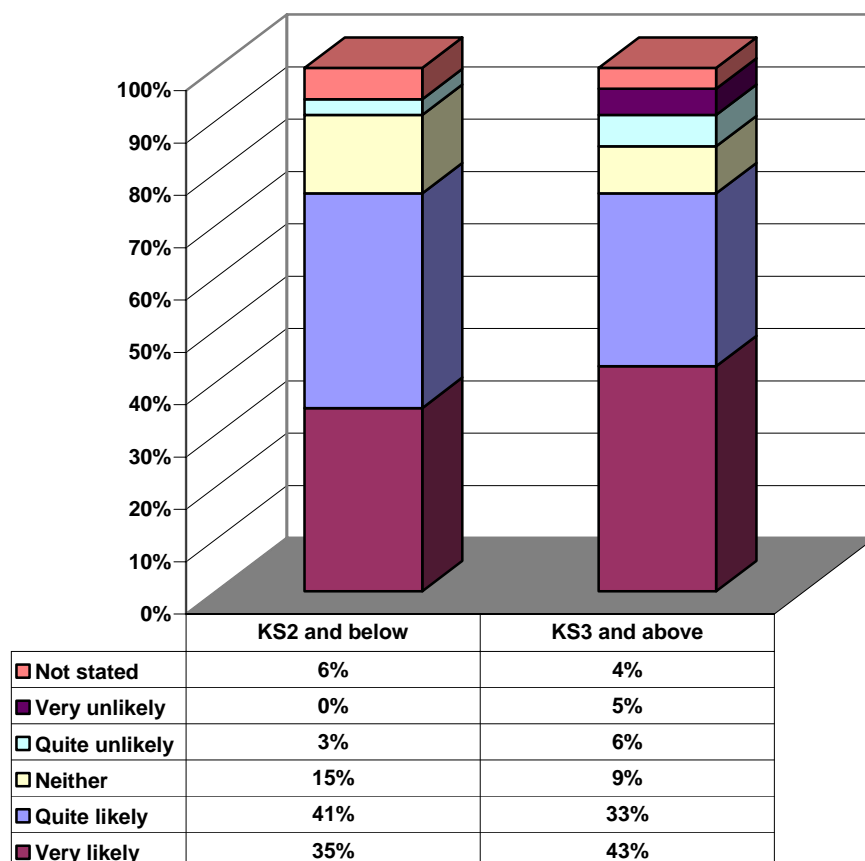
Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.75: Form A. Question 16. Communication skills by theme

A greater number of teachers at KS3 and above answered that their pupils were very likely to have gained practical skills (43% compared to 35% at KS2 and below). However, 5% of KS3 and above teachers thought that this outcome was very unlikely, and 6% thought it quite unlikely.

This may reflect the greater subject specialisation of visits and activities at KS3 and above, which might not include 'practical' elements.

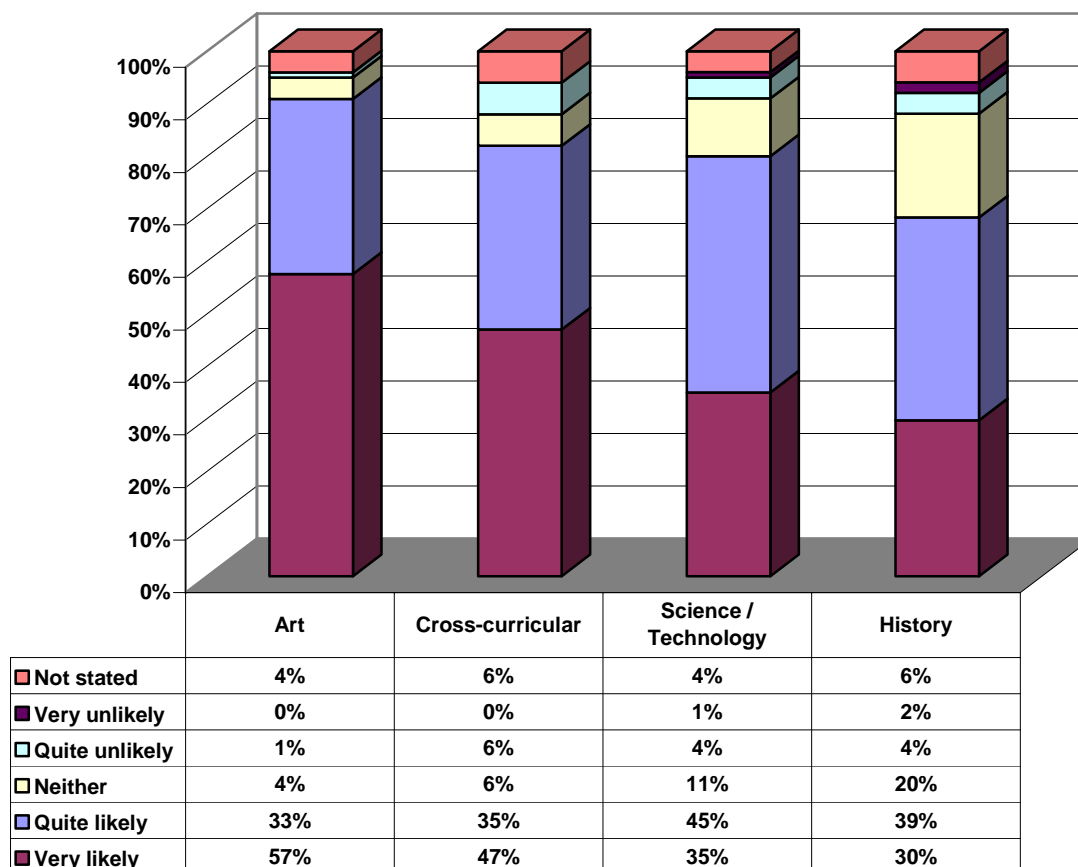


Base: 496 teachers

Figure 8.76: Form A. Question 16. Practical skills by Key Stage

Teachers on Art-related visits and activities were very confident that their pupils would have gained practical skills, with 57% considering this very likely. This is not surprising, given that many Art visits or sessions included a practical element.

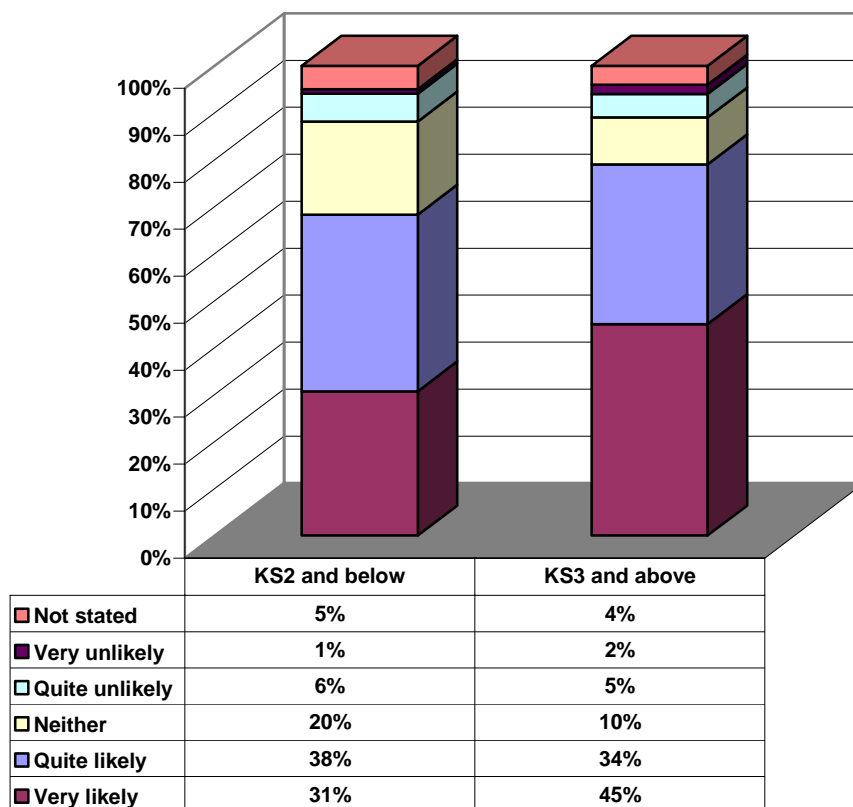
Teachers on History related visits were least confident, with 30% answering very likely.



*Base: 490 teachers
(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)*

Figure 8.77: Form A. Question 16. Practical skills by theme

Teachers at KS3 and above were more confident that pupils had gained creative skills. At this age range, 45% of teachers considered this very likely and a further 34% quite likely, compared to 31% and 38% at KS2 and below.



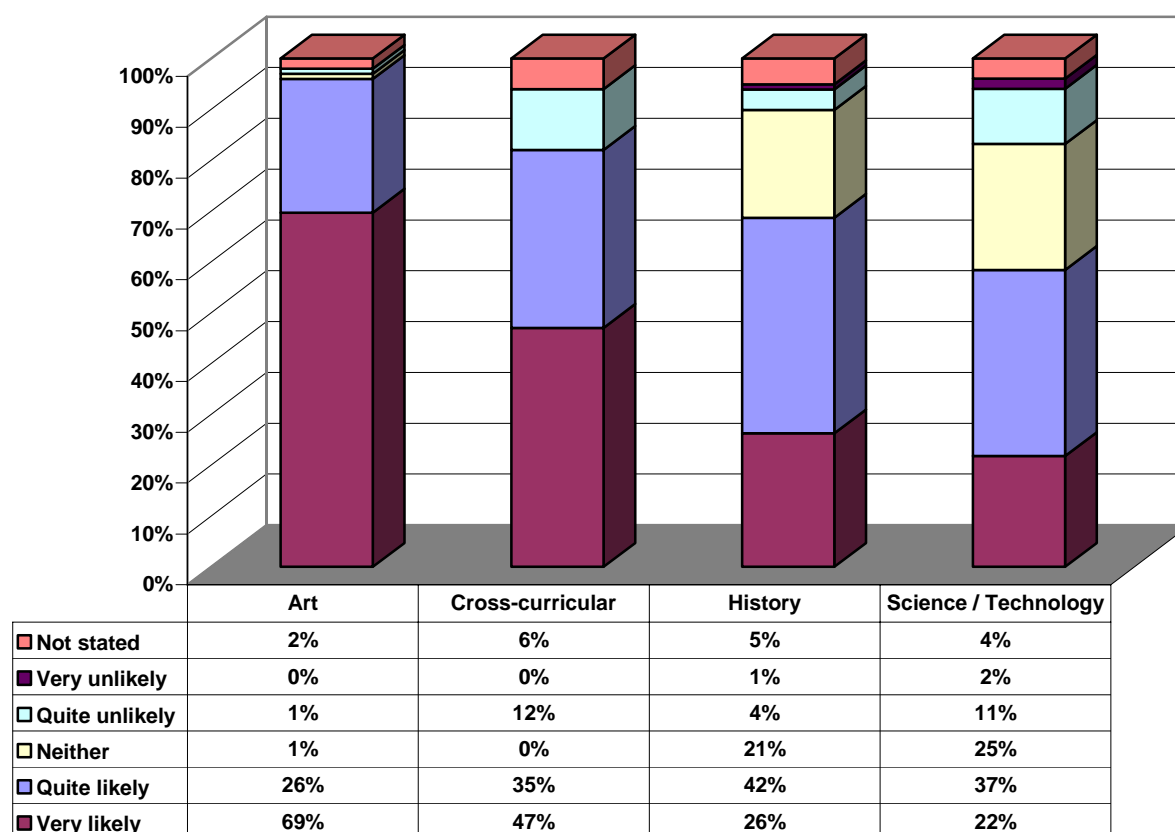
Base: 496 teachers

Figure 8.78: Form A. Question 16. Creative skills by Key Stage

Teachers bringing pupils on Art-related visits or workshops were most confident that they would have gained creative skills, with 69% considering this very likely, and a further 26% considering it quite likely. Again, this is not surprising given the strong creative and practical elements in many Art workshops.

Teachers on Science/Technology visits were least confident that pupils would have gained creative skills, with only 22% considering this very likely. This is in spite of the fact that most of the Science/Technology sessions in the DCMS/DfES scheme did involve 'creative' elements, for instance where pupils could apply scientific concepts to create their own structures at Imperial War Museum Duxford. In contrast, these teachers were slightly more positive that pupils had gained practical skills (see Figure 8.77), so it may be that teachers are less likely to associate the term 'creative' with Science/Technology work.

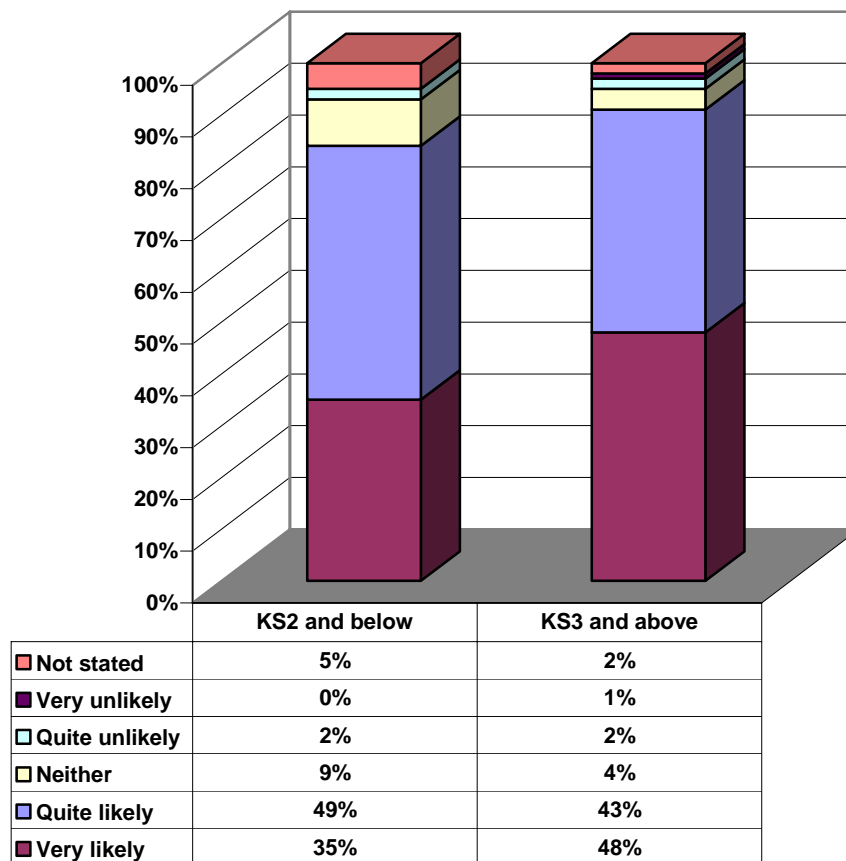
The relatively low level of confidence in many of the different types of learning outcomes for teachers on Science/Technology visits is, however, part of a recurrent pattern, which will be treated in more detail in Section 8.6.



*Base: 490 teachers
(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)*

Figure 8.79: Form A. Question 16. Creative skills by theme

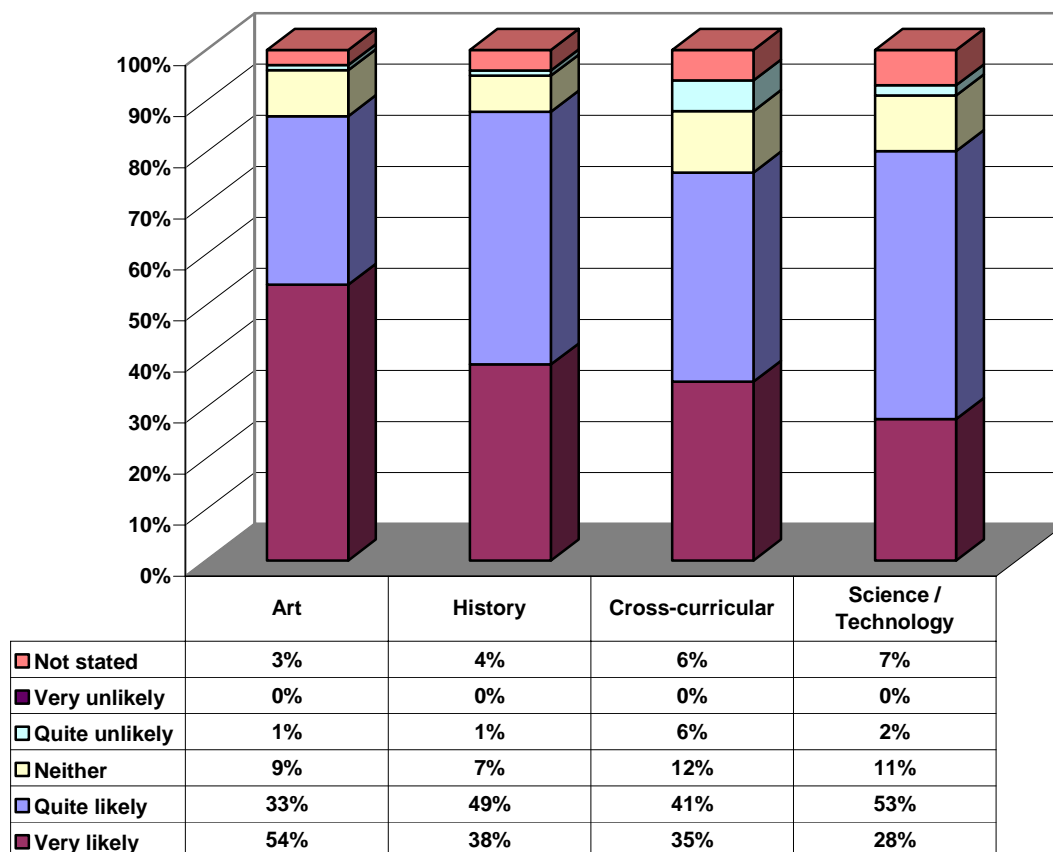
Teachers at KS3 and above were more confident that pupils had gained social skills as a result of the museum experience, with 48% considering this very likely, and a further 43% quite likely.



Base: 496 teachers

Figure 8.80: Form A. Question 16. Social skills by Key Stage

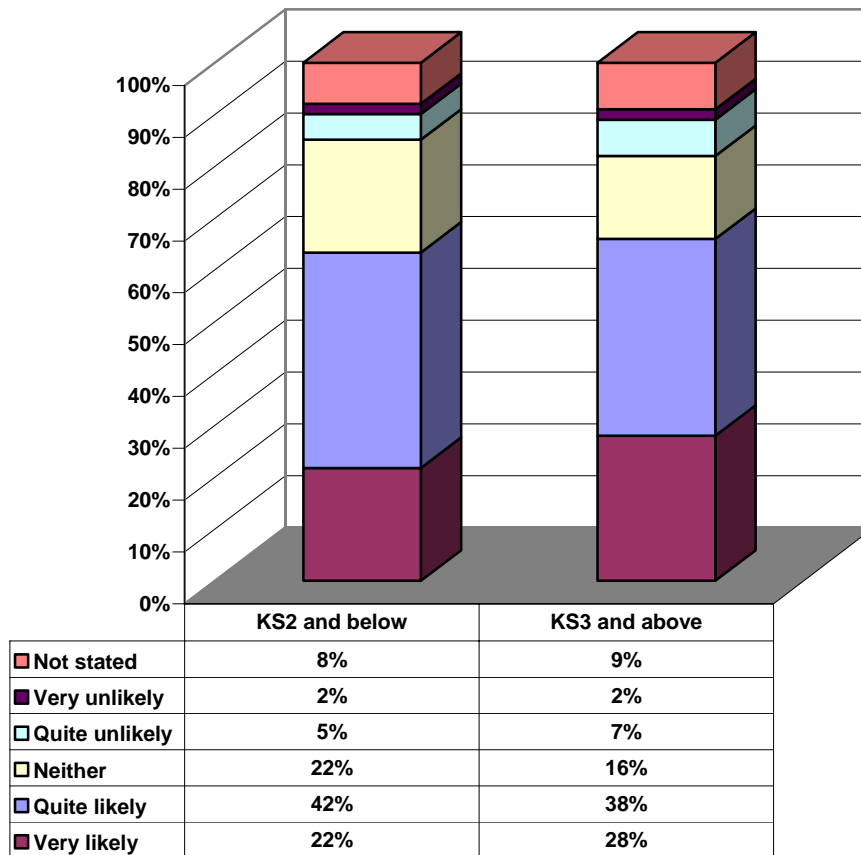
Teachers on Art-related visits were most positive that pupils had gained social skills, with 54% considering this very likely. Although 53% of the teachers on Science/Technology visits considered the outcome quite likely, only 28% answered very likely. Again, this shows that teachers on Science/Technology visits are significantly less confident about the outcomes that might be gained from the museum experience.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.81: Form A. Question 16. Social skills by theme

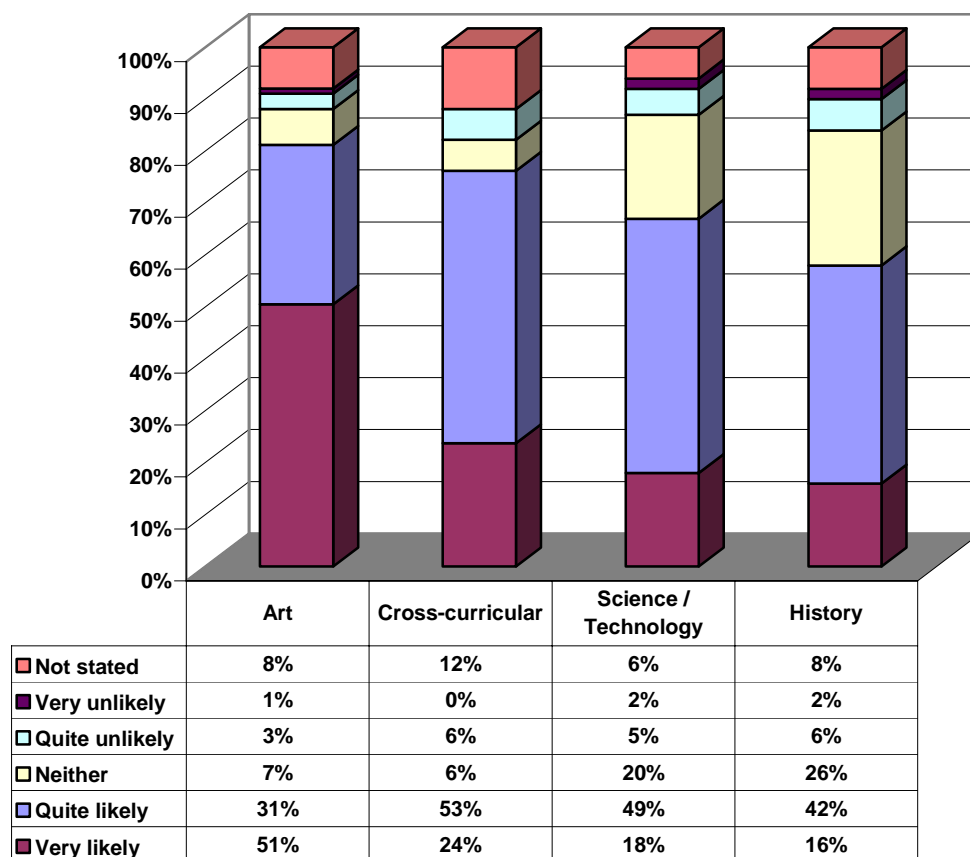
Teachers at KS3 and above were slightly more confident that pupils would have gained spatial skills, although there was very little difference between the age ranges when totals for very likely and likely are combined.



Base: 496 teachers

Figure 8.82: Form A. Question 16. Spatial skills by Key Stage

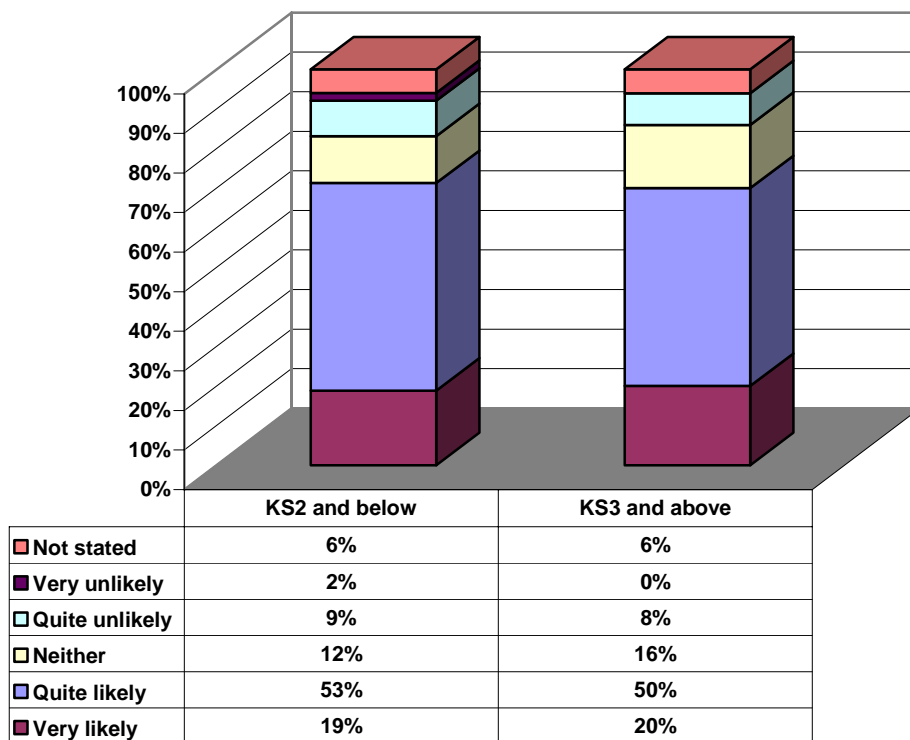
Teachers on Art visits and workshops were very positive that pupils had gained spatial skills, with 51% considering this very likely. Those on History visits were least confident about this outcome, with only 16% answering very likely.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.83: Form A. Question 16. Spatial skills by theme

There was fairly close agreement between teachers across the two age ranges about the extent to which pupils had gained literacy skills. Although relatively few answered that this was very likely, over half considered it quite likely in each age range.

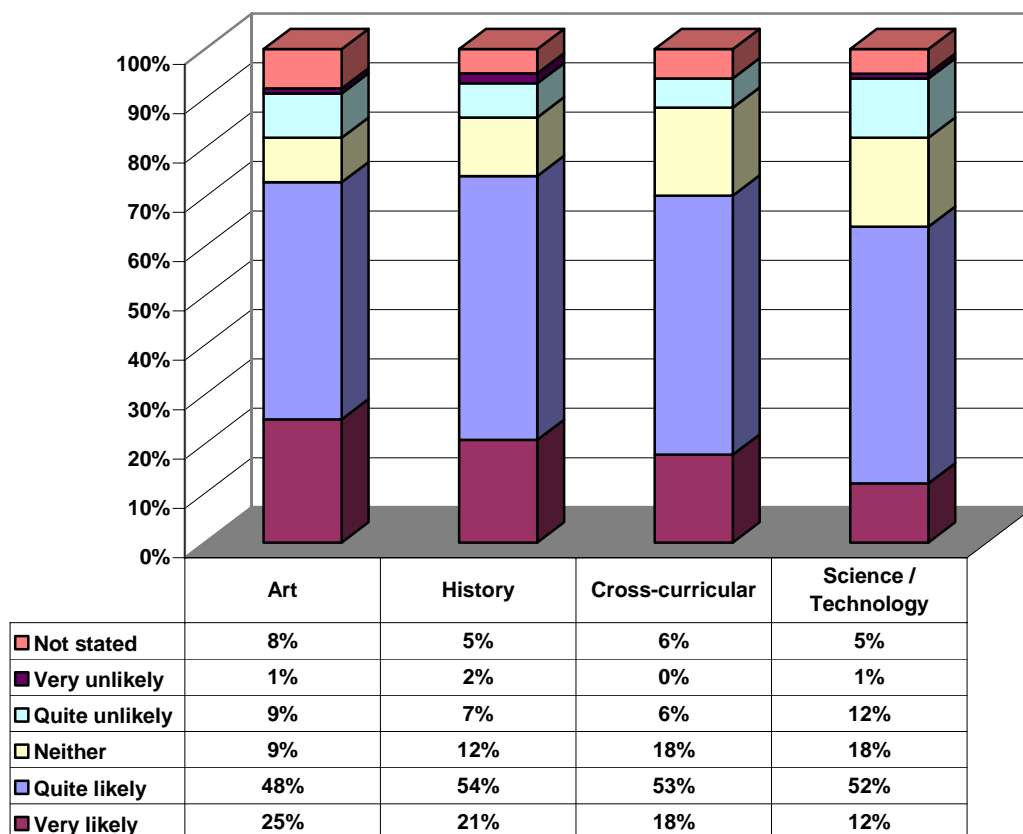


Base: 496 teachers

Figure 8.84: Form A. Question 16. Literacy skills by Key Stage

Teachers on Art activities were most confident that pupils were very likely to gain literacy skills, although when combined, the proportion of teachers who answered very likely or quite likely was higher for those on History visits.

Teachers on Science/Technology visits were least likely to expect this outcome, with only 12% considering it very likely, although 52% thought it quite likely.

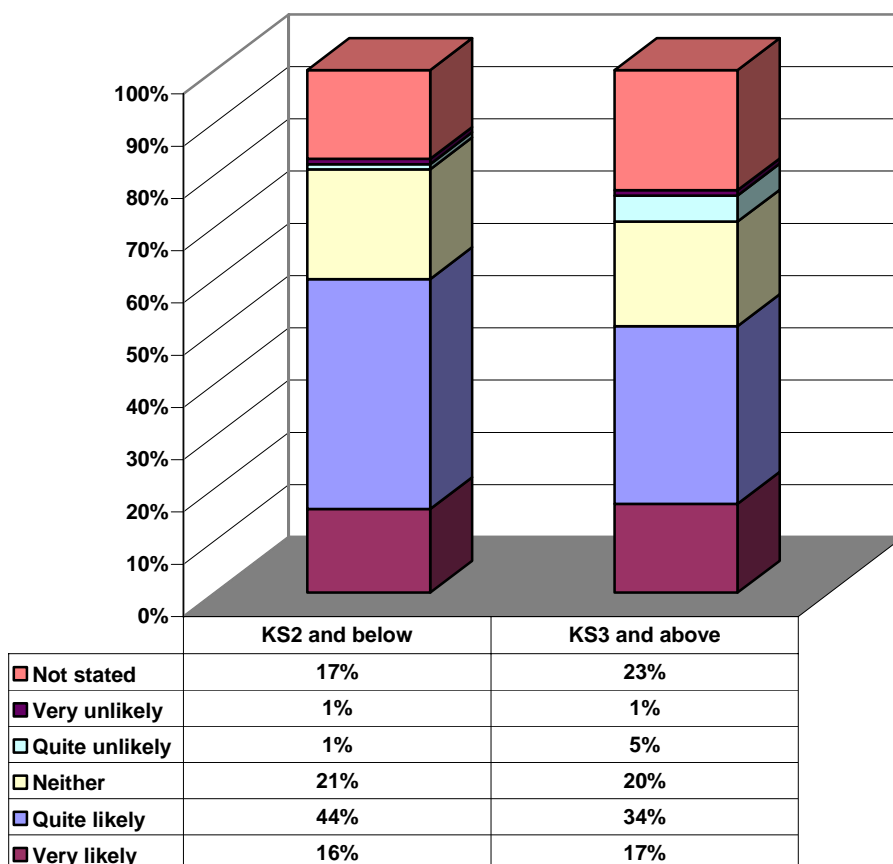


Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.85: Form A. Question 16. Literacy skills by theme

Overall, KS2 and below teachers were more likely to expect outcomes in terms of other skills that had not been mentioned under the other headings (60% when positive responses are combined, compared to 51% for KS3 and above).

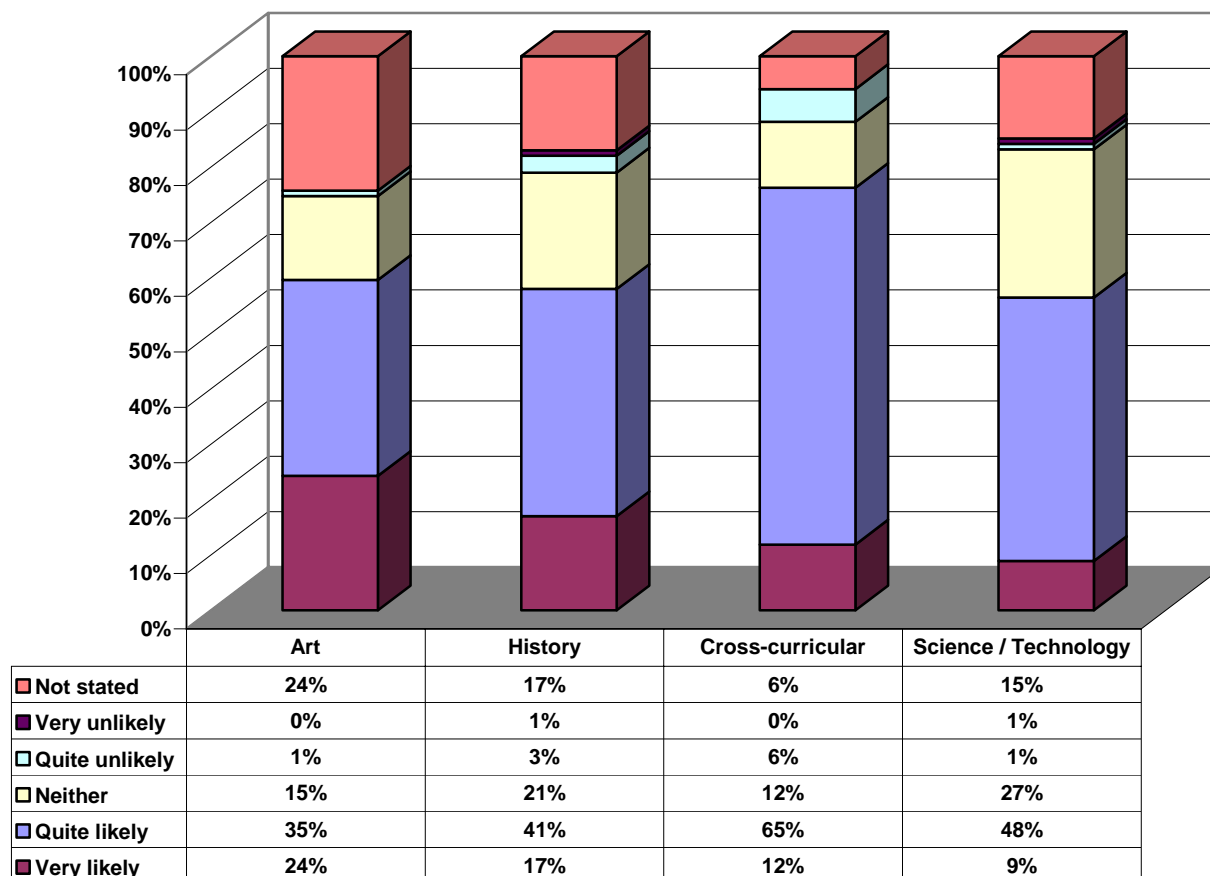
However, large proportions of teachers answered that this was neither likely or unlikely, or did not answer at all, and this may have been because they were unsure how to interpret the question, or what other types of skills might be gained.



Base: 496 teachers

Figure 8.86: Form A. Question 16. Other skills by Key Stage

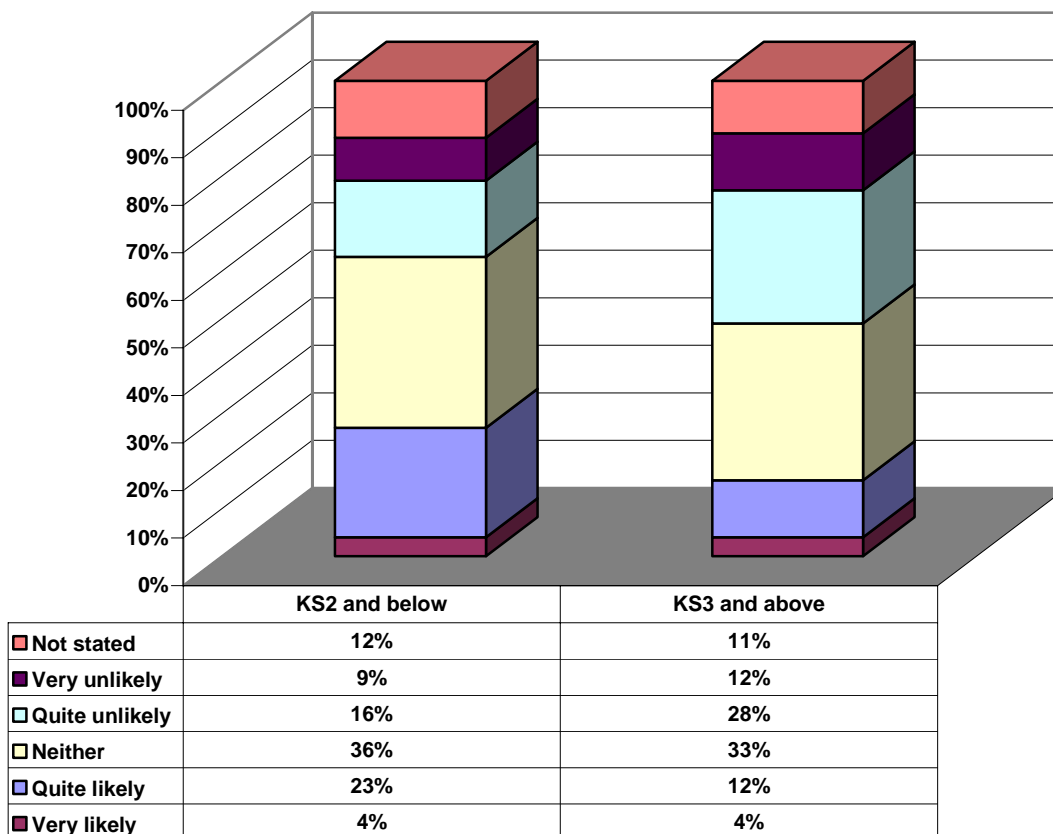
Teachers on Art activities were most confident that pupils were very likely to gain other skills. However, the proportion of teachers who answered very likely or quite likely combined was greater on Cross-curricular visits. Teachers were least confident that any other types of skills had been gained on Science/Technology visits.



Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.87: Form A. Question 16. Other skills by theme

Overall, a tiny proportion of the teachers who completed Form A considered it very likely that pupils would have gained numeracy skills. However, more teachers at KS2 and below answered that this was quite likely than at KS3 and above (23% compared to 12%).

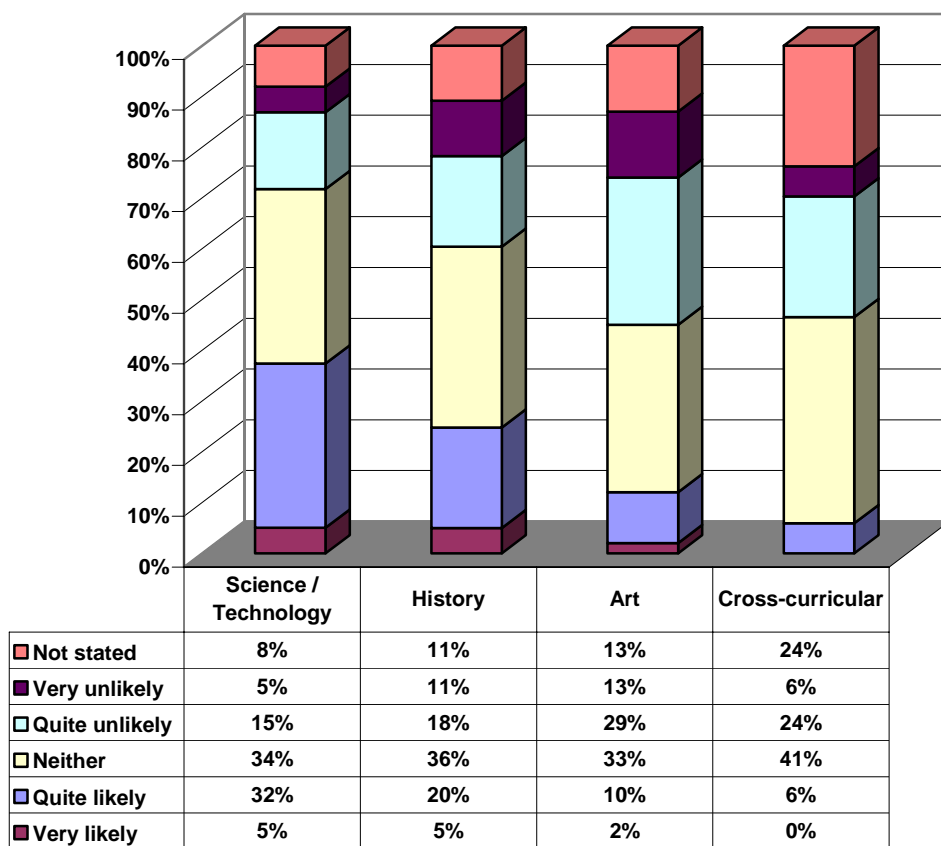


Base: 496 teachers

Figure 8.88: Form A. Question 16. Numeracy skills by Key Stage

Teachers on Science/Technology visits and workshops were most confident that pupils would have gained numeracy skills, although levels of confidence in this outcome were the lowest of all the possible types of skills. However, this is the only area in which teachers on Science/Technology visits were more confident than teachers on visits with other curricular themes.

Overall, 37% of teachers on Science/Technology visits thought that it was very likely or quite likely that pupils would gain numeracy skills, compared to only 12% for Art and 6% for Cross-curricular themed visits.

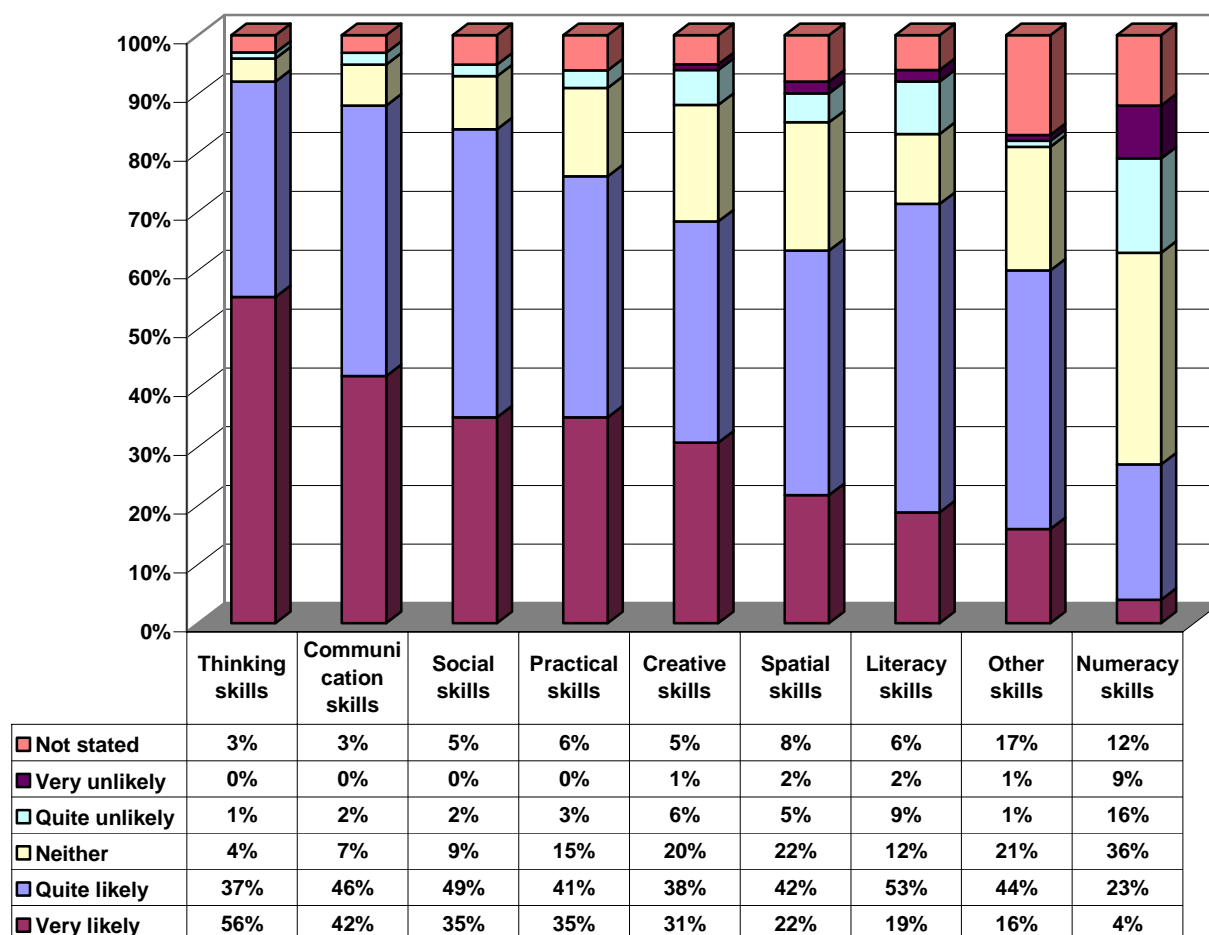


Base: 490 teachers
 (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.89: Form A. Question 16. Numeracy skills by theme

8.5.1 Skills for teachers at KS2 and below and KS3 and above

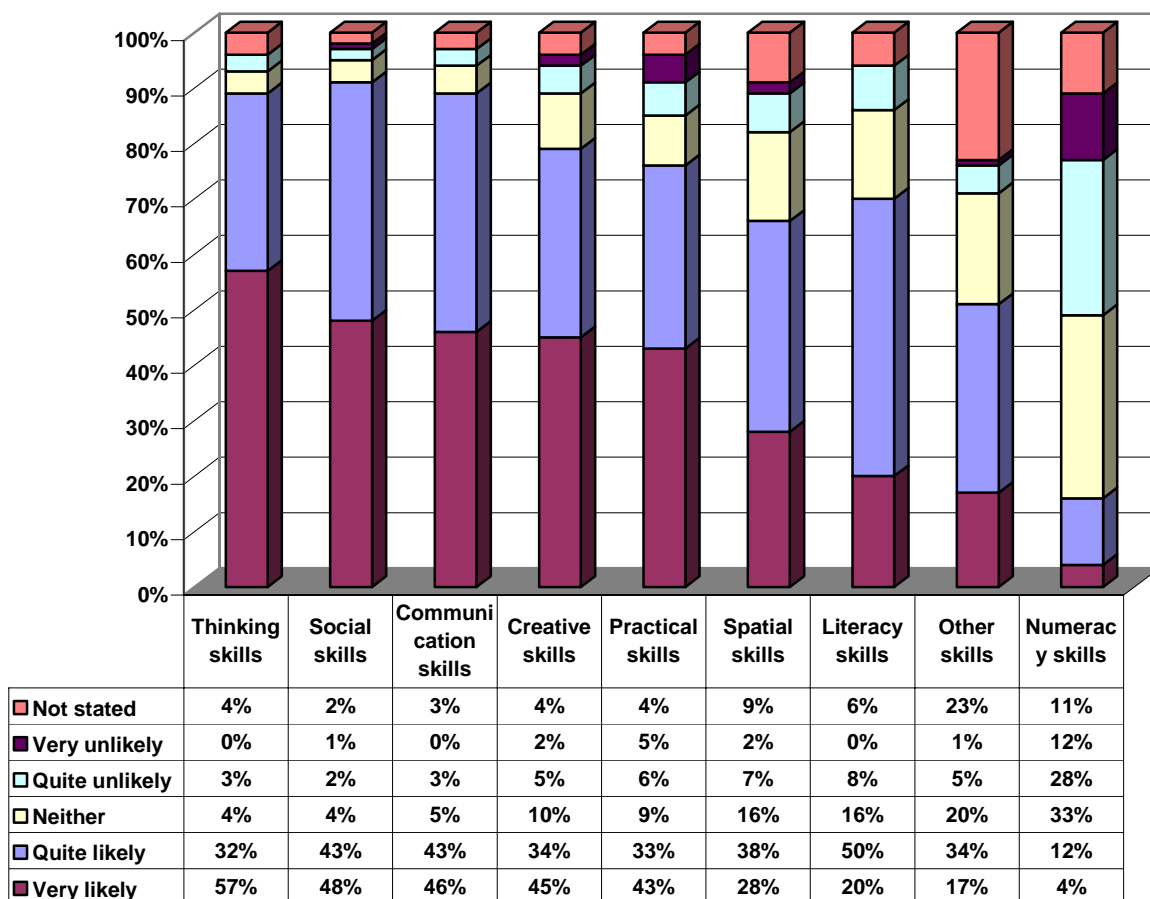
Teachers at KS2 and below and KS3 and above placed the different types of skills in a similar order, with thinking, communication and social skills considered as most likely, followed by practical and creative skills.



Base: 396 teachers of KS2 and below pupils

Figure 8.90: Form A. Question 16. To what extent do you think that your pupils will have increased or gained skills during their museum visit? KS2 and below

Teachers at KS3 and above were slightly more confident that pupils would gain each type of skills, with the exception of numeracy skills.

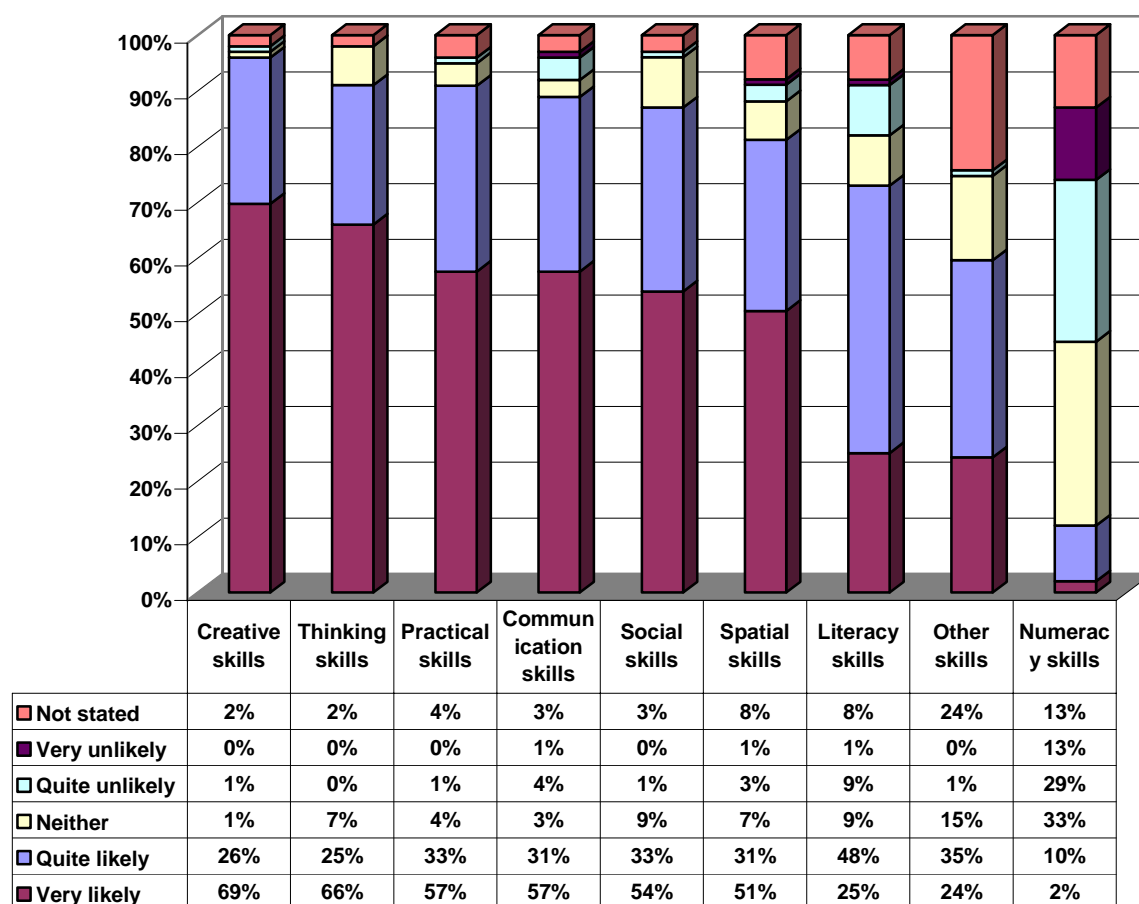


Base: 100 teachers of KS3 and above pupils

Figure 8.91: Form A. Question 16. To what extent do you think that your pupils will have increased or gained skills during their museum visit? KS3 and above

8.5.2 Skills on visits for different themes

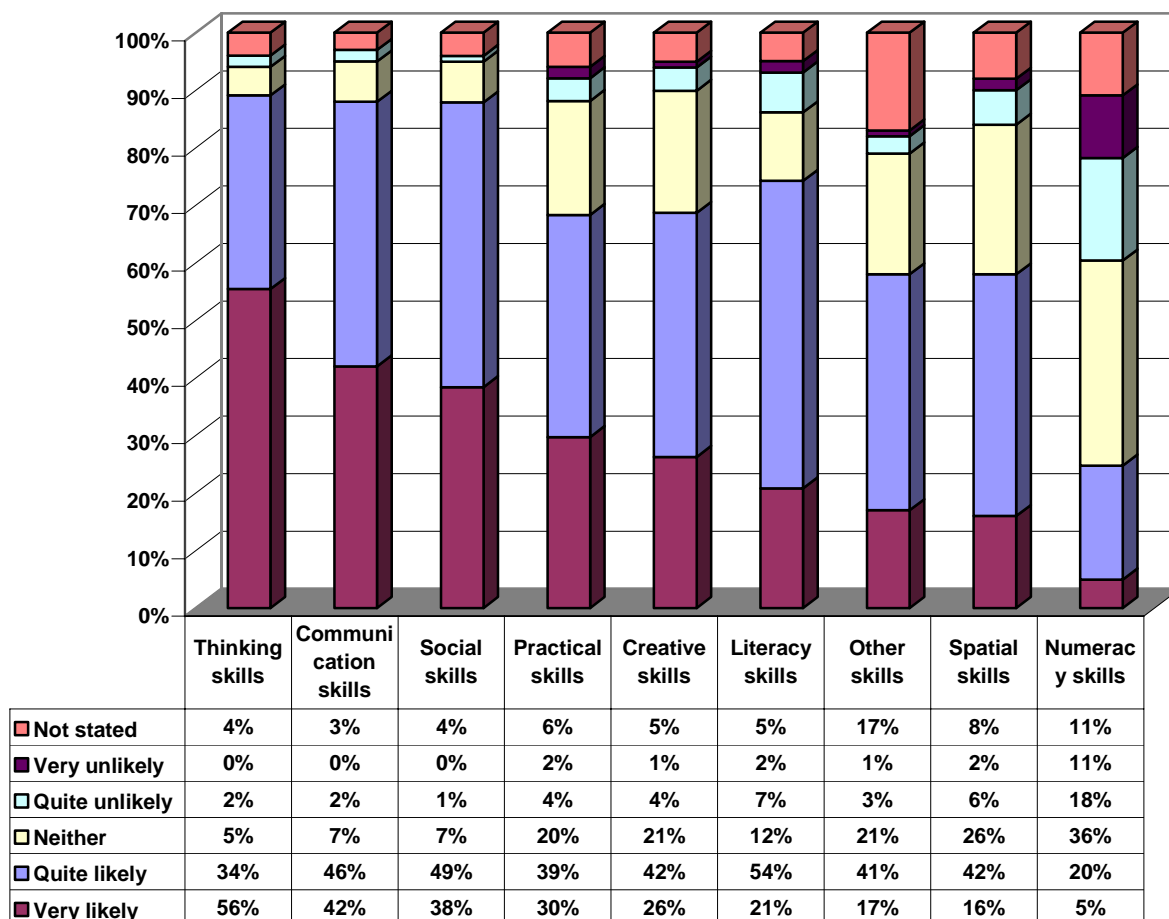
Teachers on Art related visits thought that it was most likely that pupils would have increased creative and thinking skills. A gain in numeracy skills was unlikely.



Base: 91 teachers on Art visits

Figure 8.92: Form A. Question 16. To what extent do you think that your pupils will have increased or gained skills during their museum visit? Teachers on Art related visits

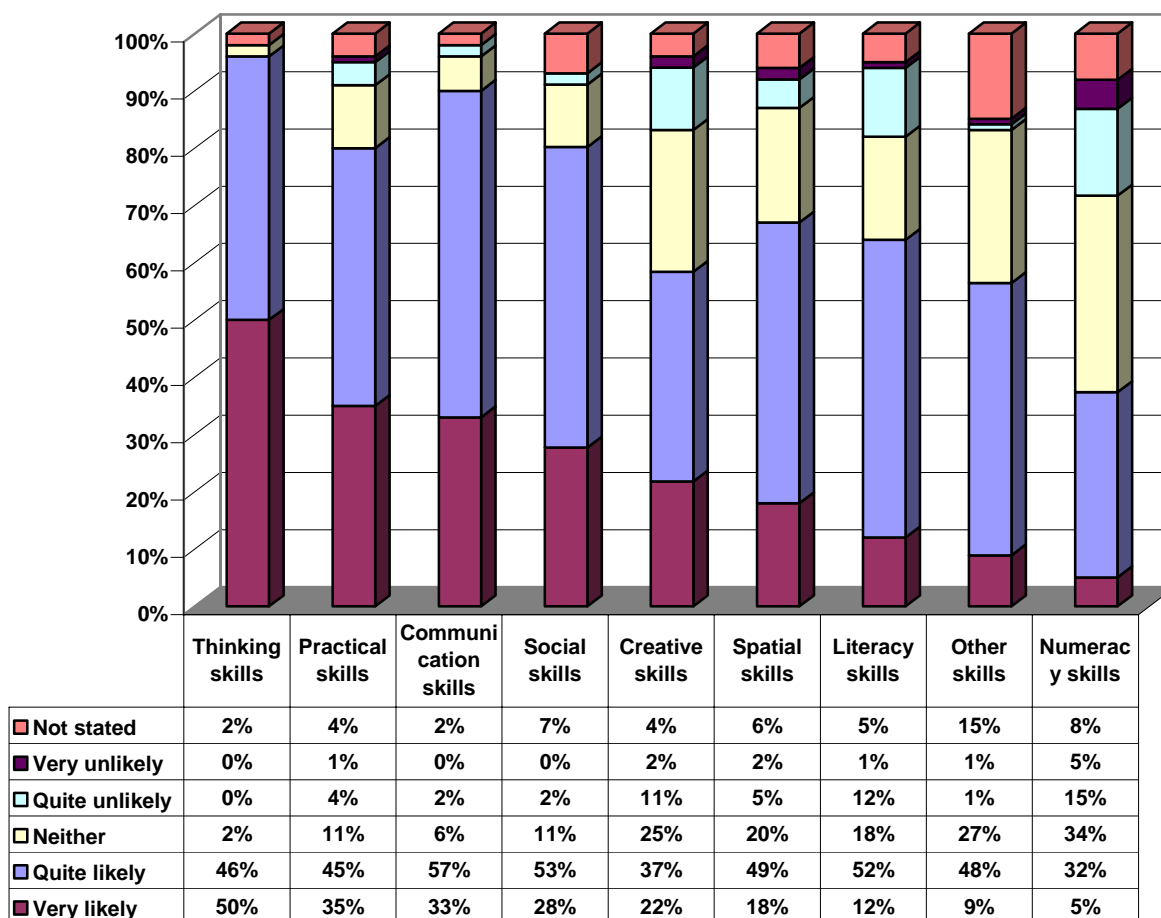
Teachers on History related visits thought it most likely that pupils would gain thinking skills, followed by communication and social skills. Again, it was unlikely that pupils would gain numeracy skills.



Base: 252 teachers on History visits

Figure 8.93: Form A. Question 16. To what extent do you think that your pupils will have increased or gained skills during their museum visit? Teachers on History related visits

Teachers on Science/Technology visits thought it most likely that pupils would gain thinking skills. Levels of confidence that pupils would gain the different types of skills were lower than for other teachers, and large proportions of teachers on Science/Technology visits answered quite likely rather than very likely. Although numeracy skills were the least likely outcome for these teachers, they considered it significantly more likely that pupils would gain these skills than teachers visiting for other themes.



Base: 130 teachers on Science/Technology visits

Figure 8.94: Form A. Question 16. To what extent do you think that your pupils will have increased or gained skills during their museum visit? Teachers on Science/Technology related visits

8.6 Differences between teachers of KS2 and below and KS3 and above pupils

In section 7, it was shown that teachers at KS2 and below and KS3 and above rated the Generic Learning Outcomes differently. Teachers of younger pupils valued Knowledge and Understanding and Action, Behaviour, Progression slightly more highly than teachers of older pupils. Teachers of older pupils, on the other hand, considered Attitudes and Values and Skills slightly more important than teachers of younger pupils.

Throughout Section 8, it has been shown that teachers in the two age ranges also have different levels of confidence about the extent to which the museum experience will result in the different learning outcomes. In particular, teachers at KS2 and below were more likely to use the visit to do designing and making and creative writing, while those at KS3 and above were more likely to explore new ideas. While teachers of younger children expected that they would learn subject-specific facts, those of older pupils also strongly expected that they would learn interdisciplinary and thematic facts and facts about themselves, their families and the wider world. KS3 and above teachers also particularly expected their pupils to feel more positive about themselves and their abilities and other people/communities.

While KS2 and below teachers expected pupils to gain motivation to learn, KS3 and above teachers particularly expected that pupils would gain cultural understanding and confidence. On the other hand, it was less likely that the visit would support assessed work for younger pupils, or learning across the curriculum for older pupils.

Teachers of older pupils were more likely to work with their students in new ways as a result of the visit, and these teachers also considered it more likely that their pupils would gain different types of skills than teachers of younger pupils.

The proportions of teachers who answered that the various outcomes were very likely in Questions 15-20 are summarised in Table 8.13, broken down into KS2 and below and KS3 and above.

Table 8.13 Form A. Questions 15-20. Percentage of teachers answering very likely by Key Stage		
Question	Teachers of KS2 and below	Teachers of KS3 and above
15 To what extent do you think pupils will have gained facts and information during their museum visit?		
Subject-specific facts	68%	63%
Interdisciplinary or thematic facts	29%	45%
Information about museums or galleries	27%	30%
Facts about themselves, their families or the wider world	20%	34%
Other kinds of facts	30%	30%
16 To what extent do you think that your pupils will have increased or gained skills during their museum visit?		
Numeracy skills	4%	4%
Literacy skills	19%	20%
Communication skills	42%	46%
Spatial skills	22%	28%
Thinking skills	56%	57%
Social skills	35%	48%
Practical skills	35%	43%
Creative skills	31%	45%
Other skills	16%	17%
17 To what extent do you think the museum visit will have enabled pupils to feel more positive about any of the following?		
Themselves and their abilities	28%	40%
Other/people communities	26%	37%
Learning	45%	44%
Museums/galleries	48%	45%
Anything else	10%	14%
18 To what extent will you be using the museum experience to promote creativity?		
Designing and making	41%	39%
Exploring new ideas	52%	57%
Dance/drama	16%	11%
Creative writing	38%	28%
Other forms of creative work	33%	33%
19 To what extent do you think that the experience of the museum will result in you working with your students in a different way?		
Using their new skills	28%	37%
Enabling them to work with their peers in new ways	18%	27%
Undertaking new activities	28%	37%
Other new ways of working in the classroom	15%	27%
20 To what extent do you anticipate that the museum visit will support pupil development?		
In their subject-related understanding	60%	62%
In learning across the curriculum	31%	29%
In their cultural understanding	30%	47%
In increased motivation to learn	41%	37%
In increased confidence	32%	42%
In their assessed work	12%	32%

Base: 496 teachers (396 teachers of KS2 and below, 100 teachers of KS3 and above)

Table 8.13: Form A. Questions 15 – 20. Percentage of teachers answering very likely by Key Stage

8.7 Differences between teachers on visits for different themes

In Section 7, it was shown that teachers visiting for different curricular themes rated the Generic Learning Outcomes differently. While the majority who were on History related visits mirrored the overall pattern of responses, teachers on Science/Technology and Art related visits showed important differences.

In particular, teachers on Science/Technology visits tended to be less positive about the value of each outcome, except Knowledge and Understanding. They rated Action, Behaviour, Progression more highly than those visiting for other themes, but rated Skills and Attitudes and Values less highly than other themes.

Teachers on Art related visits rated Enjoyment, Inspiration, Creativity as most important by a greater margin than teachers visiting for other themes. These teachers rated Attitudes and Values more highly than other teachers but Knowledge and Understanding and Action, Behaviour, Progression less highly.

Throughout Section 8, it is evident that teachers visiting for different curricular themes have different levels of confidence about the extent to which their pupils will actually experience each of the outcomes in Form A Questions 15-20 (see Table 8.14).

In general, teachers on Art related visits and workshops tended to be among the most confident that pupils would have gained different types of facts, skills and changes in attitude. They also tended to be most likely to use the experience to promote creativity and work with students in a different way, and were most confident that the session would support pupils' development.

For instance, teachers on Art visits were particularly confident that they would use the visit to promote designing and making, and to undertake new activities. They were most positive that their pupils would have gained interdisciplinary facts, facts about themselves, their families and the wider world, confidence, and positive attitudes about learning, their own abilities, museums and galleries, and other people. Art visits were most likely to have supported their pupils in assessed work and helped them to increase their thinking, communication, practical, creative, social and spatial skills. The areas in which teachers on Art related visits were not so confident that pupils would have gained learning outcomes were creative writing, subject-related understanding, learning across the curriculum and numeracy skills.

Teachers on History themed visits tended to be fairly confident of most of the outcomes. In particular, these teachers were most confident that pupils would gain subject-specific facts, that they would use the experience to promote creative writing, and that pupils would be supported in their subject-related understanding, learning across the curriculum and in their cultural understanding, in comparison to visits on the other themes. They were less confident than other teachers in expecting pupils to gain spatial skills and practical skills.

The areas in which teachers on Science/Technology sessions were among the most confident were far fewer. The only area in which these teachers were clearly more

confident than those on other visits was in expecting that pupils were either very likely or quite likely to gain numeracy skills, although this was thought by teachers overall to be the least likely type of skill to be gained. In many other areas, teachers on Science/Technology visits were among the least confident that their pupils were very likely to experience the various learning outcomes. These areas include gaining interdisciplinary facts, facts about museums and galleries and themselves and their families, positive attitudes towards museums, learning, their own abilities and other people, increased motivation, cultural understanding, confidence, communication skills, creative skills, social skills and literacy skills. In addition, teachers on Science/Technology visits were less likely to use the experience to explore new ideas, undertake new activities with their pupils, or expect their pupils to be able to use new skills or work with their peers in new ways.

However, it is important to notice that in many cases, relatively large proportions of teachers on Science/Technology visits answered that outcomes are quite likely instead of very likely. This seems to suggest that these teachers may still perceive positive outcomes in many cases, but are much less confident in expressing them than teachers on Art visits in particular.

A large proportion of the teachers completing Forms A in the DCMS/DfES programme were Primary teachers (see Figure 5.25), who are not subject specialists, and many of whom may not have backgrounds in Science or Technology. This may explain why these teachers, when visiting museums or taking part in outreach for Science and Technology themes, are less confident about the potential and actual outcomes of the experience for their pupils. In addition, teachers may associate museums and galleries more closely with Art and History related themes and may find it easier to envisage the benefits of visits in terms of these curricular aims.

Table 8.14. Form A. Questions 15-20. Percentage of teachers answering very likely on visits with different themes			
Question	Art	History	Science/ Technology
15 To what extent do you think pupils will have gained facts and information during their museum visit?			
Subject-specific facts	65%	71%	60%
Interdisciplinary or thematic facts	43%	31%	26%
Information about museums or galleries	33%	27%	21%
Facts about themselves, their families or the wider world	36%	26%	10%
Other kinds of facts	30%	33%	22%
16 To what extent do you think that your pupils will have increased or gained skills during their museum visit?			
Numeracy skills	2%	5%	5%
Literacy skills	25%	21%	12%
Communication skills	57%	42%	33%
Spatial skills	51%	16%	18%
Thinking skills	66%	56%	50%
Social skills	54%	38%	28%
Practical skills	57%	30%	35%
Creative skills	69%	26%	22%
Other skills	24%	17%	9%
17 To what extent do you think the museum visit will have enabled pupils to feel more positive about any of the following?			
Themselves and their abilities	53%	27%	20%
Other/people communities	36%	35%	10%
Learning	48%	47%	39%
Museums/galleries	56%	46%	41%
Anything else	15%	11%	8%
18 To what extent will you be using the museum experience to promote creativity?			
Designing and making	63%	30%	44%
Exploring new ideas	68%	52%	43%
Dance/drama	12%	23%	2%
Creative writing	21%	45%	23%
Other forms of creative work	46%	35%	18%
19 To what extent do you think that the experience of the museum will result in you working with your students in a different way?			
Using their new skills	48%	27%	21%
Enabling them to work with their peers in new ways	33%	20%	10%
Undertaking new activities	43%	31%	17%
Other new ways of working in the classroom	31%	18%	6%
20 To what extent do you anticipate that the museum visit will support pupil development?			
In their subject-related understanding	52%	67%	53%
In learning across the curriculum	27%	33%	28%
In their cultural understanding	38%	42%	12%
In increased motivation to learn	44%	44%	29%
In increased confidence	49%	33%	24%
In their assessed work	29%	15%	10%

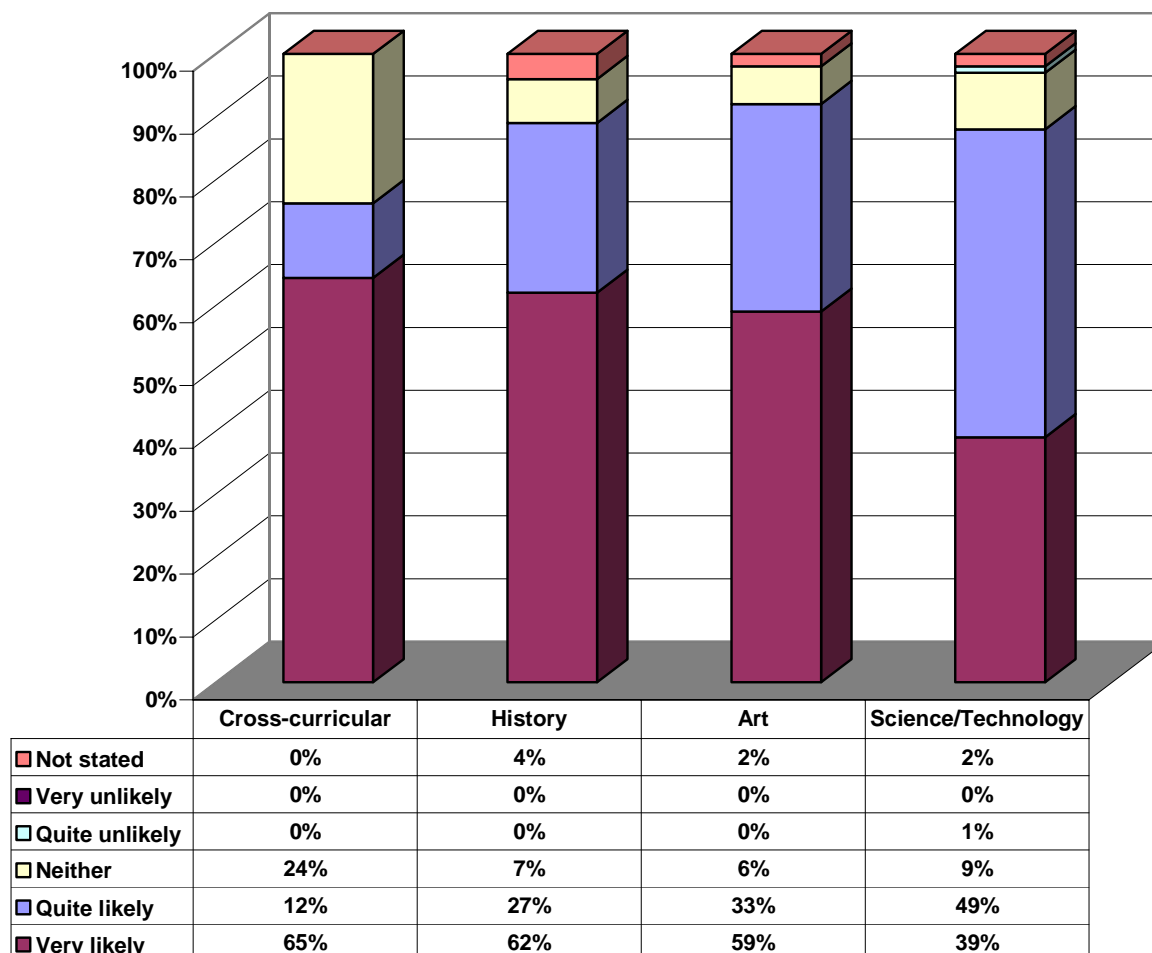
Base: 473 teachers (91 teachers on Art visits, 252 teachers on History visits and 130 teachers on Science/Technology visits)

Table 8.14: Form A. Questions 15 – 20. Percentage of teachers answering very likely by theme

Question 24 asked teachers whether they felt that they experience of the visit had increased their confidence to use museums more as part of their teaching. Figure 8.70 shows the teachers' responses broken down by the theme of the visit.

Teachers on Cross-curricular visits were most positive that they would be more confident about using museums in teaching, since 65% said that this was very likely. However, only a small proportion of the teachers overall were visiting for Cross-curricular themes. Teachers on History and Art visits were also very positive. Sixty-two percent of teachers on History visits thought they were very likely to increase in confidence using museums in teaching, while 59% of teachers on Art visits also answered very likely. However, teachers on Science/Technology visits were much less positive in their response. Thirty-nine percent thought that they were very likely to increase in confidence using museums, although a further 49% thought this was quite likely.

This appears to confirm the pattern that teachers on Science/Technology visits are less confident about their museum visits and the potential outcomes for both themselves and their pupils.



Base: 490 teachers (130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 8.70: Form A. Question 24 To what extent has the experience of this visit increased your own confidence to use museums more as part of your teaching? By theme

Section 9 What did the pupils learn? The pupils' views

9.0 Summary

At the discretion of their teachers, pupils were asked to complete one of the two Form B questionnaires. 9415 pupils completed the questionnaires, which asked for their responses about the visit or outreach session they had just completed. The results are presented in this section, first in two summary sheets, then in more detail grouped by age and the five Generic Learning Outcomes.

The 7354 pupils who completed Form B KS2 clearly enjoyed their museum visit and were very enthusiastic about it. Although this form was intended for pupils aged 7-11, a small number of children under 7 also completed the form. 91% of these pupils aged 4-11 agreed that they had enjoyed their visit, 90% agreed that they had learned some interesting new things and 83% thought the museum was an exciting place. Pupils' tended to be most enthusiastic at age 8-9, but enthusiasm was slightly less marked in 10 and 11 year olds. However, most children felt that the visit gave them lots of ideas for things to do (71%) and on the whole enthusiasm for museum visits was high from ages 4-11yrs.

Pupils of KS3 and above (11-18 yrs) are increasingly more reflective about their own learning processes but can be less enthusiastic. It was encouraging therefore that the KS3 and above pupils who completed questionnaires were, on the whole, very positive about their experiences. 89% of KS3 and above pupils agreed that they had discovered some interesting things from the visit and 86% felt that the museum was a good place to learn to learn in a different way to school. Encouragingly, 77% felt the experience had given them a better understanding of the subject and 64% agreed a visit to a museum or gallery makes school work more inspiring.

Results from the DCMS/DfES scheme have been compared with the results from the evaluation of the Renaissance in the Regions Education Programme, which used the same two pupil questionnaires. The results for both evaluations were strikingly similar. However, it is interesting that in the DCMS/DfES programme, pupils at KS2 tended to be slightly less enthusiastic for most questions than those in the Renaissance evaluation, while pupils at KS3 and above were slightly more enthusiastic in most questions. Overall, the evidence from pupils is very positive indeed.