

# Heritage Schools

Evaluation Research Report 2022-23

## Executive Summary



# for Historic England

October 2023

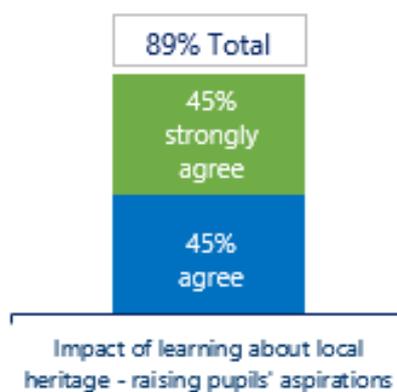
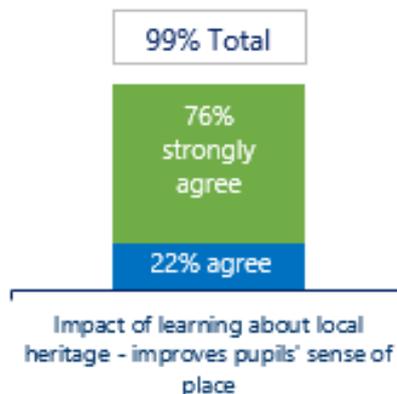
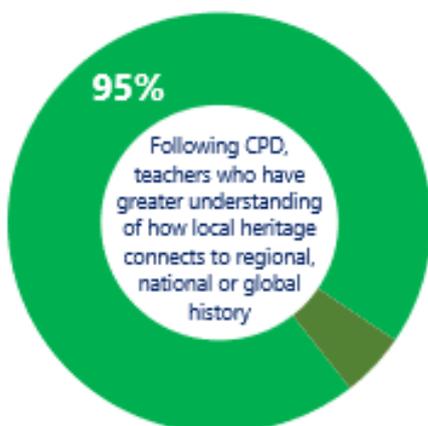


Heritage Schools Evaluation Report 2022-2023

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## 1. Key findings infographic



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

- 75% of ITT students
- 61% NQTs
- 59% KS1 teachers
- 54% KS2 teachers
- 74% Secondary



**Key**  
**CPD:** Continuing Professional Development  
**ITT:** Initial Teacher Training  
**NQT:** Newly Qualified Teacher  
**KS1:** Key Stage 1  
**KS2:** Key Stage 2

## 2. Introduction and background

This is the Executive Summary for the Evaluation Report 2021-2022, carried out by Qa Research to evaluate the impact of the CPD training provided by Historic England's Heritage Schools programme. It also describes the impact that 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 tenth year.

Each region in the programme has a Local Heritage Education Manager (LHEM), appointed by Historic England, who is working with clusters of schools to help facilitate the use of local resources to teach pupils about national history.

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

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

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

In 2022-23 there were 2,667 attendances at 170 CPD training events involving 2,246 teachers and heritage educators.

Heritage Schools worked with 334 schools who were new to Heritage Schools in 2022-2023 and 569 schools in total (including 226 schools whom Historic England have worked with on Heritage Schools projects in previous years).

### **3. Aims and 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 that 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
- An understanding of the impact of participating in a Heritage Schools project has on teachers and pupils

## 4. Methodology and summaries of findings

### Quantitative – CPD Survey

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 – included in the appendix of the full Evaluation Report 2022-23).

In total, 1,137 surveys have been completed, covering 92 different courses / sessions across the eight Heritage Schools areas.

### 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:

- 35% of trainee teachers attending training had no formal history qualification
- 34% of 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:

- 75% of Initial Teacher Training students
- 61% of Newly Qualified Teachers
- 59% of Key Stage 1 teachers
- 54% of Key Stage 2 teachers
- 74% 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
- 98% of teachers agreed that they have a greater understanding of how to embed local heritage into the curriculum

- 97% 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:

- 94% 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
- 99% of teachers agreed that learning about local heritage increased pupils' sense of pride
- 93% of teachers agreed that learning about local heritage developed pupils' self-esteem

### **Summary of quantitative findings**

CPD training courses provided by Historic England are accessed by those doing teacher training, those working in Primary schools, those in Secondary schools and heritage providers.

A third of all Primary teachers, and slightly higher for those doing their Initial Teacher Training, have no formal academic history qualification (i.e. not even a GCSE / O level in history). With a large minority of teachers, especially in the Primary sector having no formal history qualifications, it suggests a need for 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.

Whilst retaining existing schools and organisations within the programme, Heritage Schools continues to deliver the majority of the CPD training to schools and organisations that are new to doing Heritage Schools projects. For most teachers who attended a Heritage Schools training session, this is the only history training

course they have been on in the last year. Without Heritage Schools most trainee teachers and teachers would not be having any training in teaching history.

There is very strong agreement over the positive impacts gained from attending a Heritage Schools CPD course or training session. Attendees almost universally agree the CPD training provided has had a very positive impact on their knowledge and ability to use local heritage in the classroom including how to connect this to national and global history, their awareness of where and how to access useful resources and their development of skills they can use in the classroom. The CPD is both practical and transferable.

There continues to be strong agreement amongst teachers that their pupils learning about local history will have positive impacts on their aspirations, self-esteem, sense of place and sense of pride in where they live; these positive outcomes were further reiterated and reinforced during the qualitative case study interviews.

Attending CPD training has helped expose attendees to the educational resources available for free on the Historic England website, something most were unaware of beforehand.

There is a desire amongst attendees for continued support from Historic England in the form of training, resources, guidance and ideas, which is a reflection of how well the CPD is regarded.

## **Qualitative findings**

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 across the different Heritage Schools regions.

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

## **Summary of qualitative case study findings**

- The case studies highlight a wide variety of 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.

- Doing a local heritage study and being involved with Heritage Schools has been enjoyable for teachers, pupils and heritage organisations.
- 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.
- The projects undertaken either would not have happened without the funding and support provided by Historic England, or, for classroom-based studies, these could have happened but would have been very inferior in scope, ambition or outcomes without the CPD training, resources and guidance from Historic England.
- In addition to developing history skills, projects have incorporated many other curriculum subjects (e.g. Art, English, Drama, Geography, IT), as well as broader skills such as presenting, speaking in public, listening, teamwork, assessing evidence, asking questions, having discussions and debates.
- The common feedback is that support from Heritage Schools has been invaluable in helping teachers and heritage organisations build 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.
- What might often seem like dry and limited topics have, in the hands of teachers following Heritage Schools' CPD training, and through using old photographs, maps, census records, neighbourhood walks and identifying actual people who previously lived in the area, provided a myriad of interesting ways to explore the past in an interesting, meaningful and engaging way.
- The projects have engaged pupils in and with their local heritage, studying places that they previously knew very little about or would just walk past without noticing. It has given them a greater understanding and appreciation of their local history and therefore the opportunity to be proud about the wealth of history and heritage in the area that they live in.

The qualitative case studies can be found in the Full Evaluation Report 2022-2023 on the Historic England website.

**The Executive Summary has been extracted from the findings of the Heritage Schools Evaluation Report 2022-2023 produced by Qa Research on behalf of Historic England detailed below:**

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**Approved by** Nick Lynch

**Authors** Nick How & Nicola Bell

**Comments to** [nick.how@qaresearch.co.uk](mailto:nick.how@qaresearch.co.uk)

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.

**Address**

Qa Research,  
Merchant House,  
11a Piccadilly,  
York, YO1 9WB  
01904 632039

[www.qaresearch.co.uk](http://www.qaresearch.co.uk)

Company registration: 3186539