

Museums Alive! For Schools

'Providing a Comprehensive Service to Schools'

Yorkshire Museums, Libraries and Archives Council



A study by:



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1. Introduction

QA Research (QA) is delighted to present this report to the Yorkshire Museums Libraries and Archives Council (YMLAC). The purpose of the report is to provide an understanding of school participation in museum education, exploring the relationship between use, provision and barriers to increased participation.

In previous years, QA has contributed heavily to the development of museum education in the region, and has provided key research to support the development of the Yorkshire Renaissance Hub's 'Educational Programme Delivery Plan' (EPDP) (2004). YMLAC has attempted to act innovatively and creatively with this research, and we feel it forms a solid foundation on which to improve the services of museums to schools.

This report is presented in a sequential manner, and provides the findings of three distinct research activities in three separate sections. These sections represent the body of the report, and aim to present primary evidence, whilst striving to test a number of hypotheses. Clear conclusions and recommendations are made, on the basis of this evidence and analysis, in the final section.

2. Research Context

Current government policy is laying the foundation for an '*enriched National Curriculum with wider opportunities for pupils to learn*'¹. New objectives and methods for learning are being introduced to try to enhance learning and skills development. Museums, Libraries and Archives will contribute significantly to the new learning experience. In the DCMS' key strategic document 'A Common Wealth' it is noted:

*"Education in Britain is in transition from a model of predominantly state provision through formal institutions, to the broader concept of a mixed economy through formal and informal learning in which community participation, training and formal education are mutually enriching processes... Museums will make a vital contribution to this new world of personal learning."*²

The Museums, Libraries and Archives Council support this vision, advancing the idea that '*inspiring and supporting learning is at the heart of the mission of every museum, library and archive. Their collections are the building blocks of learning*'³. The MLA is working closely with both the DCMS and the DfES to raise the profile and contribution of Museums, Libraries and Archives to learning and skills development.

Both the DCMS and the DfES have attempted to realise their strategic goals through support for, and co-ordination of, a number of initiatives in the sector. These initiatives include; Inspiring Learning for All, The Museum and Galleries Education Programme, The Designation Challenge Fund, Culture Online, Strategic Commissioning, Creative Partnerships and Museums and Galleries Month, to name but a few.

The 'Campaign for Learning through Museums and Galleries'⁴ (CLMG) has provided valuable stimulus to the development of this vision. The CLMG lobbied government ministers and civil servants, provided training for policy makers and has established visible forums to generate ideas

¹ Department for Education & Skills (2002) 'Education and Skills: Delivering Results, A Strategy to 2006'

² Anderson, D. (1997) 'A Common Wealth: museums and learning in the United Kingdom, DCMS'

³ Museums, Libraries and Archives Council (2004) 'Investing in Knowledge'

⁴ <http://www.clmg.org.uk/learning/schools.html>

and consensus on relevant issues. The campaign also emphasised that museums and archives can cover all areas of the National Curriculum for every age group. Such institutions have the potential to engage hard to reach groups which perhaps school based learning has not engaged. A funding initiative by the DFES, The Museums and Galleries Education Programme (MGEP), has already funded projects in the Yorkshire region which explore innovative ways of delivering the national curriculum.

YMLAC's prime role is as an advocate for the region's museums, libraries and archives, and we understand its strategic role in enhancing and sustaining provisions within these institutions. Underpinning the research findings is an awareness of the challenges facing the entire sector.

*"Capacity needs to be increased in the museum education sector in terms of both numbers of education staff and training. Research needs to be undertaken in order to understand further the value of museum learning, and examples of best practice need to be published. Similarly, skills sharing and dissemination of good practice generally needs to be encouraged to enable those museums (usually the smaller museums) that are currently under-exploiting the education market to perform better."*⁵

In delivering these very definite 'needs' we recognise the importance of this research project to YMLAC's strategic planning. In completing this work we will be guided by the motivation to:

*"Develop the methodologies and gather the information necessary to map access in the sector...To report on the specific needs of museums and archives in developing the learning potential of their collections and in working with new audiences."*⁶

⁵ ABL Cultural Consulting (2002) 'UK Museums Needs Assessment'

⁶ Museums, Libraries and Archives Council (2004) 'Using Museums, Libraries and Archives to Develop a Learning Community'

3. Aims & Objective

In commissioning this work YMLAC has requested a clear picture of the participation of schools in Yorkshire and the Humber's museums and archives. Such an analysis should lead to an investigation of why certain schools do not participate in museum education. YMLAC has also asked to be provided with a clear classification of museum and archive provisions.

Our overarching aim within this project is as follows:

'To provide an understanding of participation (by schools) in museum education, establishing the relationship between use, provision and barriers to increased participation'

Within this over-arching aim lie three objectives, which are reflected in the report in three separate sections, with cross-references against one another to add value.

- | | |
|-------------------------------------|---|
| 1) School Participation | This section will establish the quality of record keeping within museums, and gather school visit records to create a dataset of school participation in museum services. A geographical analysis of participation/non-participation will be provided, and museum site reports will be generated. |
| 2) Museum/Archive Provisions | Through direct communication with each identified museum we will establish a dataset of provision; leading to classification of institutions and an assessment of the correlations between usage and provision. |
| 3) Barriers to Participation | We will identify school perceptions of barriers to increased participation. In addition we will explore non-participant methods for planning museum visits and potential motivators for enhanced participation. |

YMLAC is the first regional MLA council to undertake such a piece of work, and it is hoped that this research will enable strategic decision making, and facilitate the marketing (to schools) of the services of the region's museums. The data in this report is provided at varying levels of specificity, to enable YMLAC to see both a 'micro' and 'macro' picture, particularly with regard to school participation. A detailed 'micro' picture will be provided in the appended Site Reports. Prefacing each section is a detailed methodology charting the highs and lows of the process to aid future researchers in this area.

As a separate output from this report, QA is providing the school usage records and museum provision in a format that can be further manipulated. We hope that there will be a continuing benefit from this, and that in supplying the data in this form, we are providing the tools to make future decision-making more informed.

4. Executive Summary

4.1. Participation in Museum Services

1. Statistically, this is a highly representative study, which can be confidently used for strategic planning for the region. We can be 99% confident that the results will not vary by more or less than 0.7%.
2. In total, we collected school participation records from 80 of Yorkshire and the Humber's museum. This constitutes collected data from 49% of the total number of museums in the region. However, given that we have captured the regions biggest museums, we can be assured that a significant amount of participation is contained within our database.
3. The collection of school participation records has highlighted the poor state of record keeping, overall, in the region's museums. As much as 70% of the total records provided by museums were incomplete in some fundamental way.
4. Our database contains 11,428 usage records relating to 10,132 school visits to the region's museums in the period September 2003 – July 2004. Of this number, the origins of 9,598 participating schools can be located with XY co-ordinates.
5. 7,324 school visits were made from schools located in the Yorkshire and Humber region. Other key markets for the region's museums are the East Midlands, the North West and the North East.
6. Approximately 70% of all school visits were made by primary/junior/infant schools and 30% by secondary schools. Despite this, primary schools still represent the greatest untapped market.
7. Approximately 269,000 pupils from Yorkshire and the Humber's schools visited the museums participating in this research. Overall, around 99,000 pupil visitors were from schools outside the region.
8. The research has generated important evidence linking non-participation to both areas of deprivation and rurality. Of the non-participating schools, 27% were in the bottom 20% of the Indices of Multiple Deprivation ranking system.
9. Deprivation in terms of educational provision and attainment appear to be specific factors driving non-participation. Areas lacking museum service provision like North East Lincolnshire and Scarborough evidence this, whilst settlements like Doncaster, Barnsley and Sheffield show high levels of non-participation in relation to educational deprivation.
10. Issues surrounding the accuracy of records and access to them complicate the picture of participation, but overall, there appears to be a large number of museums that serve the same schools. This points to there being a healthy choice and range of provision for those schools able or willing to visit.
11. Non-participation has three 'faces'; non-participation because of distance to provision, non-participation despite proximity of provision and non-participation due to the impacts of socio-economic circumstance.

4.2. Museum Provision

1. A comprehensive service is defined thus:
 1. Coverage of all curriculum areas (26 identified curriculum areas)
 2. Provision for Key Stages 1, 2, 3 and 4
 3. Application of all appropriate delivery mechanisms (18 identified mechanisms)
2. It is not appropriate for any one museum to offer such a comprehensive service across all subjects, at all key stage levels. However, this could be a regional, or sub regional objective.
3. Information on provision was obtained for 117 separate sites, representing returns from 60 out of the 68 organisations (88%) defined as universe for this study.
4. Hypothetically, a comprehensive service is offered by the region's museums if all curriculum subjects, key stages and delivery mechanisms are provided for. Our provisions matrix identified a possible 468 ways of providing a service (across key stages, curriculum subjects and delivery mechanisms. If all 468 ways are provided for, then we can state that a fully comprehensive service is on offer. At a regional level, 391 ways of providing museum services are evidenced, suggesting that regional provision is 84% comprehensive.
5. Looking only at key stage areas and curriculum coverage, 73 from a total of 104 areas were covered (70%). Notable absences are key stages 1, 2, 3 and 4 coverage for P.E, modern language coverage for key stages 1 & 2, and music coverage for key stage 4.
6. Coverage of the curriculum is greatest at key stage 2, followed by key stage 1 then key stage 4.
7. Extensive provision is evidenced for history, along with art and design, English and science. Over half of the museums participating in the research provide services that cover history and art & design at key stage 1 and 2 level.
8. Across the region, there is no formal museum provision for physical education (PE).
9. Provision is more limited for ICT, mathematics, modern foreign languages and music at each of the key stages.
10. While no local authority area offers a fully comprehensive service, this study has highlighted that the local authority areas of Bradford, Leeds and York come closest, while Barnsley, Hambleton, Selby and Scarborough have the most number of gaps in provision.

4.3. The Barriers to Participation

1. Our survey of 200 schools, identified as not participating in Yorkshire and the Humber's museums, provides a useful insight into the barriers to participation. The results reveal a surprisingly high level of participation in smaller cultural services and non-museums.
2. A relatively large number of non-participants (as defined by our participation research) identified themselves as actual participants in Yorkshire and the Humber's museum services. Overall, 39% of schools stated that they had in fact visited museums for which QA collected school visit records. This constitutes a number of missed instances of participation within our research.
3. Non-participant schools have shown a low level of participation in museums outside of Yorkshire and the Humber. Only 8% of non-participants evidenced this activity.
4. Cost, distance to travel and the appropriateness of services were the main reasons provided for not participating. In total, 64% of schools that had not participated in any region said cost was a significant barrier. Nearly half (48%) of this sub-group also cited inappropriate provision as a major barrier.
5. The most predominantly used sources for planning a museum visit (in the eyes of non-participant schools) are museum's marketing materials, the internet and other colleagues/staff.
6. This research has uncovered a cautious mentality among non-participants. In addition to this, non-participants appear to have a geographically narrow awareness of provision and services.
7. Overall, 43% of non-participants deemed themselves to be 'aware' of museum services. No respondent schools saw itself as completely unaware. Compared to absolute non-participants, those non-participants that had visited museums outside the region were more 'aware' of museum services.
8. There was consensus among non-participants that they would not visit a museum unless it had clear links to the curriculum. Non-participant schools did not, in general, envisage the possibility of museums failing to engage their pupils should they visit.
9. Improved transport arrangement for schools, along with pre-completed risk assessments and curriculum based resources were among the biggest potential motivators for non-participants. Less motivating would be teacher secondment and alternative methods of service delivery.

5. Participation in Museum Services

5.1. Introduction

This section focuses solely on the statistical evidence for participation of schools in museum services. As we shall detail in the 'Methods' section below, we have sought to develop a regional picture of participation by amalgamating the school visit records of a large number of museums in Yorkshire and the Humber. By bringing together these records we have sought to identify, on a regional level, those schools that participate in museums and those who do not.

A macro picture of participation is provided and certain hypotheses are tested against our participation data. A more granulated, 'micro' picture is offered in our Site Reports, which presents participation from the perspective of the visited museum. These Site Reports are appended to this document.

5.2. Methods

Initial Surveying

The task of collecting and inputting data relating to school participation in museums requires extensive resources and planning. As an initial task, we used BVPI information and YMLAC's regional knowledge to define the universe of museums for this research. Following this, we undertook a brief survey with the identified museums to clarify how school participation records were kept, in what format they were kept, and how amenable the museum was to the research. It was decided that we concentrate on organisations experiencing more than 20 visits from schools in the academic year September 2003 – July 2004.

Data Collection

On completion of the initial survey we established a list of 42 organisations on which to focus the research effort. These organisations are responsible for approximately 100 museum sites. Each organisation was contacted, initially by letter, then by telephone, to discuss the logistics of delivering to us their school visit records. An important outcome of this stage was ascertaining what form the records were kept in; i.e. electronic, paper-based or a combination of the two. This information would have a direct bearing on the amount of time and resources required to assimilate this data into a common database.

Each organisation was given at least two weeks to return their school visit data or plan for its retrieval. Reminder calls and emails were used extensively to give every site the opportunity to participate. The data collection period stretched from February to April 2005.

Data Inputting

A central Microsoft Access database of school visits was established at the outset of the data collection exercise – designed specifically for the purpose by QA's ICT team. This database enabled us to import all those records that could be collected in electronic form from museums. Paper-based records were inputted into the database, and a tracking system for collected data established. All data that was supplied in written form was retained until a substantial amount could be inputted in 'batches'. In total, at least 20% of all inputting was quality checked.

Data Cleansing

Once the overall quality of the records was known, the extensive task of 'cleaning up' the data was initiated. As you will see in the section that follows on the quality of the data collected, approximately 70% of the 11,428 records lacked one or more key elements. Large amounts of missing data were evident within the final database, along with extensive errors and inaccuracies. An example of incomplete data would be an incomplete school name, or missing postcode. When missing data was detected, we cross-referenced with existing data and used Internet searches to 'fill the gap'. Any school in the records that did not have a unique name, without an identifying postcode or any other clue regarding its location, was deemed 'indeterminate'.

Data Analysis

Once an acceptable level of accuracy was established, all the records were 'geo-coded' using the school's postcode. Through this process, each visiting school was given XY co-ordinates, the key ingredient to the use Geographical Information Systems (GIS).

In our GIS software (MapInfo™) distances between the school and the visited site were calculated. These distances were then imported into SPSS where usage histograms were generated to represent the relationship between the extent of use and the distance of the school from the site (see section 6). Key statistics were documented relating to how far away from the museum 25%, 50% and 75% of school visits were.

To provide YMLAC with important data pertaining to those schools that were not participating in museum services, we undertook extensive data analysis in Microsoft Access™. Initially we purchased a definitive database of all the region's schools that detailed their type, postcode and name. Those schools that were stored in our participation database were then matched to their equal in the definitive database. This left a number of schools that we could class as non-participating. Whilst our 'macro' analysis is based on all collected data, our 'micro' analysis that is found in the Site Reports, focuses only on those museum that experienced 10 or more school visits in the given period.

Data Quality

Where pupil numbers have not been recorded by a museum we have tried to fill in the gaps. To do this, we have taken total pupil visitor numbers for the museum and subtracted the pupil numbers from our records. The number left over was then divided by the total number of records lacking a pupil number. Where total pupil numbers were not provided, we have used the figure 30 (which is the mode of all pupil numbers).

As set out above, rigorous steps were taken to ensure that participating schools were accurately named. To assure data quality, a cross checking period (to amend inputting errors) ran throughout May 2005.

Statistical Accuracy

QA was able to match 9,599 records with XY co-ordinates. If we make a pessimistic assumption that this accounts for 70% of the total number of school visits made in the stated period, then in statistical terms, this means that we can be 99% confident that the findings are accurate. We believe that this research accounts for more than 70% of the school visits to the region's museums. In simplistic terms we can be 99% confident that the results will not vary by more / less

than 0.7%. Given this level of representation, we can be confident in the results and their use for strategic planning.

5.3. A statement on the data

In total, records for **39** service providers were collected. This equates to records for **80** museums. Of those 39 organisations, **15** provided their records in paper-based form and **24** museums provided records in electronic form. Those electronic records that were provided in Excel were imported into our database. Half of the electronic records were provided in Microsoft Word documents (including all sites in Leeds, Kirklees and major players such as the Jorvik Centre). For such records it was expedient to manually input them. Approximately 70% of all the records provided had of some form of data missing.

Such inconsistent and incomplete data storage has meant that significant resource has been invested in 'translating' data into an appropriate format. This exercise has increased the margin of error in the data.

On receipt of the data from museums, we removed every visit that could be categorically classed as being made by a non-educational establishment. To guarantee the accuracy of the data we have taken a very rigid definition of 'school'. Rather than attempt to include everything that has the *possibility* of being a school, we have tried to validate all records that are not clear. We have taken a firm line on including only those that can be confirmed to be schools on the Department for Education and Skills, AXCIS or National Grid for Learning websites.⁷ School visit data has been stored for further education and pre-school institutions, but has not been included in our analysis.

Such a strict definition of 'school' will no doubt impact on the headline totals for participation that we put forward in this report. We would suggest that participation, as defined in this research, is to be taken as a minimum for the region.

Despite the extent of validation undertaken, it seems right to provide certain 'health warnings' for the data. There are a number of considerations that we must take into account, especially when breaking the data down by geography:

- There is a definite gap in the data for museums within the East Riding of Yorkshire. The records for these museums were not supplied within the timescales specified.
- The records supplied by North Lincolnshire Council did not specify the site visited. Hence all records have been assumed to relate to the North Lincolnshire Museum.
- Multiple visits made to the Jorvik and Archaeological Resources Centre (ARC) were not denoted. This does not affect the breakdown of usage by local authority, but it does affect assessments of pupil visitors.
- Where schools have booked through an educational tour company, it is sometimes the case that the latter is recorded as the visiting body. Given this, the postcode provided relates to the company's location, and not the visiting school. In these instances the school has been named 'unknown'.

⁷ These websites provide detailed information on the vast majority the UK's schools. These sources were used to cross-reference and validate school names, postcodes and types.

- In light of the methods used for establishing who the non-participating schools are, it is likely that those schools who are classed as 'indeterminate' or 'unknown' will actually have participated. There is also likely to be a number of schools who have participated in museum services, but have not been recorded by the museum.
- The use of 5 figure co-ordinates, has placed some schools within the region, that a more precise geo-coding may have not. We have tried on key analysis to use 6 figure co-ordinates were possible.

An area of significant missing data is pupil visitor numbers. Some museums simply did not provide this information. Where there are isolated instances of missing pupil numbers for a museum, we have tried to fill in the gaps. To do this we have taken total pupil visitor numbers for the museum in the period of study, and subtracted the pupil numbers our records have given rise to. The number left over was then divided by the total number of records lacking a pupil visitor number. Where total pupil numbers for the period have not been provided, we have entered 30 as an appropriate estimate.

For certain museums, this method of filling gaps was extensively applied. We have detailed the most pertinent examples of this below;

1. Abbey House Museum
2. Royal Armouries
3. The Waterways Museum
4. Jorvik

5.4 A macro perspective

Understanding school participation on a broad level will be crucial to making informed, strategic decisions on how to enhance learning through museum services. Below we have tried to render intelligible the extensive dataset that we have compiled on school participation. Breaking school visit data down by its inherent characteristics provides an understanding of the nature of participation within a regional frame. A large number of museums participated in this research, and these can be classified as such;

Table 1: Regional Museums and captured museums

Type	Total in Region	Total captured by our research
National (partly or wholly funded by Government)	8	3
Local Authority	72	48
University and FE/HE	8	0
Independent	75	28
Other	0	1
Total	163	80

Our school participation database contains **11,428** school visit records. This number includes visits from pre-school and university institutions. After taking into account the limitations of the data (outlined above), we have inputted and stored key data relating to **10,133** school visits to the region's museums in the period September 2003 – July 2004. Of this number, the origins of **9,599** school visits can be located with XY co-ordinates. Inevitably, the process of 'geo-coding' postcodes cannot gain all XY co-ordinates. This is a result of incorrect postcodes and gaps in the Royal Mails postal address file. Hence, the location of a number of schools that visited the regions museums (534 out of the 10,133) is not available.

The above **9,599** have been identified as; primary, infant, junior, infant & junior, middle, secondary or primary & secondary schools. These 'types' have been extracted from the museum records, and have been inputted in our participation database. When we cross-referenced our inputted data against our definitive database of the regions schools we found a number of discrepancies. There are small (but important) differences between the two databases with regard to the 'types' of certain schools. Using our definitive database we have identified **7,324** visits made by schools located in the Yorkshire and Humber region, and we have also been able to identify **2,275** visits being made from schools outside of the region.

5.4.1 Participation by Type

From our detailed research, we understand the number of schools within Yorkshire and the Humber to be **2,543** schools. This number is derived from our database of schools within the region, and this is what we have used as our universe of regional schools throughout the research⁸. We accept that no database can be definitive, but for the purposes of the research we have used this data as such.

To obtain key data pertaining to the schools within this universe, we purchased a comprehensive database of educational establishments from one of our quality assured database suppliers. The subsequent database provided contact details and identifying characteristics for the regions schools. This database provided a foundation for all research into participation and non-participation. Below we present an overview of the schools universe by cross-tabulating the number of schools by their local authority and type;

Table 2: The schools universe

Local Authority	Primary	Secondary	Special	Primary & Secondary	Junior	Infant	& Infant Junior	Middle
Barnsley	74	18	1	0	5	5	2	0
Bradford	184	38	11	1	4	1	0	2
Calderdale	59	17	4	1	5	6	14	0
Craven	35	9	1	0	0	0	0	0
Doncaster	86	26	7	1	14	14	5	0
East Riding of Yorkshire	111	21	5	0	14	16	0	0
Hambleton	45	6	1	1	1	1	1	0
Harrogate	75	16	2	2	7	6	0	0
Hull	77	15	4	0	0	0	0	0
Kirklees	53	38	8	1	25	33	49	0
Leeds	228	53	7	5	8	11	0	0
North East Lincolnshire	31	9	3	2	15	11	0	0
North Lincolnshire	46	13	3	0	9	12	0	0
Richmondshire	28	4	0	0	1	1	0	0
Rotherham	58	17	10	0	25	23	4	0
Ryedale	34	6	0	1	1	1	0	0
Scarborough	38	7	3	2	5	4	0	0
Selby	40	8	0	0	2	1	0	0

⁸ As part of this research we purchased a database of schools from a recognised database supplier. Given our information needs, it is likely that we have failed to capture a minority schools within the region.

Sheffield	119	38	4	1	26	29	1	0
Wakefield	48	24	4	0	25	21	40	0
York	52	17	3	2	4	4	0	0
Peripheral	7	0	0	0	0	0	0	0
Total	1528	400	81	20	196	200	116	2

In understanding how many of the schools within our universe have participating in museum services, we have had to cross-reference our participation database against our universal database. This, in essence, entailed matching schools in the two databases by name, postcode and type. Those schools that have participated in museum services can be sub-divided into the following categories by their type:

Table 3: Participating schools

School Type	Number of participating schools	% of total participating schools	% of total schools in the region
Infants	113	5.4%	4.4%
Infant & Junior	36	1.7%	1.4%
Junior	252	12.1%	9.9%
Primary	1,452	69.9%	57.1%
Primary & Secondary	14	0.7%	0.6%
Secondary	476	22.9%	18.7%
Special	78	3.8%	3.1%

Our participation database categorises some schools as being of two or more types. When we tally up the 'Number of participating schools' column above, we arrive at **2421** schools. When we look at these 2421 schools irrespective of type, we can identify **2,077** unique schools. Hence there are **344** schools that have multiple classifications (in terms of their type) within the participation database. These multiple classifications are obviously not mirrored in the universal database.

78 of the participating schools have been defined as either; primary, infant, junior, infant & junior, middle, secondary or primary & secondary schools in our participation database. Our universal database, however, classifies these same 78 as non-schools (potentially FE, pre-school or other). Hence, our universal database would denote 1999 participating schools in the region.

Having identified and located those schools that have definitely participated, we have been able to detail those schools that are *likely* not to have participated in museum education. We have identified 544 schools that have not appeared on our museum's usage records for the academic year September 2003 to July 2004:

Table 4: Non-participating schools

School Type	Number of non-participating schools	% of total non-participating schools	% of total schools in the region
Infants	89	16.4%	3.5%
Infant and Junior	13	2.4%	0.5%
Junior	34	6.3%	1.3%
Primary	344	63.2%	13.5%
Primary and Secondary	8	1.5%	0.3%
Secondary	36	6.6%	1.4%
Special	20	3.7%	0.8%

The findings here suggest that secondary schools are rather un-represented among non-participating schools identified compared to the total number of visits made by this type of school. Even given the differences in the universe of primary schools and secondary schools, proportionally, secondary schools participation appears to be somewhat higher.

5.4.2 Participation by Geography

We can breakdown participation by the origin of the schools that visited a museum. Origin can be defined in a number of ways from postcode district, to super output area, to local authority.

We have provided a breakdown of participation in terms of the Local Education Authority (LEA) origin of the visit. By comparing and contrasting levels of participation in terms of LEA's we can begin to see where resource and effort may need to be invested to engage schools more effectively.

The number of school visits by local authority looks as follows⁹;

Table 5: Regional school visits by Local Authority

Local Authority	Number of school visits
Barnsley	167
Bradford	1315
Calderdale	284
Craven	79
Doncaster	350
East Riding of Yorkshire	360
Hambleton	58
Harrogate	278
Hull	5
Kingston upon Hull, City of	258
Kirklees	663
Leeds	1209
North East Lincolnshire	123
North Lincolnshire	127
Richmondshire	32
Rotherham	310
Ryedale	53
Scarborough	81
Selby	95
Sheffield	770
Wakefield	423
York	282
Unknown/Peripheral	2
Total	7324

⁹ It should be noted that this research does not include analysis of school visits to the East Riding of Yorkshire's museums, the data for this was not provided in the given timescale

Those schools that have visited Yorkshire and the Humber's museums from outside of the region have their origins in the following;

Table 6: Non-regional school visits by region

Region	Number of school visits
East Anglia	114
East Midlands	569
North East	344
North West	662
Northern Ireland	30
Scotland	131
South East (Including London)	199
South West	26
Wales	27
West Midlands	153
Peripheral ¹⁰	20
Total	2275

Those schools in the region deemed to be non-participating can be broken down by local authority origin. A breakdown of the non-participating schools in the East Riding of Yorkshire has not been included below, as no returns were provided by museums in this local authority¹¹;

Table 7: Non-participating schools by Local Authority

Local Authority	Number of non-participating schools
Barnsley	30
Bradford	20
Calderdale	17
Craven	11
Doncaster	45
Hambleton	28
Harrogate	25
Hull	21
Kirklees	35
Leeds	26
North East Lincolnshire	20
North Lincolnshire	23
Richmondshire	17
Rotherham	30
Ryedale	19
Scarborough	23
Selby	11
Sheffield	46
Wakefield	28
York	13
Peripheral	5
Total	493 (excluding schools in the East Riding)

¹⁰ Given the limitations of five figure XY co-ordinates, some schools fell within Yorkshire and the Humber as part of this analysis

¹¹ It should be noted that this research does not include analysis of school visits to the East Riding of Yorkshire's museums because this data for this was not provided in the given timescale.

5.4.3 Pupil Visits Numbers

A total of **269,464**¹² pupils, that attend Yorkshire and the Humber's schools, visited the museums participating in this research. Pupil visits that originate from schools outside of the region totalled **98,987**.

Given the limitations of the data outlined above, we can say that this is a conservative assessment of pupil visits. Given the fact that certain data was missing from museum records, and difficulty geo-coding school postcodes, we can say that this figure may be significantly higher. Factoring in omitted data from regional museums and accounting for error in record keeping and inputting, we estimate the number of pupil visits originating from within the region to be approximately 300,000¹³. Including the number of pupils from participating schools from outside the region, we can estimate that the total number of pupil visits, for the academic year 2003-2004 to be between 400,000 and 430,000. There is evidence to suggest that non school visits are being logged in the BVPI returns from museums. This accounts for a more limited perspective on the number of pupil visits than the BVPI figures would indicate.

What follows is a breakdown of pupil numbers by local authority for those schools visiting from Yorkshire and the Humber;

Table 8: Regional pupil visits

Local Authority	Number of pupil visits
Barnsley	6792.5
Bradford	41824.5
Calderdale	10927
Craven	2572.5
Doncaster	14208.5
East Riding of Yorkshire	15658
Hambleton	2341
Harrogate	9329
Hull	8540
Kirklees	24664
Leeds	44366.5
North East Lincolnshire	6094
North Lincolnshire	6060.5
Richmondshire	44.5
Rotherham	1566.5
Ryedale	11915.5
Scarborough	1569
Selby	2902.5
Sheffield	3995.5
Wakefield	27482.5
York	15396
Peripheral	11221
Total	269,471

¹² This figure is based on a five figure co-ordinates. For accuracy to six figure co-ordinates please see the local authority breakdown.

¹³ This factors in missing data from such organisations as the East Riding of Yorkshire, missing data pertaining to multiple visits to the Jorvik Centre and the ARC, and an estimation of error in inputting and documentation.

Those participants that have travelled from outside of the region to visit museums can be categorised by their regional origin;

Table 9: Non-regional pupil visits

Region	Number of pupil visits
East Anglia	4856
East Midlands	25110.5
North East	14993
North West	27242
Northern Ireland	1140.5
Scotland	5940.5
South East (Including London)	9416.5
South West	1183.5
Wales	1236
West Midlands	7163
Peripheral with Yorkshire and the Humber	705.5
Total	98,987

5.4.4 Factors Influencing Non-participation

In this section, we explore the factors influencing non-participation by manipulating the data collected from museums. By testing potential theories against the data we can perceive their relevance and accuracy.

One hypothesis for non-participation is that deprivation factors impose both attitudinal and financial constraints on potential visitors. To test this hypothesis we have mapped non-participating schools on top on the Office National Statistics' *Indices of Deprivation (IMD)*¹⁴. This measure allows us to see whether there is a correlation between deprivation and non-participation.

The IMD presents data relating to deprivation by Super Output Area (SOA). These are geographic areas that are the constituent parts of a local authority. These areas differ in size and spatial boundaries to wards, and have a minimum population of 1000 people. Yorkshire and the Humber has 3,293 Lower Super Output Areas, and these are the areas that we have investigated in the course of this research.

For our purposes the IMD provides two useful sets of data. The first, the **IMD score**, rates SOAs across six domains (see footnote) to formulate an overall deprivation score. The second useful data set, the **IMD ranking score**, defines every SOA on a scale running from 1 to 32,482. There are 32,482 SOAs in England, and hence the ranking score represents an ordering of these in terms of their deprivation. Of the 544 non-participating schools identified, we ascertained IMD and educational ranking data for 538 of them. Given the absence of participation data from the East Riding's museums, we have excluded schools from this local authority from our analysis. This has left us with a core number of 487 non-participating schools, on which to base our analysis¹⁵.

¹⁴ The Indices of Multiple Deprivation was established to gauge exclusion and poverty in quantitative way. The indicators for deprivation cover six domains; income, employment, health/disability, education, skills/training, housing and access to services.

¹⁵ The reader will note that earlier in the section we identified 493 non-participant schools (excluding East Riding schools). IMD data and XY co-ordinates for 6 of these schools was unobtainable, hence the reduced number on which the analysis is based.

Two *scenarios*, should they be evidenced, would reveal a correlation between deprivation and non-participation. These scenarios would be;

1. Where non-participating schools are generally in more deprived SOAs than participating schools.
2. Where there is non-participation 'clustering' in areas of deprivation, revealing a likely correlation between deprivation and participation.

To test the first *scenario* we ran our school participation database through MapInfo™, laying participation data on top of IMD data. This enabled us to attribute every participating school in the region with the deprivation score of their Super Output Area. This procedure was then repeated for the SOAs in the region containing non-participating schools, therefore leaving us able to cite a deprivation score for all schools in the region (be they participating or non-participating). Following this we calculated the mean IMD score of participating schools, and the mean score of non-participating schools and found the following;

Table 10: Mean IMD scores

Participation Status	Mean IMD Score
Participating schools	25.5
Non-participating schools	24.0

As can be seen from the above table, the mean IMD score for non-participant schools is actually lower than that of participating schools. This suggests that non-participant schools are located in more affluent areas than participant schools. On a preliminary viewing, this seems counter intuitive. Further analysis reveals that our results are skewed by the inclusion of non-participant schools from North Yorkshire. If we remove the North Yorkshire non-participants from the non-participant list and re-run the calculation, we get a substantially different result;

Table 11: Mean IMD Scores – excluding North Yorkshire non-participants

Participation Status	Mean IMD Score
Participating schools	25.5
Non-participating schools (excluding those in North Yorkshire)	29.8

A significant shift in the IMD scores reveals two things. Firstly, that the IMD scores of North Yorkshire non-participants masks a correlation (in the rest of the region) between non-participation and deprivation. Secondly, this evidence supports arguments presented later in the report, that there are different 'types' of non-participation, and that deprivation is not the sole barrier to participation. The reasons for non-participation of North Yorkshire schools must be explored in more qualitative depth.

There is a difference of 4.3 between the mean IMD score of participants and non-participants in Table 11. This may look marginal, but there are 2128 ranking places between a score of 25.5 and 29.8 on the IMD ranking table. This constitutes a marked difference in terms of the real issues of deprivation facing such schools. It will be interesting to note that all non-participants from Hambleton, for example, are from SOAs that have a ranking of 20,468 or above (far from being deprived areas).

Of the 487 non-participating schools, 130 schools (27%) are located in an SOA which is in the bottom 20% of the IMD ranking system. This means that nearly a third of our non-participating schools are in SOAs that have IMD rankings of less than 6496 (which represents the bottom 20%

of the IMD ranking system). It is important that a health warning is offered here however. If there is not an even spread of schools throughout the SOAs on the IMD ranking table, then these results do not substantiate the correlation between participation and non-participation. There is a possibility that schools (in general) are located in less affluent SOAs. Hence, in offering this finding we are assuming that schools are evenly distributed throughout all of the UK's SOAs.

It should be noted that a number of non-participating schools are located in affluent areas, 41 non-participating schools are in the top 20% of the ranking system. As we shall discuss later in the report, this could be attributable to 'the distance to travel to provision'. Non-participating schools in affluent rural areas are likely to be further from provision, than non-participating schools in urban areas.

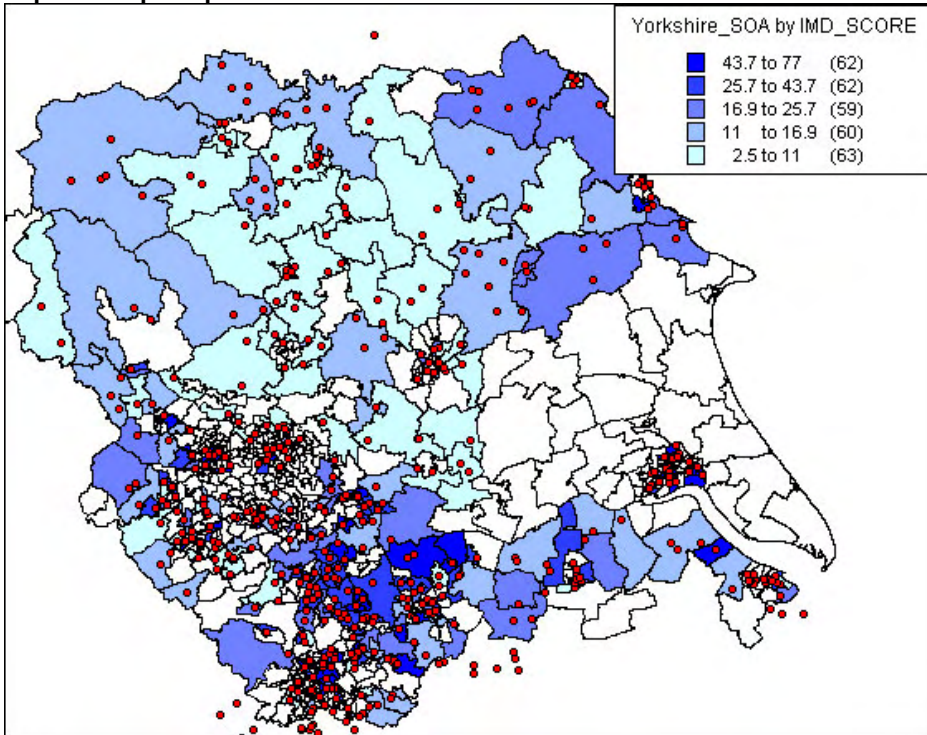
Addressing the issue of the second circumstance outlined above further supports this argument. There appears to be clustering of non-participation in areas of deprivation. Where non-participating schools are clustered in groups (in a single SOA), and are located in urban conurbations, there appears to be a correlation between participation and deprivation. Examples of this correlation are outlined below; a ranking of less than 6,496 would put the SOA in the most deprived 20% in the UK.

Table 12: Deprivation clusters

City	Cluster size	IMD rank
Sheffield SOA 1	3	1,020
Sheffield SOA 2	2	324
Sheffield SOA 3	2	8,345
Doncaster SOA 1	3	2,995
Doncaster SOA 2	2	2,114

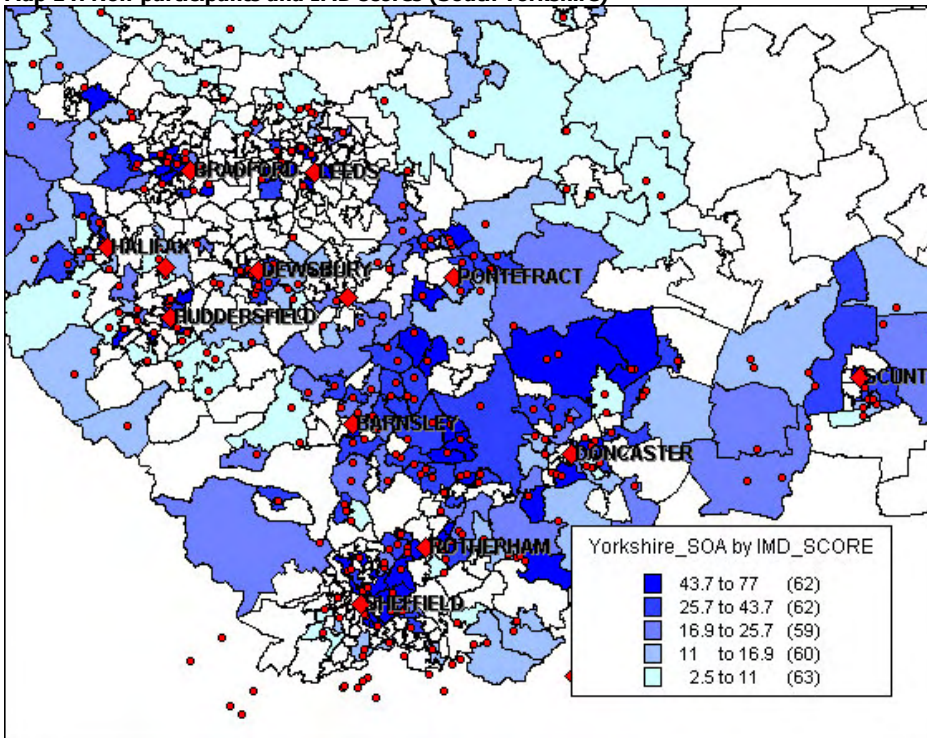
Interestingly no clustering is evident in Leeds or Bradford. Despite this there is still evidence of link between deprivation and participation in these areas on the basis of mean deprivation scores. To present this analysis, we have provided a map of the data generated in MapInfo™. The red dots represent non-participant schools and the blue areas represent SOAs, shaded by IMD score.

Map 13: Non-participants and IMD scores



We can see from the above that there are obvious concentrations of non-participation surrounding the large urban settlements of the region. To focus on these areas in more depth we present the same map, but with a more detailed view of South Yorkshire:

Map 14: Non-participants and IMD scores (South Yorkshire)



To further drill down into the causes of non-participation, we have assessed educational deprivation against our participation statistics. Using the educational ranking scores within the IMD, we have been able to calculate how many of our non-participating schools are in the bottom 20% of the educational deprivation ranking:

Table 15: Educational deprivation

Local Authority	Number of non-participating schools in the 20% most educationally deprived SOAs in the UK
Barnsley	16
Bradford	10
Calderdale	5
Craven	1
Doncaster	18
Harrogate	2
Hull	16
Kirklees	12
Leeds	5
North East Lincolnshire	11
North Lincolnshire	4
Richmondshire	2
Rotherham	17
Scarborough	6
Sheffield	19
Wakefield	11
York	1
Total	156

As you can see there are some surprising statistics presented here. North East Lincolnshire has over twice as many non-participating schools in the 20% most educationally deprived areas than Leeds has. To qualify this conclusion we should be aware that the number of non-participant Leeds schools is relatively low, and the number of non-participating schools from North East Lincolnshire is quite high. Our statistics *do not* suggest that there is a lack of deprivation in Leeds. What our statistics show is that schools in deprived areas in Leeds are more likely to use museum services than schools in deprived areas in North East Lincolnshire.

Areas of real significance are those where schools are in close proximity to extensive provision, yet with high levels of non-participation from deprived areas. These areas include Barnsley, Sheffield and Doncaster. The latter two of these areas (as we shall see in the next section) evidence an impressive coverage of key stage areas and curriculum subjects within their provision. This incongruence points to the genuine impact of deprivation on participation in these areas. Explaining non-participation in Sheffield and Doncaster cannot be done by pointing to poor provision, since provision is proven to be robust (see following section). Leeds, on the other hand, evidences how deprivation can be removed as a factor influencing non-participation, given that only 5% of non-participants from this area are from the 20% most deprived SOAs.

To complement the above analysis of educational deprivation, we have analysed the key performance statistics of the universe of the regions schools against the same statistics for the non-participant schools we have identified. For primary age schools we have analysed average points scores at Key Stage 2, and for secondary schools we have collated data on the percentage

of students attaining A* - C in their GCSEs¹⁶. The two graphs below presents the ranges in which all schools within the region fall into (within these two measures) and the corresponding ranges that non-participant schools fall into. The first graph presents the data for primary age, the second for secondary school age in terms of performance.

Chart 16: KS2 performance

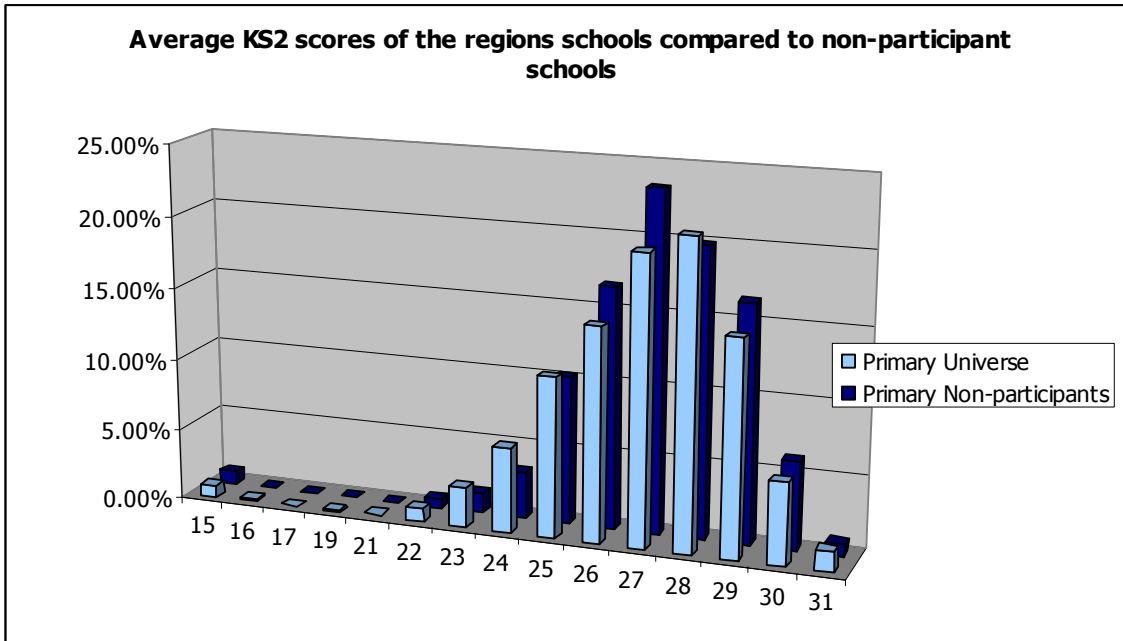
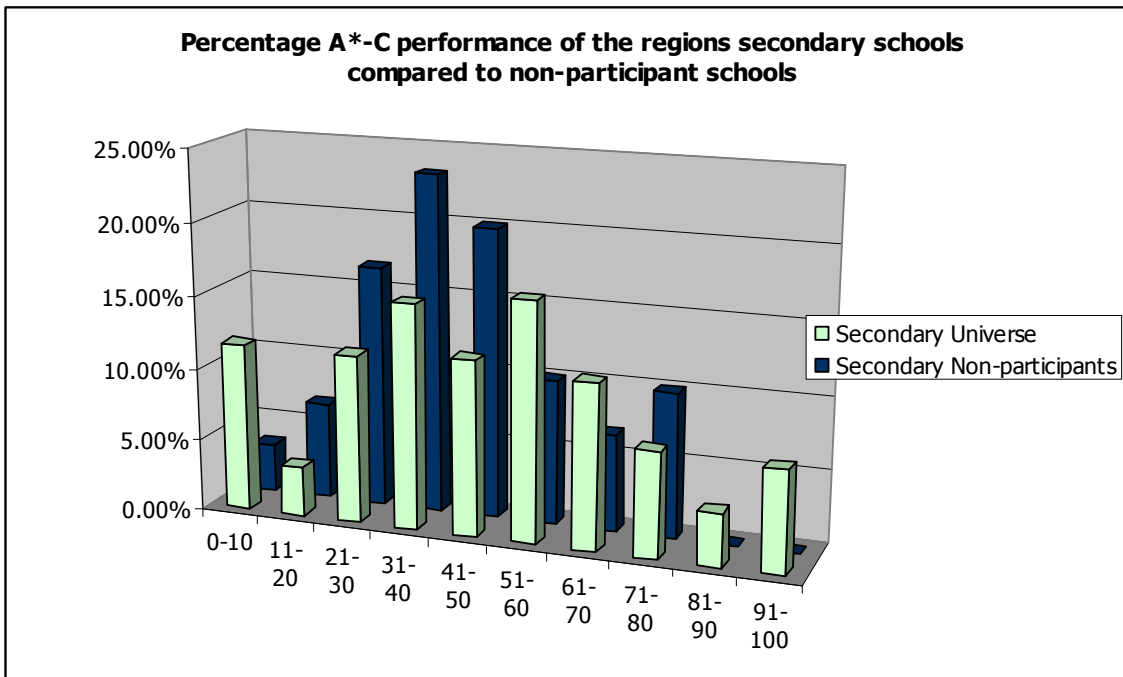


Chart 17: A*-C GCSE performance



Before we continue with our analysis, it should be noted that significant quantities of data were not available for this analysis. The DfES website does not provide the relevant data for certain schools, for instance for those with less than 10 pupils. When collecting the data for non-

¹⁶ All performance information has been derived from the DfES website, where the data was available.

participant schools 163 did not have records available, and this to some extent hampers the accuracy of the data. Nonetheless, the performance data collected can be seen as robust and indicative of actual variance in performance between participants and non-participants.

As we can see, there is a significant difference between the two charts. Non-participant secondary schools are noticeably under-performing compared to the secondary universe. The secondary school universe performance is 'flatter' than that of non-participant secondary schools. The latter also have a high percentage of schools within the first five ranges on the graph, compared to the secondary school universe, whose highest percentage is in range 51-60.

The primary age graph shows less of a divergence between the universe and non-participants. There is a marked difference however in ranges 27 and 28. In range 28, the performance of the universe outstrips the non-participants by 2%. However, at range 29 the non-participants are 2% higher compared to the universe. By range 31, the universe has a higher percentage of schools performing in that range, compared to non-participant performance.

This analysis suggests that non-participation is not intrinsically linked to school performance, though further analysis of such things as Value Added scores may reveal correlations. We must also be mindful of the fact that deprivation and educational performance do not always go 'hand in hand'. Coupled with this is the fact non-participation is often the result of distance to provision, and not just the result of socio-economic influences. As we shall see in the following section, the extent of provision in an area to some extent drives participation.

6. Provision of Museum Services

6.1 Introduction

In the second section of our research, we were tasked with 'mapping' the provision for schools within the region's museums. As our aims and objectives at the beginning of this report suggest, we sought to communicate with museums to build a dataset of their provision, and to report correlations between participation and provision. The emphasis here has been on data manipulation and clear presentation of findings.

6.2 Methods

Creating a taxonomy of provision

A matrix has been constructed to render museum services to schools comparable (See appendix 11.1). This matrix describes the areas of the curriculum and key stages potentially covered by a museum, together with possible delivery mechanisms.

In order to build a picture of provision we contacted each organisation responsible for the museums on which this research was focused. In our communications with these organisations we outlined the research objective and provided copies of the provisions matrix to be completed and sent back to QA. A freepost envelope was provided, along with a point of contact for enquiries. Handling communications in this manner ensured that due time and consideration would be given to the completion of the matrix, and by an appropriate representative of that organisation.

Data inputting and manipulation

QA established a tracking system to monitor returns from museums, and gave each return a Unique Reference Number (URN). This data was then inputted into a pre-designed database. Our data management team established a searchable database that would lend itself not only to the data inputting effort, but also to on-going manipulation of the data by YMLAC and others.

In total, provision matrices from 117 sources were returned in a valid state. This equates to **177** participating museums, representing returns from **60** out of the **68** museums (88%) defined as our universe.

'A comprehensive service to schools'

Our matrix essentially provides museums with 468 ways of defining their service¹⁷. We hypothesised that if every box on the matrix of provision was ticked, then the service being delivered could be deemed a 'comprehensive' one. In a very simple way we can define what constitutes a 'comprehensive' service:

1. Coverage of all curriculum areas (26 identified curriculum areas)
2. Provision for Key Stages 1, 2, 3 and 4
3. Application of all appropriate delivery mechanisms (18 identified mechanisms)

There is a valid argument to suggest it would be inappropriate for a museum to attempt to deliver a 'comprehensive' service on its own. The sheer scale of attempting to cover the full curriculum for

¹⁷ This figure comes from multiplying 26 potential areas of coverage with 18 potential answers relating key stage coverage and delivery mechanisms.

all key stages would likely detract from the depth and quality of provision. However there is a sense in which, either at regional or local authority level, a 'comprehensive service' could be delivered.

Having gathered all completed provisions matrices from the participating museums, we have been able to map provision in Microsoft Access™. The final dataset was scrutinised to examine gaps in provision at a regional and local authority level. This dataset is provided as a management tool, and can be manipulated so as to aggregate and disaggregate provision data.

6.3 A regional picture

On the following page is a summary of regional provision:

- The coloured boxes represent absence of provision on this chart
- the numbers in each colourless box denote how many museums are providing that type of provision¹⁸

Looking only at key stage areas for each curriculum subject (including history topics), 73 from a total of 104 were covered (70%).

Our matrix provided museums with 468 possible ways of defining their museums curriculum coverage, key stage coverage and delivery mechanisms. A matrix with a tick in each of the 468 boxes could be taken to constitute a fully comprehensive service. No museum provided a fully comprehensive service. Amalgamating all regional museum answers together revealed ticks in 391 of the matrix boxes. This represents an 84% comprehensive service on a regional level.

Existence and absence of provision within the region is presented in Table 18;

¹⁸ With reference to the provisions matrix, certain history topics were discounted in terms of provision for key stages 1, 2, 3 and 4.

Table 18: Regional museum provision

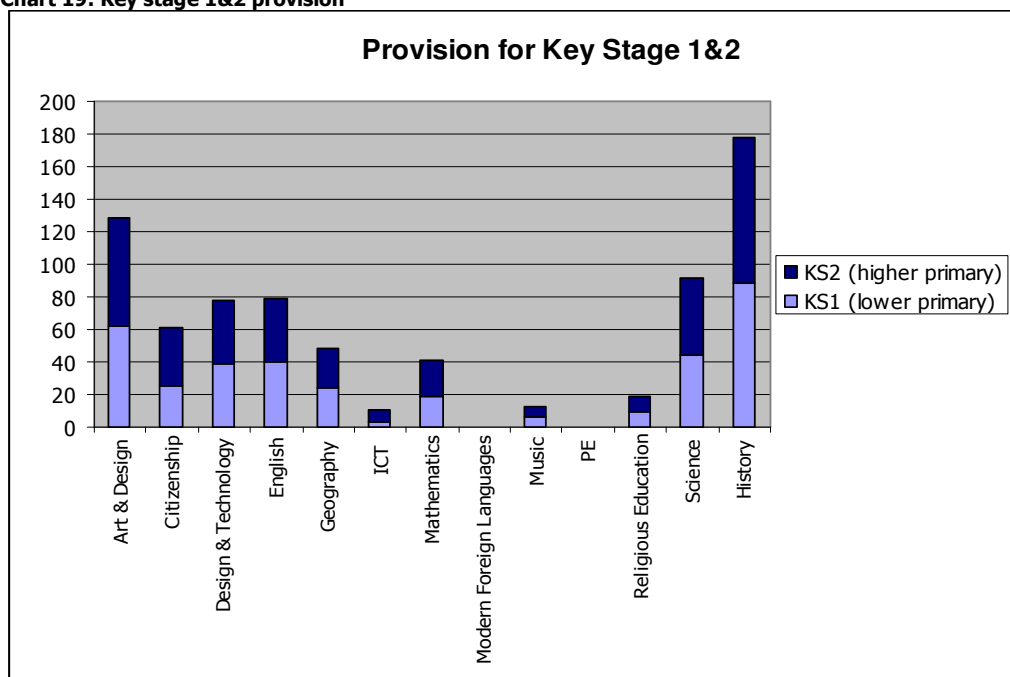
	KS1 (lower primary)	KS2 (higher primary)	KS3 (secondary)	KS4 (sixth form/FE)	Direct Teaching	Handling Collections	Teachers' resources	In-service training for teachers	Guided tours	Loan service	Drama/Living History	Holiday activities	Workshops	Travelling Exhibitions	Out of school clubs	Outreach services	Video/multimedia presentations	Other
Art & Design	62	66	40	33	27	36	44	35	27	10	14	55	44	8	7	13	8	11
Citizenship	25	36	30	13	20	13	15	12	17	2	15	15	19	5	2	10	8	2
Design & Technology	39	39	24	19	27	29	27	17	17	10	5	28	21	5	4	9	6	8
English	40	39	26	14	23	20	24	14	15	7	20	14	14	2	1	9	3	6
Geography	24	24	18	8	11	5	12	4	13	2	3	11	8	2	2	2	1	2
ICT	3	8	6	5	2		3	3	3		1	4	3		3	1	1	
Mathematics	19	22	7	2	6	8	11	5	4	2	6	8	4			4		
Modern Foreign Languages			1	1				1	1		1	1	2				1	1
Music	6	7	3		4	2	2	3	3	1	4	4	3					
PE								1	1		1	1	1					
Religious Education	9	10	7	4	4	5	6	3	7	1	2	1	4	1	1	1	2	1
Science	44	48	24	13	30	32	30	16	17	8	10	26	27	4	6	8	4	2
History	88	90	57	39	57	62	67	38	52	24	45	46	43	12	9	20	17	7
Local History	64	69			31	37	38	18	38	18	19	25	25	10	2	15	11	11
Romans	14	18			11	17	16	8	6	10	7	11	11	1		4	7	4
Anglo Saxons & Vikings	10	12			6	8	8	5	6	9	4	5	7		1	2	4	3
Tudors	11	18			8	8	11	7	7	5	7	5	6			4	2	1
Victorians	50	55			29	34	36	19	19	16	24	20	17	4	1	14	5	4
Britain since 1930	24	31			19	21	18	7	5	8	15	9	9	3	2	7	7	
European history	2	6			3	4	1	2		5		1	1			2	1	1
World history	4	9			6	7	4	3	1	6	2	4	4			3	1	2
Britain 1066-1500			13	6	4	3	3	1	5	5	2	4	1			1	2	1
Britain 1500-1750			20	12	8	9	6	2	8	4	6	5	5			3	2	1
Britain 1750-1900			20	12	8	8	7	4	8	6	1	2	2	1		2	2	1
Europe before 1914			7	5	3	3	2	2	3	2		1	1			1	1	1
WW2	2	3	13	7	8	14	8	3	6	11	7	5	5	4		6	4	2

From this summary, a number of preliminary findings of key stage coverage can be drawn:

- Museum provision for subjects like physical education and modern languages are distinctly lacking. Given that no museum reported coverage of key stages for these subjects we can say that there is no formal provision for them in the region. Some museums have detailed provision for PE and modern languages outside of the curriculum, but for our purposes we deem this is likely to be insufficient for a comprehensive service in this region.
- Extensive provision is evidenced for history, as might be expected, but there also appears to be considerable art & design provision along with English and science. Over half of the museums participating in the research provide services that cover history and art & design at key stage 1 and 2 level.
- Generally, coverage of the curriculum is strongest at key stage 2, followed by key stage 1 then key stage 4.
- Given the mirroring of key stage 1 and key stage 2 coverage, we can presume that museums aim to provide services across the key stage divide.

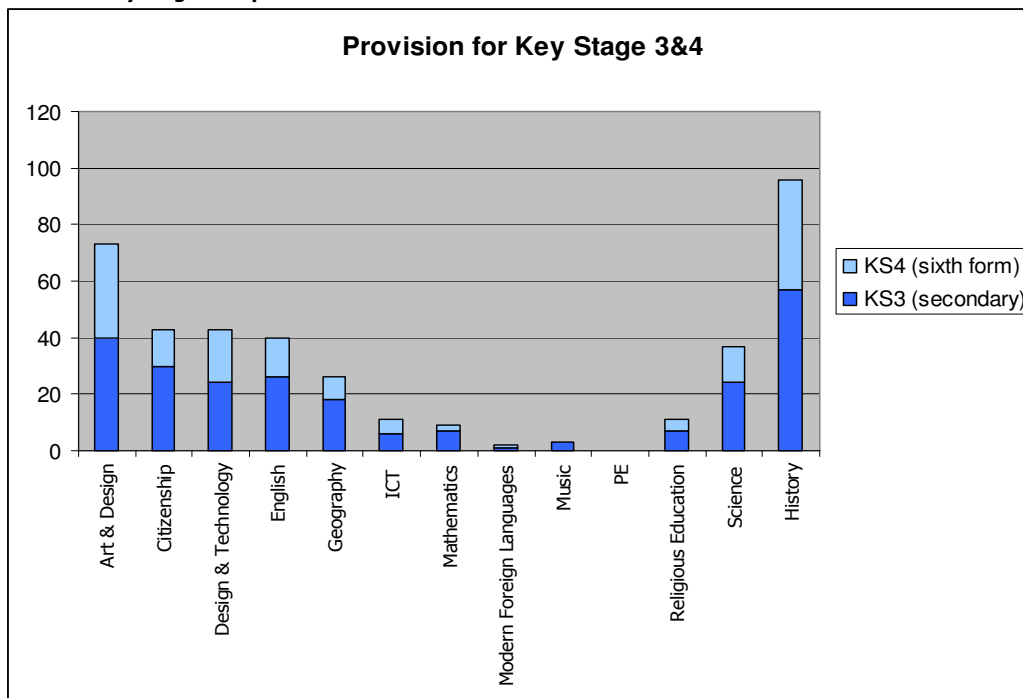
To demonstrate key stage coverage by curriculum subject we present the following charts, the first of which evidences coverage for KS1 and KS2. The vertical axis represents the number of regional museums providing services in the curriculum subjects along the horizontal axis:

Chart 19: Key stage 1&2 provision



Base: 117

As you can see there is extensive coverage for art & design and history. However, there appears to be minimal coverage for music, ICT and geography for these age groups. This is mirrored in the provisions for KS3 and KS4;

Table 20: Key stage 3&4 provision

Base: 117

6.4 A local authority picture

Our analysis provides an accessible definition of how 'comprehensive' our services are on a regional level.

Given this, however, our analysis of participation indicates that most schools are likely to visit the museums closest to them, and do not generally access services in all parts of the region. This explains why the majority of the regions museums have a 'core service delivery area' of less than 10 km in radius (see appended Site Reports).

This evident feature of participation suggests that we need a more granulated view of provision. Such an analysis will enable us to show whether schools are getting a comprehensive service from their 'local' museums.

In order to do this we have amalgamated the answers relating to provisions for museums in each local authority. Whilst we can safely assume that schools *do not* just visit museums within their own local authority, we can suggest that this analysis offers a closer representation of 'comprehensiveness' in light of usage patterns.

Below are our findings regarding provisions within each local authority. In this chart, a coloured box denotes existence of provision (through any delivery mechanism), and a colourless box represents an absence of provision (through any delivery mechanism);

Table 21: Local Authority provision

	Barnsley	Bradford	Calderdale	Craven	Doncaster	East Riding of Yorkshire	Hambleton	Harrogate	Hull	Kirklees	Leeds
Art & Design											
Citizenship											
Design & Technology											
English											
Geography											
ICT											
Mathematics											
Modern Foreign Languages											
Music											
PE											
Religious Education											
Science											
History											
Local History											
Romans											
Anglo Saxons & Vikings											
Tudors											
Victorians											
Britain since 1930											
European history											
World history											
Britain 1066-1500											
Britain 1500-1750											
Britain 1750-1900											
Europe before 1914											
WW2											
KS1 (lower primary)											
KS2 (higher primary)											
KS3 (secondary)											
KS4 (sixth form/FE)											
Direct Teaching											
Handling Collections											
Teachers' resources											
In-service training for teachers											
Guided tours											
Loan service											
Drama/Living History											
Holiday activities											
Workshops											
Travelling Exhibitions											
Out of school clubs											
Outreach services											
Video/multimedia presentations											
Other											

Table 22: Local Authority provision (continued)

	North East Lincolnshire	North Lincolnshire	Richmond	Rotherham	Ryedale	Scarborough	Selby	Sheffield	Wakefield	York	Non attributed
Art & Design											
Citizenship											
Design & Technology											
English											
Geography											
ICT											
Mathematics											
Modern Foreign Languages											
Music											
PE											
Religious Education											
Science											
History											
Local History											
Romans											
Anglo Saxons & Vikings											
Tudors											
Victorians											
Britain since 1930											
European history											
World history											
Britain 1066-1500											
Britain 1500-1750											
Britain 1750-1900											
Europe before 1914											
WW2											
KS1 (lower primary)											
KS2 (higher primary)											
KS3 (secondary)											
KS4 (sixth form/FE)											
Direct Teaching											
Handling Collections											
Teachers' resources											
In-service training for teachers											
Guided tours											
Loan service											
Drama/Living History											
Holiday activities											
Workshops											
Travelling Exhibitions											
Out of school clubs											
Outreach services											
Video/multimedia presentations											
Other											

Given this presentation of the data, we can suggest that no local authority is providing a fully comprehensive service, though some are providing extensive coverage. Perhaps on a sub-regional level there is evidence of such a comprehensive service. To present a sub-regional picture of provision we have provided the chart below;

Table 23: Sub-regional provision

	North	West	South	Humber	Non attributed
Art & Design	Blue	Blue	Blue	Blue	Blue
Citizenship	Blue	Blue	Blue	Blue	White
Design & Technology	Blue	Blue	Blue	Blue	White
English	Blue	Blue	Blue	Blue	White
Geography	Blue	Blue	Blue	Blue	White
ICT	Blue	Blue	Blue	White	White
Mathematics	Blue	Blue	Blue	Blue	White
Modern Foreign Languages	White	Blue	Blue	White	White
Music	Blue	Blue	Blue	Blue	White
PE	White	Blue	White	White	White
Religious Education	Blue	Blue	Blue	Blue	White
Science	Blue	Blue	Blue	Blue	White
History	Blue	Blue	Blue	Blue	Blue
Local History	Blue	Blue	Blue	Blue	White
Romans	Blue	Blue	Blue	Blue	White
Anglo Saxons & Vikings	Blue	Blue	Blue	Blue	White
Tudors	Blue	Blue	Blue	Blue	White
Victorians	Blue	Blue	Blue	Blue	White
Britain since 1930	Blue	Blue	Blue	Blue	Blue
European history	White	Blue	Blue	Blue	White
World history	Blue	Blue	Blue	Blue	White
Britain 1066-1500	Blue	Blue	Blue	Blue	White
Britain 1500-1750	Blue	Blue	Blue	Blue	White
Britain 1750-1900	Blue	Blue	Blue	Blue	White
Europe before 1914	Blue	Blue	Blue	Blue	White
WW2	Blue	Blue	Blue	Blue	White
KS1 (lower primary)	Blue	Blue	Blue	Blue	Blue
KS2 (higher primary)	Blue	Blue	Blue	Blue	White
KS3 (secondary)	Blue	Blue	Blue	Blue	White
KS4 (sixth form/FE)	Blue	Blue	Blue	Blue	White
Direct Teaching	Blue	Blue	Blue	Blue	White
Handling Collections	Blue	Blue	Blue	Blue	White
Teachers' resources	Blue	Blue	Blue	Blue	White
In-service training for teachers	Blue	Blue	Blue	Blue	White
Guided tours	Blue	Blue	Blue	Blue	White
Loan service	Blue	Blue	Blue	Blue	White
Drama/Living History	Blue	Blue	Blue	Blue	White
Holiday activities	Blue	Blue	Blue	Blue	White
Workshops	Blue	Blue	Blue	Blue	Blue
Travelling Exhibitions	Blue	Blue	Blue	Blue	White
Out of school clubs	Blue	Blue	Blue	Blue	White
Outreach services	Blue	Blue	Blue	Blue	White
Video/multimedia presentations	Blue	Blue	Blue	Blue	White
Other	Blue	Blue	Blue	Blue	White

As we can see, each sub-region provides a robust service. Notably, West Yorkshire covers all curriculum areas, all key stages and all delivery mechanisms. However, this does not denote a fully comprehensive service. Whilst West Yorkshire provides coverage of each curriculum area, it does not deliver its services through the full range of delivery mechanisms.

Of course, for some subjects certain delivery mechanisms would not be appropriate. For the purposes of this analysis, however, it is sufficient to say that no sub-region provides a fully comprehensive service, though all cover the vast majority of curriculum subjects and key stages through varied delivery mechanisms

6.5 Correlations between Participation and Provision

As we can see from the above tables, certain local authorities offer substantial school provision. The local authorities that provide services in all but 10 of the provisions matrix areas are as follows;

1. Leeds
2. Doncaster
3. East Riding of Yorkshire
4. Bradford
5. York
6. Sheffield
7. Wakefield

As key players in the delivery of the EPDP¹⁹, we would assume that Bradford, Hull, Leeds, Sheffield and York would provide a significantly 'comprehensive' service overall. However, the extent of service being offered by Wakefield and Doncaster may come as a surprise. Whilst our research offers little insight into the *quality* of provisions being offered across the region, it does shed light on good practice within specific local authorities. Doncaster and Wakefield are good examples of these.

In section 6 we saw how non-participation can be deconstructed. What has emerged from subsequent analysis of provision is a classification of non-participation into three distinct types;

1. Non-participation because of distance to travel to provision
2. Non-participation despite proximity of provision
3. Non-participation due to the impacts of socio-economic circumstance

The occurrence of the first two types is highly dependent on the ease of access to provision and the engagement of schools. Type 2 non-participation represents a real priority for investment of effort and resources. Defining type 2 areas is difficult however. So far we have based our definitions on local authority boundaries, but as we have already stated, schools do not wholly abide by these boundaries. A good example of this is in Selby, where provision is minimal but non-participation is also minimal. To really define these type 2 areas we must disregard political boundaries and look more closely at distance to provision.

In light of the above findings regarding provision on a local authority level, we can suggest that certain authorities require investment to improve provision (where type 1 non-

¹⁹ Yorkshire Renaissance (2004), *Education Programme Delivery Plan*

participation is evident), and other authorities require assistance in actioning a more proactive approach to marketing and engagement (where type 2 non-participation is evident).

To help target investment we have provided a list of the local authorities we believe should be prioritised for further support. The following local authorities display a lack of museum provision, along with non-participation of one of the three types²⁰;

1. Barnsley
2. Calderdale
3. Hambleton
4. North East Lincolnshire
5. Richmond
6. Ryedale
7. Scarborough

Our research points to the need to make resources available to improve provision and engagement in these local authorities. Further analyses would need to be undertaken to tailor the approach to improving participation.

²⁰ These local authorities are defined as having more than 15 non-participating schools, and lacking coverage in 20 or more areas of the curriculum, key stages and delivery mechanisms.

7. Barriers to Participation

7.1 Introduction

In sections five and six of this report, we tried to unpick the causes of non-participation, by looking at demographic influences and the adequacy of provision. In this section, we provide a more focused and specific analysis of the non-participation of certain schools and explore the drivers for participation with the schools themselves. This element of the research provides a balance to the quantitative nature of the first phase of the research, and shifts the focus from museums to schools. This phase also serves the important function of testing whether our preconceptions (made on the basis of 'hard' data) correlate with the perceptions of schools and the teachers within them.

To build a picture of the barriers to school participation, QA first have conducted telephone interviews with schools that were classified by our earlier research as 'non-participants'. This element of the research has sought to collate the testimonies and perceptions of non-participant schools, rather than offer high levels of statistical accuracy.

Before we proceed it is necessary to accurately define certain key terms, to ensure that our analysis is clear and accessible. Throughout the following section we will use three terms to distinguish the subtle characteristics of museums:

<i>'Non-regional museum'</i>	A museum that is not within the boundaries of Yorkshire and the Humber
<i>'Captured Museum'</i>	A museum that is located within Yorkshire and the Humber, and that has provided school visit records for the purposes of our research.
<i>'Uncaptured Museum'</i>	A museum that is located within Yorkshire and the Humber, but that has <i>not</i> provided school visit records for the purposes of our research

7.2 Methods

Extraction of non-participant schools and survey design

The bedrock of this research has been the participation database, which has been constructed from the school visit records of museums (see 'methods' in Section 5). As we noted in Section 5, we have (by deduction) identified a number of schools that are *likely* not to have participated in museum services.

Non-participant schools formed the basis of our survey sample, and we aimed to conduct as many surveys as possible with this group. The survey sample sought to include schools of the following types:

- Primary
- Secondary
- Primary and Secondary
- Infant

- Junior
- Infant and Junior
- Middle
- Special

To obtain important school contact details, we contracted a preferred supplier to match postal address details to telephone numbers. Each school within the sample was given a 'URN' (a Unique Reference Number), and individual survey documents were created and printed for each of the sample schools.

In conjunction with YMLAC, a survey script was designed, targeted towards obtaining qualitative information on non-participation²¹. QA's in-house educational marketing specialist reviewed the survey script and made suitable amendments. The survey was approved by YMLAC and the necessary project management procedures were undertaken to initiate the survey.

Survey set-up

On finalising the survey script and sample, QA's in-house researchers were briefed on the research and the survey requirements. Three telephone researchers were assigned to the project, all having experience of previous research for YMLAC, or in conducting telephone interviews with schools.

As teachers are a difficult audience to capture, QA piloted the survey for one day. This enabled us to see how resources could be maximised, by focusing effort on key periods when teachers were available. The pilot survey also made evident that the effective booking of appointments would be crucial to achieving a high number of completions.

Survey completion and inputting

Throughout this research phase, all completed surveys were carefully monitored. QA's research manager examined completions to ensure that all types of schools were represented and as proportionally as possible. Throughout the surveying, researchers also provided informal feedback.

As the completed surveys were registered and tracked, the process of inputting the received data began. QA's dedicated inputters keyed the received data into SPSS, which is QA's preferred statistical analysis software. Ten percent of surveys were quality checked for errors.

Analysis

Within SPSS, an analysis of received data was undertaken. Frequencies for each question were generated, along with relevant cross-tabulations of questions. This enabled charts to be constructed to add weight to the narrative reporting.

All verbatim answers were analysed and coded. A coding system was put in place following a phase of familiarising ourselves with verbatim responses. Such categorisation of responses enables a clear identification of trends in answers and perceptions

²¹ See Appendix 10.5 for a copy of the survey script

7.3 Findings

7.3.1. General findings on non-participation

In delivering this research, we completed 200 surveys with non-participant schools²². In addition to exploring the qualitative and hidden barriers to participation, QA also used this element of the research to test and corroborate the findings outlined in section five of this report.

Of the 200 respondent schools, 59 (30%) had visited uncaptured museums in Yorkshire and the Humber. Given the size of this sub-group, it is likely that the non-participation of schools in the region is lower than our participation data suggests. Such evidence also implies that a number of smaller museums and cultural institutions are 'mopping up' a significant number of the schools that are not visiting larger institutions.

The 61 schools denoted above visited a diverse range of uncaptured museums. We provide a list of the most commonly occurring museums below;

Table 24: Visits to uncaptured museums

Museum	Number of non-participant schools visiting uncaptured museums
Normanby Hall	6 ²³
Ryedale Folk Museum	5
Magna	5
Clark Hall	4
Canon Hall	4

In addition to the above museums, a number of schools appear to be participating in cultural activities beyond the archetypal museum service. Our analysis of verbatim comments from respondents shows that a number of schools are visiting non-museum sites. Of the 200 respondents, 10 (5%) had participated in such services. The sites visited by these respondents are shown below;

Table 25: Visits to non-museums

Site	Number of non-participant schools that have visited
Cusworth Hall	2
Whitby Pannet Park	2
Brodsworth Hall	1
Butterfly House at Hanson	1
Fountains Abbey	1
Georgian Hall Theatre	1
Pateley Bridge	1
Scarborough woodland and Rotunda	1

²² Non-participancy has been derived from the detailed analysis of participation, explicated in section 5

²³ Normanby Hall school visits may have been captured in North Lincolnshire's data, but given site details were not provided we cannot be certain of this.

In total, 17 respondents (8%) have shown evidence of using museums outside the region. This is a surprisingly low number given the concentration of peripheral schools in South Yorkshire, and the number of North Yorkshire schools that are distanced from regional provision. The non-participant schools that have visited non-regional museums are as follows:

Table 26: Non-regional participants

School	Type	Local Authority
Mill Hill Primary School	Primary	Hambleton
Spofforth CE Primary	Primary	Harrogate
Appleton Wiske Primary School	Primary	Hambleton
Crake Hall Primary School	Primary	Hambleton
Sacred Heart Primary School	Primary	Peripheral
Griffin Primary School	Primary	Kingston Upon Hull
Patrington CE Primary School	Primary	East Riding of Yorkshire
Swainby and Potto Primary School	Primary	Hambleton
Carrwood Primary School	Primary	Bradford
Ridgeway Primary School	Primary	Sheffield
Jack and Jill Nursery and Infant School	Infant	Hambleton
North & South Cowton Primary School	Primary	Richmondshire
Gillamoor CE Primary School	Primary	Ryedale
Gunnerside Methodist Primary School	Primary	Richmondshire
Wavell Infant School	Infant	Richmondshire
Snape Primary School	Primary	Hambleton
Ward Green Primary School	Primary	Barnsley

As we can see, the majority of non-participant schools visiting museums outside Yorkshire and the Humber are located in North Yorkshire. The participation of Hambleton schools in non-regional museums is particularly revealing. This finding appears to corroborate the view that they are non-participants in regional museum provision because of their distance from provision.

Our research identified a relatively high number of schools that have visited captured museums within the stipulated period for this research. Of the surveyed non-participants, 77 (39%) had participated in captured museum.

There are a number of potential explanations for this. Firstly, it appears that museum records are to some extent incomplete. Having revisited the records provided to QA by museums, we noticed that many of these instances of participation (by identified non-participants) had not been recorded by the museums themselves. Secondly, it is possible that some of the testimonies provided by schools are inaccurate, given the historic nature of the research. Finally, it is possible that inputting error has, to some degree, effected the precision of our participation database.

Given the level of this 'missed' participation, it is useful to define the museums where visits are most concentrated. There are total of 40 captured museums that our 'non-participant' schools visited. A breakdown of these captured museums is provided below:

Table 27: Captured museums visited

Doncaster Museum and Art Gallery	Beck Isle Museum of Rural Life
Clifton Park	Murton Park Musuem of Farming
Yorkshire Museum	Scarborough Art Gallery
NRM	Castle Museum
Abbey House	Wakefield Museum
Jorvik	National Fishing Heritage Centre
ARC	Shibden Hall
Armley Mills	Bradford Industrial Museum
Millennium Galleries	Cartwright Hall
National Coal Mining Museum	Bankfield
Harewood House	Thackeray Medical Museum
Yorkshire Sculpture Park	Weston Park
NMPFT	Thwaites Mill
Graves Museum	Colne Valley
Streetlife	Tolson Museum
Kelham Island	Ferens Art Gallery
Bishops House	Maritime Museum
Abbeyle Industrial Hamlet	Royal Pump Rooms
Royal Armouries	Wilberforce

The distribution of 'missed' participation across the above museums is revealing. Such is the spread of 'missed' data that it does not point to specific inadequacies in record keeping. There is the possibility that a number of these 'missed' visits have been spontaneous, 'off the street' visits and therefore not been recorded formally. Given the gaps and inconsistencies in the participation data, as highlighted in section five, such discrepancies are to be expected.

The lack of data from the East Riding of Yorkshire led us to conduct a number of interviews with schools from this local authority. Of the 20 schools surveyed from the East Riding, eight were users of regional museums (four of these being visitors to captured museums).

As a product of the above analysis, we have provided a list of non-participant schools in Appendix 10.5. This list is the result of subtracting the known participants to captured museums (as discovered by our survey) from our original non-participant school list.

7.3.2. Representation

The small sample size for this survey overall has made it difficult to secure robust representation by school type. The number of surveyed schools, broken down by type, is provided below:

Table 28: Barriers to participation survey breakdown

School Type	Number of surveyed
Primary	133
Infant	40
Junior	19
Secondary	6
Special	1
Primary and Secondary	1
Total	200

7.3.3. Findings on the reasons for non-participation

By far the biggest cause of non-participation is the cost of museum visits. Respondents appear to separate this concern into two distinct categories; cost to the parent and cost to the school. With regard to the former, there is evidence to suggest that schools providing education in areas of deprivation are more likely to cite cost as a barrier:

'Because of the cost now the governors do not want us to use them. We live in a poor area and the parents can't afford it.'

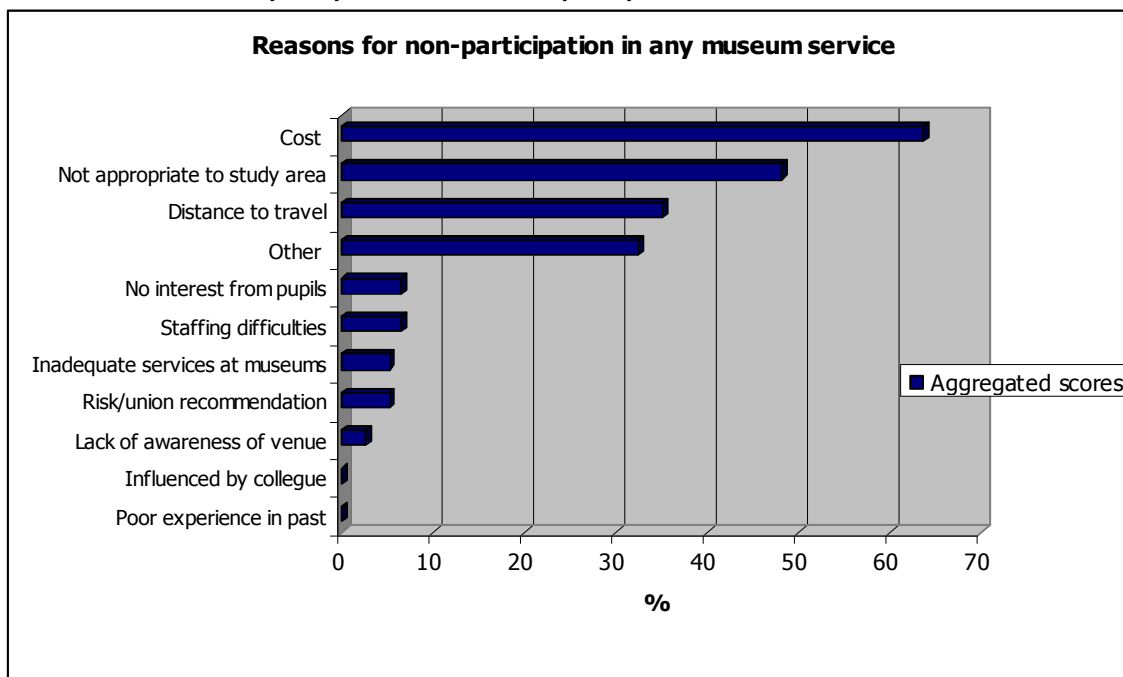
'Our problem is the cost of transport. The children in our school would really benefit from having a classroom in another environment. We and the parents do not have the funds to subsidise or contribute to transport'

The above comments support our statistical findings in Section 5 on the correlation of deprivation with non-participation.

Our survey asked respondents two separate sets of questions regarding the reasons for non-participation, depending on whether they had not visited any museums or had made trips out of the area to non-regional institutions.

Schools that had not participated in any museum service cited cost (64%) and the need for visits to be appropriate to the curriculum (48%) as key reasons for non-participation. A very low percentage of this sub-group have deemed poor experiences and the recommendations of colleagues, as reasons for non-participation.

Table 29: Reasons for non-participation – absolute non-participants



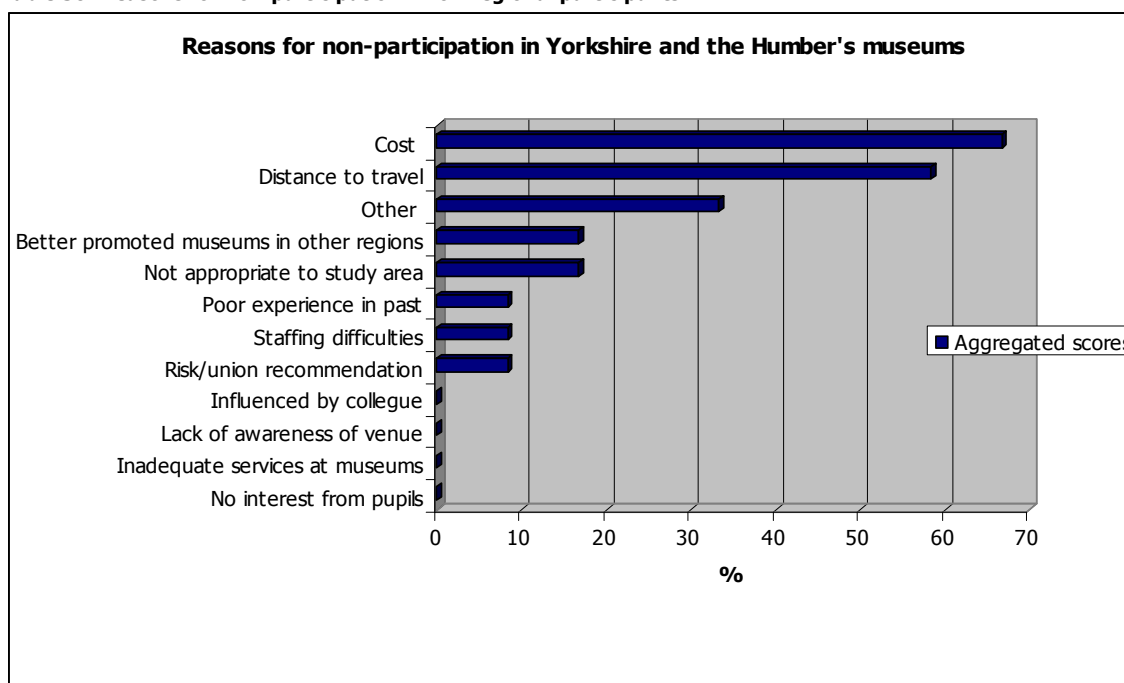
Base: 89

Of the 17 surveyed schools that had participated in non-regional museum services, 5 had also participated in Yorkshire and the Humber's museum services. These five respondents were filtered out by the survey, leaving 12 respondents to discuss why they had not visited one Yorkshire and the Humber's museums.

Interestingly, the results from non-regional participants echo those of schools that not participated at all. One significant difference, however, is that 'distance to travel' is more prevalent as a reason for non-participation among the former. As we have noted, a large number of non-regional participants are located in North Yorkshire (some distance from regional provision) so it is easier for them to travel out of the region.

Provided below is a graphical presentation of the reasons why non-regional participants were not using Yorkshire and the Humber's museums;

Table 30: Reasons for non-participation – non-regional participants



Base: 89

Comparing the top five reasons given by non-regional participants, with the reasons provided by absolute non-participants, reveals close similarities. However, the non-regional participants do cite inadequate promotion by Yorkshire and the Humber's museums as a significant reason for non-participation.

Verbatim answers as to the most significant barrier to participation are insightful. Overall, 30 of the 89 respondents (34%) reiterated that cost is the most significant barrier. In total, 28 respondents (31%) emphasised the need for provision to be appropriate. Such barriers include:

'The age of the children and the fact that museums don't cater well for younger ones'

'It doesn't tie in with our curriculum this year, we were concentrating more on sciences'

'It is hard to find places appropriate for pupils with learning difficulties'

Other barriers to participation, highlighted by respondents, were 'pressures on teacher time', 'staffing' and 'travel' considerations.

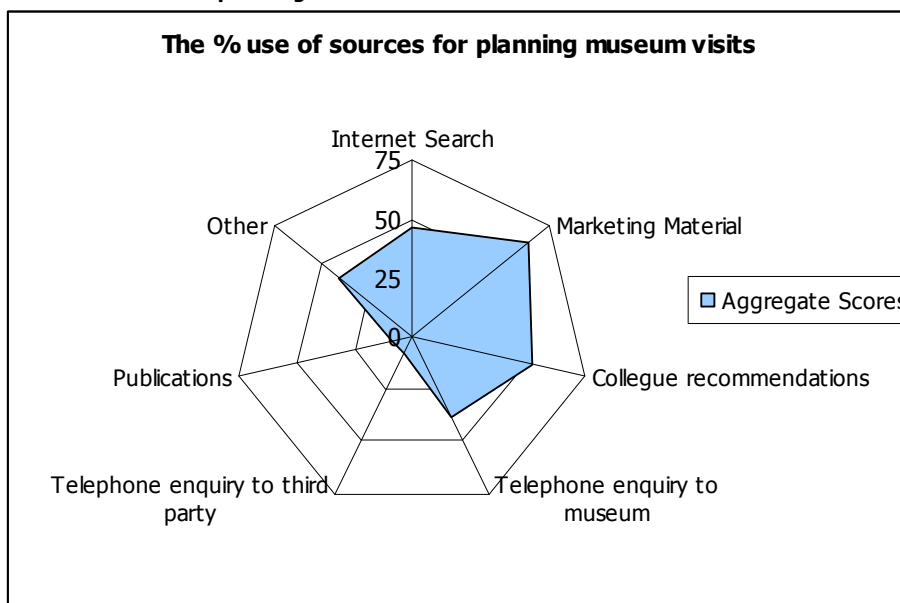
7.3.4. Findings on the sources used for planning

Our survey asked respondents to identify the sources they would use in planning a museum visit. We provided seven potential answers and an opportunity to provide an 'open' answer. Respondents were asked whether they would use the following sources;

- 1) The Internet
- 2) Marketing material
- 3) Colleague recommendations
- 4) Telephone advice for the museum
- 5) Telephone advice from a third party
- 6) Publications
- 7) Other sources

When asked which sources they would use to plan a visit, respondents provided insightful answers. 64% of respondents stated that they would use museum marketing material, 53% would use colleague recommendations and 46% would make use of internet searches.

Table 31: Sources for planning



Base: 89

Responses to this question shed useful light on the sources for planning that are likely not to be engaging schools. Given the fact that only absolute non-participants were asked the above question, we can suggest whilst marketing material is preferred source for planning, it is not guaranteeing participation in itself.

The verbatim answers that were provided offer a useful perspective on the methods teachers and visit co-ordinators apply when planning. We can see that personal experience and the

experiences of colleagues plays a crucial role in planning. Respondents noted the importance of the following:

'Staff experience...taking their own families to museums'

'Museums we've been to before'

There does appear to be significant reliance on previous visits or reliable advice about a museum when planning a visit. Verbatim answers reveal a cautious approach to museum participation, with a desire to gain affirmation that the museum will provide appropriate and valuable services. There is strong evidence to suggest that this cautious approach to planning is more evident among absolute non-participants. Further research with known participants would be needed to verify this difference in planning approaches.

Coupled with a need to 'test' museums is a prevalent local focus. Four respondents refer to local and personal knowledge as being important sources for planning, and this appears to support the idea that non-participants are cautious and conservative toward museum participation.

Contrasting the respondents that participated in non-regional museums against absolute non-participants has been revealing. Non-regional participants still place a strong emphasis on the recommendations of their colleagues, but are arguably more proactive in making enquiries to museums as part of the planning process. Fifty percent of those that participate outside of Yorkshire and the Humber would make such enquiries. Only 36% of those that do not participate in any region take such an approach.

Such a divergence is also evidenced in respondent's willingness to make enquiries to a third party. Overall, 16% of participants in non-regional museums would make an enquiry to YMLAC or the Tourist Board. This compares with only 6% of those schools that do not participate at all. The above findings suggest that any attempts to engage non-participants should not rely on proactive action by the school itself.

Other verbatim answers, on the issue of sources of planning, reveal a low level of activity in building in-house resources. Only two of the 89 respondent schools (2%) referred directly to dedicated planning tools within the school itself. Further analysis of participant in-house resources would reveal whether this is a significant issue.

7.3.5. Findings on the awareness of services

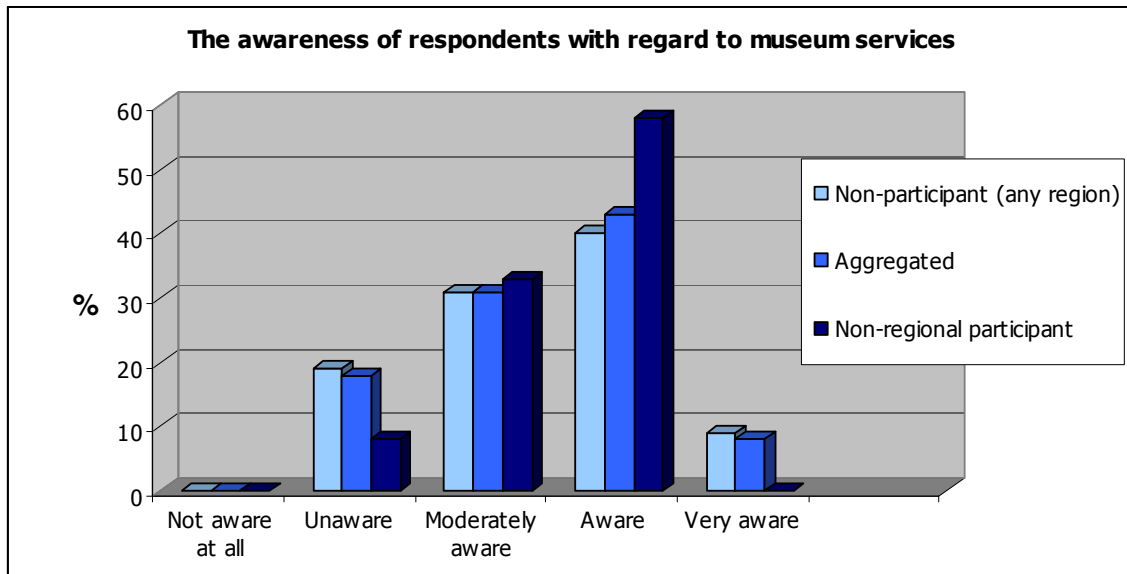
Respondents, in general terms, deem themselves to be aware of museum services. When asked how aware they are the majority of respondents saw themselves as aware of museum services. None of the respondents stated that they were 'not aware at all'.

Overall, 43% of those surveyed believed themselves to be 'aware' of museum services, and 8% deemed themselves 'very aware'. This is a surprising finding given that the majority of respondents had not participated in any museum service. As we shall see later on, it is logistical considerations (rather than the extent of awareness) that has a more predominant impact on non-participation.

Whilst the sample of respondents that had participated in non-regional museums was relatively low, an analysis of this subgroup is revealing. Those non-regional participants, as a

group, perceive themselves to be more aware of museum services than absolute non-participants. A graphical representation of this finding is provided below;

Table 32: Awareness of museum services



Base: 89

Such a finding on the awareness of services is not surprising. We can see from the above chart that a low percentage of non-regional participants are 'unaware' of museum services, and high percentage 'aware'.

Respondents provided verbatim answers to explain their level of awareness. The responses of those that deemed themselves to be 'unaware' are highly insightful. A selection are provided below:

'We're rather isolated. We're a small independent school and we concentrate on sport and exams'

'We're just too far away really and the lack of funds for transport limits where we can go'

'General lack of time means staff are responsible for their own dept/ subject so cannot get a fuller view of what museums offer'

'Mainly because we don't visit every year and I know that they change the exhibitions, so were not really aware of what they have to offer all the time'

'[I am] Aware of what's around but tend not to use many due to the costs. Bowes Museum offer to cover part of the travel costs, and send follow-up information and staff to the school'

'We've only had one museum contact us from the local area'

Only one respondent school, that deemed itself to be 'unaware', acknowledged a good awareness of local provision but poor awareness generally. Other respondents within this subgroup pointed to logistical concerns as to why they were not fully aware.

In total, seven respondents believed themselves to be 'very aware' of museum services. Awareness appears to be directly related to face-to-face contact with museum staff (on or off the school site), and is also focused on local knowledge;

'We have had previous contact with many museums and they sometimes send employees to the schools'

'Because we've visited in the past and they send us leaflets'

'Most of the places we tend to go to are in the local area'

In defining themselves as 'very aware', such schools appear to focus *locally*. Respondents appear to be aware of local or individual services, but do not evidence a regional outlook.

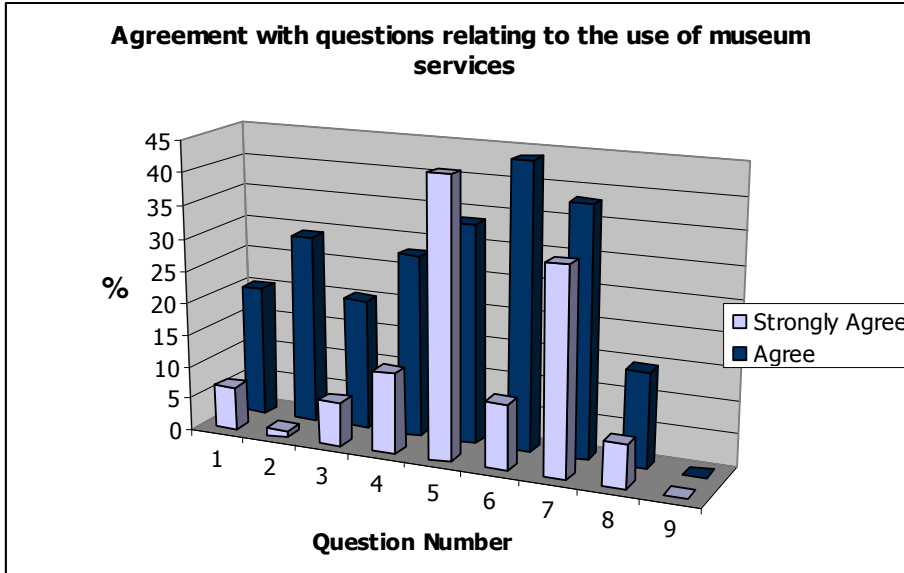
7.3.6. Findings on generic issues relating to participation

Schools were asked how much they agreed/disagreed with the following statements (set out below). Respondents answered on a scale of 1 to 5, 1 being 'strongly disagree' and 5 being 'strongly agree'.

1. Museums are well used by schools
2. Schools have sufficient information about what is available within the region's museums
3. The region's museums promote themselves effectively
4. It is a priority for my school to take groups on educational visits to museums
5. We would only visit museums if they had clear links to the curriculum
6. I would take more groups to visit museums if they had links to our local area
7. I would take more groups to visit museums if they could tailor workshops/tours to my group's needs
8. I don't take groups to museums because I worry about them not being engaged by the experience
9. Other – please insert

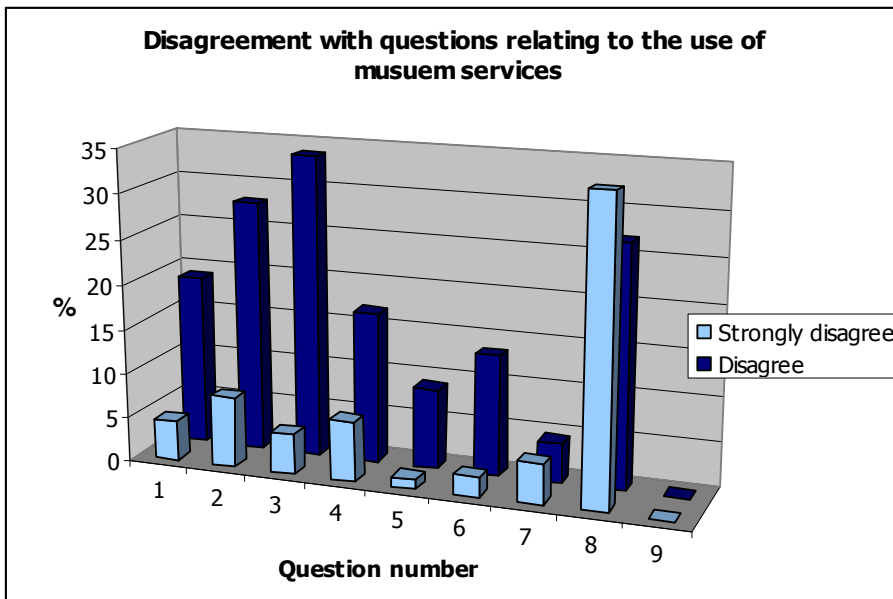
Answers to these questions have been analysed and are presented in graphical form. The horizontal axis relates to the questions numbered above. We have separated those who agreed and those who disagreed into two separate charts.

Table 33: Generic issues relating to participation



Base: 89

Table 34: Generic issues relating to participation (continued)



Base: 89

Of particular note are the strong levels of agreement with statement five ('we would only visit museums if they had clear links to the curriculum'), and high levels of disagreement with statement eight ('I don't take groups to museums because I worry about them not being engaged by the experience').

From this, we can deduce that curriculum relevance is essential and that there is limited concern that pupils will not be engaged by museums. This is supported by coded verbatim answers to Question four of the survey. Of the 89 respondents to that question, 27 (30%) make direct reference to the need for services that are appropriate and/or intrinsically linked to the curriculum:

'We need visits to be tied into the curriculum'

'We tend to go places that are more interactive like eureka because we're an infant school'

'It has to be based round the curriculum and in that period'

There is strong disagreement with the idea that museums promote themselves effectively and provide enough information for schools. As we have noted, for those schools that are not participating in any region, pro-activity is minimal. This places an emphasis on sound and engaging marketing to raise awareness.

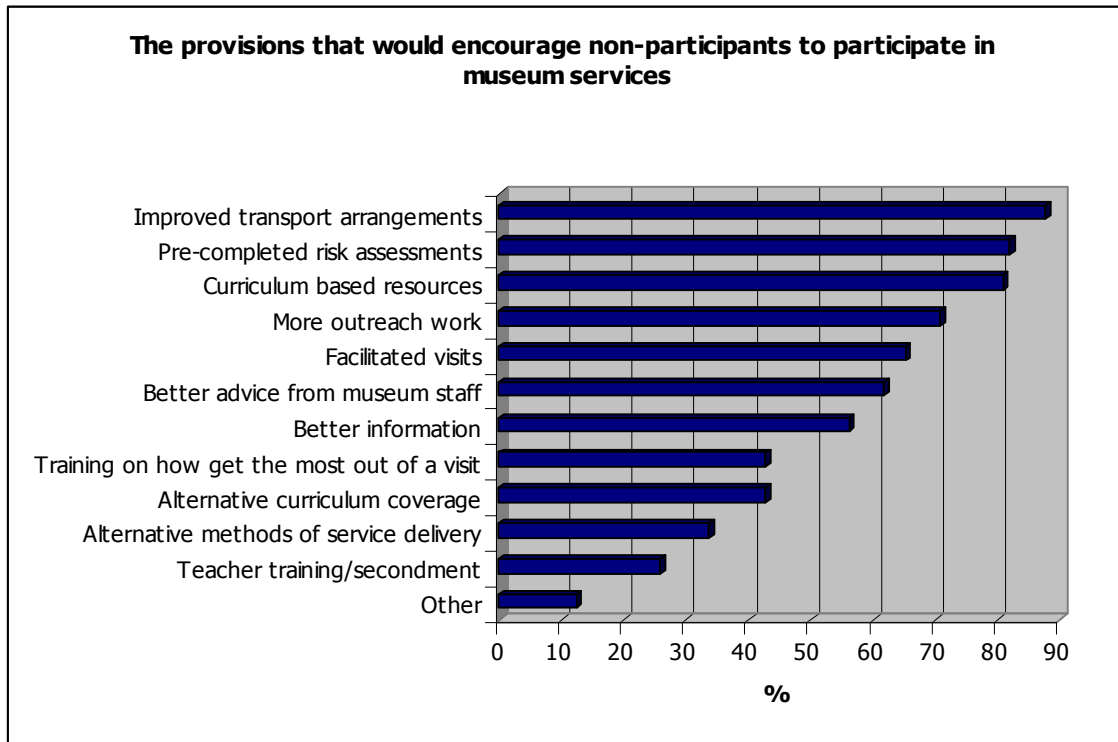
Finally, there does appear to be a desire to participate in museums to when there is strong local links. In total, 39 respondents (44%) agreed that they would participate more frequently if museums had better links to the local area. Such responses suggest that non-participants would be encouraged to participate if museum services were more locally focused, in both content and service delivery.

7.3.7. How to overcome barriers to participation

Having built an understanding of respondents' priorities and considerations with regard to participation, our survey asked respondents to identify what would encourage them to participate more readily.

Respondents were presented with a number of options, and were allowed to identify multiple answers as their preferences. The quantified results appear below;

Table 35: Encouraging participation



Base: 89

There is no doubt that improved transport provision that minimises costs, is something schools are very much in favour of. In total, 78 respondents (88%) were in favour of subsidised/free transport to and from museums. Similarly, pre-completed risk assessments and curriculum-based resources were favoured by respondents, supported by 82% and 81% of respondents respectively.

It does appear that secondment opportunities and differing methods of service delivery are low on schools priority list. Having said this, 26% of respondents would be more encouraged to participate if secondment opportunities were provided, and 34% similarly if alternative delivery mechanisms were on offer. Verbatim answers, as to the barriers to participation, reveal an emphasis on resources, and facilities within museums;

'Borrowing items from museums'

'Lists of good website resources'

'We used to be able to borrow artefacts from the local museum for 6 weeks, now it is only for two weeks, which isn't long enough for all the pupils to experience them and get the benefit from them'

'Facilities for eating i.e. picnic areas-outdoor and indoor'

Respondents suggest that by providing such things as loan services, website resources and 'packs' for those with learning difficulties, schools would more engaged by museums and better prepared for any visit. In addition, tailored facilities for age groups and funding support are highlighted as potential motivators for participation.

Of the 89 respondents to Question 8, 33 (38%) stated that alternative curriculum coverage would encourage them to participate. When asked which subjects should be covered, respondents provided evenly distributed answers.

Table 36: Increased curriculum coverage

Curriculum Subject	% of respondents in favour of increased coverage
Art & Design	63.2
Design & Technology	63.2
Maths	63.2
Modern Foreign Languages	63.2
Music	63.2
PE	63.2
Religious Education	63.2
Citizenship	65.8
English	65.8
ICT	65.8
Geography	68.4
Science	81.6
History	86.8

Base: 33

Given the small sample size for this question, we must issue a health warning in using the results as indicative. In addition, we must be aware that the respondents (as non-participants) have limited experience of existing provision, and hence are not ideally placed to make recommendations for alternative delivery. Despite the limitations of this data, it is surprising that such a high percentage of respondents felt that coverage of modern languages and PE was required. This starkly contrasts with the actual provision within the region, as defined in Section 6 of this report.

Having established levels of non-participation and participation, the provisions context in which participation sits, and the barriers to those that are not participating, we are placed to make strong conclusions and recommendations. The following section provides this, bringing together the reports key findings and suggesting targeted action.

8. Conclusions and Recommendations

In undertaking this work, QA has attempted to deconstruct the intricate and complex network of relationships between schools and museums; how much they visit, why they visit, and what is on offer to schools who wish to visit. We have strived to:

*"Develop the methodologies and gather the information necessary to map access in the sector....To report on the specific needs of museums and archives in developing the learning potential of their collections and in working with new audiences."*²⁴

This statement has guided our research and alludes to what we hope is its final value. What follows is an uncomplicated presentation of our main findings, coupled with recommendations for the use and enhancement of our work. It is hoped that our conclusions provide an adequate validation of the recommendations, which are presented in bold font.

1) School Participation

The process of collecting school visit records has highlighted the poor state of record keeping overall in the region's museums. As much as 70% of the total records provided were incomplete in some way. Pupil visitor numbers were the most poorly recorded. Addressing such problems will be a crucial task if museums are to understand who their key users are, and then track their usage over time. Service providers must understand their 'market', what their users needs are, and where to focus their marketing effort. The current systems for record keeping, in general, do not facilitate this.

This finding highlights the importance for YMLAC in considering how record keeping could be improved. Use of compatible templates, systems and software to record school visits, would assist in the manipulation of data by museums and archives. It would also make the task of obtaining a regional overview more straightforward.

Museums need to be consulted on the data presented within this report, to gauge the usefulness and applicability of the information collected, to both inform future research and for YMLAC to maintain the dialogue on the subject

YMLAC could consider commissioning a best practice toolkit – capturing the learning from this study – to be disseminated to other regional councils.

Another consequence of the poor quality data being collected is that the researchers have had to invest considerable time bringing the records up to an acceptable standard, and have been compelled to make assumptions and issue health warnings at various stages. Consistent record keeping would minimise the margin for error.

Overall, 76% of all recorded school visits to participating museums were from within the region. Primary age schools account for approximately 70% of all recorded visits, and they also represent the greatest proportion of non-participating schools.

²⁴ Museums, Libraries and Archives Council (2004) 'Using Museums, Libraries and Archives to Develop a Learning Community'

The relative non-participation of primary schools is greater than the relative non-participation of secondary schools. Approximately 12% of the region's secondary schools are deemed not to have participated, in contrast to 22% of primary schools. This points to a divergence in success in engaging primary and secondary schools.

To address this, a separate engagement strategy for primary and secondary schools could be devised. Our research suggests targeting engagement efforts at areas of urban deprivation like Sheffield and Doncaster, and at independent schools that are sometimes unrepresented in governmental/sector databases.

There is strong evidence to suggest that both participation and non-participation are concentrated in urban centres such as Bradford, Doncaster, Leeds, Sheffield, and York. Our breakdown of statistics by local authority evidences this.

Such evidence for participation and non-participation leads us to propose the existence of three 'types' of non-participation. These are as follows;

1. Non-participation because of distance to provision
2. Non-participation despite proximity of provision
3. Non-participation because of deprivation factors

The first type explains the relatively high levels of non-participation in areas such as Hambleton. This local authority has more non-participating schools than the urban settlement of Hull, but has far fewer SOAs classed as being deprived. We must conclude that the absence of 'comprehensive' provision in Hambleton, and distances involved in travelling to find museums with the required offer, means that participation is reduced. While Hambleton does have pockets of deprivation, it has no school in the 20% most educationally deprived SOAs.

Further work should be undertaken to discover the root cause of non-participation in the rural local authorities in the north of the region and larger conurbations in the east. Potential methods for improving participation should be studied.

The second type of non-participation can be seen in light of the need to raise the profile of provisions in that area. In local authorities such as Doncaster, there is seemingly a mismatch of participation levels and extent of provision. Provision appears to be relatively robust, while participation can be seen as being relatively high.

The third type of non-participation appears to be linked to the geographic and social factors affecting the non-visiting school. There is a definite correlation between non-participation and deprivation, evidenced most strongly in the region's urban conurbations. In some of these areas museum provision is excellent, with most areas of the curriculum covered through a variety of delivery mechanisms. However, participation appears to have faltered in some of these areas. Further research could potentially uncover significant linkages between the second and third type of non-participation.

Lack of awareness of museum provision is one explanation. Another likely cause is the associated impacts of deprivation. Mean deprivation scores for the SOAs of participant schools and SOAs of non-participant schools, show a difference in deprivation. Evidence of non-participation 'clusters' in these areas of deprivation further tie these two issues intrinsically together.

We recommend that the factors behind non-participation presented here are now explored in greater detail, through perhaps a detailed study in one or more of the areas identified or through secondary research. We would suggest that Doncaster would provide an appropriate backdrop to an analysis of the linkages between second and third type non-participation.

We recommend that YMLAC examines what impact deprivation has specifically on the planning, organisation and completion of a school visit to a museum.

Beyond understanding the differences between these two types of non-participation and their complexities, a more tailored approach to engagement needs to be developed. This is particularly important in local authorities like York, North East Lincolnshire and Scarborough which essentially service schools that evidence both types of non-participation.

We recommend assisting museums and local authorities in their attempts to engage such schools, with a focus on sub-dividing their effort toward our two identified types.

2) Museum Provision

It is not appropriate for any one museum to offer such a comprehensive service across all subjects, at all key stage levels. However, this could be a regional, or sub regional objective. Overall, the region offers a significantly comprehensive service, with 84% of the key stage areas covered and the identified delivery mechanisms applied.

The findings offer an excellent opportunity to market the regions range of provision (including archives) to schools. YMLAC should take advice on the best way to present this information to schools and consider more innovative methods such as DVDs.

This overall finding masks marked differences in provision between local authority areas, which will be a factor underpinning schools' willingness to travel. Given that schools are not bound by political boundaries, the visits patterns of schools need to be examined in more depth.

Areas where provision is weak, for example PE and ICT, need to be examined in detail to determine the actual level of demand. This could be accomplished using a research tool called Importance / Performance which rates provision and also ranks it in order of demand.

While no local authority area offers a fully comprehensive service, this study has highlighted that the local authority areas of Bradford, Leeds and York come closest, while Barnsley, Hambleton, Selby and Scarborough have the most number of gaps.

A comprehensive service at local authority level may be a matter of geography, alternatively it may be the result of best practice on the part of local partners – which we recommend is captured and distilled for dissemination.

3) Barriers to Participation

Our research has identified a small, but significant level of school participation in services outside of our region. This activity is primarily concentrated in the northern sub-region of Yorkshire and the Humber, and represents participation in services adjacent to North Yorkshire. Although distance to travel is a key factor, this finding could also indicate that North Yorkshire is currently under-served by existing provision.

Coupled with this finding is the statement by non-regional participants that Yorkshire and the Humber's museums need to promote themselves more effectively. Non-participant schools place an emphasis on museum marketing material when it comes to planning a visit, and are perhaps unlikely to take a pro-active stance in contacting museums.

We recommend, as stated in the above section, that a comprehensive system for promoting and marketing services should be developed. The foundation for this could be an authoritative directory of museum services, presented to each school in the region. In addition, guidance for schools in planning museum visits and minimising the costs of such things as transport, would no doubt be deemed useful

Our research has identified a number of schools that have been missed by museum records. Given that 39% of our survey sample of 'non participating' schools had actually visited captured museums, we could assume that the same percentage holds for the full non-participant list. This would mean that some 332 out of the 544 non-participant schools did not participate in regional museums. Hence, we can suggest that the extent of non-participation is lower than our data suggests.

To re-iterate, we recommend providing museums with a template for data collection, stressing the benefits to the organisation, and explore the potential to provide a good practice tool kit for data collection.

Non-participants identified 'cost' as the most important barrier to participation. We have witnessed through the testimony of survey respondents the direct link between deprivation and non-participation. Linking school testimonies with hard data findings has lent weight to the argument that deprivation and participation are to some extent linked.

Improved transport would act as a motivating factor for non-participants. Any financial support, targeted at non-participants, would also probably lower the levels of non-participation. Proactively approaching schools that have identified transport as an issue in our survey, may well help to target effort and resource.

A percentage of non-participants expressed a desire to see alternative curriculum coverage within the regions museums. This of particular importance for areas of the curriculum where there is, as yet, no provision.

9. Appendices

9.1. Participation data fields

Each organisation was asked to provide the following data for each school visit to their museum in the stated period.

1. The site visited
2. The school name
3. The school postcode
4. The school telephone number
5. The school type (e.g.: junior, secondary, etc.)
6. The number of pupils that visited

9.2. Museum sites that provided usage data

Abbey House Museum	Museum Of South Yorkshire Life
AIH	National Coal Mining Museum
ARC	National Museum of Film Photography and Television
Arctic Corsair	Nidderdale Museum
Armley Mills	North Lincolnshire Museum
Bagshaw Museum	NRM
Bankfield	Oakwell Hall
Beck Isle Museum of Rural Life	Piece Hall Art Gallery
Bishops House	Pontefract Castle
Bolling Hall	Pontefract Museum
Bracken Hall	Red House
Bradford Industrial Museum	Ripon Museum Workhouse, Prison and Police Museum
Bronte Parsonage Museum	Royal Armouries
Captain Cook Museum	Royal Pump
Cartwright Hall	Sandal Castle
Castle Museum	Scarborough Art Gallery
Cliffe Castle	Shibden
Clifton Park Museum	Spurn
Colne Valley	Streetlife
Colour Museum	Shepard Wheel
Dewsbury Museum	Temple Newsam
Doncaster Museum and Art Gallery	Thackray Museum
Ferens Art Gallery	The Craven Museum
Fishing Heritage Centre	The Green Howards Regimental Museum
Graves	The Waterways Museum
Hands on History	The World of James Herriott
Harewood House Trust	Thwaite Mills Watermill
HERM	Time Trap
Huddersfield Art Gallery	Tolson Museum
Jorvik Viking Centre	Wakefield Art Gallery
KIM	Wakefield Museum
Knaresborough	Whitby Museum
Leeds City Art Gallery	Wilberforce
LMRC	Withernsea Lighthouse
Lotherton Hall	Woodend Museum
Manor House	York Art Gallery
Maritime	Yorkshire Craft Centre
Mercer	Yorkshire Museum
Merchant Adventurers Hall	Yorkshire Sculpture Park
Millennium	
Murton Park	

9.3. The Provisions Matrix

SUBJECT	Key Stage				Type of provision														
	KS1 (lower primary)	KS2 (higher primary)	KS3 (secondary)	KS4 (sixth form/FE)	Direct Teaching	Handling Collections	Teachers' resources	In-service training for teachers	Guided tours	Loan service	Drama/Living History	Holiday activities	Workshops	Travelling Exhibitions	Out of school clubs	Outreach services	Video/multimedia	Other	
Art & Design																			
Citizenship																			
Design & Technology																			
English																			
Geography																			
ICT																			
Mathematics																			
Modern Foreign Languages																			
Music																			
PE																			
Religious Education																			
Science																			
History																			
History topics:																			
Local History																			
Romans																			
Anglo Saxons & Vikings																			
Tudors																			
Victorians																			
Britain since 1930																			
European history (ie. Ancient Greeks)																			
World history (eg. Egyptians, Benin, Maya, Aztecs etc.)																			
Britain 1066-1500																			
Britain 1500-1750																			
Britain 1750-1900																			
Europe before 1914																			
WW2																			

9.4 Curriculum subjects, history topics, key stages and delivery mechanisms for provisions research

Curriculum subjects & history topics	Key stages	Delivery mechanisms
Art & Design Citizenship Design & Technology English Geography ICT Mathematics Modern Foreign Languages Music PE Religious Education Science History Local History Romans Anglo Saxons & Vikings Tudors Victorians Britain since 1930 European history (ie. Ancient Greeks) World history (eg. Egyptians, Benin, Maya, Aztecs etc.) Britain 1066-1500 Britain 1500-1750 Britain 1750-1900 Europe before 1914 WW2	KS1 (lower primary) KS2 (higher primary) KS3 (secondary) KS4 (sixth form/FE)	Direct Teaching Handling Collections Teachers' resources In-service training for teachers Guided tours Loan service Drama/Living History Holiday activities Workshops Travelling Exhibitions Out of school clubs Outreach services Video/multimedia presentations Other

venue	colleague	
¹² <input type="checkbox"/> Other.....		

[Interviewer Note]: Go to Q4

Q3. Why have you not visited any museum in this period (September 03-July04)? (Multiple choice)

¹ <input type="checkbox"/> Distance to travel	² <input type="checkbox"/> Cost	³ <input type="checkbox"/> Risk/union recommendation
⁴ <input type="checkbox"/> Not appropriate to study area	⁵ <input type="checkbox"/> Staffing difficulties	⁶ <input type="checkbox"/> No interest from pupils
⁷ <input type="checkbox"/> Inadequate services at museum?	⁸ <input type="checkbox"/> Poor experience at the venue in past	¹⁰ <input type="checkbox"/> Lack of awareness of venue
¹¹ <input type="checkbox"/> Influenced by colleague		
¹² <input type="checkbox"/> Other.....		

Q4. What was the most significant barrier?

.....

Section 2 Sources for planning

Q5 What sources do / would you use to plan an educational visit to a museum?

¹ <input type="checkbox"/> Internet search	² <input type="checkbox"/> Marketing material (brochure / leaflet)	³ <input type="checkbox"/> Recommendation from a colleague
⁴ <input type="checkbox"/> Telephone enquiry to museum	⁵ <input type="checkbox"/> Telephone enquiry to a third party, for example YMLAC, Tourist Board	⁶ <input type="checkbox"/> Publication e.g. TES, Guardian
⁷ <input type="checkbox"/> Other.....		

Section 3 Awareness of what is on offer

Q6a How would you describe your schools' level of awareness of the educational activities offered by the region's museums?

Scale of 1-5				
1 equals 'Not aware at all'			5 equals 'very aware'	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Q6b Please say why:

.....

.....

.....

Q7 To what extent to you agree or disagree with the following statements:

Statement	1=strongly disagree 5=strongly agree				
Museums are well used by schools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Schools have sufficient information about what is available within the region's museums	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The region's museums promote themselves effectively	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
It is a priority for my school to take groups on educational visits to museums	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
We would only visit museums if they had clear links to the curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I would take more groups to visit museums if they had links to our local area	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I would take more groups to visit museums if they could tailor workshops/tours to my group's needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I don't take groups to museums because I worry about them not being engaged by the experience	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Other – please insert	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Section 4 Overcoming barriers

Q8. What would enable and encourage you to visit museums? (*Multiple ticks*)

1 <input type="checkbox"/> Pre-completed risk assessments	2 <input type="checkbox"/> Facilitated visits	3 <input type="checkbox"/> Alternative curriculum coverage <input type="checkbox"/> Art & Design <input type="checkbox"/> Citizenship
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		<input type="checkbox"/> Design & Technology <input type="checkbox"/> English <input type="checkbox"/> Geography <input type="checkbox"/> ICT <input type="checkbox"/> Mathematics <input type="checkbox"/> Modern Foreign Languages <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> Religious Education <input type="checkbox"/> Science <input type="checkbox"/> History
⁴ <input type="checkbox"/> Alternative methods of service delivery	⁵ <input type="checkbox"/> Improved transport arrangements – subsidised transport or provision of a museum mini bus/coach	⁶ <input type="checkbox"/> Advice from museum staff about artefacts to look for
⁷ <input type="checkbox"/> More outreach work	⁸ <input type="checkbox"/> Training on how to get the most from a visit	⁹ <input type="checkbox"/> Better information about museums and school visits
¹⁰ <input type="checkbox"/> Teacher training / secondment to museums	¹¹ <input type="checkbox"/> Curriculum based resources	
¹² <input type="checkbox"/> Other.....		

Q9 Are there any other comments you would like to make in relation to the barriers faced by schools regarding access to museums?

.....

Would you be willing to be contacted by the Yorkshire Museums Libraries and Archives Council as part of a the follow up to this research?

Yes ¹ No ² *Contact could include: Information on teacher secondment
Information of Museum Provision*