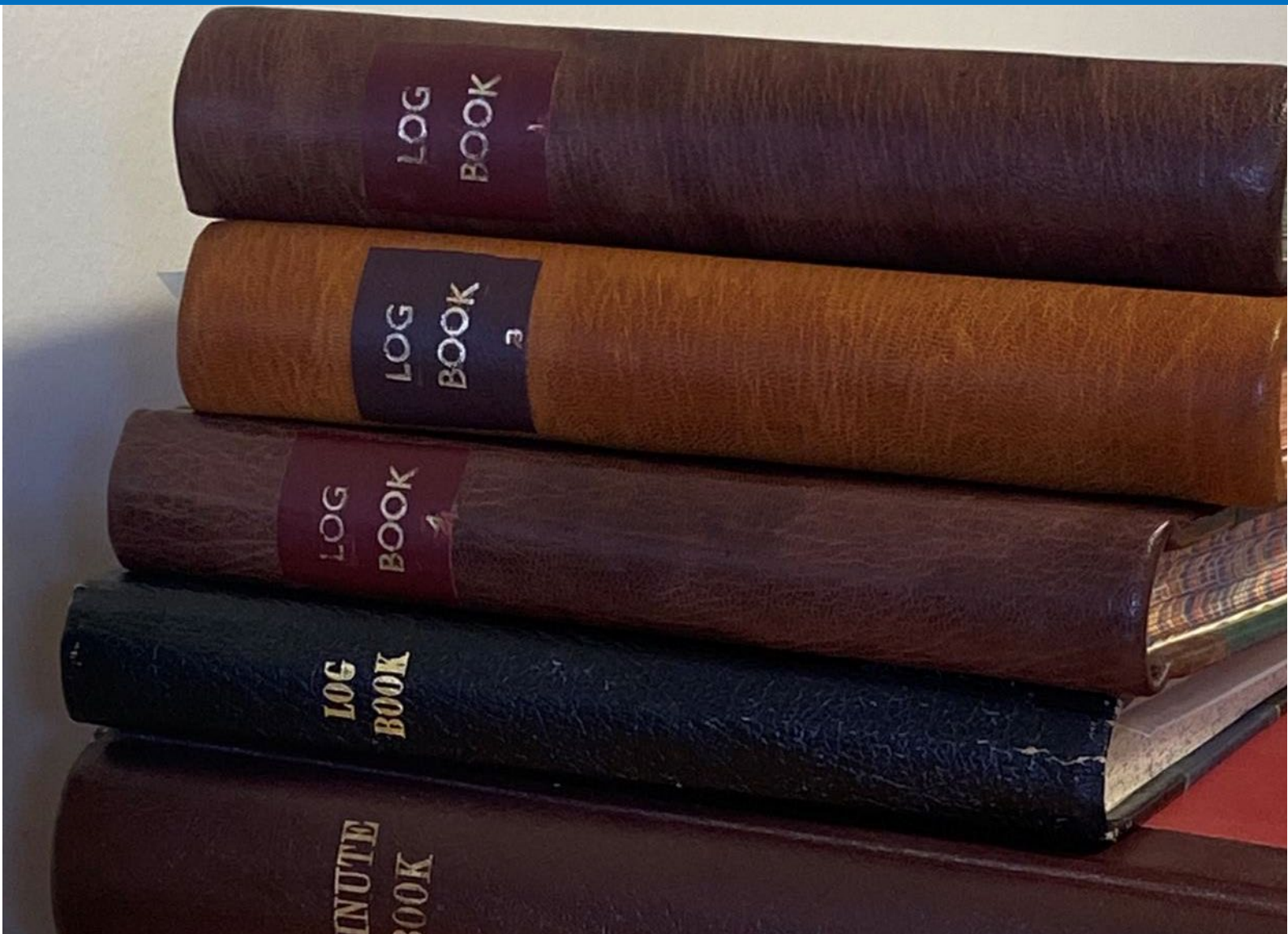


Heritage Schools

Evaluation Research Report 2023-24

Executive Summary



for Historic England

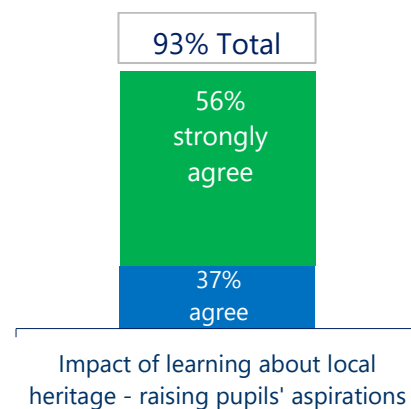
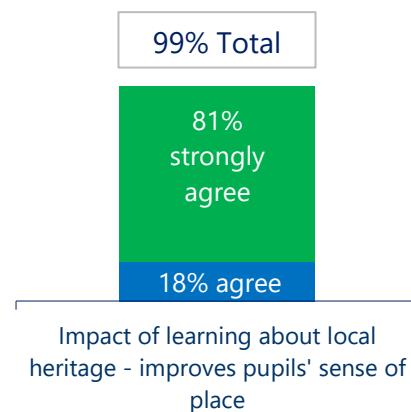
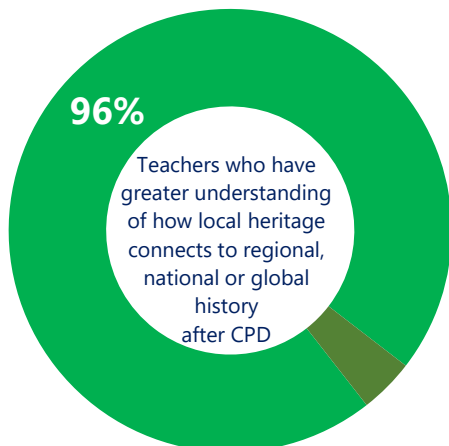
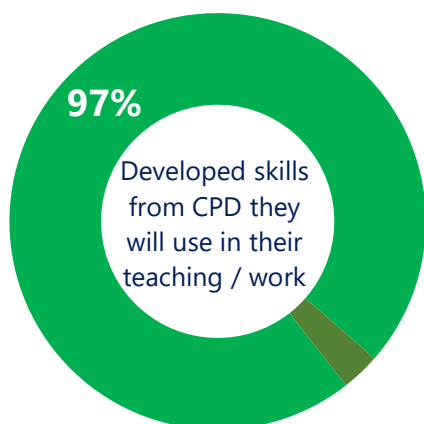
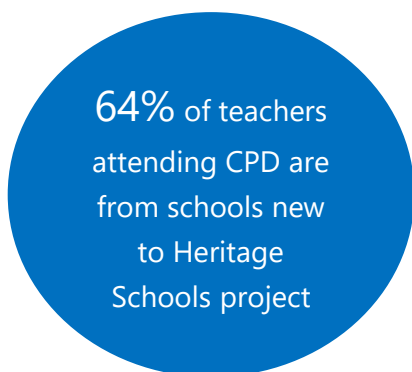
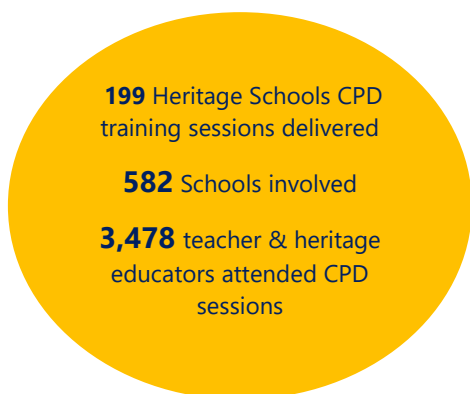


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1. Key impacts & benefits 2023-24



Heritage Schools is, for many teachers attending, the only history training session they have been on in the academic year:

- 80% of ITT students
- 74% NQTs
- 64% KS1 teachers
- 53% KS2 teachers
- 57% Secondary



2. Introduction and Background

This is an Executive Summary extracted from the Qa Research (Qa) research report evaluating the impact of the Continuing Professional Development (CPD) training provided by Historic England during the academic year 2023-24, through their Heritage Schools programme, and the impact undertaking a Heritage Schools project has had on schools, teachers, pupils and partner organisations.

The overall aim of Heritage Schools is to encourage teachers to think about using what is local to their school, to bring their local history and heritage to life, increase a sense of local pride and use the resources 'on the doorstep' to help teach the 'national story'. The Heritage Schools programme is currently in its twelfth year.

Heritage Schools operates across eight regions in England. Each region in the programme has a Local Heritage Education Manager (LHEM) appointed by Historic England who works with clusters of schools to help facilitate the use of local resources to teach national history.

CPD training is provided free of charge to schools, teachers, trainee teachers and heritage and cultural educators across the eight different regions involved in the Heritage Schools programme.

The LHEMs also work in partnership with local heritage and cultural organisations to provide training and greater opportunities for teachers and pupils to engage with local heritage.

This Full Report further builds on previous annual evaluation research that Historic England has commissioned Qa to undertake about the impact of their Heritage Schools programme and includes 8 case studies. It can be downloaded [here](#).

Training provided by the LHEMs comprises both face to face and online training sessions.

In 2023-24 there were 3,478 attendances at 199 CPD training events involving teachers and heritage educators. 2,709 teachers were new to Heritage Schools in 2023-2024 academic year and 769 had also attended in previous years.

Heritage Schools worked with 336 schools who were new to Heritage Schools in 2023-2024 and 246 schools who were already working with Historic England on Heritage Schools projects in previous years. In total 582 have engaged with the programme in this academic year.

3. Aims & Objectives

The aims of the research are to provide:

- A thorough, independent and critical assessment of the Heritage Schools programme
- A clear understanding of the impacts of attending a CPD training course has or will have on teachers and pupils
- An understanding of the experiences of all those involved in the training, including any positives, negatives and suggested improvements or changes
- Amongst those undertaking a Heritage Schools project, the impact this has had on them and their pupils.

4. Methodology

Quantitative survey – those attending CPD training

The quantitative research has been conducted amongst teachers attending a CPD training course via a self-completion survey (designed by Qa and approved by Historic England).

This survey has been designed as a paper survey and an online survey.

The distribution of either the two-sided paper survey or online survey link has been administrated by trainers / Local Heritage Education Managers (LHEM) who have handed out the survey or circulated the survey link to teachers taking part in the CPD training.

The surveys are distributed during training sessions and filled in straight after the training which enables the responses to be fresh in the respondent's mind.

A total of 1327 surveys have been completed, covering 101 different courses / sessions across the eight Heritage Schools areas.

5. Key findings – Quantitative CPD evaluation survey

History qualifications

Heritage Schools provides vital training to teachers and trainee teachers, many of whom are not subject specialists and have no formal history qualifications:

- 34% of teachers attending training had no formal history qualification
- 33% of trainee teachers attending training had no formal history qualification

Other CPD training attended

More than half of the teachers and trainee teachers who attended a Heritage Schools training session said it was the only history training course that they have been on in the last year:

- 80% of Initial Teacher Training students
- 74% of Newly Qualified Teachers
- 64% of Key Stage 1 teachers
- 53% of Key Stage 2 teachers
- 57% of Secondary School teachers

Impact of Heritage Schools training

Following Heritage Schools CPD training:

- 98% of teachers agreed that they have a greater understanding of the value of using local heritage in the curriculum
- 97% of teachers agreed that they have a greater understanding of how to embed local heritage into the curriculum
- 96% of teachers agreed that they have a greater understanding of how local heritage connects to regional, national or global history
- 97% of teachers agreed that they are more aware of where to access useful resources
- 97% of teachers agreed that they had developed skills that they will use in their teaching / work

Impact of Heritage Schools pupils

Teachers were asked about the impact of learning about local heritage on their pupils:

- 93% of teachers agreed that learning about local heritage raised pupils' aspirations
- 99% of teachers agreed that learning about local heritage improved pupils' sense of place
- 98% of teachers agreed that learning about local heritage increased pupils' sense of pride
- 91% of teachers agreed that learning about local heritage developed pupils' self-esteem

6. Summary of quantitative survey findings

The majority of those attending the CPD training are from the Primary School sector (53%), followed by a third (27%) who are undertaking teacher training, and a smaller proportion from Secondary School teachers (5%). Although far fewer in number, the Secondary teachers attending the CPD training work in schools with an average of 759 students (compared to 301 pupils in Primary schools) so the lessons learnt are likely to be cascaded down to more students.

A third of all Primary teachers and the same for those doing their Initial Teacher Training have no formal academic history qualification (i.e. not even a GCSE / O level in history). High quality CPD training in history is required before teachers can deliver high-quality history lessons and projects. The skills, knowledge, reassurance and confidence they acquire from attending the CPD training could be one of the first times, if not the first time, they have had any formal history training. Indeed, for most teachers who attended a Heritage Schools training session, this is the only history training course that they have been on in the last year.

Even after a decade, the Heritage Schools programme continues to work with a majority of schools who have not previously received any training from them. Amongst all teachers, only 36% work in a school that had been involved in Heritage School projects or training prior to the CPD course they were attending. Whilst retaining existing schools and organisations within the programme, Heritage Schools continues to deliver the majority of their CPD training to schools and organisations that are new to doing Heritage Schools projects.

There is strong agreement over the positive impacts gained from attending a Heritage Schools CPD training session. Training has shown teachers how to embed local heritage into the curriculum (97% agree), made them aware where to access useful resources (97%) and has helped develop skills they can use in their teaching (97%).

The impact from the CPD training is likely to have on pupils is rated very positively with 93% agreeing learning about their local heritage will raise their pupils aspirations, 99% that it will improve their sense of place and 98% that it will increase their sense of pride in their local area. Without Heritage Schools CPD training teachers are unlikely to have the confidence, skills or knowledge to change the way they teach about local heritage or look to embed local heritage into their curriculum.

There is a desire amongst attendees for continued support from Historic England from additional training, providing resources, guidance and ideas, which reflects how well the CPD training is regarded.

Qualitative interviews

To supplement the quantitative research and explore further the impact of undertaking a Heritage Schools project, a total of eight case study interviews were undertaken one from each of the Heritage School regions. They can be downloaded individually [here](#).

The case studies cover a mix of schools, educational and heritage organisations from different geographic regions who have worked on Heritage Schools projects.

Suitable respondents were identified by the LHEMs, with interviews arranged and conducted by Qa.

The case studies involve visiting a school or organisation, interviewing a number of teachers and pupils who have been involved, and being able to review examples of the activities undertaken and work produced.

7. Summary of qualitative case study findings

- The case studies highlight a wide variety of different Heritage Schools projects, but what they all have in common is that they are underpinned by CPD training, guidance, ideas and resources provided by Historic England's Local Heritage Education Managers.

- Training is an essential first step in enabling teachers to effectively use their local area as impactful learning stimulus, providing teachers with information, ideas, activities, knowledge, confidence and resources to use in their classroom. The case studies show how Heritage Schools training for teachers, on how to use local heritage, has transformed their teaching, and thus their pupils' learning.
- Heritage Schools training helps connect schools to resources, heritage organisations and opportunities many would otherwise not have known about, or thought to use in the classroom, or known how to effectively use with their pupils.
- Studying history, using stories, evidence and events taken from local areas that pupils know, helps make the topic considerably more relevant. High quality local history projects have provided relatable subject matter and a vehicle to learn about national and global history from the starting point of something closer to home. Many projects have enabled pupils to know and appreciate more about the past, present and future of their area, and for schools to build stronger links with their local communities. Project have used local heritage but go beyond history to cover other areas such as citizenship, aspiration, community and local pride.
- Working with heritage partners has helped create high quality online resources and education packs that can be used by schools across the region in the years ahead, as well as showcase and signpost teachers to what external resources are available locally to support their teaching.
- Projects undertaken either would not have happened without the funding and support provided by Historic England or could have happened but would have been very inferior in scope, ambition or outcomes without the CPD training, resources and guidance from the Heritage Schools Local Heritage Education Managers.
- The common feedback is that support from Heritage Schools has been invaluable in helping teachers and heritage organisations to have the confidence, knowledge and resources to develop engaging programmes of study, which go far beyond what they would have designed and developed without this external support.

8. Teacher Quotes from Qualitative Case Studies

"When I say transformed, I mean it has really transformed how we teach history. We wouldn't be using census documents, we wouldn't be using the historic maps and certainly, you know that inspiration to use those stories and connections probably wouldn't have happened without it" – History Lead

"Some of the best training I've been on" – teacher

"So many practical and useful resources and activities which I will be able to do with my children" - teacher

"Get the children to walk a little taller and be proud of their area. And that's something we're really, really after, that pride and knowledge of your local area, it does matter, there is heritage here and we can tap into that" – History Lead

"Amazing resources ... with practical ideas to take back to the classroom ... training has been really enjoyable and useful" – teacher

"Training was fab - love the enthusiasm and wealth of knowledge shared, simply great!" - teacher

"They [pupils] actually really enjoy history now because it's relevant to them. But also they just have a bigger respect for the community as well, which is a massive thing ... but we find they are just respecting that area more because they realise the history and it feels a bit like it's theirs because they learn about it here. They have a newfound respect for our village" – History Lead

"They are more invested in learning about [local heritage] because it's about them. A lot of them have stories to tell about their families" – teacher

"We plan and teach much differently now; it's skills-based, linked to knowledge. It's a hundred times better than before we started with Heritage Schools" - History Lead

The Executive Summary has been extracted from the findings of the Heritage Schools Evaluation Report 2023-2024 (which can be downloaded [here](#)) produced by Qa Research on behalf of Historic England detailed below:

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This research has been carried out in compliance with the International standard ISO 20252, (the International Standard for Market and Social research), The Market Research Society's Code of Conduct and UK Data Protection law.

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