

# ***South East Schools Database Project*** ***including Schools4Museums*** **Years 1 & 2**

Report One

May 2006

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***South East Schools Database Project  
including Schools4Museums Years 1 & 2***

Report May 2006

Shaun Romain

**sam** – *building business for arts and culture*

## 1. Background and Context

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**Renaissance** is the government-funded programme to transform regional museums in England. Following the report *Renaissance in the Regions* in 2001, the government agreed to invest £70 million into museums in the regions to enable them to build capacity and develop new ways of working.

**Renaissance** covers a range of activities, including the creation of **Museum Hubs** - a series of nine regional Hubs was established in England, with each Hub comprising of four or five museum services. The **South East Hub** is one of the nine. The South East Schools Database has been commissioned by **South East Hub**, an element of **Renaissance South East**, working in partnership with MLA South East (formerly **SEMLAC**). The **South East Hub** delivered the region's **Education Programme Delivery Plan (EPDP)**.

The **EPDP** outlined how the **South East Hub** would develop a comprehensive service to schools; one of the priorities for **Renaissance** funding. Each Hub had to contribute to the national target of increasing the number of school age children visiting Hub museums by 25% by March 2006.

As well as projects that delivered new programmes to schools directly, the Plan also outlined how the Hub would promote use of all museums by teachers and school children.

You can download a full version of the **EPDP** at [www.museumse.org.uk:8080/cms/web/sehub/south\\_east\\_hub/documents/epdp.pdf](http://www.museumse.org.uk:8080/cms/web/sehub/south_east_hub/documents/epdp.pdf)

**MLA South East** is also supporting the development of a regional database as part of its DCMS/DFES Strategic Commissioning Programme that is used to pursue educational work in the regions which complements the EPDP and benefits non-hub museums and galleries. The aim of this programme is to decrease the numbers of non-participating schools, increase the capacity and skills to support education in museums and galleries and develop services which make it easier for schools to access museums and galleries. **MLA South East** aims to use the database to identify levels of participation and, beyond the first year, to measure changes in those levels.

To find out more about **MLA South East's** Strategic Commissioning Programme visit the website at <http://www.mlasoutheast.org.uk/whatwedo/learning/strategiccommissioningeducationprogramme/>

In 2004 **sam** was commissioned by the HUB in partnership with **SEMLAC** to undertake a full audit of the activity between museums and schools throughout the region during the academic years 2002-2003 and 2003-2004. Every registered museum was asked to complete a questionnaire about the services they provided and the schools that had used them during the two designated academic years. The research only included South East schools who used museums in the region, and did not include schools from other parts of the UK or abroad. Information about the schools themselves was provided by the **Department for Education and Skills**.

### **The outputs for the first set of data manifested itself in three ways:**

- The first was the creation of a strategic database, managed by the **EPDP** partners. This holds data from the entire region and is the basis for this report.
- The second is the **Schools4Museums** web resource, which will allow museums to locate and communicate with schools within a 90 minute drive time of their institution. This resource will benefit schools which are currently not using museums from the region, or are using them very infrequently.
- The final output is this report, which highlights the situation in 2002-2004 and will, in future, provide up-to-date analysis of the changes within the region.

The South East is the first region in England to successfully undertake this detailed research into the use of museums by schools. *Schools4Museums* will be of particular use to individual museums, as it will, for the first time, allow them to identify, locate and target schools that are currently not using their local museums. In addition this evidence will assist the region in making its case for additional resources, showing improvement and raising the profile of the South East's museums and their many achievements.

Where reference is made to the sub-regions **BOB**, **HIOW**, **KENT** and **SEWS**, these areas are defined by the Government Office for the South East (GOSE) and relate to the following unitary and county authorities:

**BOB** **Berkshire, Oxfordshire** and **Buckinghamshire** including Milton Keynes, Bracknell Forest, Windsor & Maidenhead, Reading and Slough

**HIOW** **Hampshire** and the **Isle of Wight** including Southampton and Portsmouth

**KENT** **Kent** including Medway Towns

**SEWS** **Surrey, East** and **West Sussex** including Brighton and Hove

## 2. Headlines

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The pre **Renaissance** and **Strategic Commissioning** period of 02 – 04 demonstrated the following:

- **The sub region with the highest level of primary school participation is HIOW with 74% (446 schools).**
- **Both SEWS and KENT show similar figures of about 65% participation**
- **BOB appears to be participating at a lower level, 60%, but significant data is known to be missing from this sub region.**
- **A total of 10,492 visits (88.6% of all activity) were recorded from schools located in the South East, and another 2,500 from those out of region to the museums.**
- **There were 1,089 Staff Visits to Schools - 9% of the recorded regional activity.**
- **The presence of a museum education officer had a direct effect upon the level of school participation. Museums with education staff represent nearly 77% of all of the museum activity measured.**
- **The primary school curriculum was the focus of museum education provision. With over 70 museums supporting History at KS 1 and 2.**
- **Because of the low return of data from museums who provide support for the Science Curriculum, this subject appears to be very poorly provided for, although there are notable exceptions across the region such as provision from the Oxford University Museum of Natural History and Hampshire's Hands –on museum.**
- **Neither levels of social deprivation or diversity of school populations appear to have a significant impact upon participation.**

### 3. Key Findings - Summary

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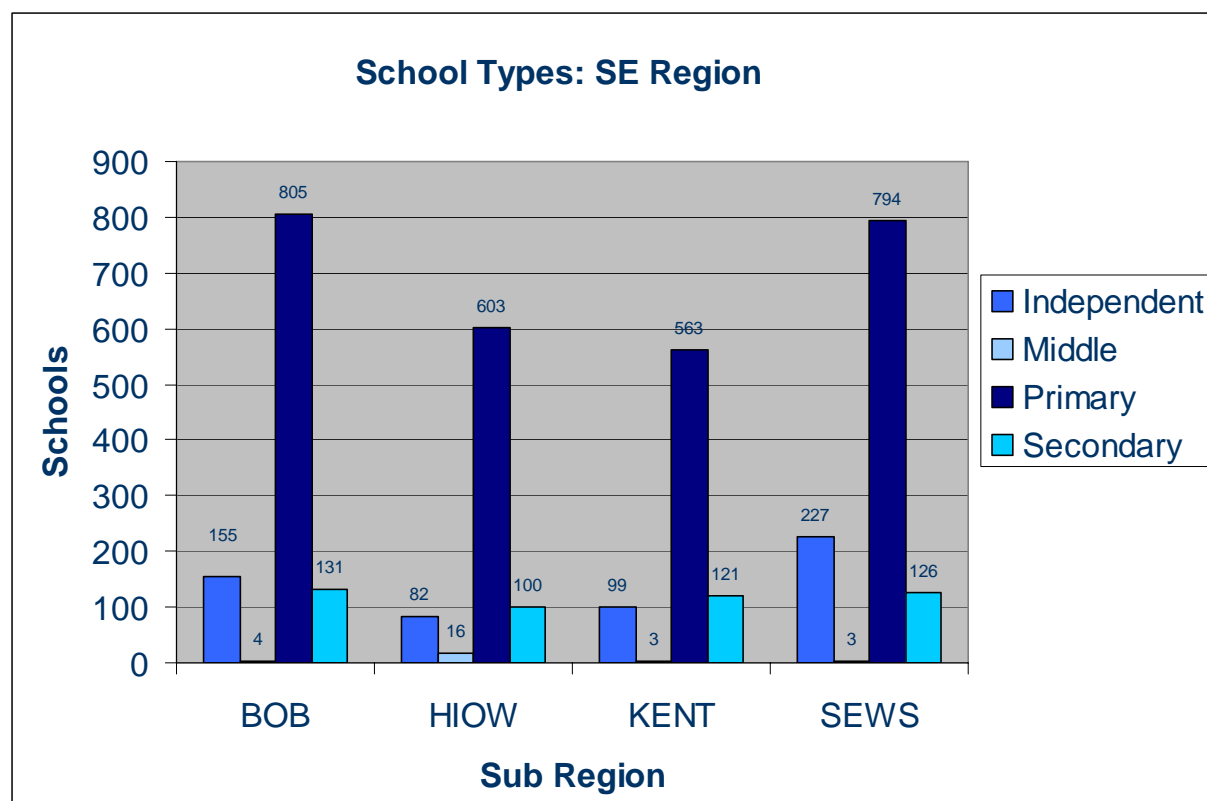
#### 3.1 Report Context

This report is the first of an ongoing series of reports that will highlight the impact of the **Renaissance** programme and the work of **Strategic Commissioning** upon the South East. The information generated by this first round of data capture will act as a baseline, (as it records the situation prior to the advent of Renaissance South East and Strategic Commissioning) against which to measure change.

The data at this stage is at best indicative. Data capture is not fully comprehensive, and there remain geographic areas that are missing returns from influential museums with significant education programmes. It is essential to view the findings within this context. At this early stage the data can only start to show a pattern of activity and provision, detailed and exact findings will only become apparent in future years when additional and comprehensive data collection is successfully undertaken.

### 3.2 Schools' Regional Activity

There are 2,765 primary schools in the region which constitutes 68% of the schools present. This large percentage of schools serves 643,311 pupils (49% of the regions' school population). The 478 Secondary schools have 502,531 pupils (38% of the regions' school population). The Independent sector, which includes provision across the 4 -16 age group, contains 563 schools, with a population of 147,982 (11% of the regions' school population). Middle schools are only present in a very few select Local Education Authorities and are in terms of numbers currently in decline as nearly all authorities use the primary and secondary schooling system, phasing out middle schools or converting them to primary schools.



The four sub regions fall into two groupings.

The **BOB** and **SEWS** sub-regions have very similar numbers of state schools. **BOB** has 805 Primary Schools as opposed to 794 in **SEWS** and comparable numbers of secondary schools 131 to 126. Where they differ is in the number of independent schools- there are 155 in **BOB** to 227 in **SEWS**.

**HIOW** and **KENT** while not matching each other as closely as **BOB** and **SEWS** do show similar numbers for each school type. **HIOW** has 603 Primary, 100 Secondary and 82 Independent Schools. **KENT** has 563 Primary, 121 Secondary and 99 Independent Schools.

The four sub-regions appear to demonstrate their own particular patterns of behaviour depending on their geographic position, the curriculum support available from local museums, the historic relationship between the museum and education sector, and the culture of the individual schools and museums present. In addition to this, there are important factors that relate to the ethnic composition and levels of social deprivation present in each school which potentially shape their interaction with museums. The lack of a complete data set, with a few major museums missing, means that the information below can not be viewed as absolute. In particular this has had an adverse impact upon the **BOB** sub region, which appears to be under performing in relation to the other sub-regions, because it is missing data from significant museum education providers. We hope that this information can be added at a future date, which will make the baseline for measuring change far more robust.

- The sub region with the highest level of primary school participation is **HIOW** with 74% (446 schools). It also has the LEA with the highest level of participation, the **Isle of Wight**, with 95%. In the **HIOW** sub region only **Southampton** falls below the regional average of 65% with 55% participation.
- **SEWS** scores 64% overall, (505 schools) slightly below the regional average. **Brighton and Hove** and **West Sussex** exceed the regional average. **East Sussex** is marginally below, but **Surrey** scored only 54% (which may reflect its proximity to and relationship with London – or lack of sufficient data?).

- **KENT** (364 schools) shows parity with **SEWS**; again, slightly below the regional average for participation. Due to the size of the **Kent LEA** in relation to **Medway**, the **Medway** participation percentage of 80% does not affect the overall **KENT** sub-regional figure of 65%.
- **BOB** (482 schools) is the sub-region that appears most unlike the other three. The average level of primary participation is 60%. It contains the LEAs with the lowest levels of museum usage. **Windsor & Maidenhead** has only 24%, **Reading** 37% and **Slough** 41%. The figures for **BOB** should be considered further, as a key supplier to the schools in this region was unable to supply data at the time of the audit, which could have an important impact on the analysis of the available data.

### 3.3 Schools' Use of Services

The audit of activity recorded five types of service that were provided by museums – **School Visit to Museum, Staff Visit to Schools, Loan of Collection, Out of Schools Support** and **Work Placements**.

The **Loan of Collection, Out of Schools Support** and **Work Placement** services had very limited data returned from the audit.

- **Loan** services registered 201 uses;
- there were 57 **Work Placements**
- and 3 **Out of Schools Support** occasions.

It should be noted that subsequent data from the **BOB** region has indicated approximately 345 additional loans and 60 staff visits during the sample period. We hope to add the details concerning this activity to the database later this year.

In terms of **Staff Visit to School** there was a very different picture depending on which sub region was examined. In total there were 1,089 instances of staff visits over the two year sample frame - 9% of the recorded regional activity.

Of the **1,089** visits:

- 861 came from **SEWS**
- 199 from **HIOW**. In **HIOW**, 145 occurred on the **Isle of Wight** and 52 in **Hampshire**.
- Those from **SEWS** were concentrated in two LEAs- **Surrey** with 460 and **West Sussex** with 343.
- Between the three most active LEAs, 87% of the region's **Staff Visits to School** activity was undertaken.

**Schools' Visits to Museums** dominates the interactions between schools and museums making up 88.6% of the recorded activity.

A total of **10,492** visits were recorded from schools located in the South East.

- These were predominantly located in **HIOW** (4,387 visits or 42% of the region's total visits).
- The greatest number of visits, 1,817 was to **Hampshire**. This, in part, was due to the large and active museum service and the range and numbers of museums present.
- **Portsmouth** LEA received the second greatest number of visits, 1,681, which reflects their wealth of quality museums and their mature education services which are all located within a small geographic area.
- **SEWS** had 2,455 visits, concentrated in **West Sussex** (800), **Surrey** (682) and **East Sussex** (593).
- **BOB** received 2,100, of which 63% were to **Oxfordshire** (1334). **Buckinghamshire** was the only other LEA in **BOB** to have a sizeable number of visits (177). In addition to the 2,100 visits identified in **BOB**, another approximately 600 have been located in the **Reading** LEA, the exact data will be added to the database later this year.

The sub-region with the lowest number of school visits was **KENT** (1,550). 1,450 to **Kent** and 100 to **Medway**. This reflects the region having the lowest number of museums and subsequently, the lowest amount of support for the National Curriculum.

### 3.4 Role of Museum Education Officers

The museums which had at least a part-time museum education officer, or someone who took on this role as part of their job, represented **108** museums from the data returned. An additional 141 museums either did not have a museum education post or did not return the information.

These **108** museums supported the following activities for schools:

- **8,003** visits to museums
- **199** loans of collection to schools
- **841** visits to schools by museum staff
- **57** work placements

In percentage terms this represented:

- **76%** of all visits to museums
- **99%** of all loans of collection to schools
- **77%** of all visits to schools by museum staff
- **100%** of all work placements

This indicates that the presence of a museum education officer has an essential and direct effect upon the level of participation undertaken by schools in museums. These museums represent nearly **77%** of all of the museum activity measured.

Education officer provision appears to vary across the sub regions (though this will need to be confirmed in subsequent rounds of data collection), with at least 49% of museums in the **HIOW** region reporting they had a post (or part of a post) dedicated to education, **SEWS** and **BOB** had comparable figures in the low 40% range, **KENT** had the lowest at 37% reported provision.

The 1997 report to the Department of National Heritage “A Commonwealth” found that 37% of museums responding to a survey had some limited education provision; only 51% offered any education services whatsoever and 23% had an education policy. According to the respondents only 3% of all paid and voluntary staff in museums were education specialists.

Also in 1997 there was found to be 1 education post per 50,000 – 100,000 of population in Hampshire and Oxfordshire, 1 post per 100,000 – 200,000 of population in Buckinghamshire, Kent, East and West Sussex, Surrey and the Isle of Wight and 1 post per 200,000 – 300,000 of population in Berkshire. Throughout the country there were 755 established education officer posts identified; 535 full time and 220 part time.

A repeat of the data collection exercise undertaken for A Commonwealth is being taken forward in 2006 by the Museums, Libraries and Archives Council as The Museum Learning Survey

As part of mapping exercises undertaken in 2000/2001 in the South East it was identified that 14 out of the 167 museums in the South East Museums area (Kent, East and West Sussex, Brighton and Hove, Surrey and the Channel Islands) employed a dedicated education officer and in the Southern Museums Agency area (Hampshire, Isle of Wight, Southampton, Portsmouth, Reading, West Berkshire, Wokingham, Slough, Windsor and Maidenhead, Bracknell Forest, Oxfordshire and Buckinghamshire) 27 out of 137 museums employed a dedicated education officer.

### 3.5 Geographic Areas with Low Participation

The analysis of non participating schools is derived from the information supplied by museums, combined with that from the DfES. It is broken down into individual area postcodes, showing the areas with the greatest number of non participating schools. It is important to note that schools may appear non participating if they do not visit museums within the South East region, or if the museum(s) they visited did not return information about their visit. The data capture for this project is not comprehensive, but remains statistically robust for all of the sub regions except for **BOB**. The information laid out below provides a snap shot of the situation in the South East prior to **Renaissance** and **Strategic Commissioning**.

Sub Region	Postal Area	Lea Description	Non Participating Schools
BOB	SL6	Windsor & Maidenhead	22
BOB	SL4	Windsor & Maidenhead	17
KENT	ME15	Kent	14
SEWS	RH11	West Sussex	14
SEWS	RH13	West Sussex	13
BOB	RG30	Reading	12
KENT	DA12	Kent	12
BOB	RG12	Bracknell Forest	11
SEWS	BN1	Brighton & Hove	11
BOB	SL1	Slough	11

The table above describes the top 10 postal areas with the largest number of non participating schools. There appears to be significant non participation in the Windsor and Maidenhead LEA and West Sussex in and around Crawley. **BOB** may be over represented because it is the sub region with the least robust data, due to missing information from a few significant museums. It should be noted that these postcodes are from urban areas, which have a high concentration of schools of all types. The next 4 tables give a breakdown by sub region; they show the top 25 postcodes with the highest percentages of non participation.

## BOB

Buckinghamshire LEA dominates the top 25 non participating postcodes for **BOB**, with 10 of the 25 entries and 54 non participating schools. Windsor and Maidenhead has 39 entries spread across 2 postcodes. The postcode with the highest number of non participating schools is SL6 which is located in Maidenhead.

Postal Area	Lea Description	Total Schools	Non Participating Schools	Percentage
RG5	Wokingham	12	8	67%
RG10	Wokingham	11	5	45%
SL4	Windsor & Maidenhead	27	17	63%
SL6	Windsor & Maidenhead	39	22	56%
RG17	West Berkshire	7	4	57%
RG31	West Berkshire	15	7	47%
RG30	Reading	18	12	67%
RG1	Reading	14	7	50%
SN6	Oxfordshire	4	3	75%
OX9	Oxfordshire	6	3	50%
OX49	Oxfordshire	4	2	50%
MK6	Milton Keynes	17	9	53%
MK2	Milton Keynes	8	4	50%
MK4	Milton Keynes	4	2	50%
SL0	Buckinghamshire	4	3	75%
HP16	Buckinghamshire	8	5	63%
HP20	Buckinghamshire	8	5	63%
HP14	Buckinghamshire	10	6	60%
HP9	Buckinghamshire	10	6	60%
HP21	Buckinghamshire	18	10	56%
HP10	Buckinghamshire	8	4	50%
HP7	Buckinghamshire	8	4	50%
HP22	Buckinghamshire	13	6	46%
SL7	Buckinghamshire	11	5	45%
RG12	Bracknell Forest	20	11	55%
GU47	Bracknell Forest	8	4	50%

The average level of non participation for **BOB** is 39%.

25 out of 60 (42%) museums in the **BOB** region which responded said that they had education officers.

## KENT

In the **KENT** sub region postcode ME15 (**South Maidstone** and **Loose**) has 14, the highest number of non participating schools. Around that location - ME10 (**Sittingbourne**), ME16 (**Maidstone**), ME17 (rural south and east fringes of **Maidstone**) and ME 19 (**West Malling** and western fringes of **Maidstone**) form a significant cluster of non participation amounting to 47 schools. There is another notable cluster based around **Tonbridge** and the rural expanse which surrounds **Tunbridge Wells**, which has 44 schools.

Postal Area	Lea Description	Total Schools	Non Participating Schools	Percentage
ME15	Kent	22	14	64%
DA12	Kent	20	12	60%
BR8	Kent	13	10	77%
ME10	Kent	23	10	43%
ME17	Kent	13	9	69%
TN4	Kent	16	9	56%
CT9	Kent	15	8	53%
DA2	Kent	12	8	67%
ME16	Kent	16	8	50%
TN13	Kent	16	8	50%
TN2	Kent	13	8	62%
TN15	Kent	14	7	50%
ME19	Kent	12	6	50%
TN12	Kent	10	6	60%
TN14	Kent	10	6	60%
CT12	Kent	8	5	63%
CT5	Kent	10	5	50%
TN11	Kent	11	5	45%
TN9	Kent	9	5	56%
TN10	Kent	8	4	50%
TN26	Kent	5	4	80%
CT8	Kent	5	3	60%
TN8	Kent	5	3	60%
DA10	Kent	4	2	50%
TN29	Kent	4	2	50%

The average level of non participation for **KENT** is 36%.

17 out of 46 (37%) museums in the **KENT** region which responded said that they had education officers.

## HIOW

Of the top 25 non participating postcodes in **Hampshire** and the **Isle of Wight**, the greatest numbers are to be found in **Southampton** (SO16 and 18), **Farnborough** (GU14) and **Netley Marsh** (SO40). There is a clear cluster of non participation present in **Southampton**, which is particularly marked by the near omission of its neighbour **Portsmouth** from the list. **Hampshire** as a whole has small pockets of non users, but these are not as large as in other sub regions. The one with the potential to become a cluster of non users is a band of schools which border **Portsmouth - Horndean** (PO8), **Havant** (PO9) and **Gosport** (PO13). While they are not the largest grouping of non users (19 in total), there may be a pattern developing which deserves further investigation.

Postal Area	Lea Description	Total Schools	Non Participating Schools	Percentage
GU14	Hampshire	28	10	36%
SO40	Hampshire	18	10	56%
SO16	Southampton	27	10	37%
SO18	Southampton	16	10	63%
SO19	Southampton	23	8	35%
PO8	Hampshire	16	7	44%
PO9	Hampshire	22	7	32%
SO45	Hampshire	17	7	41%
SP10	Hampshire	20	7	35%
SP11	Hampshire	19	7	37%
SO15	Southampton	15	7	47%
GU34	Hampshire	19	6	32%
PO13	Hampshire	16	5	31%
PO4	Portsmouth	14	5	36%
SO14	Southampton	6	5	83%
BH24	Hampshire	8	4	50%
SO32	Hampshire	12	4	33%
GU32	Hampshire	9	3	33%
GU46	Hampshire	9	3	33%
SO30	Hampshire	9	3	33%
SP6	Hampshire	8	3	38%
PO38	Isle of Wight	10	3	30%
GU51	Hampshire	5	2	40%
PO11	Hampshire	5	2	40%
SO20	Hampshire	5	2	40%

The average level of non participation for **HIOW** is 27%.

31 out of 63 (49%) museums in the **HIOW** region which responded said that they had education officers.

## SEWS

The majority of postcodes which appear in the top 25 of non participating **SEWS** schools are to be found in **Surrey** (21 out of 25). This may be a direct result of the level of response to the survey by **Surrey** museums; it may also equally be due to the schools close proximity to London and ease of travel to the capital. **West Sussex** has only one entry in the top 25, but it is also the largest for **SEWS**. **Crawley** has 14 non participating schools. There is a cluster of non users based around **Redhill** (RH1), with areas of countryside to the west and south (RH5 and RH6) and to the east around **Lingfield** (RH7) and **Oxted** (RH8), amounting to 36 non users out of the 55 schools present in those postcodes.

Postal Area	Lea Description	Total Schools	Non Participating Schools	Percentage
BN25	East Sussex	10	7	70%
BN27	East Sussex	10	7	70%
TN31	East Sussex	9	6	67%
CR3	Surrey	16	10	63%
RH1	Surrey	17	10	59%
KT10	Surrey	12	9	75%
KT19	Surrey	12	9	75%
KT22	Surrey	15	9	60%
KT15	Surrey	11	8	73%
KT16	Surrey	12	8	67%
RH6	Surrey	11	8	73%
RH8	Surrey	11	8	73%
KT12	Surrey	11	7	64%
KT21	Surrey	7	7	100%
RH5	Surrey	12	7	58%
KT17	Surrey	10	6	60%
SM7	Surrey	9	6	67%
TW16	Surrey	9	6	67%
KT8	Surrey	5	5	100%
KT13	Surrey	7	4	57%
CR6	Surrey	5	3	60%
KT7	Surrey	5	3	60%
RH7	Surrey	4	3	75%
TW19	Surrey	5	3	60%
RH11	West Sussex	23	14	61%

The average level of non participation for **SEWS** is 38%.

35 out of 80 (44%) museums in the **SEWS** region which responded said that they had education officers.

Please note that while BN1 had the highest number of non participating schools for Brighton and Hove (11), this was not within the top 25 post codes measured by percentage of schools not participating.

## 3.6 Regional Museum Service Provision

### Museums

The South East has 19 Local Education Authorities which make up the four sub regions, **BOB**, **HIOW**, **KENT** and **SEWS**. The museum provision across these LEAs and sub regions varies considerably.

- **SEWS** has the largest number of museums - 74 in total
- **KENT** the least - only 46
- **BOB** has 60
- and **HIOW** 62
- The greatest concentration of university museums is to be found in **BOB** (due to the presence of Oxford University), which accounts for 10 of the SE region's 11 university museums.
- **HIOW** has 14 military museums, half the region's total.
- The sub-region with the most Local Authority museums is **HIOW** with 31, and then **SEWS** with 24.
- The independent museum sector is most prolific in **SEWS** with 43.

The concentration of university museums in **BOB**, the large numbers of Local Authority museums in **HIOW**, and the numerous independent museums in **SEWS** strongly influence the provision and the level of interaction between museums and schools in the South East.

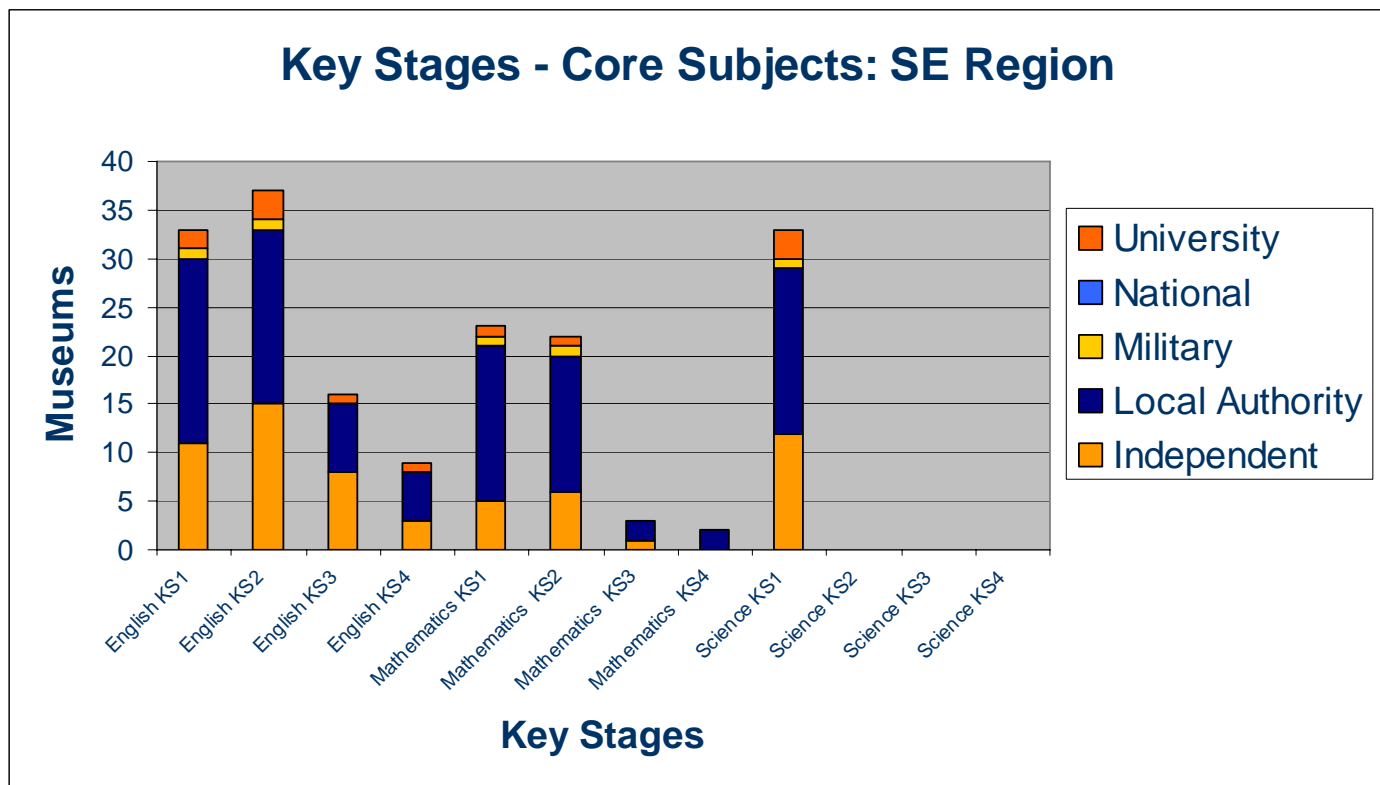
### Curriculum Support

The composition and quantity of museums present in each sub-region manifests itself most evidently in the curriculum support that is offered. There is tremendous variation across the region, which the data suggests is having an impact on participation. Whilst the data captured from the initial audit for the 2002 – 2004 academic years is not universal, the sample size is large and robust enough to create

strong, indicative evidence of behaviour (the only place this is not true is in **BOB**, where museum response did not provide a robust evidence base). It should be noted that it is important to look at this information in the context of the museums themselves. This data does not make any distinction between small museums with limited resources and large ones with sizeable education and out-reach departments; so a like for like comparison is not possible. What the evidence does highlight are areas for further investigation or comparison. We hope that in further years we will be able to increase the complexity of the data analysis, which will take into account such differences.

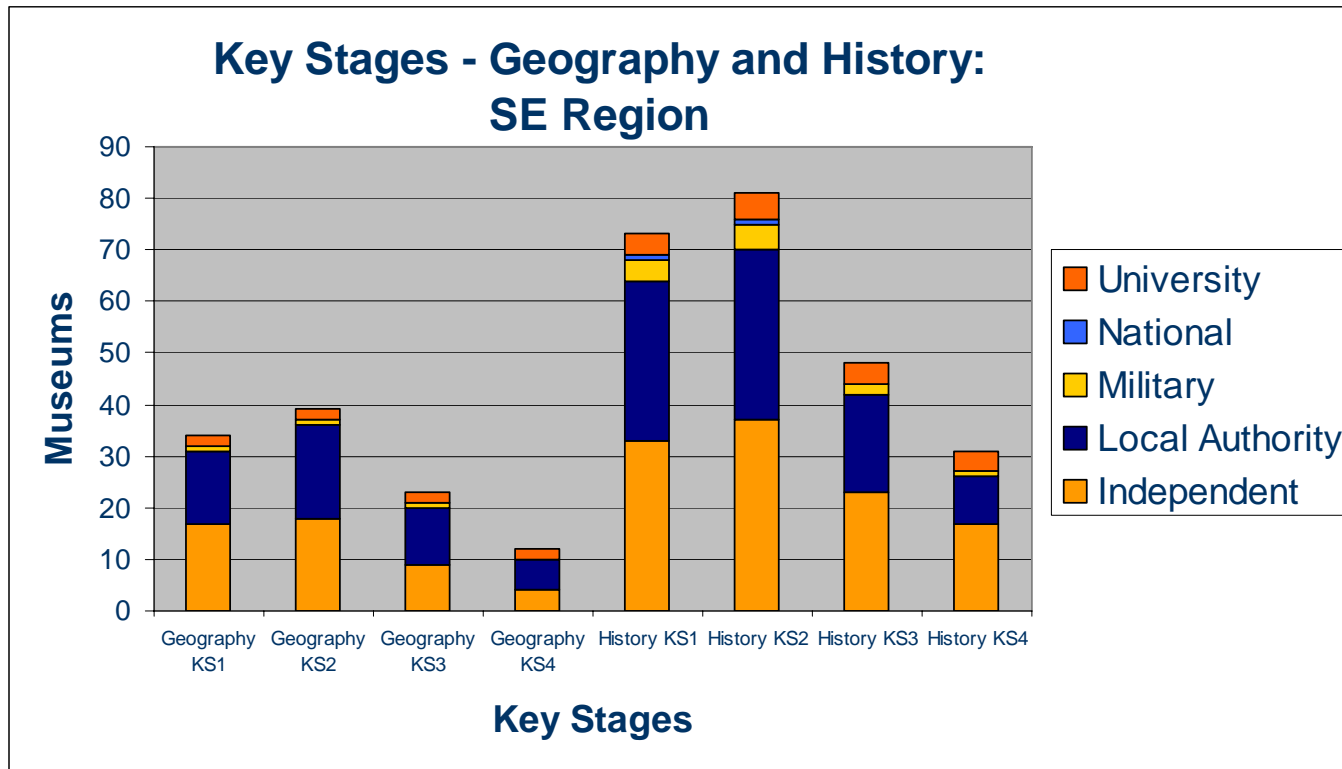
**The Key Stages (KS) shown in the following pages refer to the following:**

- KS 1      5 to 7 year old students      (primary school years 1 – 3)
- KS 2      7 to 11 year old students      (primary school years 4 – 6)
- KS 3      11 to 14 year old students      (secondary school years 7 – 9)
- KS 4      14 to 16 year old students      (secondary school years 10 – 11)

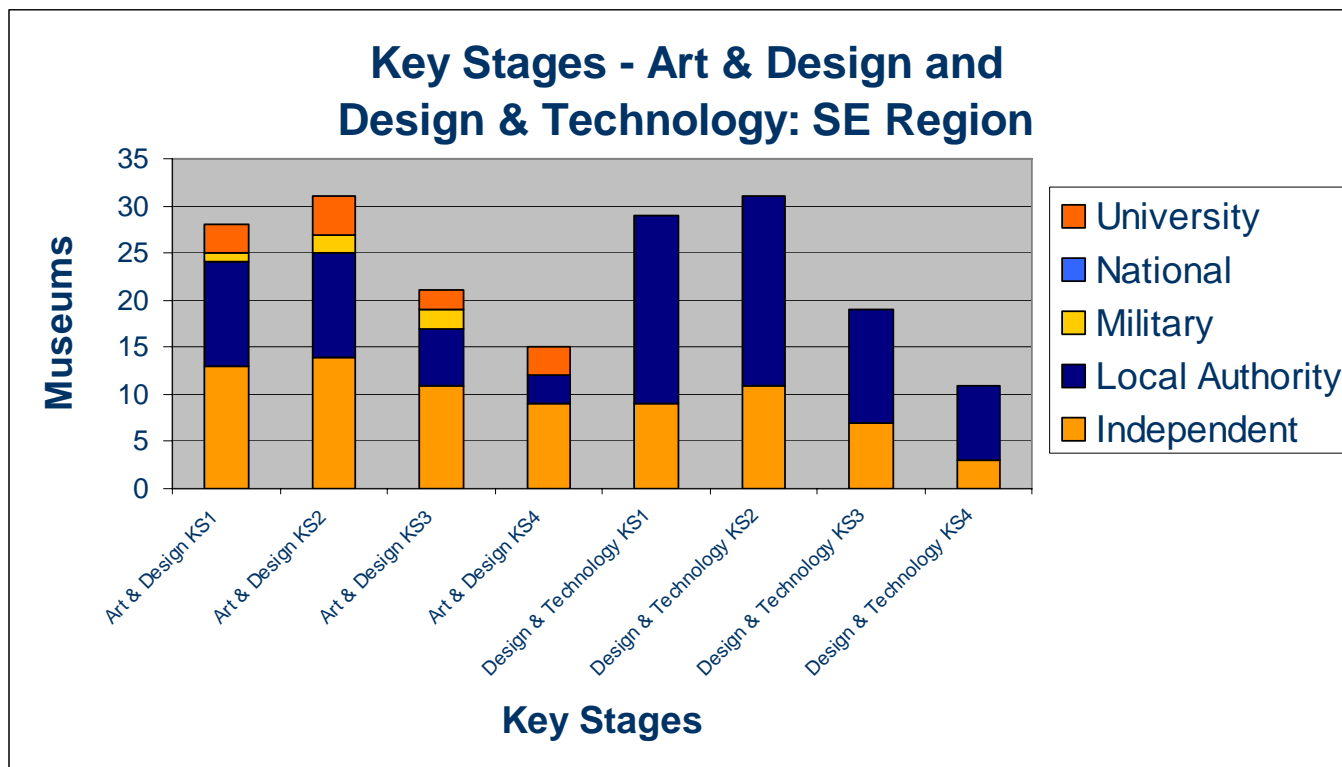


This table shows the number of museums who offer a service which supports the National Curriculum in **English**, **Mathematics** and **Science**. From the Key Stages it is evident that the most common service for **Mathematics** and **Science** are for KS1. **Mathematics** has an almost even split between KS1 (4-7) and 2. **Science** appears to be poorly represented, with apparently no provision for KS 2, 3 and 4. This is known to be a result of incomplete or inaccurate data capture and will be remedied in the next round of collection.

Each column is a composite, showing the various museum types that support the specific subjects. The majority of support is provided by Local Authority museums, with significant provision supplied through the independent museum sector.



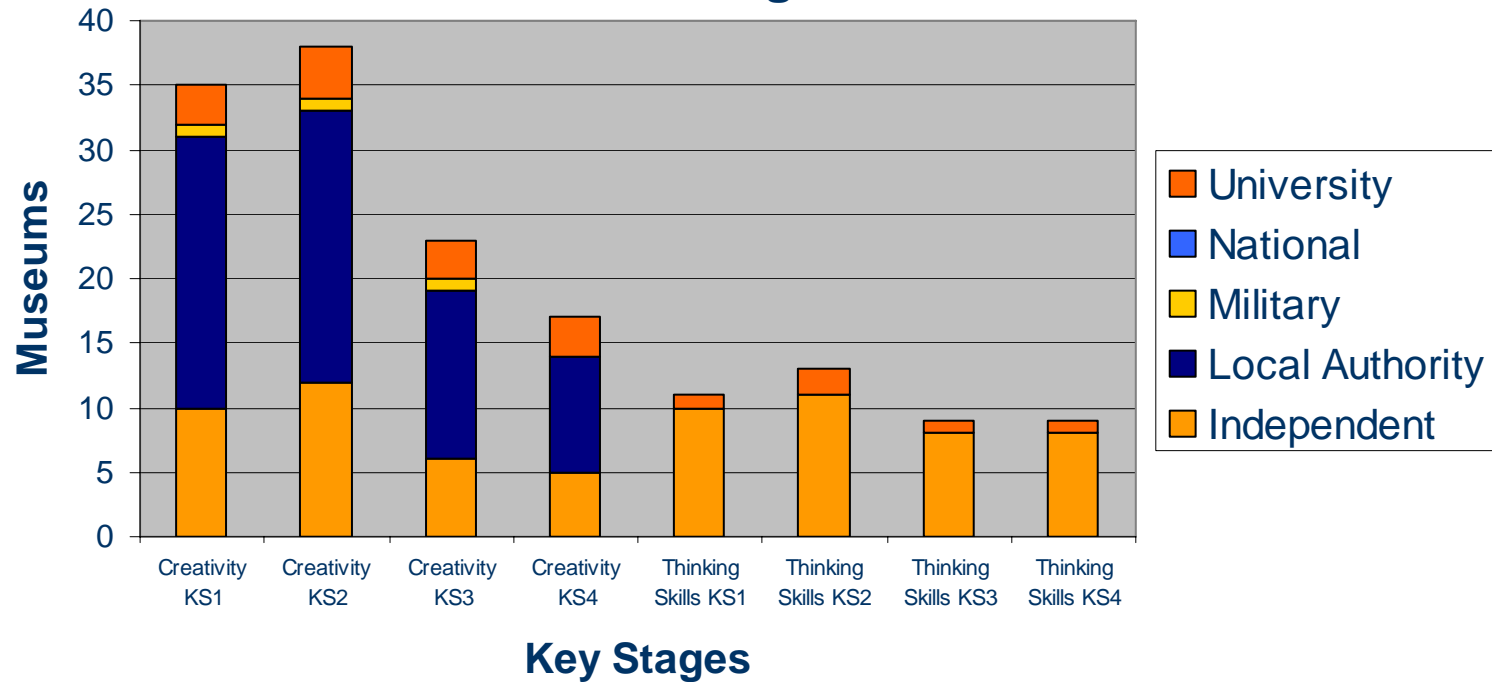
For this set of subjects provision is aimed squarely at the primary/middle school sector, with an emphasis on KS 1 and 2. **History** is the strongest subject (of all the subjects) with representation across all of the key stages, being provided by approximately 30% of the registered museums across the region. Over twice as many museums offer **History** at KS 2 than the next most popular subject **Thinking Skills** at KS2.



**Art & Design** and **Design & Technology** are consistently well represented within the region across all of the Key Stages. While there is a strong showing for KS 1 and 2, which is common across all of the curriculum subjects, here there is noticeable support for KS 3 and 4. This pattern of provision is also present for **History**, **English** and **Thinking Skills**.

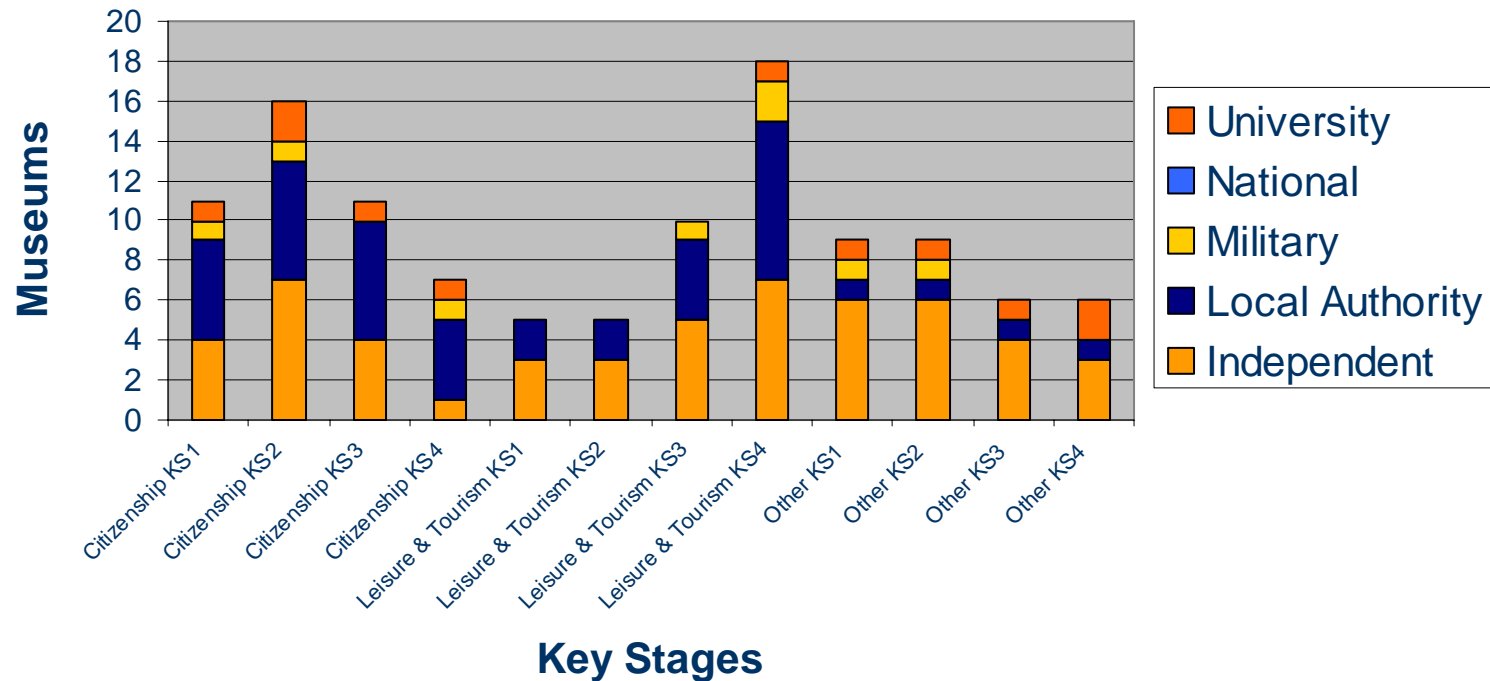
Local Authority managed museums take the lead in delivering support for the **Art & Design** and **Design & Technology** curriculum.

## Key Stages - Creativity and Thinking Skills: SE Region



While **Creativity** and **Thinking Skills** are taught across a variety of curriculum subjects, **Creativity** in particular is strongly represented at Primary School level.

## Key Stages - Other: SE Region



This chart represents subjects which are relatively new to the curriculum, or non statutory. For completeness 'other' is included for subjects which fell outside the remit of the survey that was conducted. Of note is the support for **Leisure and Tourism** at KS4, where museums can play a direct part in the syllabus.

### 3.7 Travel Distances

It is unclear at this stage whether schools are travelling further due to the lack of provision in their immediate vicinity, because the museums they are visiting provide a service which is of outstanding merit or have a unique collection which is worth travelling further for, or the lack of complete data may be suggesting inaccurate behaviour.

- Museums based in **SEWS** average the furthest travel distance at 27 miles. **East Sussex** averages the highest at 33 miles, followed by **Surrey** with 31 miles.
- **BOB** and **KENT** have similar averages at 18 and 22 miles respectively.
- The lowest regional travel distance is 12 miles for **HIOW**.
- The LEA with the lowest travel distance is **Portsmouth** at only 7 miles.

### 3.8 In District Museum Use

In tandem with investigating the travel distances that museums and schools journeyed to use the available services, research was conducted into the behaviour of schools in relation to the use of museums located within their own LEA (i.e. their local museums).

For some LEAs the lack of data suggested either one of two outcomes- either there was no museum service to schools, or if there was, the audit did not collect sufficient evidence to make the relationships between schools and museum apparent. This is particularly true of **BOB** where there were a number of small unitary authorities/LEAs who have very few museums present in the same locality. No relationship could be established between schools and museums from the following LEAs due to lack of data – **Bracknell Forest, Windsor & Maidenhead, Wokingham and Southampton.**

- The highest use by local museums occurred on the **Isle of Wight**, where 90% of schools that used the museums were also situated on the **Isle of Wight**. The **Isle of Wight** has specific issues, such as the expense of travelling and additional travel time to the mainland, which may mean that the schools are more influenced by their geography than the range of what is on offer on the island.
- **Portsmouth** had 73%
- and **Oxfordshire**, with 71%, were the next highest; both of which have a large body of nationally and internationally important museums and collections.
- **HIOW** saw the greatest use of its local museums, with 68% of schools that used **HIOW** museums coming from the **HIOW** area.

The other three sub regions all exhibit almost identical behaviour with between 53% and 54% of regional schools making use of local museums.

### 3.9 The Impact of Diversity and Social Deprivation

#### Impact of Diversity

Diversity was measured by looking at the percentage of White British students (the largest ethnic group) present in each school and classifying the population as follows: **up to 50% White British; 50% - 80% White British; 80% - 90% White British; 90% -95% White British; 95% -100% White British.**

To measure the potential impact that the ethnic composition of a school might have upon its participation with museums a profile was generated for each sub region and LEA which included all schools (whether they participated in museum services or not). This acted as the 'control data set' against which participating and non participating schools were measured.

To help make the data more 'distinct' only the limits of the population classification were looked at (schools with more than 20% of their population being from non White British ethnic groups and schools with more than 95% of its population being White British).

#### Primary Schools

In the **BOB** region Primary Schools that had a large White British population (**95% -100% White British**) who did not participate in museum services (or no data was returned to that effect), were over represented in percentage terms in the non user group. They represented 26% of the non user schools. Across all of the Primary Schools in **BOB**, this profile of school only makes up 20%.

Schools with more than **20% non White British** students (schools with the highest level of diversity) showed little difference in percentage makeup between the non participating group of schools when compared to all of the Primary Schools present in **BOB**. 20% of the non participating schools had the **20% non White British** student profile, which matches the figure for all Primary schools in the sub region. This would indicate that **BOB** schools with high levels of ethnic diversity were not over represented in the non user group.

The same pattern is also present in the **HIOW** region. **Schools with 95% - 100% White British** profiles are over represented in the non user group, 53.5% as opposed to 50%. The schools with the highest levels of diversity show no discernable change in percentage composition between the 2 groups, 3.8% of non user schools as opposed to 4% of all Primary Schools present match this profile. This is due in part to the small numbers of schools in the **HIOW** region that have this profile.

**KENT** shows marginal change, both schools with the lowest levels and schools with the highest levels of diversity show a +2% composition difference between the non participating schools set and all Primary Schools present in the sub region.

Finally **SEWS** shows the greatest marked difference of all of the sub regions. Schools with the lowest levels of diversity are over represented by 2% in the non participating set, which broadly matches all of the other sub regions. BUT schools with the highest levels of diversity are over represented by nearly 12% in the non user group (21% of schools with this profile were present in the non user group, as opposed to only 9% overall for **SEWS**). This difference supports the data which highlighted Crawley and the surrounding postal districts as having high levels of non use.

## Secondary Schools

The relatively small numbers of Secondary compared to Primary schools makes analysis at this stage less accurate.

Across the region, school's with the greatest diversity showed little difference in percentage composition (less than 0.5%) between non participating schools when compared to all of the region's Secondary Schools.

The schools which had **95% - 100% White British** profiles were under represented in the non participating set when compared against all schools with this profile. Only 26% of schools with this profile were present in the non user set, compared to 35% overall.

## Impact of Deprivation

Deprivation was measured using the percentage of Free School Meal (FSM) uptake in each school. This figure was provided by the DfES. The greater the percentage of students who receive Free School Meals the higher the level of deprivation present in that school's population.

### Primary Schools

Primary Schools have their FSM percentages broken down into the following groups: **0% - 5%**, **5%+ - 20%**, **20%+ - 35%**, **35%+ - 50%** and **50%+**. The breakdown by free school meals was as follows:

All Primary Schools		% of School Population Receiving Free School Meals					Total
School Type	Sub Region	0-5%	5-20%	20-35%	35-50%	50+ %	Total
Primary	BOB	<b>420</b>	<b>285</b>	<b>77</b>	<b>22</b>	<b>1</b>	<b>805</b>
		52.2%	35.4%	9.6%	2.7%	0.1%	
Primary	HIOW	<b>179</b>	<b>292</b>	<b>104</b>	<b>28</b>	<b>0</b>	<b>603</b>
		29.7%	48.4%	17.2%	4.6%	0.0%	
Primary	KENT	<b>147</b>	<b>296</b>	<b>91</b>	<b>26</b>	<b>3</b>	<b>563</b>
		26.1%	52.6%	16.2%	4.6%	0.5%	
Primary	SEWS	<b>322</b>	<b>397</b>	<b>60</b>	<b>14</b>	<b>1</b>	<b>794</b>
		40.6%	50.0%	7.6%	1.8%	0.1%	
							<b>2765</b>

Non Participating Primary Schools		% of School Population Receiving Free School Meals					Total
School Type	Sub Region	0-5%	5-20%	20-35%	35-50%	50+ %	Total
Primary	BOB	<b>184</b>	<b>106</b>	<b>26</b>	<b>6</b>	<b>1</b>	<b>323</b>
		57.0%	32.8%	8.0%	1.9%	0.3%	
Primary	HIOW	<b>51</b>	<b>71</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>150</b>
		34.0%	47.3%	18.7%	0.0%	0.0%	
Primary	KENT	<b>58</b>	<b>94</b>	<b>39</b>	<b>0</b>	<b>1</b>	<b>192</b>
		30.2%	49.0%	20.3%	0.0%	0.5%	
Primary	SEWS	<b>113</b>	<b>147</b>	<b>28</b>	<b>1</b>	<b>0</b>	<b>289</b>
		39.1%	50.9%	9.7%	0.3%	0.0%	
							<b>954</b>

**Deprivation does not appear at this early stage to be a prime factor in deciding participation.** There are few notable differences between the profile for all primary schools when compared to those who are not participating. In the first three FSM categories, which hold the majority of schools, the difference between the 2 sets is no more than 5%, with the greatest disparity in the least deprived schools (**0% - 5%**).

Without gaining an in depth knowledge of each sub regions particular make-up, it is unwise to make too many assumptions from the data present. There appears that in each sub region there is a different subtle pattern of consumption occurring, which will require further analysis to fully understand the mechanics of this activity.

## Secondary Schools

All Secondary Schools		% of School Population Receiving Free School Meals							Total
School Type	Sub Region	0-5%	5-9%	9-13%	13-21%	21-35%	35-50%	50+ %	Total
Secondary	BOB	<b>58</b>	<b>34</b>	<b>11</b>	<b>16</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>131</b>
		44.3%	26.0%	8.4%	12.2%	6.9%	2.3%	0.0%	
Secondary	HIOW	<b>30</b>	<b>21</b>	<b>18</b>	<b>23</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>100</b>
		30.0%	21.0%	18.0%	23.0%	7.0%	1.0%	0.0%	
Secondary	KENT	<b>47</b>	<b>21</b>	<b>17</b>	<b>26</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>121</b>
		38.8%	17.4%	14.0%	21.5%	7.4%	0.8%	0.0%	
Secondary	SEWS	<b>43</b>	<b>36</b>	<b>25</b>	<b>13</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>126</b>
		34.1%	28.6%	19.8%	10.3%	5.6%	1.6%	0.0%	
									<b>478</b>

Non Participating Secondary Schools		% of School Population Receiving Free School Meals							Total
School Type	Sub Region	0-5%	5-9%	9-13%	13-21%	21-35%	35-50%	50+ %	Total
Secondary	BOB	<b>25</b>	<b>16</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>58</b>
		43.1%	27.6%	8.6%	17.2%	3.4%	0.0%	0.0%	
Secondary	HIOW	<b>7</b>	<b>7</b>	<b>6</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>37</b>
		18.9%	18.9%	16.2%	37.8%	8.1%	0.0%	0.0%	
Secondary	KENT	<b>17</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>43</b>
		39.5%	11.6%	18.6%	25.6%	4.7%	0.0%	0.0%	
Secondary	SEWS	<b>20</b>	<b>16</b>	<b>10</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>54</b>
		37.0%	29.6%	18.5%	13.0%	1.9%	0.0%	0.0%	
									<b>192</b>

Secondary Schools have their FSM percentages broken down into the following groups: **0% - 5%**, **5%+ - 9%**, **9%+ - 13%**, **13%+ - 21%**, **21%+ - 35%**, **35%+ - 50%** and **50%+**.

**As in the primary sector deprivation does not appear at this early stage to be a prime factor in deciding participation.** There are few notable differences between the profile for all secondary schools when compared to those who are not participating. **HIOW** is significantly under represented in the non participating group for the least deprived schools (**0% - 5%**) with 18.9% compared to 30% for the sub region overall. This means that the least deprived schools in **HIOW** are using museums more often than expected. But the schools in **HIOW** which have the **13%+ - 21%** FSM profile are over represented in the non user group by 14.8%, meaning they are using museums less often than their numbers would suggest.

After the **13%+ - 21%** FSM group the numbers of schools present make comparison potentially misleading, due to the small numbers involved.

Again as with the primary sector without gaining an in depth knowledge of each sub regions particular make-up, it is unwise to make too many assumptions from the data present. There appears that in each sub region there is a different subtle pattern of consumption occurring, which will require further analysis to fully understand the mechanics of this activity.

## 4. The Future – Next Steps

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To ensure that the South East is capable of sustaining and increasingly the level of public support it receives for its museums and that the current and future strategic funds can be targeted where they will have most impact and leave a positive legacy, the **Schools Database** project will continue to collect information on an annual basis.

The next round of data collection will occur in August 2006, adding the 2005 and 2006 academic years.

All museums have now been sent information about, and passwords to access the new **Schools4Museums** online resource. This will allow all registered museums to gain an understanding of the behaviour of all schools within a 60-90 minute drive time of their location, allowing them to target the schools with their education programme and provide evidence to stakeholders, funders and partners about the impact their museum is having. There is an opportunity for museums to build a schools marketing database from **Schools4Museums** and produce direct mail or email lists for contacting schools in the private and public sectors.

Also in the Spring of 2006, the project will trial an online schools booking system, which will give all museums access to an easy to use visits, loans and outreach diary. The information entered onto this system will remain confidential to individual museums, but will automatically update the database, removing the need for museums to undertake the time consuming annual data collection process.

To support **Schools4Museums** Museum Development Officers based across the region will be available later this year to work with clusters of museums, to explain how they can best use this new intelligence tool, and more importantly how they can best work together to successfully increase the level of participation of local schools in museums.

For this new regional asset to work successfully both for individual museums the South East and the sector as a whole, it is essential that data collection is as accurate and complete as possible. Museums that have spent considerable time supplying information will see a pronounced benefit from **Schools4Museums** as it will provide evidence for impact and change, independent advocacy and accurate market intelligence about which schools to target with their education programmes. Those museums who did not supply information will not benefit as much.