

RENAISSANCE SOUTH EAST
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**A SUMMARY REPORT ON THE PROGRESS AND
FINDINGS OF THE SOUTH EAST SCHOOLS
DATABASE PROJECT**

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South East Museum Hub
Hampshire County Museums and Archives Service
Chilcomb House
Chilcomb Lane
Winchester SO23 8RD
01962 826700

MLA South East
15 City Business Centre
Hyde Street
Winchester SO23 7TA
01962 858844

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SECTION ONE : HEADLINE ACHIEVEMENTS, KEY MESSAGES AND FOLLOW UP

- The Database now contains **40,000 records** of schools that have used museums in the South East, based on information from **220** of the region's Registered/Accredited 268 museums. It covers data between September 2002 and July 2006
- For museums across the South East the Database represents a major achievement in presenting a coherent picture of museum related learning, in formalising the collection of data and, in doing so, providing an opportunity for the strategic planning of museums' work with schools in the future
- It is important to recognise that the Database only records schools' involvement with museums **within the South East** – it takes no account of schools' work with museums in other regions (for example schools who visit London museums including those with national collections)
- Nevertheless, the Database demonstrates a number of important achievements and also reflects the significant boost to museum related learning for schools arising from Renaissance in the Regions activity and the Strategic Commissioning initiative
- During 2004-06 **74%** of the South East's Primary and Secondary Schools were taking part in some form of museum related learning – over **2,400 schools** from across the region
- **77%** of Primary Schools (**some 2,100 schools**) and **60%** of Secondary Schools (**280 schools**) were participating in museum related learning
- Activity with schools involved some **13,500 visits by groups of pupils to museums**, some **5,600 loans of collections** and some **1,200 visits to schools by museum staff**
- Participation by schools across the South East varies considerably – in terms of Primary Schools the highest levels of participation involve the Isle of Wight, Brighton and Hove, Oxfordshire, Medway and Hampshire
- In Secondary Schools the highest levels of participation were in Oxfordshire, Slough, Bracknell Forest and Brighton and Hove
- Decisions will now be taken on the future form and scope of the regional Database project. In addition, action to address the findings from the Database project so far will include:
 - determining how experience from the South East Database can feed in to the development of the national database of school participation
 - examining the reasons for the apparent low participation by schools in specific areas within the region, including how future Renaissance and Strategic Commissioning activity can help boost levels of participation
 - identifying the critical success factors and lessons that can be learned from those areas with high levels of school participation, where schools and museums have successfully engaged with each other
 - deepening the future data collection arrangements to identify the take up of particular subject areas and tracking the impact of museum related learning for individual children
 - promoting ways that the museum sector can use the Database and the Schools4Museums web resource to increase schools' participation.

SECTION TWO : INTRODUCTION AND PURPOSE OF THE REPORT

- 2.1 This report takes stock of the progress of the South East Schools Database project and summarises the main findings and issues arising from the project to date.
- 2.2 The Schools Database project is intended to develop an evidence base which measures the levels of participation in museum related learning by school children throughout the South East of England. It is an ambitious, long term project which involves a major participation audit and data collection of museum related learning. It is the first project to successfully undertake detailed research on a regional basis into the use of museums by schools.
- 2.3 The report is intended to provide evidence to:
- support the strategic planning of museums' work with schools across the region
 - monitor the impact of the Renaissance in the Regions education programme and the Strategic Commissioning initiative
 - disseminate information to museums, local authorities and schools on the scale and type of museum related learning which is taking place across the South East to help them develop their future activity.
- 2.4 The Schools Database project was commissioned by the South East Museum Hub¹ and MLA South East² as part of the Renaissance in the Regions initiative. Renaissance is the Central Government programme to help modernise and transform regional museums – and in doing so increase the number and range of people who benefit from those museums. At the heart of the Renaissance programme is a network of regional museum Hubs. In the South East this involves four museum services working together (and with MLA South East) to develop services, both with their own museums and across the wider museum community.
- 2.5 A key feature of the Hub's overall work has been to develop a comprehensive service for schools in order to increase the number of contacts between school age children and regional museums³. Such activity represents one of the main targets set by Government for the Renaissance programme.
- 2.6 In addition, since 2004 MLA South East has operated the Strategic Commissioning education programme which is a national initiative that complements the Hub's work with schools⁴. The aim of Strategic Commissioning is to:

¹ The South East Museum Hub comprises Hampshire County Museums and Archives Service (lead partner); Chatham Historic Dockyard Trust; Royal Pavilion, Libraries and Museums, Brighton and Hove; and Oxford University Museums

² MLA South East is the regional development agency for the museum, library and archive sector in the South East

³ To find out more about the Hub's Museum Education Programme visit the Renaissance South East website at <http://www.museumse.org.uk/learning/>

⁴ To find out more about MLA South East's Strategic Commissioning initiative visit their website at <http://www.mlasing.com/whatwedo/learning/culture>

- improve the capacity and skills within non Hub museums to work with schools
 - increase the demand for museum education from schools
 - make it easier for schools to access museums and their collections through effective regional brokerage.
- 2.7 During the 2004-06 period 39 museums and archives were involved in various aspects of the Commissioning programme across the region and just over 100 schools.
- 2.8 It is against this background that the Schools Database project was commissioned in 2004. In order to develop and deliver the Database, Sussex Arts Marketing (sam) was appointed by the Hub and MLA South East. To date the project has involved two phases of activity.
- 2.9 In Phase One:
- sam undertook an audit of activity between museums and schools throughout the region during the academic years 2002/03 and 2003/04 (i.e. before the Renaissance programme and the Strategic Commissioning initiative were fully underway)
 - every Registered/Accredited museum was asked to complete a questionnaire about the services they provided and the schools they had worked with between 2002 and 2004
 - the Schools4Museums web resource was developed which allows museums to see how frequently schools use museums and locate and print off address labels for schools within a 90 minute drive time of their institution
 - the findings from this first phase of activity were published in Spring 2006.
- 2.10 In the project's Phase Two:
- a second phase of data collection was undertaken during the summer and early autumn of 2006
 - all Registered/Accredited museums in the South East were invited to return information about how schools had used their services during the previous two academic years (2004-2006)
 - a total of 26,000 records were collected - over twice as many as in the previous phase
 - this represents data from 220 of the 268 Registered/Accredited museums in the region. In total the Database now contains just fewer than 40,000 records. These records relate to schools that have used a museum in the South East region, of which thirty seven thousand directly relate to schools located within the region
 - as part of this second phase of evidence collection, nearly 3,000 additional records for the original sample frame of 2002-04 were added. These additional records

enabled a re-adjustment of the baseline, and created a more comprehensive and robust evidence base against which to measure the impact of programmes such as Renaissance and Strategic Commissioning

- new resources were developed within the Schools4Museums website which allowed museums to provide information through tools designed to reduce the effort of data collection and automatically update the Database, such as an online booking system.

2.11 Now that these first two phases of the project have been completed, this report draws together the results of the work undertaken by sam to collect and analyse data. The report also represents a subsequent analysis of the findings by the South East Hub and MLA South East.

SECTION THREE : CONTEXT TO THE SCHOOLS DATABASE PROJECT

General

- 3.1 The South East is a large and varied region with a population of over 8 million people. Whilst the region is economically strong it contains pockets of serious poverty and deprivation, particularly in coastal towns and some rural communities. Although predominately rural, the region is one of the most densely populated and includes the urban centres of Southampton, Portsmouth, Oxford, Reading, Brighton and Hove, Guildford and Milton Keynes.
- 3.2 The population of the South East is growing at twice the rate of the national average and the region is home to a number of important growth areas – Thames Gateway, Ashford (Kent) and Milton Keynes/South Midlands. The region has a strong focus on tourism and, after London, is the UK's most successful visitor destination. The region's economic and cultural life is closely connected to that of London. (We return to the issue of the close proximity to London and its relevance to the Database project later in this report.) These various characteristics impact on the way in which museums have developed and operate across the region and, in turn, their engagement with schools.
- 3.3 The South East is often divided for administrative purposes into four sub regions:
- Berkshire, Oxfordshire and Buckinghamshire (including Milton Keynes, Bracknell Forest and Wokingham)
 - Hampshire and the Isle of Wight (including Southampton and Portsmouth)
 - Kent (including Medway)
 - Surrey, East and West Sussex (including Brighton and Hove).

The region's museums

- 3.4 The South East has the highest number of museums in any region of the UK. The number of Registered museums in the region in 2002-04 was **256** and by 2004-06 the number of Registered/Accredited museums had risen to **268**. However the scale and type of museum provision across the South East and between the four sub regions varies considerably. The following points illustrate this variety:
- Surrey, East and West Sussex has the largest number of Registered/Accredited museums – 85 in total
 - Kent has the least number – 49, whilst Berkshire, Oxfordshire and Buckinghamshire has 62 and Hampshire and the Isle of Wight has 72
 - the greatest concentration of university museums is to be found in Berkshire, Oxfordshire and Buckinghamshire – a total of 9 of the total across the South East as a whole. This is due to the presence of Oxford University and the University of Reading

- Hampshire and the Isle of Wight has 13 military museums, nearly half the region's total
- the sub-region with the most local authority museums is Hampshire and the Isle of Wight with 37, whilst the independent museum sector is most prolific in Surrey, East and West Sussex with 42 such institutions.

3.5 A local authority breakdown of museums across the region is given in Tables Two and Three in Section Four of the report.

The region's schools

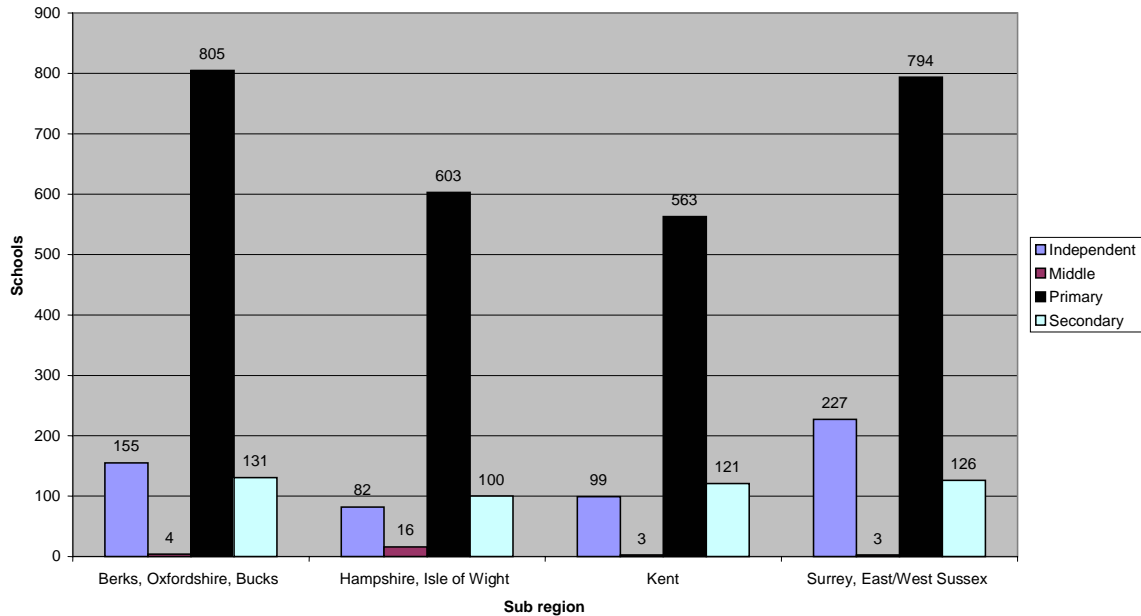
3.6 The South East is home to some **3,270** state schools and **563** independent schools (2004-06 figures) with the following key features:

- there are 2,765 Primary Schools in the region, representing 68% of all schools. They serve some 643,000 pupils (49% of the region's school population)
- the region's 478 Secondary Schools have some 502,000 pupils (38% of the region's school population)
- the region's Independent sector (which includes provision across the 4-16 age group) contains 563 schools with some 148,000 pupils (11% of the South East's school population)
- Middle Schools are only present in a few Local Education Authorities and are declining in number as most authorities move to the Primary and Secondary schooling system
- the region has 7 county councils and 12 unitary authorities who are responsible for the region's state schools.

3.7 The number and type of schools to be found in the South East's four sub regions is illustrated in Table One below.

Table One

SOUTH EAST SCHOOL TYPES



Museum related learning

3.8 The advent of the Renaissance programme and Strategic Commissioning has significantly increased the range and scale of museums' work with school children and their teachers. As a result, museums have increasingly been seen by schools as recognised centres for imaginative and creative learning for pupils of all ages. Such learning can take a number of forms and includes:

- visits by pupils to museums (often the most likely form of museum related learning)
- loans of collections to schools
- outreach activity by museum staff, with them visiting schools with collections and/or to give talks
- work placements and exchanges between teachers and museum staff.

3.9 The 2005 national evaluation of the impact of learning arising from Renaissance's education programmes⁵ highlighted a number of important achievements and successes. These provide an important context and backdrop to the Database project and this report:

⁵ Evaluation report by University of Leicester "What did you learn at the museum today?" (2006)

- pupils of all ages respond enthusiastically to the learning they encounter in museums
- older pupils find museums make school work more inspiring
- teachers consider the quality of museum based learning to be consistently high and are working in partnership with museums to develop new learning programmes
- teachers are using museums flexibly and imaginatively
- museums are working successfully with children at risk of social exclusion
- museums are working with high numbers of children with special educational needs
- museums are delivering successful programmes to schools on an outreach basis
- online material and e-learning guides have been developed to support museum based learning.

3.10 Before setting out the key findings from the Database project, the following section of this report describes some of the issues and challenges involved in developing and analysing data from the project.

SECTION FOUR : DEVELOPING AND ANALYSING THE DATABASE

- 4.1 The development of the Database and collection of data has involved a number of challenges and highlighted issues which need to be taken into account in considering the report's findings.
- 4.2 The Database now contains just under 40,000 records relating to schools that have used a museum in the region. This is a major achievement and has involved the co-operation and substantial input from the region's museums. The records range from a single entry from a small, independent museum to nearly 3,000 from a major museum service. The Database therefore represents a comprehensive evidence base from which to measure museum related learning and begin to identify issues concerning the use of museums by schools across the region.
- 4.3 However, there are some caveats and "health warnings" that need to be attached to any analysis of the Database and the information it contains:
- the Database only records a school's engagement with museums **within** the South East. It takes no account of schools' work with museums outside the region. This is a particular factor for those schools within the South East which are close to London – here there is likely to be a significant involvement with the major national museums and galleries to be found in the centre of the capital
 - as a result of the lack of data from museums in neighbouring regions (particularly London) this leads to lower recorded levels of participation by those schools which are close to London. This issue should be addressed by the proposed national database of museum related learning which is being developed and is referred to in Section Six of this report
 - the Database is entirely dependent on the co-operation of museums within the region. During Phase Two of the project, the Database has gathered information from 220 of the region's 268 Registered/Accredited museums. It is estimated that this represents over 90% of all education activity undertaken by the region's museums and therefore provides a robust picture of museums' work with schools. However, lower apparent levels of school participation in individual areas may simply be the result of some museums within the area not being able or willing to supply data, or not being able to supply all the data required
 - this report does not make comparisons between data gathered during Phase One (2002-04) and Phase Two of this project (2004-06). As indicated earlier in the report, over twice as many records were collected during Phase Two compared with Phase One. Therefore to make such comparisons would not be valid and would not provide a meaningful picture of trends in school participation in all parts of the region.
- 4.4 Despite these health warnings, analysis of the Database provides a number of important findings to guide future museum related learning within the region, as well as identifying a number of issues to be investigated further. These key findings are described in the following section.

SECTION FIVE : KEY FINDINGS SO FAR

- 5.1 Notwithstanding the “health warnings” concerning interpretation of the Database, analysis of the data from Phase Two of the project does provide a number of key findings, as well as pointing up issues for further investigation and/or analysis. These are described in this section of the report.
- 5.2 The key findings are divided under the following headings:
- schools’ participation
 - schools’ use of museum services
 - museum provision and capacity
 - impact of diversity and social deprivation on schools’ participation.

Schools’ participation

- 5.3 Phase Two of the project has identified that some **2,440** of the region’s state schools were using a South East museum service – representing **74.5%** of all such schools. Participation by Primary Schools stood at 77% (2100 schools), with Secondary Schools’ participation at 60% (280 schools).
- 5.4 However, behind this overall regional picture there were wide variations in school participation reflecting factors such as the pattern of museum provision across the region, the historic relationship which exists between museums and school in different areas, the extent of curriculum support available from individual museums and the proximity of schools to their “local” museum. In the following paragraphs, we examine the position for both Primary and Secondary Schools.

i) Primary Schools

- 5.5 In terms of Primary Schools the following table shows the extent of schools’ participation with South East museum services during Phase Two of the project. The table also shows the proportion of schools using museums in and outside their local authority area (i.e. the respective County or Unitary Council). The regional average for Primary School participation is also shown.

Table Two

PRIMARY SCHOOLS' PARTICIPATION (2004-06)

Local Authority area	Museums in area ^Ø	Schools in area	Schools not participating in museum services	Participation %	Using museums in their area	Using South East museums outside their area
Isle of Wight	10	47	NIL	100.0%	100%	38.3%
Brighton and Hove	5	59	3	94.9%	89.8%	62.7%
Oxfordshire	26	246	26	89.4%	87.8%	30.5%
Medway	4	88	12	86.4%	38.6%	79.5%
Hampshire	45	440	72	83.6%	65.9%	47.5%
Portsmouth	10	54	11	79.6%	64.8%	40.7%
Surrey	27	330	68	79.4%	59.7%	33.9%
Bracknell Forest	1	33	7	78.8%	NIL	78.8%
West Sussex	26	244	56	77.0%	50.8%	41.4%
Regional average figure				76.9%		
Buckinghamshire	18	187	45	75.9%	58.8%	40.1%
Southampton	6	64	16	75.0%	51.6%	46.9%
Reading	8	43	11	74.4%	69.8%	18.6%
East Sussex	26	156	43	72.4%	51.9%	34.6%
Kent	46	477	150	68.6%	55.6%	22.4%
Wokingham	0	54	18	66.7%	61.1%	66.7%
Slough	1	35	12	65.7%	42.9%	42.9%
West Berkshire	1	70	24	65.7%	12.9%	58.6%
Windsor and Maidenhead	5	50	22	56.0%	NIL	56.0%
Milton Keynes	1	92	43	53.3%	34.8%	28.3%

^Ø Note: there are slight discrepancies between these figures and the regional and sub regional totals in Section Three due to some recently Accredited museums not yet being recorded in the Database

5.6 It can be seen from Table Two above that those local authority areas with the highest levels of Primary School participation are the Isle of Wight, Brighton and Hove, Oxfordshire, Medway and Hampshire. This is, in large measure, a reflection of the major investment in school related activity by the services who comprise the South East Hub: Hampshire County Museums and Archives; Chatham Historic Dockyard Trust; Royal Pavilions, Libraries and Museums, Brighton and Hove; and Oxford University Museums. This is confirmed particularly by the high proportion of schools using local museums in their area in both Oxfordshire and Brighton and Hove.

5.7 In the case of the Isle of Wight it reflects the high level of engagement which has existed between museums and schools on the Island, which has been deepened by activity

through Strategic Commissioning. There was also significant Strategic Commissioning taking place which engaged schools in East and West Sussex, Kent and the Thames Valley area.

- 5.8 It can also be seen from Table Two that the local authority areas with the lowest apparent levels of participation in museum related learning are Milton Keynes and Windsor and Maidenhead. Action to consider how levels of school participation might be increased in both areas – along with others where participation is relatively low – are described in Section Six.

ii) Secondary Schools

- 5.9 Table Three below sets out the extent of Secondary Schools' participation during Phase Two of the project. As for Primary Schools this is shown by local authority area, together with the proportion of schools using museums in and outside their respective local authority area. The regional average for Secondary School participation is also shown.

Table Three

SECONDARY SCHOOLS' PARTICIPATION (2004-06)

Local Authority area	Museums in area ^o	Schools in area	Schools not participating in museum services	Participation %	Using museums in their area	Using South East museums outside their area
Oxfordshire	26	34	2	94.1%	94.1%	11.8%
Slough	1	11	1	90.9%	81.8%	18.2%
Bracknell Forest	1	6	1	83.3%	NIL	83.3%
Brighton and Hove	5	10	2	80.0%	70.0%	40.0%
West Berkshire	1	10	2	80.0%	20%	70.0%
Southampton	6	14	4	71.4%	50.0%	42.9%
West Sussex	26	37	12	67.6%	24.3%	51.4%
Isle of Wight	10	5	2	60.0%	60.0%	40.0%
Portsmouth	10	10	4	60.0%	50.0%	30.0%
Regional average figure				59.9%		
East Sussex	26	27	11	59.3%	37.0%	37.0%
Kent	46	102	42	58.8%	40.2%	30.4%
Hampshire	45	71	30	57.7%	39.4%	28.2%
Reading	8	7	3	57.1%	42.9%	28.6%
Buckinghamshire	18	34	16	52.9%	20.6%	41.2%
Surrey	27	53	29	45.3%	22.6%	24.5%

(continued)

Table Three (continued)

Wokingham	0	9	5	44.4%	22.0%	44.4%
Medway	4	19	11	42.1%	21.1%	36.8%
Windsor and Maidenhead	5	9	6	33.3%	NIL	33.3%
Milton Keynes	1	10	7	30.0%	NIL	30.0%

Note: there are slight discrepancies between these figures and the regional and sub regional totals in Section Three due to some recently Accredited museums not yet being recorded in the Database

- 5.10 As Table Three shows, the local authority areas with the highest levels of Secondary School participation are Oxfordshire, Slough, Brighton and Hove, and Bracknell Forest (although in the latter case it is based on a relatively small overall number of Secondary Schools within the area). In the case of all four local authority areas, participation is significantly above the regional average. As with Primary Schools, the high level of participation in Oxfordshire and Brighton and Hove is a reflection of the increased investment in museum education services in both areas arising from Renaissance funding for the South East Hub. These two Hub museum services have especially focussed on improving their services to secondary schools since 2003.
- 5.11 It will also be seen from Table Three that, as with Primary Schools, the local authority areas with the lowest apparent levels of participation are Milton Keynes and Windsor and Maidenhead. The participation levels in Medway, Wokingham and Surrey are also significantly below the regional average. Further analysis will be needed to review the position in each case, although it should be recognised that in the latter areas they are all in close proximity to London and thereby local schools may be more likely to engage with museums in the capital.

Schools' use of museum services

- 5.12 In terms of the types of museum services used by schools, data from Phase Two of the project shows that:
- some 13,500 groups of pupils visited South East museums, representing 66% of all activity recorded by the Database
 - some 5,600 loans of collections were made to schools by South East museums, making up 27% of all recorded activity
 - some 1,200 visits by museum staff were made to schools to give talks to pupils and/or explain collections. This is an increasing area of activity for many museums which has been made possible by the investment of Renaissance and Strategic Commissioning funds.
- 5.13 Looking behind the headline figures:
- Primary Schools accounted for a significant majority of overall visits by pupils to South East museums – over 9,100 Primary School pupils compared with some 1,300

from Secondary Schools (the difference between the combined total of these two figures and the overall figure for school visits is accounted for by Middle, Special and Independent schools)

- Primary Schools also form a large proportion for the loan of collections to schools – some 4,400 compared with just 150 recorded loans to Secondary Schools (again, the difference between these combined figures and the overall total is accounted for by loans to Middle, Special and Independent schools)
- the vast majority of recorded visits by museum staff to work on an outreach basis with schools were to Primary Schools – just over 1,200 visits compared with less than 50 to Secondary Schools
- in addition, some 30 teachers/advisors from across the region benefited from placements in museums and archives (supported by the Strategic Commissioning programme), along with a similar number of museum and archive staff undertaking a placement in schools
- finally, Strategic Commissioning supported the production of a range of learning resources which benefited some 230 teachers/advisors and 160 museum staff.

5.14 The following tables examine how often, on average, participating schools have used a museum service during the 2004-06 period. The tables combine data for different types of participation (pupils' visits to museums, loans of collections and visits by museum staff to schools). It is important to note that there is no distinction between the depth of interaction or the level of resources required by museums to deliver different types of service for schools. Also some types of school participation (for example loans of collections and loan boxes) can deliver large numbers more easily. Nevertheless, the tables provide an indication of the behaviour of schools and their relationship with museums within the region.

i) Primary Schools

5.15 Table Four below sets out the average usage of museum services by Primary Schools.

Table Four

AVERAGE PRIMARY SCHOOL USAGE (2004-06)

Local Authority area	Average usage 2004-06
Isle of Wight	62.53
Bracknell Forest	14.21
Reading	12.05
West Berkshire	10.33
Windsor and Maidenhead	8.76
Brighton and Hove	7.92
Wokingham	5.94

Slough	5.91
Oxfordshire	4.91
Portsmouth	4.67
Southampton	4.34
Hampshire	4.20
West Sussex	3.96
Surrey	3.84
Medway	3.26
Buckinghamshire	3.08
East Sussex	2.10
Kent	1.95
Milton Keynes	1.58

5.16 In order to interpret the above data it is important to note that:

- if each class size group of pupils were to use a museum service once a year during their time at Primary School, then South East Primary Schools would need to average in excess of 7.75 uses each year. It will be seen from Table Four that 13 of the South East's 19 local authorities are below this average figure, based on 2004-06 data
- in order to achieve this average level of participation, the region's museums would have to quadruple their current level of Primary School activity. At present it would appear there is a large enough volume of activity to offer all Primary School classes the use of a South East museum once every three years.

5.17 In terms of the performance by local authority areas:

- the Isle of Wight is the most active area with participating schools averaging over 7.5 uses each year, meaning that potentially every Primary class on the Island has access to a museum service. The Isle of Wight has both the highest percentage of school participation (100% - see Table Two) and also the greatest average use (62.53 or over 15 times per year on average). A key factor in this high level of activity is the large number of loan boxes used by Island schools
- the next most active areas were Bracknell Forest, Reading and West Berkshire
- Windsor and Maidenhead had the second lowest percentage of Primary School participation (56% - see Table Two) but a relatively high level of average usage (8.76). This would appear to indicate the presence of a relatively small number of active schools within the area
- the least active areas were Milton Keynes, Kent, East Sussex and Buckinghamshire
- in the case of Milton Keynes its schools have both the lowest percentage of Primary School participation (53% - see Table Two) and the lowest frequency. This makes it

the area where the lowest proportion of schools are using museums and those schools that are, use them less frequently than other areas across the region. It should be remembered, of course, that this project only measures schools' engagement with museums within the region and if Milton Keynes schools (or indeed schools in any other area) are participating with museums outside the South East, this will not be registered in data held in the Database.

ii) Secondary Schools

5.18 Table Five below sets out the average usage of museum services by the region's Secondary Schools.

Table Five

AVERAGE SECONDARY SCHOOL USAGE (2004-06)

Local Authority area	Average usage 2004-06
Isle of Wight	19.60
Brighton and Hove	9.70
Slough	6.09
Windsor and Maidenhead	5.67
Oxfordshire	5.12
Bracknell Forest	5.00
Reading	3.57
West Sussex	3.08
Portsmouth	2.60
West Berkshire	2.50
East Sussex	2.33
Hampshire	2.18
Medway	1.89
Buckinghamshire	1.85
Southampton	1.43
Kent	1.41
Surrey	0.94
Wokingham	0.89
Milton Keynes	0.70

5.19 In analysing the data for average Secondary School usage:

- the Isle of Wight and Brighton and Hove, which both had relatively high percentages of Secondary School participation (60% and 80% - see Table Three) had the greatest average usage amongst the region's local authority areas

- schools in Milton Keynes, Wokingham and Surrey all have the lowest levels of average usage by their Secondary Schools. This is a particular concern because the measured participation by Secondary Schools in those areas was also relatively low – Milton Keynes (30%), Wokingham (44%) and Surrey (45%)
- there appears to be a correlation between areas with low levels of Secondary School participation and the extent of their usage/activity with museums. Four of the six local authority areas with the lowest percentage of Secondary School participation (Milton Keynes, Wokingham, Medway and Surrey) also had relatively low levels of average usage.

5.20 In terms of the range and variety of museums used by all schools (Primary, Secondary and others), Table Six below shows the number of different museums which schools use in each area.

Table Six

NUMBER OF DIFFERENT MUSEUMS USED BY ALL SCHOOLS (2004-06)

Local Authority area	Nos. of different museums used					
	0	1	2	3	4	5+
Bracknell Forest	23.4%	31.9%	17.0%	17.0%	4.3%	6.4%
Brighton and Hove	16.0%	16.0%	27.0%	25.0%	8.0%	8.0%
Buckinghamshire	30.5%	33.8%	19.1%	11.4%	3.3%	1.8%
East Sussex	34.6%	35.5%	16.7%	9.4%	3.0%	0.9%
Hampshire	22.0%	34.2%	21.7%	12.5%	4.9%	4.8%
Isle of Wight	5.3%	29.3%	37.3%	25.3%	2.7%	NIL
Kent	35.5%	36.0%	19.6%	6.1%	1.7%	1.1%
Medway	22.9%	36.4%	21.2%	13.6%	5.9%	NIL
Milton Keynes	49.6%	38.5%	6.0%	6.0%	NIL	NIL
Oxfordshire	11.3%	22.3%	24.6%	19.4%	11.0%	11.3%
Portsmouth	24.3%	23.0%	24.3%	13.5%	5.4%	9.5%
Reading	29.7%	35.9%	20.3%	6.3%	4.7%	3.1%
Slough	28.8%	44.2%	19.2%	5.8%	NIL	1.9%
Southampton	28.6%	30.8%	23.1%	14.3%	2.2%	1.1%
Surrey	29.7%	31.6%	21.7%	11.8%	3.6%	1.7%
West Berkshire	33.0%	31.9%	25.5%	6.4%	1.1%	2.1%
West Sussex	32.0%	30.9%	18.2%	9.7%	4.4%	4.7%
Windsor and Maidenhead	41.0%	37.3%	15.7%	4.8%	1.2%	NIL
Wokingham	34.6%	33.3%	17.9%	6.4%	3.8%	3.8%

5.21 An analysis of the data in Table Six shows the following points:

- Oxfordshire has the greatest percentage (and actual number) of schools that have used three or more different museums – some 42% of schools. This reflects the range of museum provision – particularly Oxford University Museums – to be found in the area
- the second highest percentage of schools that have used three or more different museums (and just below the Oxfordshire figure) is in Brighton and Hove – at 41%. Again this represents the strength and range of museum provision locally
- in both Slough and Kent the percentage of schools that used three or more museums was low at 7.7% and 8.9% respectively. This reflects the relatively smaller number of museums within the two areas
- Milton Keynes and Windsor and Maidenhead had the lowest percentage of schools that have used three or more different museums – both only 6%. This reinforces the points made earlier in the report about the relative lack of participation and schools' use of services in both areas. However, in Milton Keynes this may in part be a reflection of the sizeable level of support provided to local schools through the area's arts provision that may be providing many of the services offered by museums. This issue will be analysed further.

Museum provision and capacity

5.22 Tables Two and Three earlier showed the percentage of museum activity that is located within the same local authority area as a school is based; and the extent of learning which is undertaken with museums based in other parts of the region. There are a number of points to emerge from an analysis of that data:

- both Bracknell Forest and Windsor and Maidenhead indicate the absence of local museum provision used by their Primary Schools – in both areas all participating local Primaries do so with museums outside their own area. This in part reflects the significant range of museum provision to be found in neighbouring parts of the Berkshire area
- although the overall participation level of Medway Primary Schools is high (86%), much of this activity takes place with museums outside the immediate area, reflecting the close proximity of museum provision in neighbouring Kent. On the other hand, Kent schools appear to use mainly Kent based museums
- in Oxfordshire, Brighton and Hove, Hampshire and the Isle of Wight the majority of provision for Primary Schools is supplied by museums situated in the same area. This reflects the Island's geographic position and, in the case of Oxfordshire, Brighton and Hove and Hampshire, the strengthening of activity arising from Renaissance investment and, as a result, each service's successful engagement with their local schools.

- 5.23 The role of Education Officers employed within museums across the region is clearly an important factor in boosting schools' participation in museum related learning. The Database identified that some 96% of recorded activity with schools was undertaken by museums that had Education Officers. Table Seven below highlights the relative levels of activity undertaken by museums with Education Officers compared with those museums without such capacity.
- 5.24 Where an Education Officer is not employed by an individual museum, the Strategic Commissioning initiative has proved an extremely useful means of engaging and supporting such museums. This has involved activity such as training sessions for staff using digital technology, which in turn supported the continuous professional development of museum staff.

Table Seven

**THE ROLE OF MUSEUM EDUCATION OFFICERS (2004-06) :
SOUTH EAST REGION (ALL SCHOOLS)**

Museum Education Officer	Loans of collection	Visits to museum (facilitated)	Visits to school	Totals	%
Yes	5,534	12,809	1,206	19,549	96.3%
No	56	643	31	730	3.7%
% of activity with Museum Education Officer	99%	95%	97.5%	96%	

Impact of diversity and social deprivation on schools' participation

- 5.25 As part of the Database, deprivation was measured using the percentage of Free School Meal (FSM) uptake in each Primary and Secondary school within the region. In broad terms the greater the percentage of pupils who receive free school meals, the higher the level of deprivation present in the school's population. In addition, the project measured diversity in order to consider the potential impact that the ethnic composition of a school might have on its participation with museums.
- 5.26 Data from the project so far does not clearly demonstrate any pattern which links non participation in museum related learning directly to the levels of social deprivation present in either Primary or Secondary schools. Also the ethnic diversity of a school's pupil population does not appear to have a significant impact upon the behaviour of either Primary or Secondary schools.
- 5.27 However, it is intended to further monitor the position of both FSM take up and the ethnic diversity of pupils in the project's next phases so as to determine whether either factor has an impact on participation in museum related learning.

SECTION SIX : NEXT STEPS AND ISSUES TO BE PURSUED

6.1 The Schools Database project was initiated in 2004 by the regional Hub and MLA South East working in partnership and was largely funded by Renaissance at that early stage. Since then, the national Strategic Commissioning programme has become an important partner in the project and it is now funding the setting up of similar databases in the other regions so that schools participation can be monitored nationally. In the light of the development of similar databases, decisions will now be taken jointly by the Hub and MLA South East as to the future work programme and scope of the Database project.

6.2 In addition it is important to consider the lessons learned from the project and the issues to be addressed following this analysis of the data so far. In doing so, it will be important to accommodate the needs of all the partners contributing to the project in a way that will be of benefit to the museums community and, increasingly to archives as well. We have, therefore listed a number of 'next steps' that are either required as part of Strategic Commissioning, or we think are in need of further consideration. The issues are divided between those of a strategic nature and those which are more operational matters.

i) Strategic

6.3 This comprises action to:

- determine how the work of the Database project can complement and feed in to the national data collection arrangements being developed by MLA nationally in the context of both Renaissance and Strategic Commissioning
- examine the areas of relatively low participation by schools identified in Phase Two and the reasons for that low participation. This is likely to include in-depth research, either by working with local authority advisers and/or discreet pieces of action research. In doing so it will be important to consider the alternative opportunities represented by museums outside the region (particularly those national museums located in London) and the extent of 'competition' from other cultural sectors (such as the arts and sport) who are working with schools
- identify and verify 'cold spots' where Strategic Commissioning and Hub education activity should be targeted and develop interventions which address specific barriers to participation. This will be an important issue for the Hub and MLA South East to consider in developing the next Renaissance Business Plan covering the period from April 2008 onwards
- identify and disseminate information on the critical success factors for the local authorities with the highest levels of participation in order to learn lessons from their success. This will include the Isle of Wight, Oxfordshire and Brighton and Hove, together with the Berkshire unitary authorities in terms of average Primary School usage. Such identification and dissemination might be undertaken as part of a series of exemplar case studies
- undertake further data collection and analysis on the areas of curriculum support represented by museum related learning across pupils' Key Stages. The project has

started to explore the extent of museums' support for the Core National Curriculum subjects of English, Mathematics and Science – and how this compares with other subject areas (such as Science, Geography, History, Art and Design, Design and Technology, Creativity and Thinking Skills). This will be probed further in the project's subsequent work

- demonstrate to local authority cultural services how the data on schools' participation can be used as evidence in achieving local government outcomes, such as those within Local Area Agreements
- refine the reporting structure for measuring the impact of Renaissance activity to increase participation, including:
 - continuing to encourage and measure the increase in provision targeted at secondary schools
 - continuing to support and measure the development of Science to diversify provision across the Curriculum
- identify and evidence a number of key areas for development that require further action in working towards a universal cultural offer for school aged children:
 - reinterpret the data to examine levels of participation by individual children during their school careers, including the depth of participation (number and type of interactions with museums)
 - examine the potential for improving museum education activity in those areas with apparent low provision and developing a strategy to do so.

ii) Operational

6.4 This involves action to:

- promote and train the sector in the ethical and collaborative use of the Schools4Museums web resource, its benefit to their everyday activity, and how it can be used as an advocacy and evidence tool. This may well be done as part of a peer-to-peer learning programme and through the Museum Development Officer network
- verify the key findings of the report by sampling museums to see how accurately they reflect the experience of individual museums
- continue to encourage museums and selected archives to input data for periods after the end of Phase Two collection (July 2006) in order to meet the requirements for quarterly reports for both Strategic Commissioning and Renaissance
- monitor the use of the database by museums and Museum Development Officers and undertake user evaluation.