

Section 9 What did the pupils learn? The pupils' views

9.0 Summary

At the discretion of their teachers, pupils were asked to complete one of the two Form B questionnaires. 9415 pupils completed the questionnaires, which asked for their responses about the visit or outreach session they had just completed. The results are presented in this section, first in two summary sheets, then in more detail grouped by age and the five Generic Learning Outcomes.

The 7354 pupils who completed Form B KS2 clearly enjoyed their museum visit and were very enthusiastic about it. Although this form was intended for pupils aged 7-11, a small number of children under 7 also completed the form. 91% of these pupils aged 4-11 agreed that they had enjoyed their visit, 90% agreed that they had learned some interesting new things and 83% thought the museum was an exciting place. Pupils' tended to be most enthusiastic at age 8-9, but enthusiasm was slightly less marked in 10 and 11 year olds. However, most children felt that the visit gave them lots of ideas for things to do (71%) and on the whole enthusiasm for museum visits was high from ages 4-11yrs.

Pupils of KS3 and above (11-18 yrs) are increasingly more reflective about their own learning processes but can be less enthusiastic. It was encouraging therefore that the KS3 and above pupils who completed questionnaires were, on the whole, very positive about their experiences. 89% of KS3 and above pupils agreed that they had discovered some interesting things from the visit and 86% felt that the museum was a good place to learn to learn in a different way to school. Encouragingly, 77% felt the experience had given them a better understanding of the subject and 64% agreed a visit to a museum or gallery makes school work more inspiring.

Results from the DCMS/DfES scheme have been compared with the results from the evaluation of the Renaissance in the Regions Education Programme, which used the same two pupil questionnaires. The results for both evaluations were strikingly similar. However, it is interesting that in the DCMS/DfES programme, pupils at KS2 tended to be slightly less enthusiastic for most questions than those in the Renaissance evaluation, while pupils at KS3 and above were slightly more enthusiastic in most questions. Overall, the evidence from pupils is very positive indeed.

9.1 Pupils' views of their own learning as a source of evidence

The data from the pupils' questionnaires gives their perspectives on their own learning. It can be placed alongside the evidence from the teachers and act to confirm or challenge the teachers' views. Pupils show a very high level of enthusiasm for museums and believe museums are useful and interesting places to learn in a different way from school.

It is possible that some pupils did not take the questionnaires seriously and some may have copied their friends' responses. However the similarity of results from the questionnaires completed for the DCMS/DfES scheme and questionnaires completed for Renaissance in the Regions (which had over 20,000 pupils completing questionnaires), and the number of pupils completing questionnaires (over 9000 across the two age ranges) adds weight to the data and seems to confirm that nationally, young people are enthusiastic about museum visits.

There are some indications that pupils are more enthusiastic than their teachers in some respects about the extent to which the museum experience has supported their learning. This will be analysed in the following sections.

9.2 Who completed questionnaires?

Two age-related questionnaires were used in the evaluation. 7354 pupils completed the questionnaire for the younger age group (Form KS2) and this group was almost equally divided between boys and girls.

Total number of pupils completing Form B KS2	7354
Percentage of boys completing Form B KS2	48%
Percentage of girls completing Form B KS2	50%
Not stated	2%

Table 9.1 Numbers of pupils completing Form B KS2

2061 pupils completed the questionnaire for KS3 and above. In this group there was a larger percentage of females than males.

Total number of pupils completing Form B KS3 and above	2061
Percentage of boys completing Form B KS3 and above	42%
Percentage of girls completing Form B KS3 and above	57%
Not stated	1%

Table 9.2 Numbers of pupils completing Form B KS3 and above

9.3 Summary of results

9.3.1 Summary of results for the younger pupils

The younger pupils clearly enjoyed their museum visit and were very enthusiastic about it. Ninety-one percent agreed that they had enjoyed their visit, 90% agreed that they had learned some interesting new things and 83% thought the museum was an exciting place. Some of the pupils' enthusiasm waned as they got older, and they were slightly less confident about visiting giving them lots of ideas for things to do (71%), but on the whole enthusiasm for museum visits was high among the pupils aged 4 to 11 who completed this form.

Question	Yes	No	Don't know
1. I enjoyed today's visit	91%	2%	7%
2. I learned some interesting new things	90%	3%	7%
3. I could understand most of the things we saw and did	79%	7%	14%
4. This is an exciting place	83%	5%	12%
5. Visiting has given me lots of ideas for things I could do	71%	13%	16%
6. A visit is useful for school work	83%	6%	11%
7. The visit has made me want to find out more	73%	11%	15%

Base: all KS2 and below pupils (7354)

Table 9.3: What KS2 and below pupils said about their learning

9.3.2 Summary of results for the older pupils

Pupils of KS3 and above (11-18 yrs) are increasingly more reflective about their own learning processes but may be less enthusiastic. It was encouraging therefore that the KS3 and above pupils who completed questionnaires were, on the whole, very positive about their experiences. Eighty-nine percent of KS3 and above pupils agreed that they had discovered some interesting things from the visit and 86% felt that the museum was a good place to learn in a different way to school. Encouragingly, 77% felt the experience had given them a better understanding of the subject and 64% agreed a visit to a museum or gallery makes school work more inspiring.

Question	Yes	No	Don't know
1. Today's visit has given me lots to think about	77%	9%	14%
2. I discovered some interesting things from the visit today	89%	5%	6%
3. A visit to the museum / gallery makes school work more inspiring	64%	13%	23%
4. The visit has given me a better understanding of the subject	77%	9%	13%
5. A museum visit is a good chance to pick up some new skills	70%	12%	17%
6. The museum is a good place to learn in a different way to school	86%	5%	10%
7. I could make sense of most of the things we saw and did at the museum	74%	8%	18%
8. I would come again	55%	15%	30%
9. I've left the museum more interested in the subject than when I came	63%	16%	21%

Base: all KS3 and above pupils (2061)

Table 9.4: What KS3 and above pupils said about their learning

9.4 Comparing the DCMS/DfES results with Renaissance in the Regions

When the data from both programmes is compared, the very high levels of enthusiasm for museums as interesting places to be and useful places for learning can be seen.

The tables below compare the positive responses from both programmes.

The DCMS/DfES pupils who completed Form B KS2 were slightly less positive in their responses to each question than those in the Renaissance evaluation, except for Question 2 where the response was the same.

	DCMS/DfES	Renaissance
Question	Yes	Yes
1. I enjoyed today's visit	91%	94%
2. I learned some interesting new things	90%	90%
3. I could understand most of the things we saw and did	79%	81%
4. This is an exciting place	83%	87%
5. Visiting has given me lots of ideas for things I could do	71%	73%
6. A visit is useful for school work	83%	87%
7. The visit has made me want to find out more	73%	77%

Table 9.5: What KS2 and below pupils said about their learning. Comparison for DCMS/DfES scheme and Renaissance in the Regions evaluations

The pupils at KS3 and above were consistently more enthusiastic in their responses in the DCMS/DfES programme than in the Renaissance evaluation. The only exception was Question 8, where an equal proportion of pupils responded that they would visit again.

	DCMS/DfES	Renaissance
Question	Yes	Yes
1. Today's visit has given me lots to think about	77%	73%
2. I discovered some interesting things from the visit today	89%	87%
3. A visit to the museum/gallery makes school work more inspiring	64%	58%
4. The visit has given me a better understanding of the subject	77%	72%
5. A museum visit is a good chance to pick up new skills	70%	62%
6. The museum is a good place to learn in a different way from school	86%	82%
7. I could make sense of most of the things we saw and did at the museum	74%	70%
8. I would come again	55%	55%
9. I've left the museum more interested in the subject than when I came	63%	59%

Table 9.6: What KS3 and above pupils said about their learning. Comparison for DCMS/DfES scheme and Renaissance in the Regions evaluations

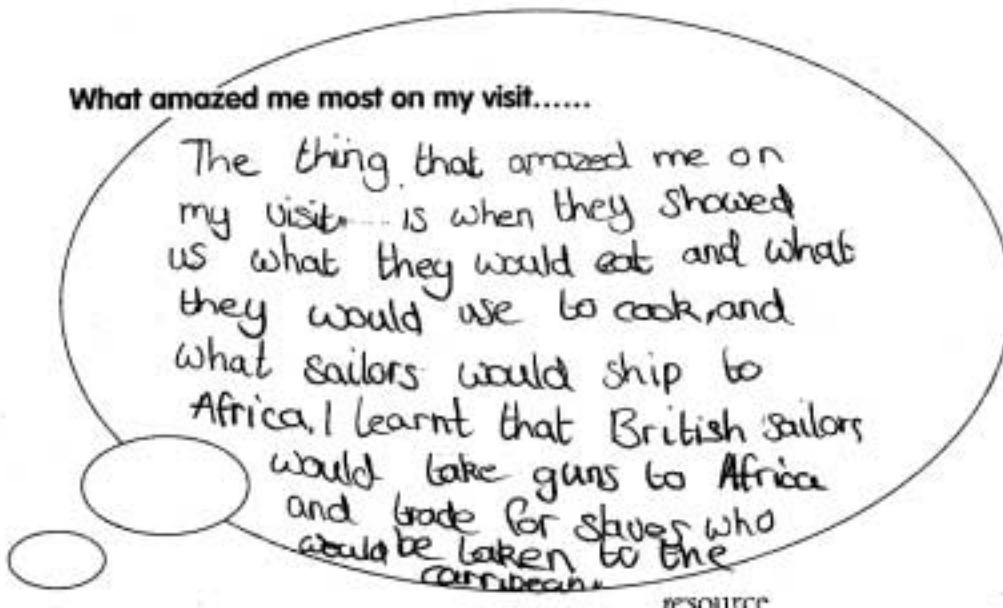
9.5 The learning outcomes for KS2 and below pupils

Pupils at KS2 and below have a limited understanding of their own learning. They find it difficult to reflect in an objective manner about their experiences. The questionnaire was planned to be as simple as possible and there was no question on learning skills. However, children of this age range do know when they feel positive about experiences and they are likely to be more openly enthusiastic than older pupils.

Form B KS2 was designed to be used with children aged 7-11. However, some teachers did use Form B with children below 7 yrs, for instance when all the children in a small school took part in an activity together. The data therefore show results from a very small number of very young children. It is felt that these very young children were unlikely to have fully understood the significance of the questions. However, there were only a very small number of children aged under 7, so this is unlikely to have affected the results overall. Two children were aged 4 years, 5 were aged 5 and 26 were aged 6.

During the development of the questionnaire it was suggested by museum education staff that an open-ended section at the end of the form would allow those children with poor writing skills to join in the research. During the Renaissance in the Regions evaluation it was acknowledged that although there was no time to analyse the results of this section thoroughly, it was found to be a very rich resource. A very large number of children used the space to write or draw about those things that they had found amazing on their visit. Some of these writings and drawings have been used to illustrate this section.

From the initial questionnaires sent to RCMG from the DCMS/DfES scheme it has been found that, similar to the Renaissance evaluation, a number of children have used the space to write comments or draw the thing they found most amazing, and specific kinds of learning outcome are demonstrated. A complete analysis however would require a detailed knowledge of individual children and an in-depth knowledge of the school and museum contexts, which is beyond the scope of this report.

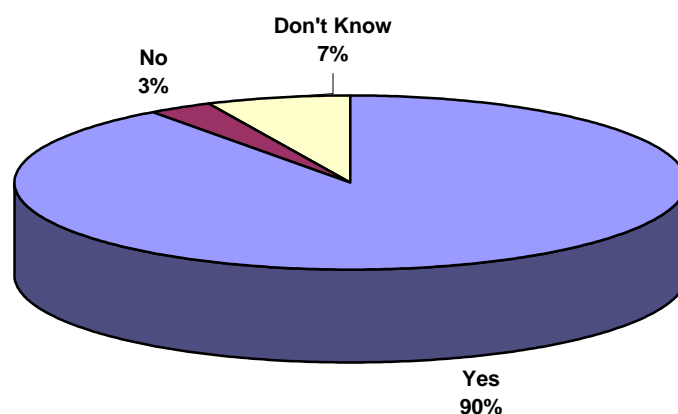


9.5.1. Questions about Knowledge and Understanding at KS2 and below

There were two questions on Form B that asked about Knowledge and Understanding.

Question 2. I learnt some interesting new things

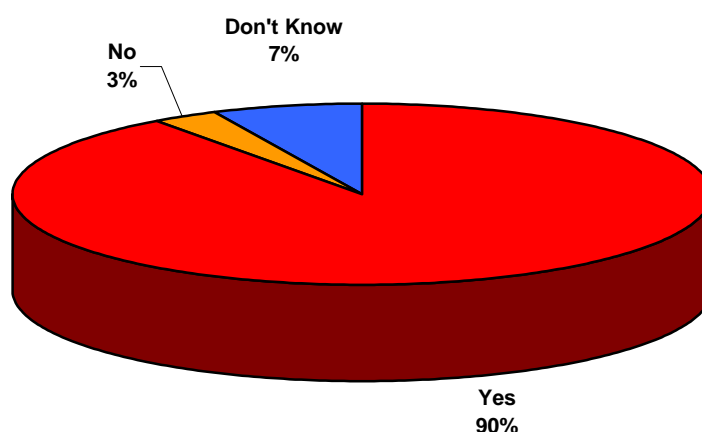
This question set out to discover whether pupils had increased their knowledge and understanding after the visit or outreach session. Overwhelmingly, 90% of pupils agreed with this.



Base: all KS2 and below pupils (7354)

Figure 9.1: Form B KS2 and below. Question 2. I learnt some interesting new things

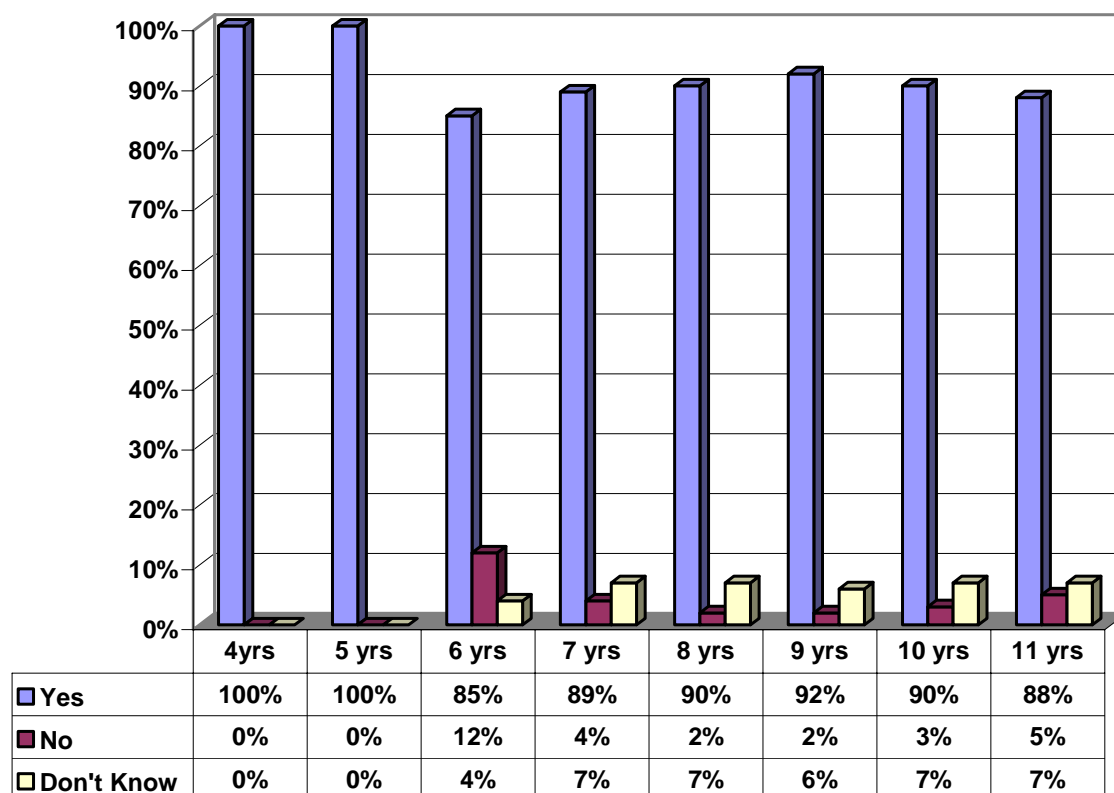
Comparing these results with those of the Renaissance in the Regions evaluation, it can be seen that exactly the same numbers of KS2 pupils were in agreement with this question: 90%.



Base: all Renaissance KS2 and below pupils (17198)

Figure 9.2: Renaissance in the Regions Evaluation. Form B KS2 and below. Question 2. I learnt some interesting new things

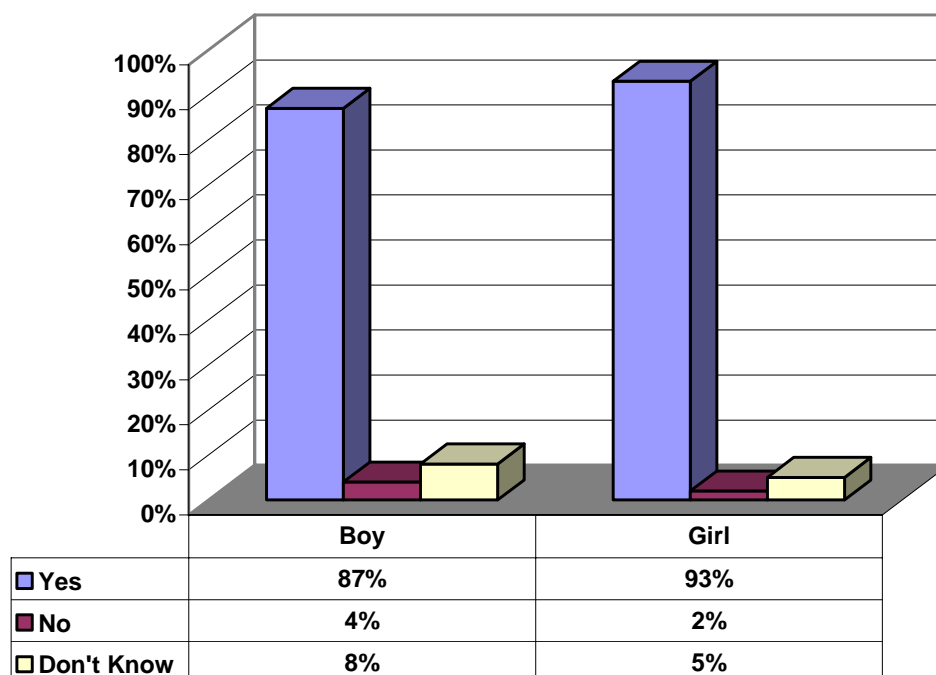
Children were most enthusiastic that they had learnt some interesting new things at age 9, closely followed by 8 and 10 year olds.



Base: all KS2 and below pupils who gave their age (7120)

Figure 9.3: Form B KS2 and below. Question 2. I learnt some interesting new things by age

Girls were slightly more enthusiastic than boys.

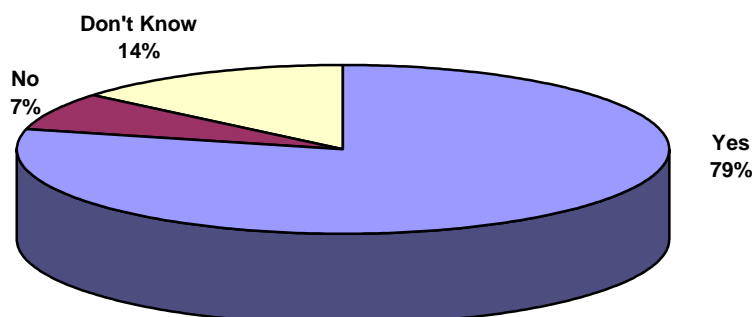


Base: all KS2 and below pupils who gave their gender (7187)

Figure 9.4: Form B KS2 and below. Question 2. I learnt some interesting new things by gender

Question 3. I could understand most of the things we saw and did

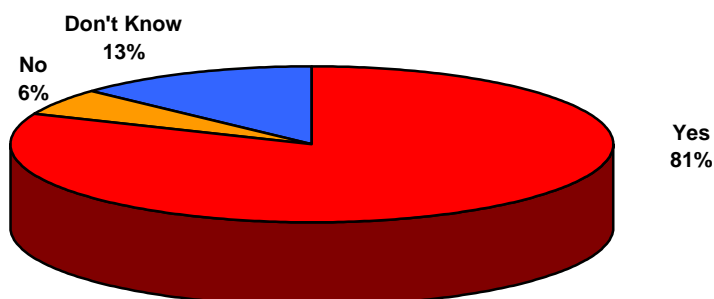
Did the pupils understand what they had been exposed to at the museum or outreach session? Although the majority of pupils agreed with the question, it was in lower numbers than for Question 2. Seventy-nine percent of pupils agreed with this statement whilst 21% were either not sure or did not understand most of the activity.



Base: all KS2 and below pupils (7354)

Figure 9.5: Form B KS2 and below. Question 3. I could understand most of the things we saw and did

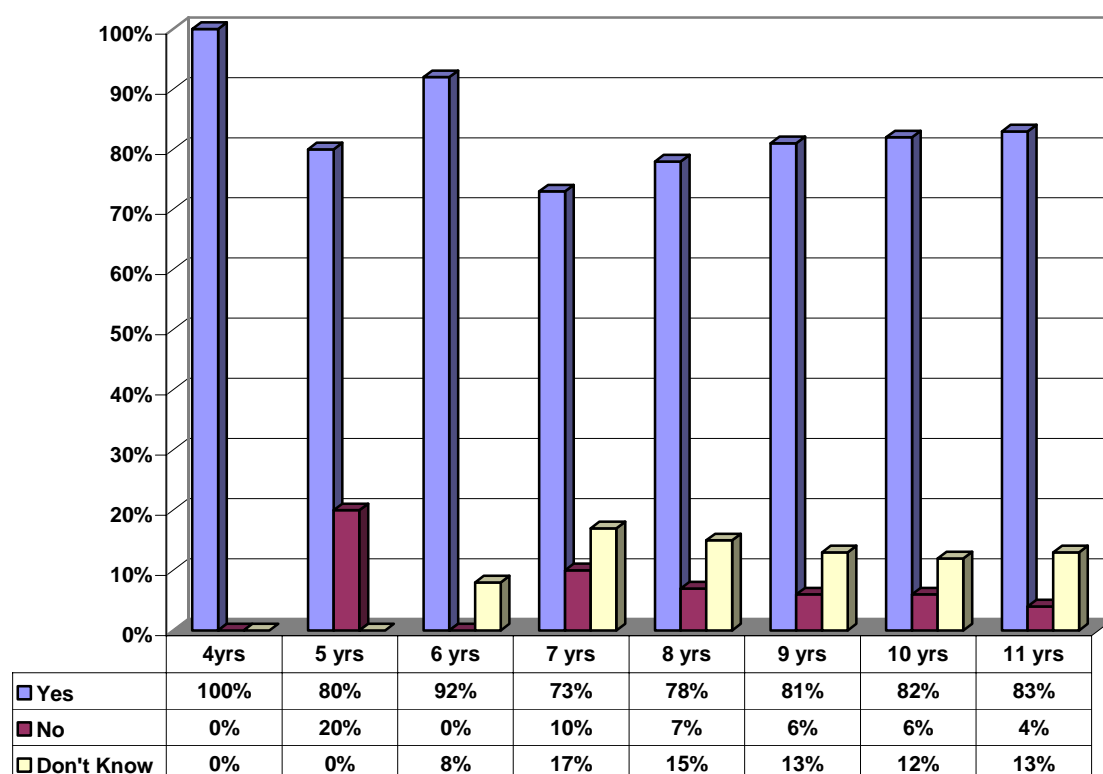
For the Renaissance in the Regions evaluation, slightly more KS2 and below pupils agreed with this statement (81%).



Base: all Renaissance KS2 and below pupils (17198)

Figure 9.6 Renaissance in the Regions. Form B KS2 and below. Question 3. I could understand most of the things we saw and did

Pupils' understanding of the activities they took part in increased with age (discounting the very small numbers of very young children under 7). This is the only question in which responses actually became more positive as children grew older.

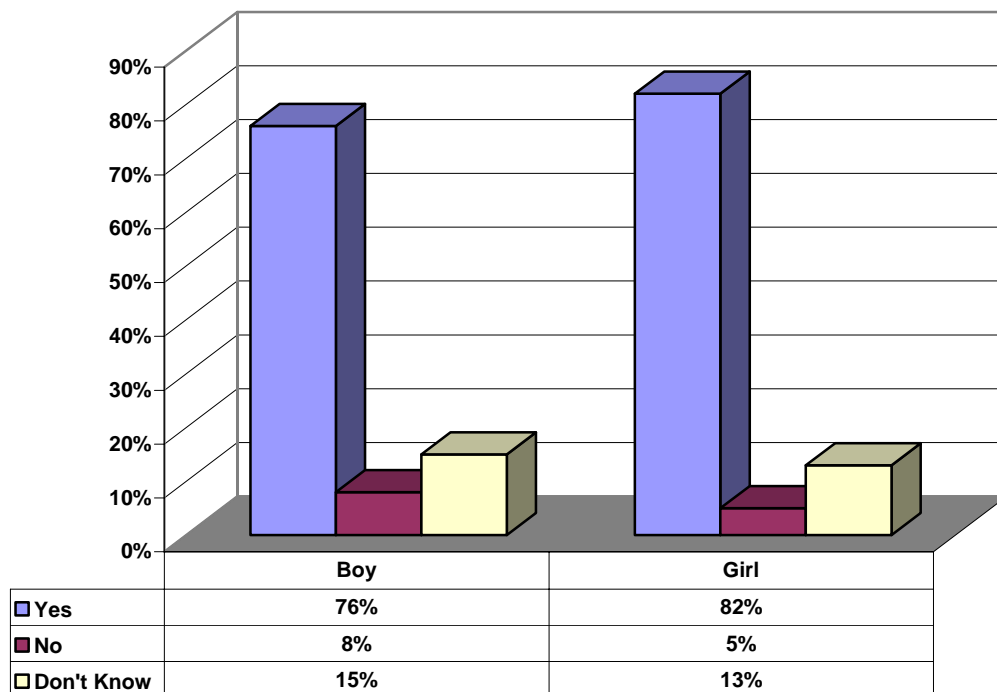


Base: all KS2 and below pupils who gave their age (7120)

(Number of pupils in each age band: 4 yrs (2); 5 yrs (5); 6 yrs (26); 7 yrs (1025); 8 yrs (2198); 9 yrs (1787); 10 yrs (1514); 11 yrs (563))

Figure 9.7: Form B KS2 and below. Question 3. I could understand most of the things we saw and did by age

Girls were more positive than boys that they had understood most of the things they had seen and done.



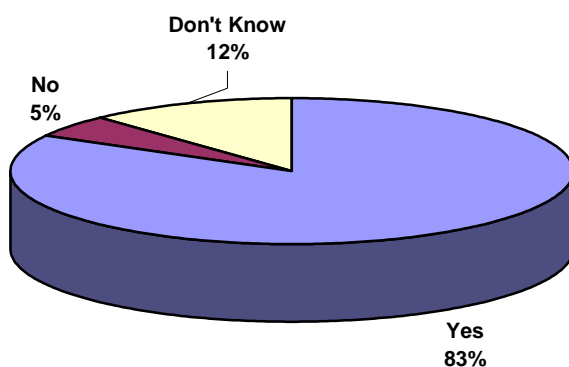
Base: all KS2 and below pupils who gave their gender (7187)

Figure 9.8: Form B KS2 and below. Question 3. I could understand most of the things we saw and did by gender

9.5.2 Questions about Attitudes and Values at KS2 and below

Question 4. This is an exciting place

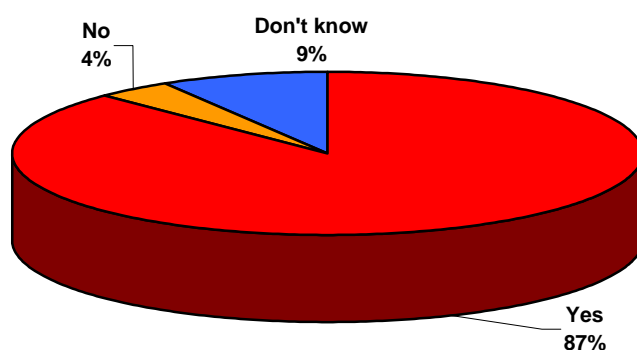
Did the pupils find the museums they visited an exciting place? Eighty-three percent of the younger pupils agreed with this statement.



Base: all KS2 and below pupils (7354)

Figure 9.9: Form B KS2 and below. Question 4. This is an exciting place

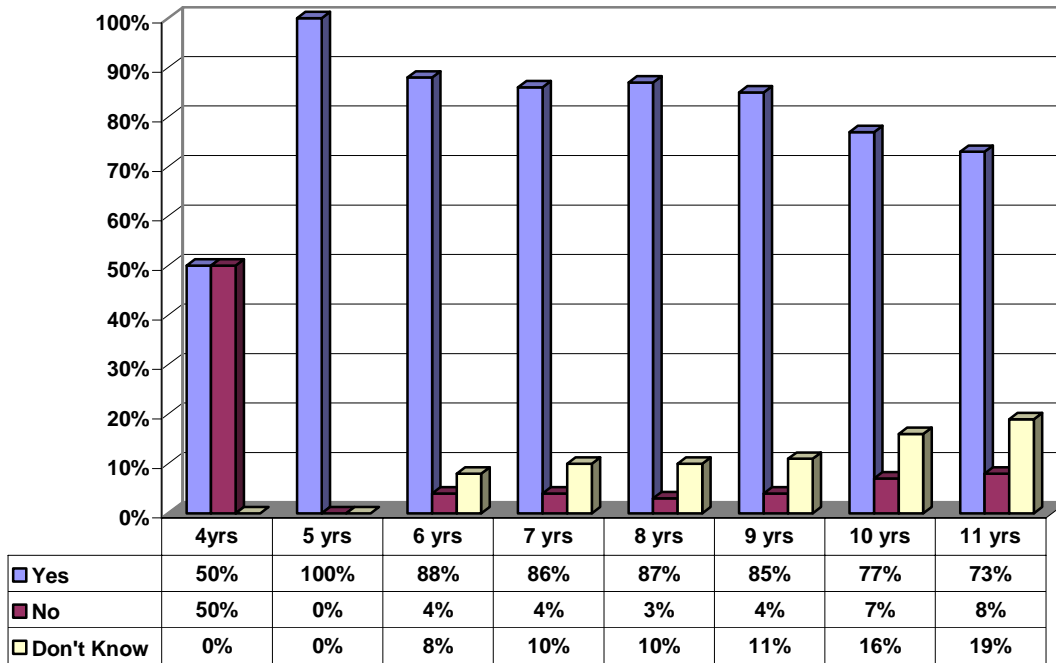
Very similar numbers of KS2 and below pupils, who completed questionnaires as part of the Renaissance in the Regions evaluation, were in agreement with this question (87%).



Base: all Renaissance KS2 and below pupils (17198)

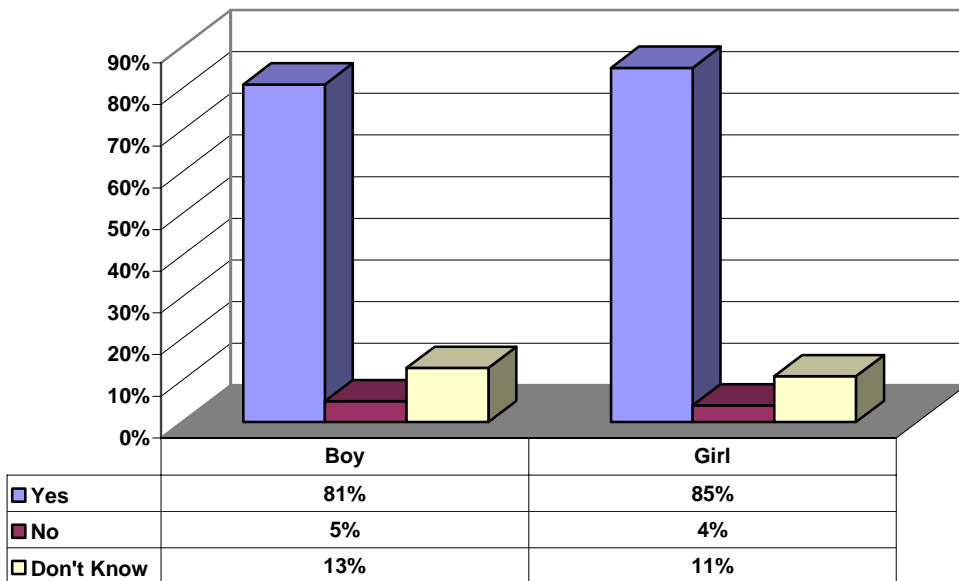
Figure 9.10: Renaissance in the Regions. Form B KS2 and below. Question 4. This is an exciting place

Most children were extremely positive about their visit regardless of age. Discounting the small number of children under 7, the 8 and 7 year olds were most positive, with enthusiasm tailing off slightly as children grew older.



Base: all KS2 and below pupils who gave their age (7120)
 (Number of pupils in each age band: 4 yrs (2); 5 yrs (5); 6 yrs (26); 7 yrs (1025); 8 yrs (2198); 9 yrs (1787); 10 yrs (1514); 11 yrs (563))

Figure 9.11: Form B KS2 and below. Question 4. This is an exciting place by age

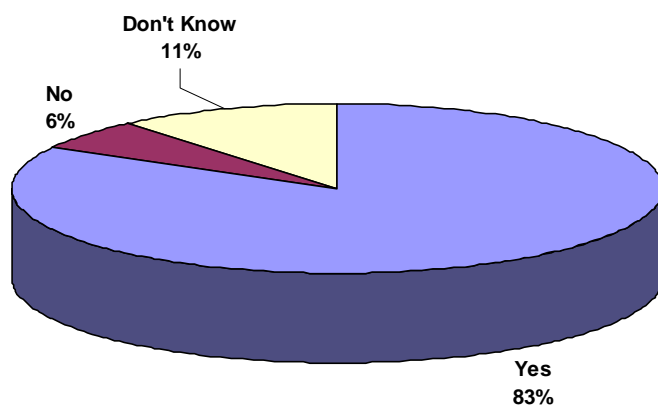


Base: all KS2 and below pupils who gave their gender (7187)

Figure 9.12: Form B KS2. Question 4. This is an exciting place by gender

Question 6. A visit is useful for school work

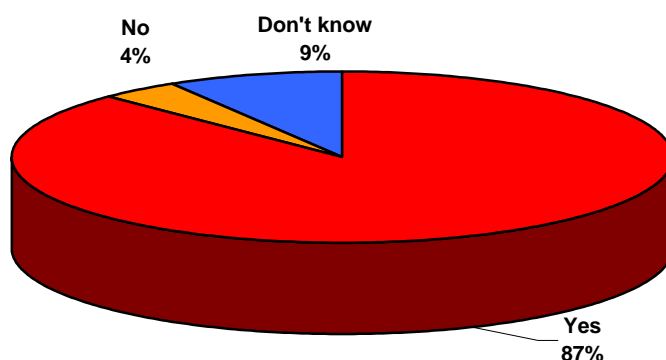
Of the KS2 and below pupils, 83% agreed that a visit was useful for school work.



Base: all KS2 and below pupils (7354)

Figure 9.13: Form B KS2 and below. Question 6. A visit is useful for school work

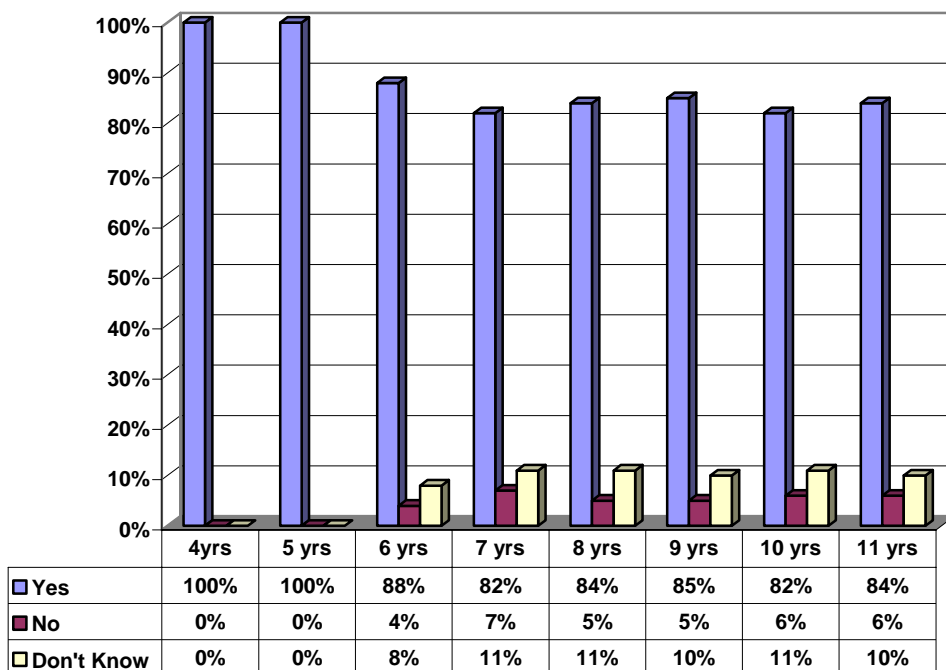
Almost the same majority of pupils who completed Form B KS2 and below for the Renaissance in the Regions evaluation agreed with this question (87%).



Base: all Renaissance KS2 and below pupils (17198)

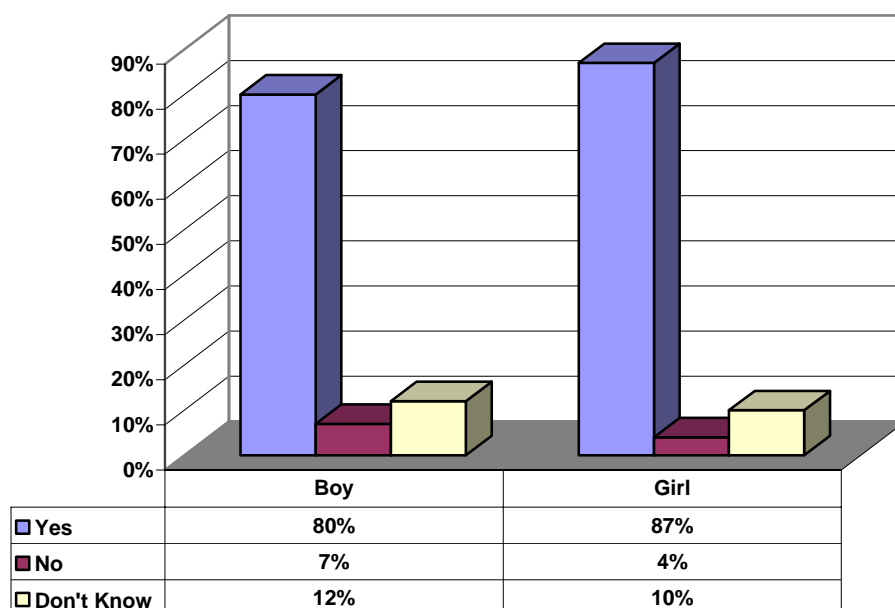
Figure 9.14: Renaissance in the Regions. Form B KS2 and below. Question 6. A visit is useful for school work

There is a general agreement across the age ranges that a visit is useful for school work, although girls are slightly more certain about this than boys.



Base: all KS2 and below pupils who gave their age (7120)
 (Number of pupils in each age band: 4 yrs (2); 5 yrs (5); 6 yrs (26); 7 yrs (1025); 8 yrs (2198); 9 yrs (1787); 10 yrs (1514); 11 yrs (563))

Figure 9.15: Form B KS2 and below. Question 6. A visit is useful for school work by age



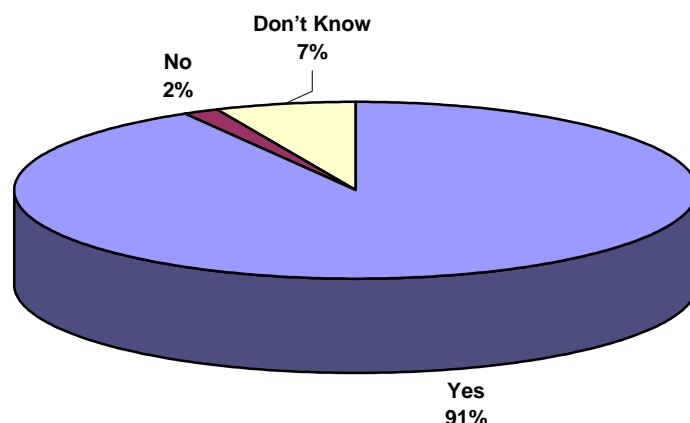
Base: all KS2 and below pupils who gave their gender (7187)

Figure 9.16: Form B KS2. Question 6. A visit is useful for school work by gender

9.5.3. Questions about Enjoyment, Inspiration, Creativity at KS2 and below

Question 1. I enjoyed today's visit

91% of KS2 and below pupils agreed that they had enjoyed the visit.

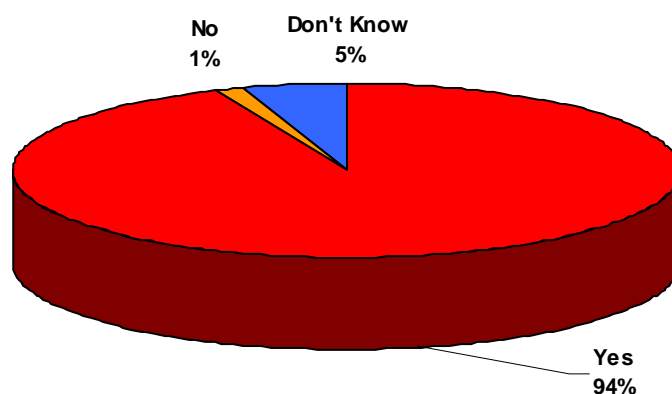


Base: all KS2 and below pupils (7354)

Figure 9.17: Form B KS2 and below. Question 1. I enjoyed today's visit

Evidence from the teachers' questionnaires and focus groups related to the Renaissance in the Regions evaluation showed how strongly enjoyment and inspiration are linked to knowledge gain.

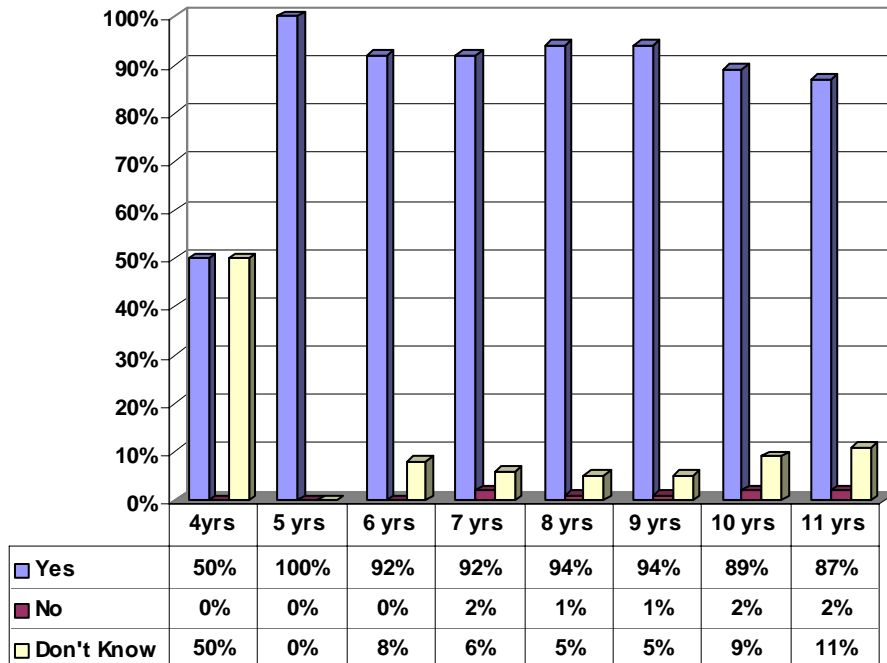
Teachers continually emphasised in discussions the value of visiting museums and the fun that pupils experienced. The evidence from the KS2 pupils was very similar to that from the DCMS/DfES evaluation; 94% of KS2 pupils stated that they had enjoyed the visit.



Base: all Renaissance KS2 and below pupils (17198)

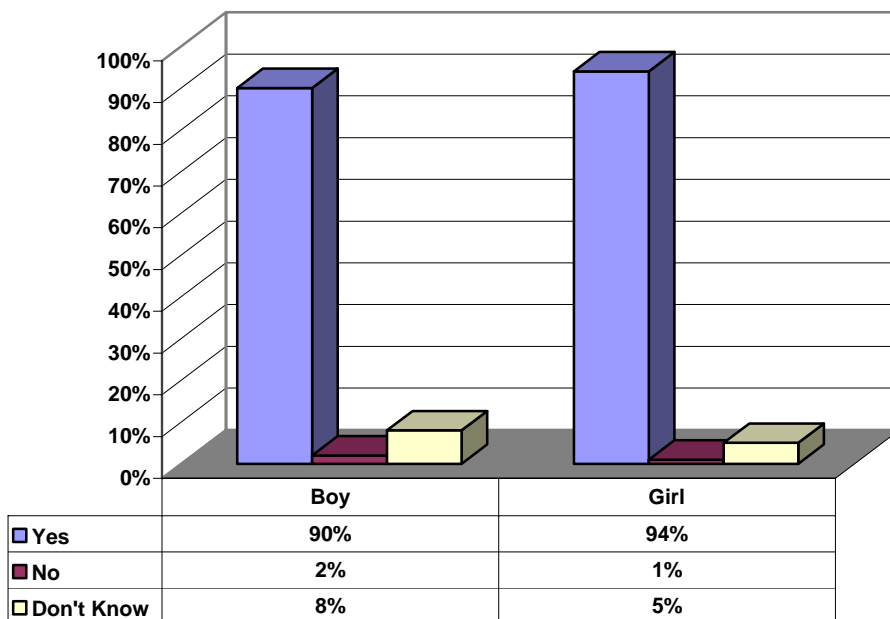
Figure 9.18: Renaissance in the Regions. Form B KS2 and below. Question 1. I enjoyed today's visit

Eight and nine year olds were most enthusiastic, with 94% saying that they had enjoyed the visit. Enthusiasm declined slightly in pupils aged 10 and 11, although 89% and 87% still said that they had enjoyed the visit.



Base: all KS2 and below pupils who gave their age (7120)
 (Number of pupils in each age band: 4 yrs (2); 5 yrs (5); 6 yrs (26); 7 yrs (1025); 8 yrs (2198); 9 yrs (1787); 10 yrs (1514); 11 yrs (563))

Figure 9.19: Form B KS2 and below. Question 1. I enjoyed today's visit by age



Base: all KS2 and below pupils who gave their gender (7187)

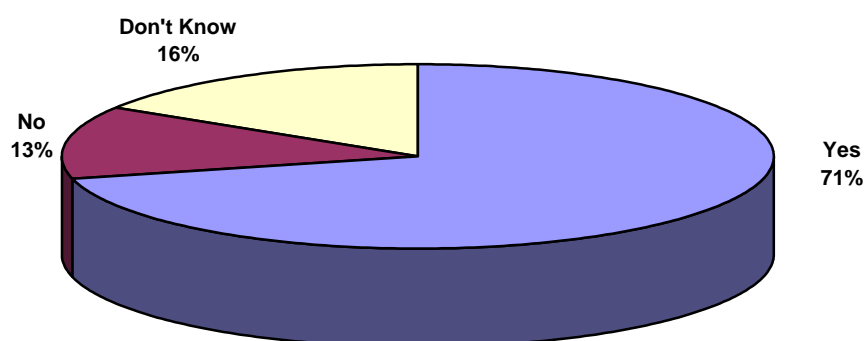
Figure 9.20: Form B KS2 and below. Question 1. I enjoyed today's visit by gender

9.5.4 Questions about Action, Behaviour, Progression at KS2 and below

There were two questions on Form B KS2 and below that focused on development and progression that might occur after the visit.

Question 5. Visiting has given me lots of ideas for things I could do

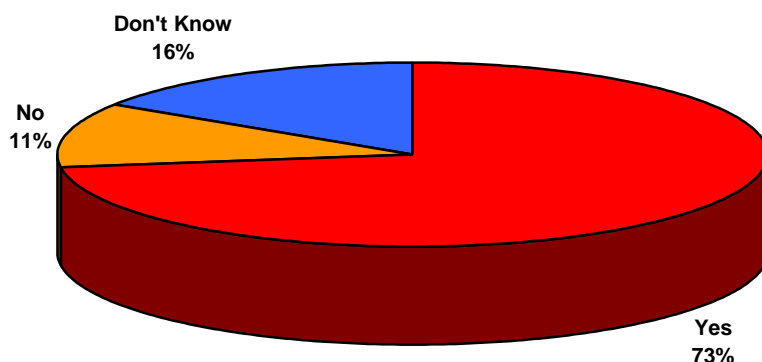
Did the museum visit stimulate interest and the potential to take things further? 71% of KS2 and below pupils agreed that the visit did.



Base: all KS2 and below pupils (7354)

Figure 9.21: Form B KS2 and below. Question 5. Visiting has given me lots of ideas for things I could do

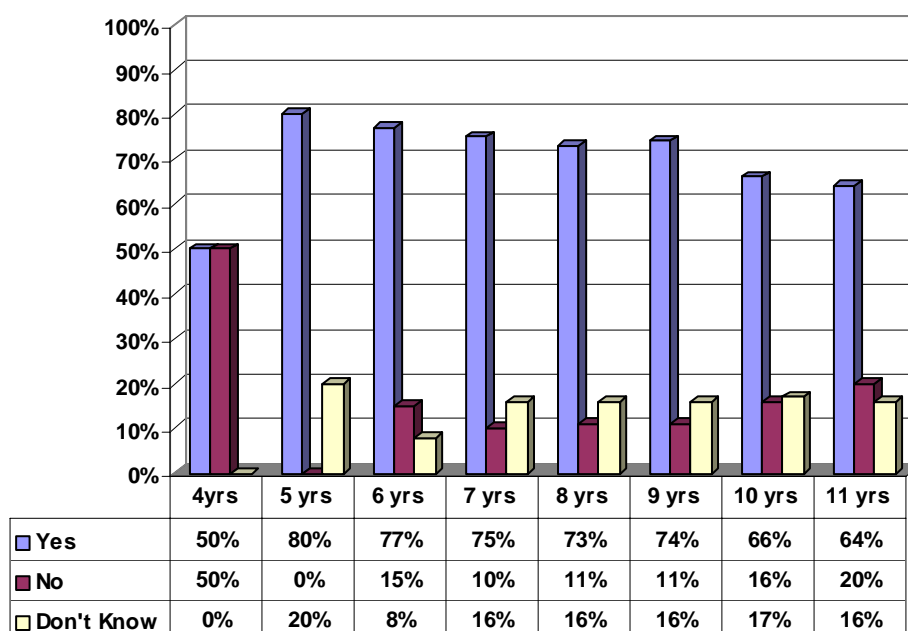
Slightly more KS2 and below pupils who completed Form B as part of the Renaissance in the Regions evaluation agreed with the question (73%).



Base: all Renaissance KS2 and below pupils (17198)

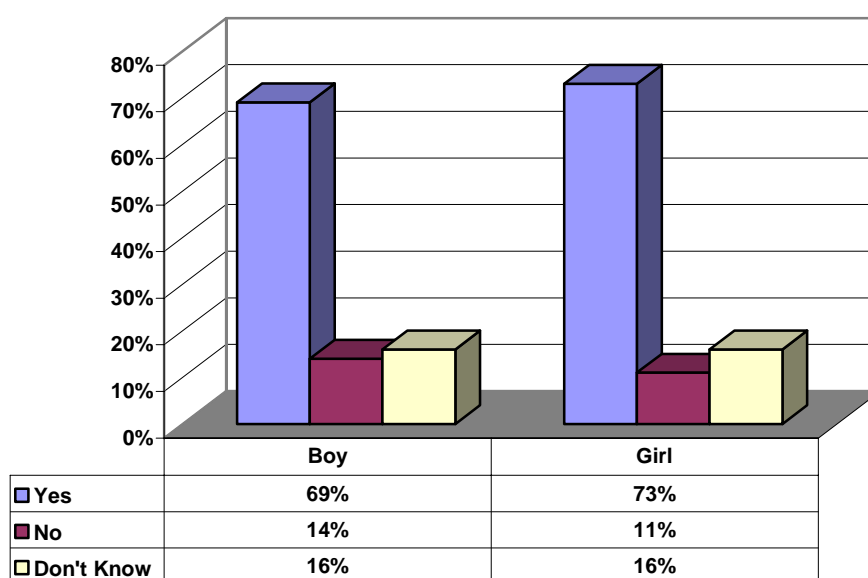
Figure 9.22: Renaissance in the Regions. Form B KS2 and below. Question 5. Visiting has given me lots of ideas for things I could do

Younger pupils were most positive that the visit had given them ideas for things to do, and again enthusiasm declined in the older children at age 10 and 11.



Base: all KS2 and below pupils who gave their age (7120)
 (Number of pupils in each age band: 4 yrs (2); 5 yrs (5); 6 yrs (26); 7 yrs (1025); 8 yrs (2198); 9 yrs (1787); 10 yrs (1514); 11 yrs (563))

Figure 9.23: Form B KS2 and below. Question 5. Visiting has given me lots of ideas for things I could do by age



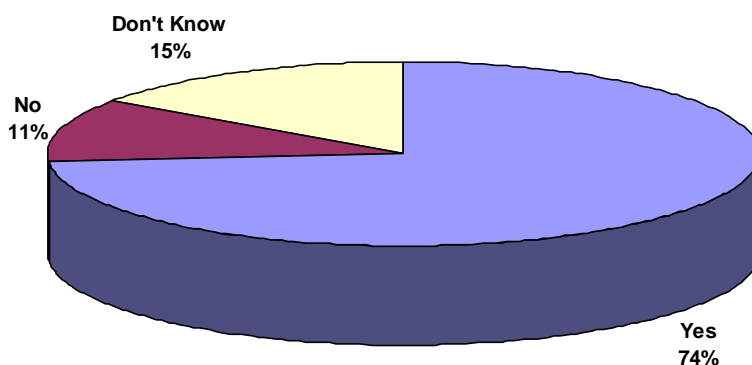
Base: all KS2 and below pupils who gave their gender (7187)

Figure 9.24: Form B KS2 and below. Question 5. Visiting has given me lots of ideas for things I could do by gender

A second question based on Action, Behaviour, Progression was designed to see if the visit or outreach session resulted in motivation to continue learning.

Question 7. The visit has made me want to find out more

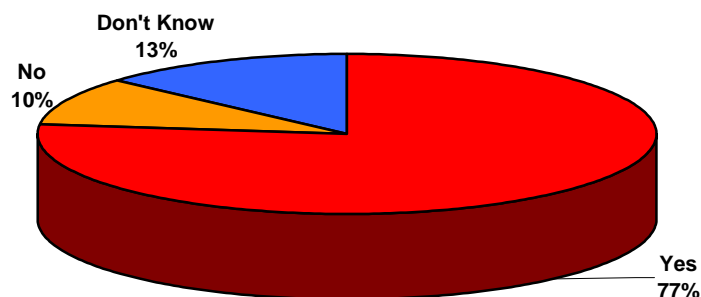
More KS2 and below pupils agreed with this question than for Question 5.



Base: all KS2 and below pupils (7354)

Figure 9.25: Form B KS2 and below. Question 7. The visit has made me want to find out more

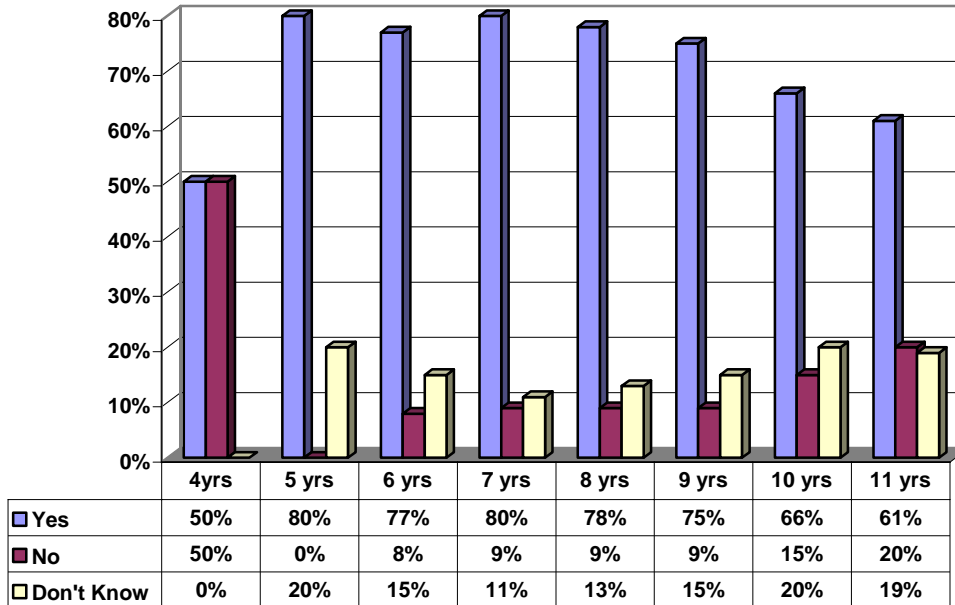
The percentage of pupils agreeing with this question as part of the Renaissance in the Regions evaluation was very similar to KS2 and below pupils completing questionnaires as part of the DCMS/DfES scheme (77%).



Base: all Renaissance KS2 and below pupils (17198)

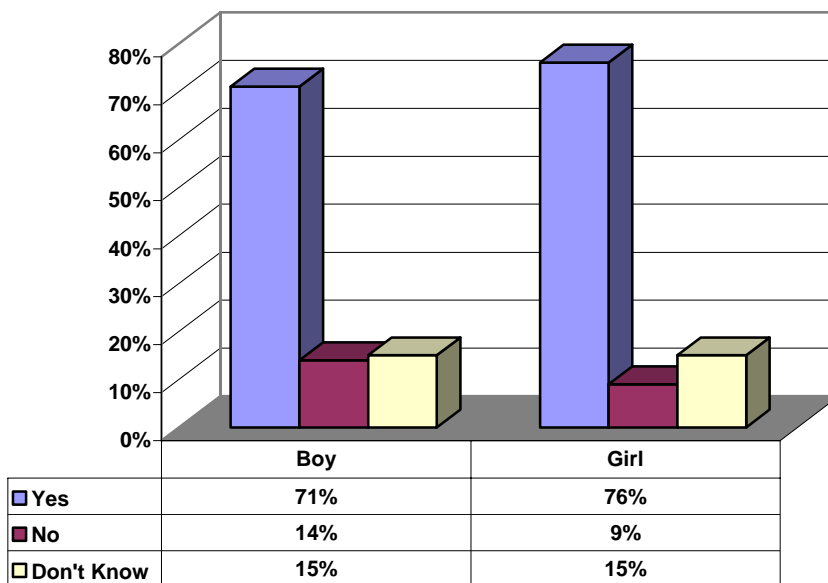
Figure 9.26: Renaissance in the Regions. Form B KS2 and below. Question 7. The visit has made me want to find out more

Older KS2 pupils aged 10 and 11 are again less likely to be in agreement with this question than the younger pupils. Boys are also less enthusiastic than girls about increased motivation after a visit or outreach session.



Base: all KS2 and below pupils who gave their age (7120)
 (Number of pupils in each age band: 4 yrs (2); 5 yrs (5); 6 yrs (26); 7 yrs (1025); 8 yrs (2198); 9 yrs (1787); 10 yrs (1514); 11 yrs (563))

Figure 9.27: Form B KS2 and below. Question 7. The visit has made me want to find out more by age



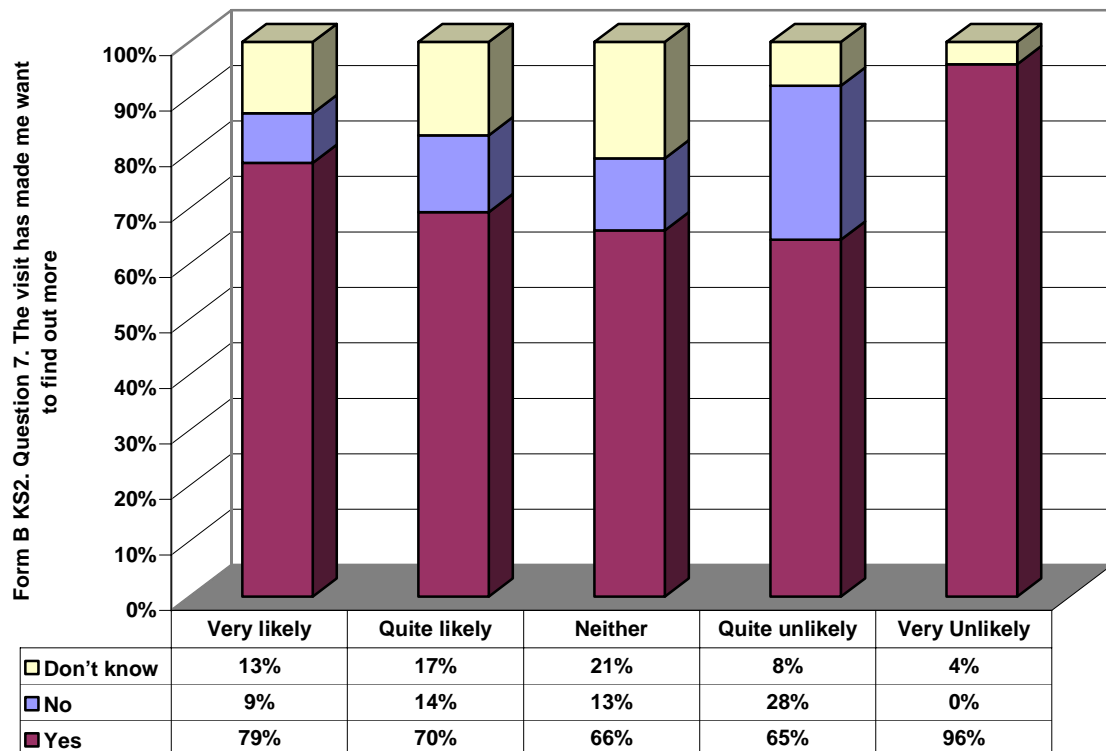
Base: all KS2 and below pupils who gave their gender (7187)

Figure 9.28: Form B KS2 and below. Question 7. The visit has made me want to find out more by gender

Pupils at KS2 and below appear to have been more positive that the visit made them want to find out more than some of their teachers expected.

Question 7 on Form B KS2 asked pupils whether the visit made them want to find out more, while Question 20 on Form A asked their teachers whether they thought the visit would lead to pupils' increased motivation to learn. The responses of the teachers and the children in their particular groups can be compared, since each group was identified by a unique Evaluation Pack number. This analysis reveals that even when teachers were uncertain, or thought it unlikely that pupils would have increased motivation to learn, high proportions of the pupils in their groups still answered that the visit had made them want to find out more.

In Figure 9.29, each column represents the pupils whose teachers answered that increased motivation to learn was very likely, quite likely, quite unlikely, very unlikely or neither. The proportions of these teachers' pupils who answered yes, no and don't know, are indicated on the columns. For example, the figure shows that where teachers thought it very likely that the visit would give pupils increased motivation to learn (column on the left), 79% of the pupils in these groups said that they wanted to find out more. However, where teachers thought it quite unlikely (second column from the right), 65% of these pupils still said they wanted to find out more. Overall, only 4 teachers answered quite unlikely and 1 teacher answered very unlikely, so the samples of pupils for these categories are much smaller. However, this does appear to indicate that these pupils were more positive about the outcomes of the visit than their teachers.



Form A. Question 20. To what extent do you anticipate that the museum visit will support pupil development - in increased motivation to learn?

Base: 6369 KS2 and below pupils whose teachers answered Question 20 (2729 very likely, 3120 quite likely, 457 neither, 40 quite unlikely, 23 very unlikely)

Figure 9.29: Form A. Question 20. To what extent do you anticipate that the museum visit will support pupil development – in increased motivation to learn?

Form B. KS2 and below. Question 7. The visit has made me want to find out more

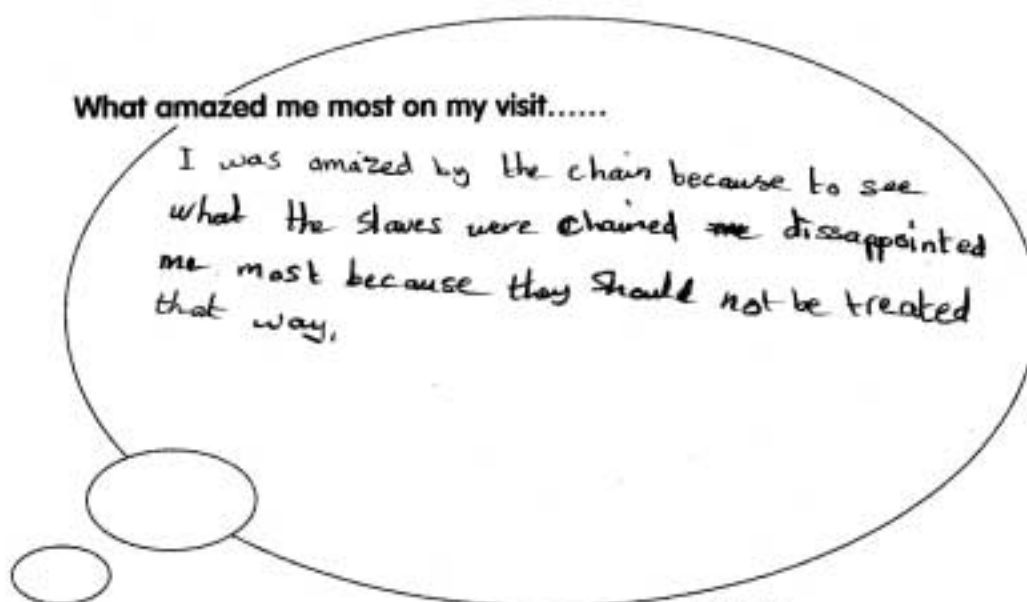
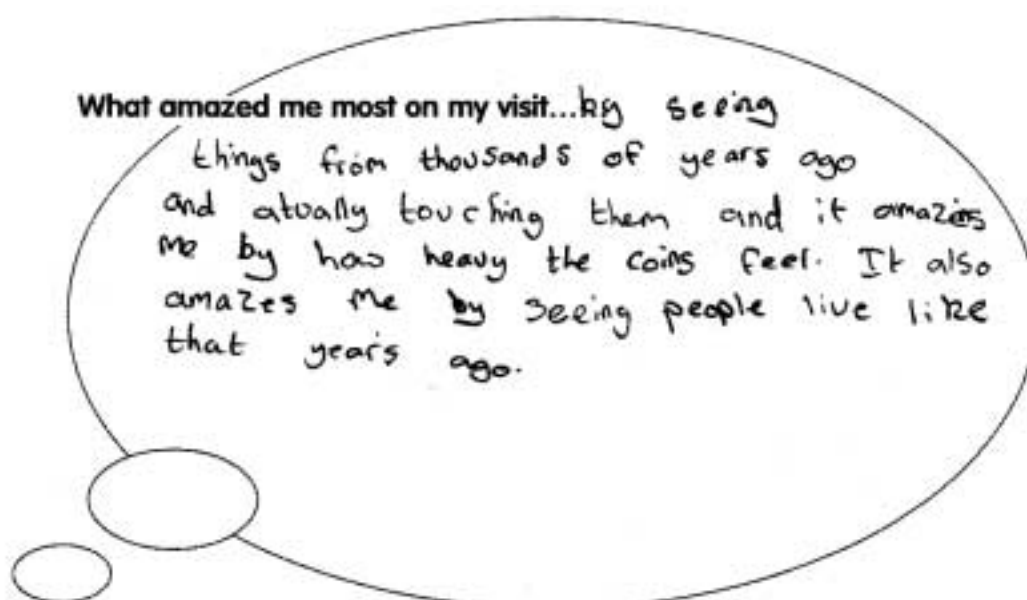
9.6 Learning in the museum at KS2 and below

Pupils at KS2 and below were highly enthusiastic about their museum experience, with 91% saying that they had enjoyed the visit and 90% saying that they had learned some interesting new things.

The last section of the KS2 questionnaire asked the pupils what amazed them most about the visit.

From the drawings and comments made by the pupils, it is clear that children were really surprised and delighted by what they had experienced at the museum.

Below are a selection of comments from returned Form Bs that illustrate some of the pupils' responses to their experiences.



9.7 The learning outcomes for KS3 and above pupils

Pupils of KS3 and above (11-18 yrs) are increasingly more reflective about their own learning processes may generally be less enthusiastic. Peer pressure grows in importance and the need to be seen to be “cool” may interfere with the interest in learning.

It is encouraging therefore that the KS3 and above pupils who completed questionnaires were, on the whole, very positive about their experiences. The evidence from the data collected for the DCMS/DfES scheme evaluation supports the evidence from the Renaissance in the Regions evaluation that older pupils are more measured in their enthusiasm but that they appreciate the value of a museum visit. However, pupils at KS3 and above were consistently more enthusiastic in their responses in the DCMS/DfES programme than in the Renaissance evaluation.

What did the older pupils think about their museum visits?

89% of KS3 and above pupils agreed that they had discovered some interesting things from the visit and 86% felt that the museum was a good place to learn to learn in a different way to school. Encouragingly, 77% felt the experience had given them a better understanding of the subject and 64% agreed a visit to a museum or gallery makes school work more inspiring.

63% agreed that they left the museum more interested in the subject than when they came and 55% also thought that they would come again.

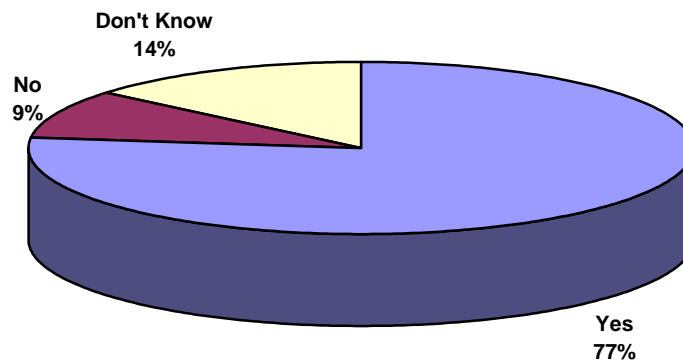
Generally, the male pupils tended to be slightly less enthusiastic than the female pupils and there were some variations in attitude across the ages but these are difficult to account for.

9.7.1 Questions about Knowledge and Understanding at KS3 and above

Five questions asked pupils to think about their increased Knowledge and Understanding after the visit or outreach session.

Question 1. Today's visit has given me lots to think about

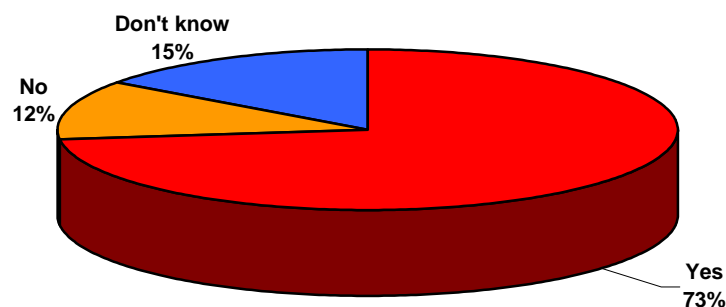
76% of the KS3 and above pupils agreed with this statement.



Base: all KS3 and above pupils (2061)

Figure 9.30: Form B KS3 and above. Question 1. Today's visit has given me lots to think about

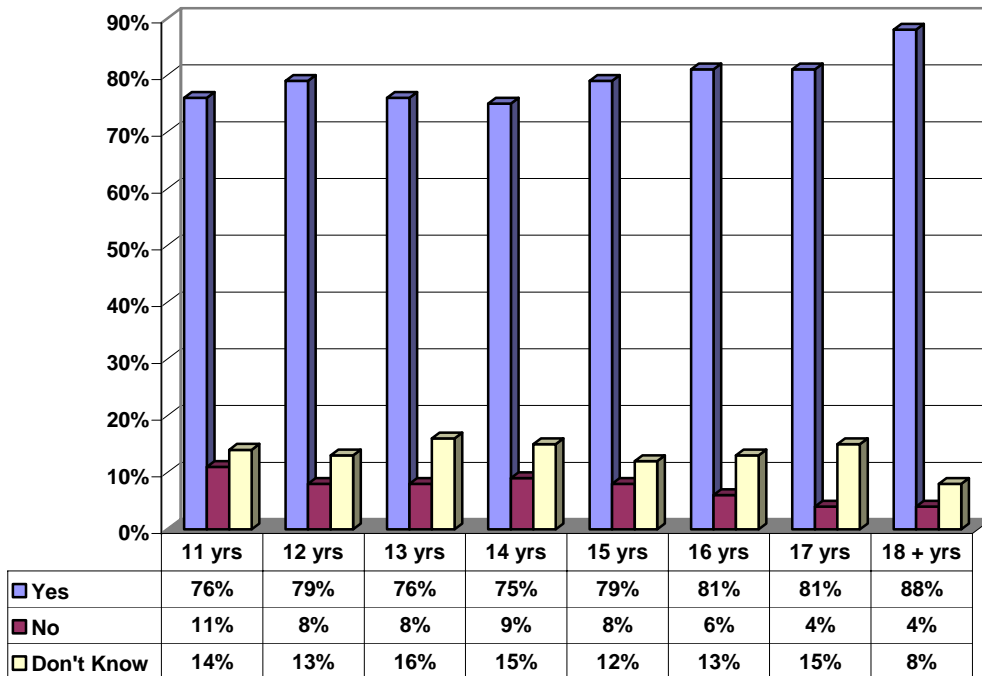
As a percentage, slightly more KS3 and above pupils who completed questionnaires as part of the DCMS/DfES scheme evaluation agreed with this question than for Renaissance in the Regions evaluation.



Base: all Renaissance KS3 and above pupils (3406)

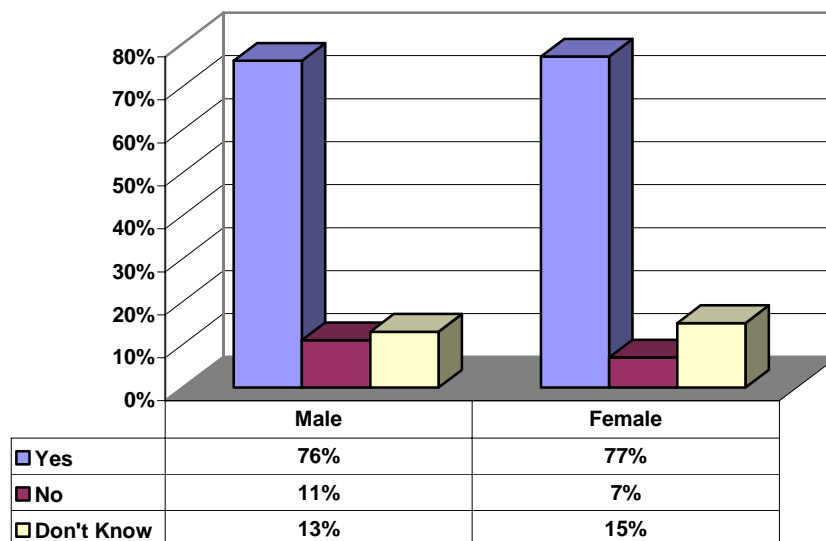
Figure 9.31: Renaissance in the Regions. Form B KS3 and above. Question 1. Today's visit has given me lots to think about

It is interesting that agreement with this question rises with age, most noticeably for the oldest pupils who responded, those aged 16 years and over. However, the number of pupils aged 16 or over is relatively small (99 pupils), with only 24 pupils older than 17.



Base: all KS3 and above pupils who gave their age (2022)
 (Number of pupils in each age range: 11 yrs (185); 12 yrs (288); 13 yrs (570); 14 yrs (663); 15 yrs (217); 16 yrs (48); 17 (27); 18 + yrs (24))

Figure 9.32: Form B KS3 and above. Question 1. Today's visit has given me lots to think about by age

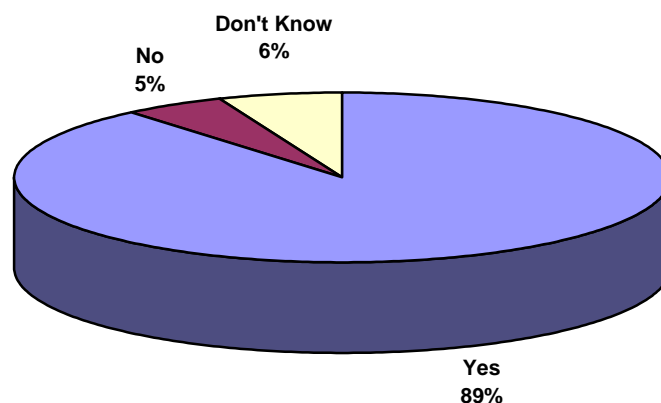


Base: all KS3 and above pupils who gave their gender (2030)

Figure 9.33: Form B KS3 and above. Question 1. Today's visit has given me lots to think about by gender

Question 2. I discovered some interesting things from the visit today

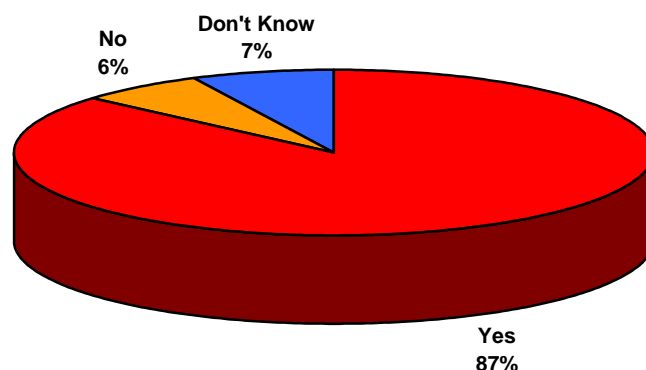
A significant number of KS3 and above pupils who completed Form B agreed with this question, 89% of the total.



Base: all KS3 and above pupils (2061)

Figure 9.34: Form B KS3 and above. Question 2. I discovered some interesting things from the visit today

This result is similar to the responses of KS3 and above pupils in the Renaissance in the Regions evaluation.

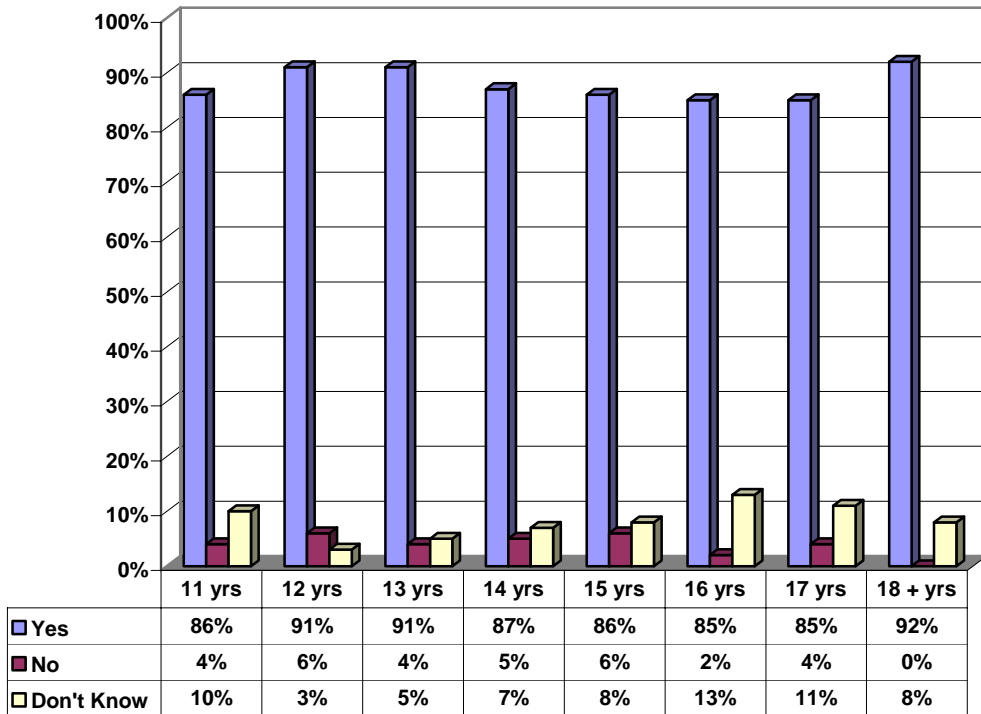


Base: all Renaissance KS3 and above pupils (3406)

Figure 9.35: Renaissance in the Regions. Form B KS3 and above. Question 2. I discovered some interesting things from the visit

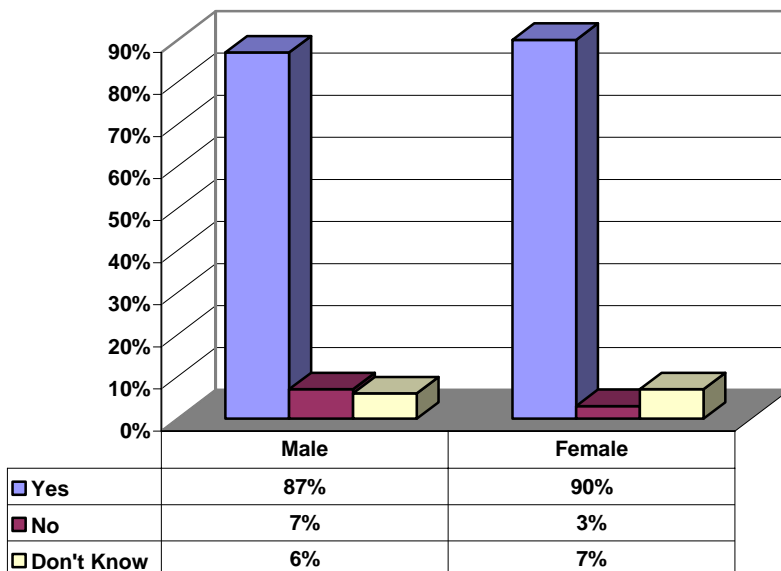
Although some pupils of this age may be difficult to engage, it appears that museum visits or outreach sessions are able to stimulate interest in pupils of this age group. The data from both the Renaissance in the Regions evaluation and DCMS/DfES scheme evaluation supports this view, with similar percentages of KS3 and above pupils agreeing with the question.

Responses to this question were variable across the different age groups. 12, 13 and over 17 year olds were more positive that they had discovered some interesting things.



Base: all KS3 and above pupils who gave their age (2022)

Figure 9.36: Form B KS3 and above. Question 2. I discovered some interesting things from the visit today by age



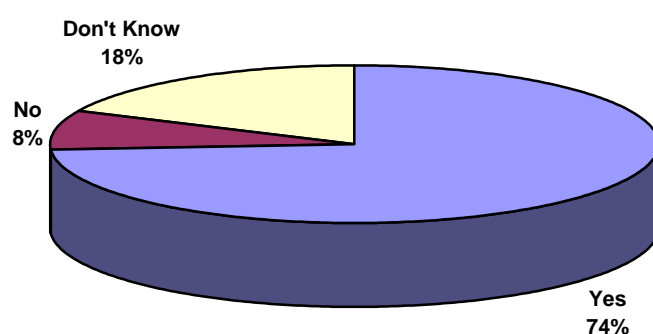
Base: all KS3 and above pupils who gave their gender (2030)

Figure 9.37: Form B KS3 and above. Question 2. I discovered some interesting things from the visit today by gender

Question 7. I could make sense of most of the things we saw and did at the museum

74% of KS3 and above pupils agreed that they could make sense of all the things they saw and did at the museum.

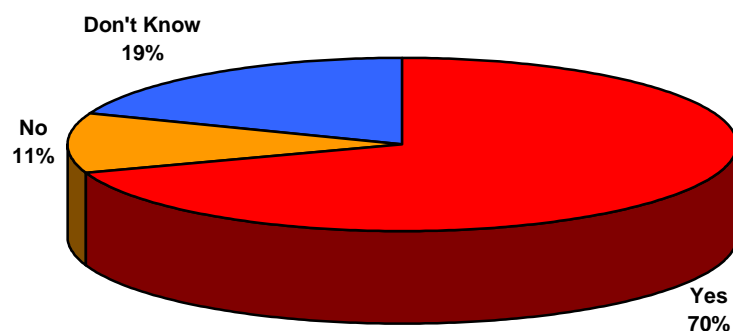
It is interesting to compare this to the KS2 pupils' responses to Question 3, I could understand most of the things we saw and did. 79% of KS2 and below pupils answered yes to this question. The older pupils are less confident that they had understood the activities. This may have been because older pupils appreciated the complexity of what they saw in the museum and recognised that they could not understand everything.



Base: all KS3 and above pupils (2061)

Figure 9.38: Form B KS3 and above. Question 7. I could make sense of most of the things we saw and did at the museum

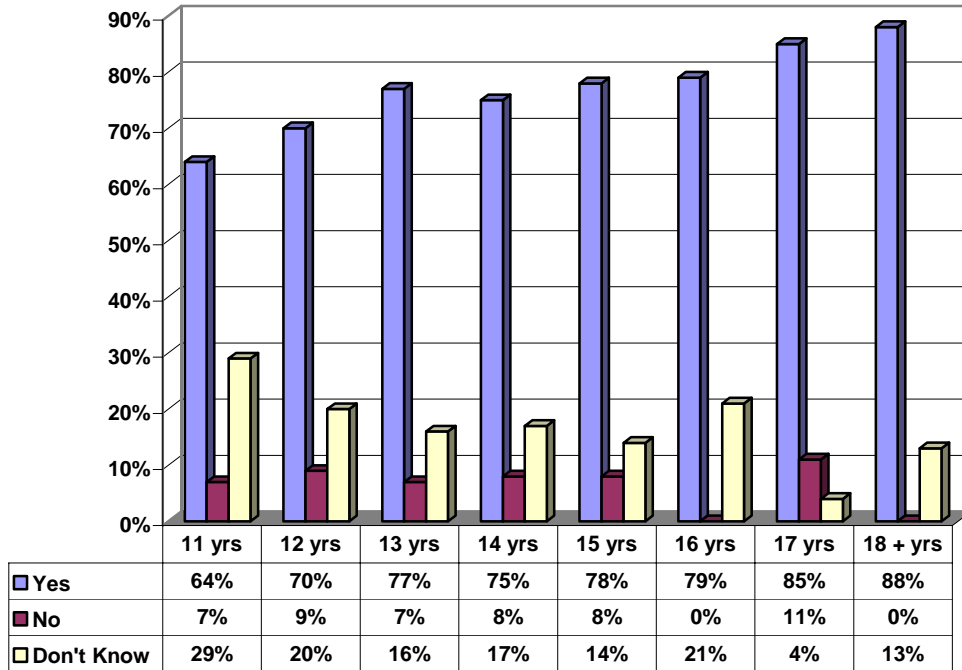
Pupils who completed a questionnaire as part of the Renaissance in the Regions evaluation were less confident in response to this question than those in the DCMS/DfES evaluation.



Base: all Renaissance KS3 and above pupils (3406)

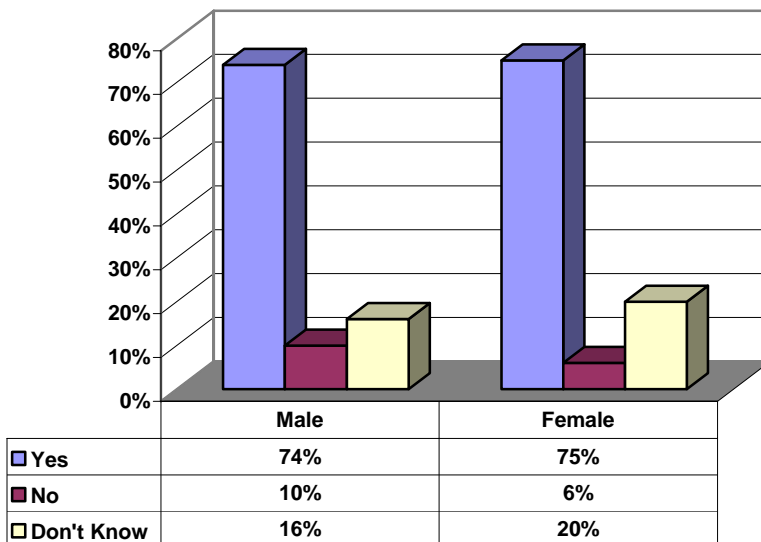
Figure 9.39: Renaissance in the Regions. Form B KS3 and above. Question 7. I could make sense of most of the things we saw and did in the museum

As with pupils at KS2, pupils appeared to increase in confidence that they had understood most of what they had done as they grew older. Males and females were in very close agreement regarding this question.



Base: all KS3 and above pupils who gave their age (2022)
 (Number of pupils in each age range: 11 yrs (185); 12 yrs (288); 13 yrs (570); 14 yrs (663); 15 yrs (217); 16 yrs (48); 17 (27); 18 + yrs (24))

Figure 9.40: Form B KS3 and above. Question 7. I could make sense of most of the things we saw and did at the museum by age

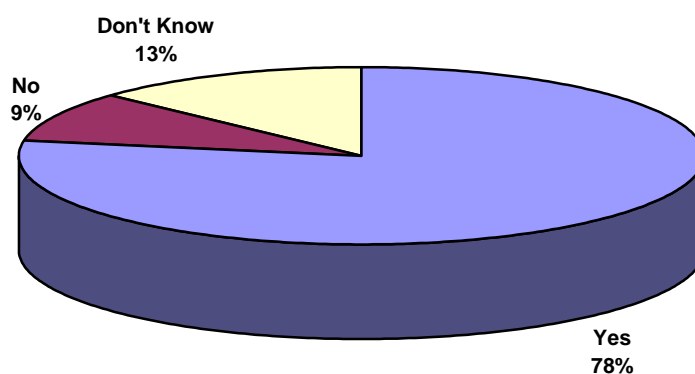


Base: all KS3 and above pupils who gave their gender (2030)

Figure 9.41: Form B KS3 and above. Question 7. I could make sense of most of the things we saw and did at the museum by gender

Question 4: The visit has given me a better understanding of the subject

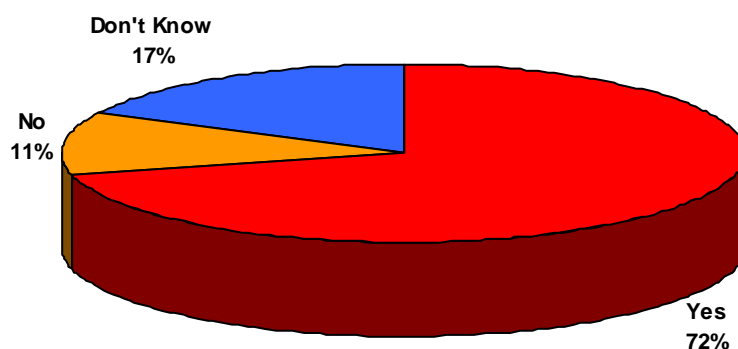
78% of pupils agree with this question.



Base: all KS3 and above pupils (2061)

Figure 9.42: Form B KS3 and above. Question 4. The visit has given me a better understanding of the subject

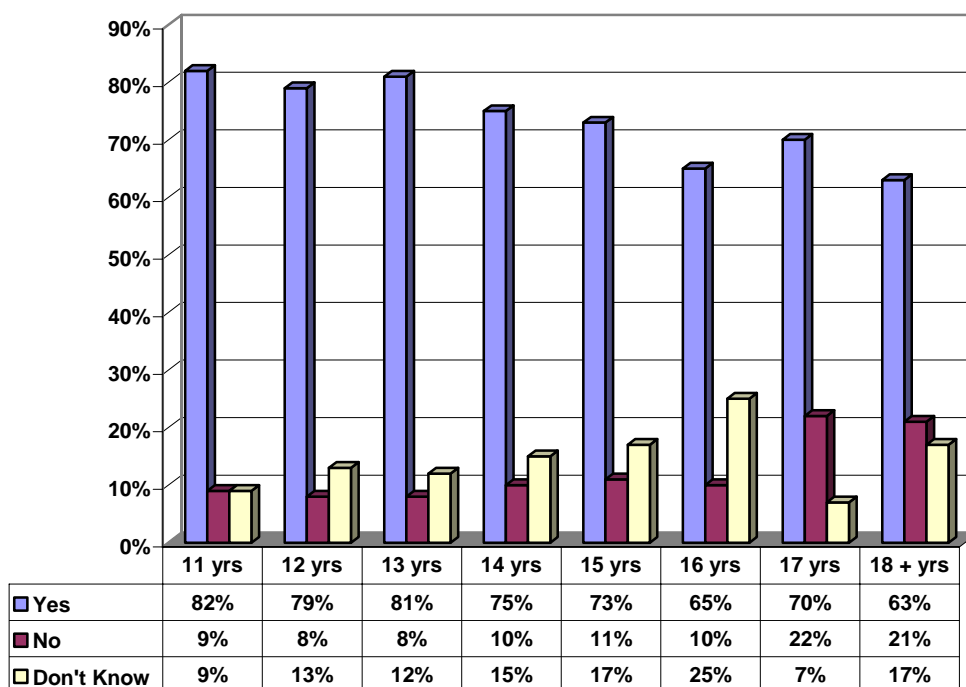
Again, pupils in the DCMS/DfES programme were slightly more enthusiastic than those in the Renaissance in the Regions evaluation, where 72% of KS3 and above pupils agreed with this question.



Base: all Renaissance KS3 and above pupils (3406)

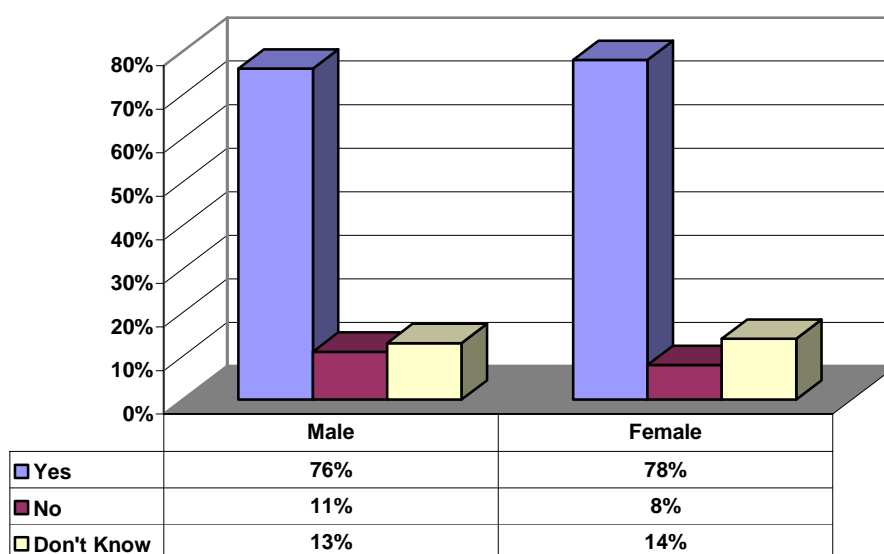
Figure 9.43: Renaissance in the Regions. Form B KS3 and above. Question 4. The visit has given me a better understanding of the subject

There is quite a significant decline in agreement with this question as pupils grow older. The youngest KS3 pupils, aged 11 years, are most positive that the visit has given them a better understanding (82%), but only 63% of the oldest pupils aged over 17 agreed.



Base: all KS3 and above pupils who gave their age (2022)
 (Number of pupils in each age range: 11 yrs (185); 12 yrs (288); 13 yrs (570); 14 yrs (663); 15 yrs (217); 16 yrs (48); 17 (27); 18 + yrs (24))

Figure 9.44: Form B KS3 and above. Question 4. The visit has given me a better understanding of the subject by age



Base: all KS3 and above pupils who gave their gender (2030)

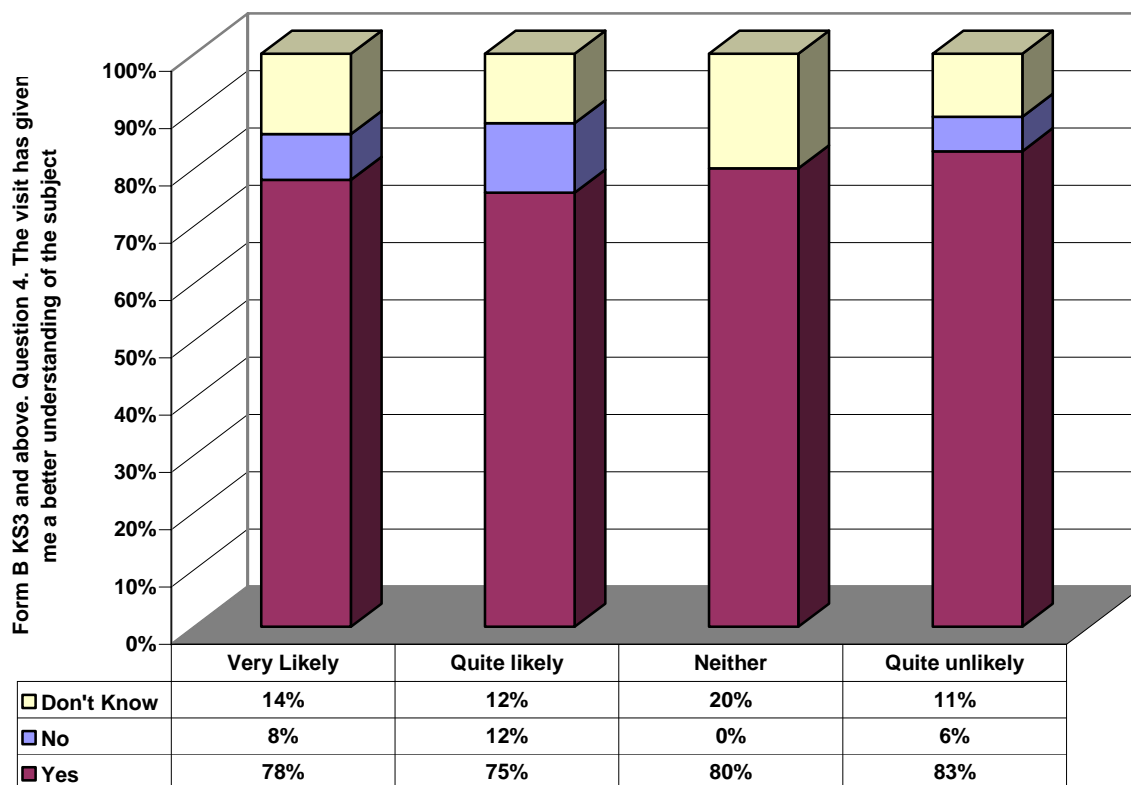
Figure 9.45: Form B KS3 and above. Question 4. The visit has given me a better understanding of the subject by gender

Pupils at KS3 and above appear to have been more positive that they had gained a better understanding of the subject than some of their teachers expected.

While Question 4 on Form B KS3 and above asked pupils whether the visit had given them a better understanding of the subject, Question 20 on Form A asked their teachers whether they thought the visit would have supported pupils' subject-related understanding. These responses can be compared since each group was identified by a unique Evaluation Pack number.

In Figure 9.46, each column represents the total pupils whose teachers answered very likely, quite likely, neither, or quite unlikely. The proportions of their pupils who answered yes, no and don't know are indicated by the proportions within the columns.

For example, where teachers thought it very likely that the visit would support subject-related understanding, 78% of these pupils felt they had a better understanding of the subject (column on the left). Yet when teachers thought it quite unlikely, an even higher 83% of these students said they had gained a better understanding (column on the right). Similar proportions of pupils responded yes, regardless of their own teachers' responses. There were fewer teachers who answered neither or quite unlikely, so the sample sizes of pupils are smaller for these categories. However, this does appear to indicate that where teachers lacked confidence in learning outcomes, many of their pupils did not agree and felt more positive than their teachers. This echoes the finding about teachers' expectation of increased motivation at KS2 (see Section 9.5). This pattern is also repeated in other comparisons of the responses to Form A and Form B KS3 and above, which will be discussed throughout this section.



Form A. Question 20. To what extent do you anticipate that the museum visit will support pupil development - in their subject-related understanding?

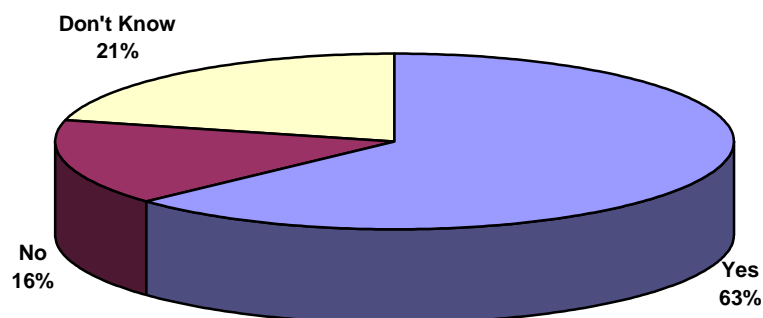
Base: 1690 KS3 and above pupils whose teachers answered Question 20 (1118 very likely, 508 quite likely, 10 neither, 54 quite unlikely)

Figure 9.46: Form A. Question 20. To what extent do you anticipate that the museum visit will support pupil development – in their subject-related understanding?

Form B KS3 and above. Question 4. The visit has given me a better understanding of the subject

Question 9. I've left the museum more interested in the subject than when I came

63% of KS3 and above pupils agreed with this statement.



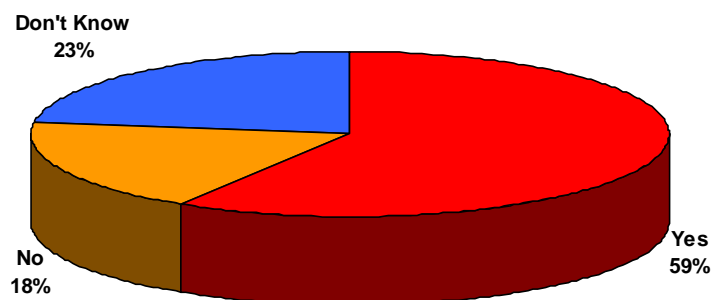
Base: all KS3 and above pupils (2061)

Figure 9.47: Form B KS3 and above. Question 9. I've left the museum more interested in the subject than when I came

Again, the pupils in the DCMS/DfES programme are slightly more enthusiastic than those in the Renaissance in the Regions evaluation, where 59% agreed with this question.

Increased understanding of the subject seems to be a more general outcome for both evaluations than increased interest in a subject.

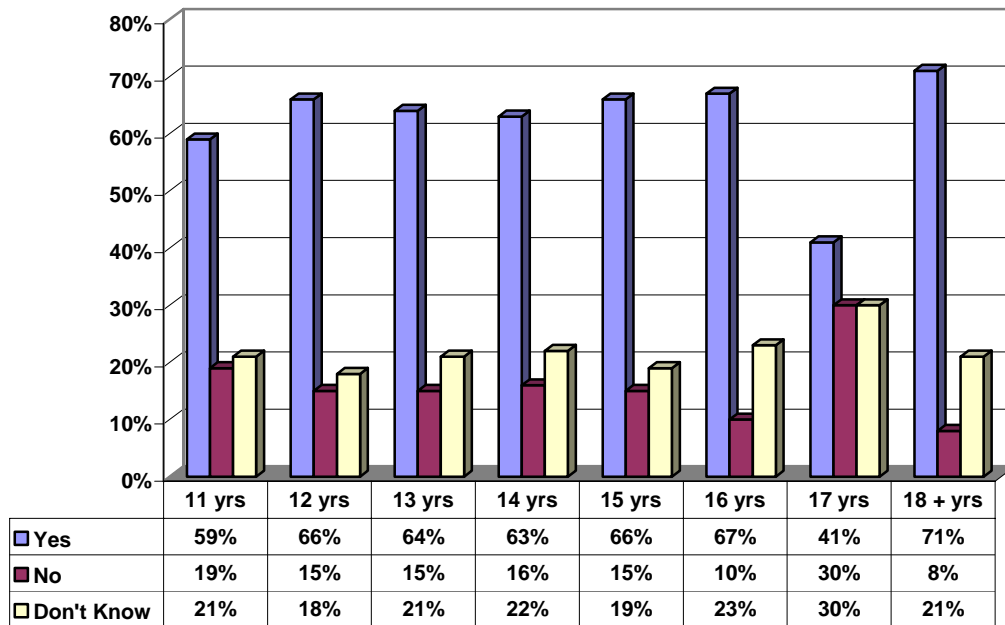
Enthusiasm for a specific subject area is much less marked than enthusiasm for the museum itself.



Base: all Renaissance KS3 and above pupils (3406)

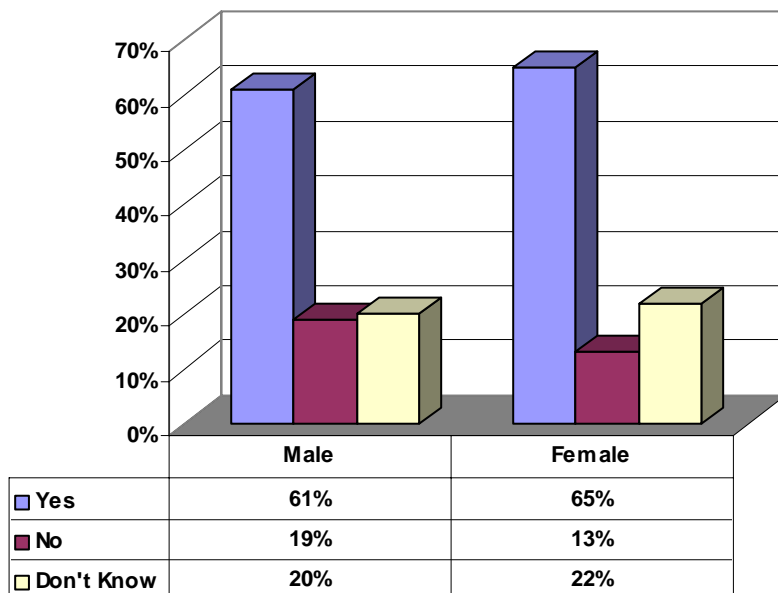
Figure 9.48: Renaissance in the Regions. Form B KS3 and above. Question 9. I've left the museum more interested in the subject than when I came

There is some variation in agreement with this question by age, which seems difficult to explain. The least enthusiastic were the 17 year olds: only 41% of pupils in this group agree with the question. However, those aged over 17 appear to have been most enthusiastic, with 71% agreeing that they had left more interested than before.



Base: all KS3 and above pupils who gave their age (2022)
 (Number of pupils in each age range: 11 yrs (185); 12 yrs (288); 13 yrs (570); 14 yrs (663); 15 yrs (217); 16 yrs (48); 17 (27); 18 + yrs (24))

Figure 9.49: Form B KS3 and above. Question 9. I've left the museum more interested in the subject than when I came by age



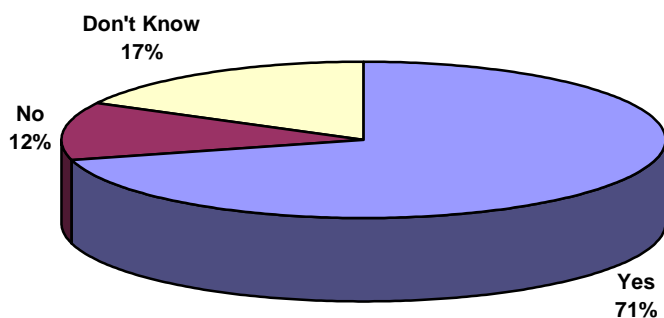
Base: all KS3 and above pupils who gave their gender (2030)

Figure 9.50: Form B KS3 and above. Question 9. I've left the museum more interested in the subject than when I came by gender

9.7.2 Questions about Skills at KS3 and above

Question 5. A museum visit is a good chance to pick up new skills

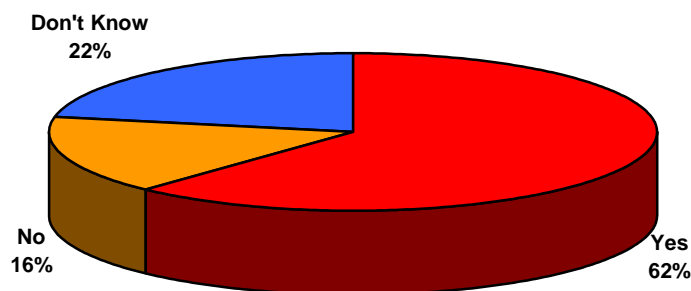
While it was felt that younger pupils would be unsure what this question might mean, a question about skills was judged to be appropriate for older pupils. 71% agreed with the statement.



Base: all KS3 and above pupils (2061)

Figure 9.51: Form B KS3 and above. Question 5. A museum visit is a good chance to pick up new skills

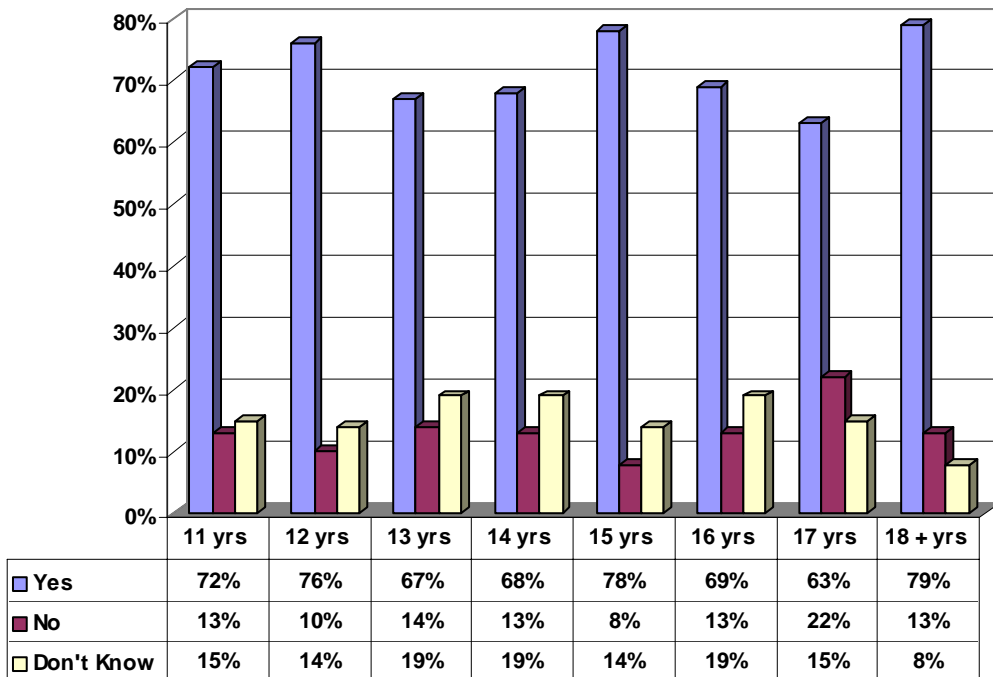
More pupils agreed with this statement than KS3 and above pupils who completed questionnaires as part of the Renaissance in the Regions evaluation. Of these, 62% agreed that the museum visit was a good chance to pick up new skills.



Base: all Renaissance KS3 and above pupils (3406)

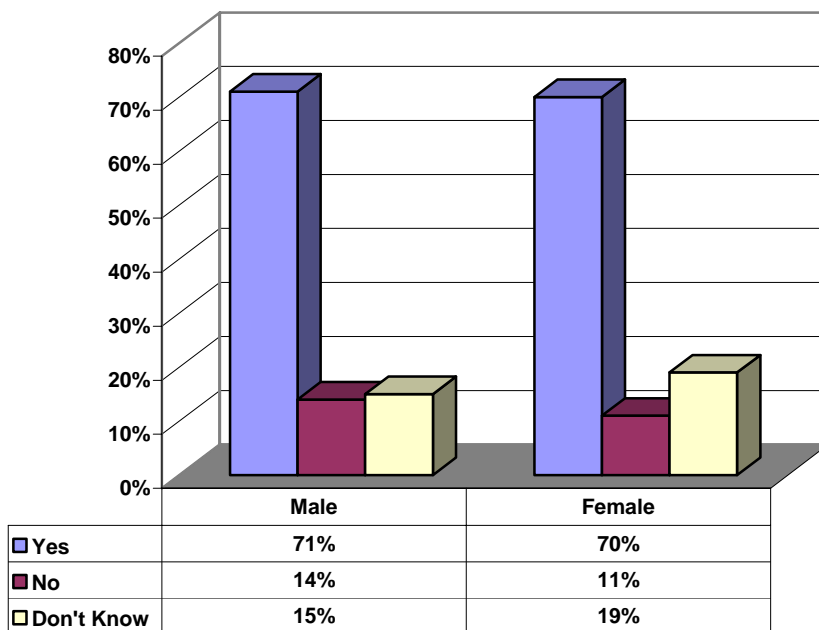
Figure 9.52: Renaissance in the Regions. Form B KS3 and above. Question 5. A museum visit is a good chance to pick up new skills

Responses to this question were very variable across the age groups, with 17 year olds least positive, and those over 17 most positive.



Base: all KS3 and above pupils who gave their age (2022)
 (Number of pupils in each age range: 11 yrs (185); 12 yrs (288); 13 yrs (570); 14 yrs (663); 15 yrs (217); 16 yrs (48); 17 (27); 18 + yrs (24))

Figure 9.53: Form B KS3 and above. Question 5. A museum visit is a good chance to pick up new skills by age



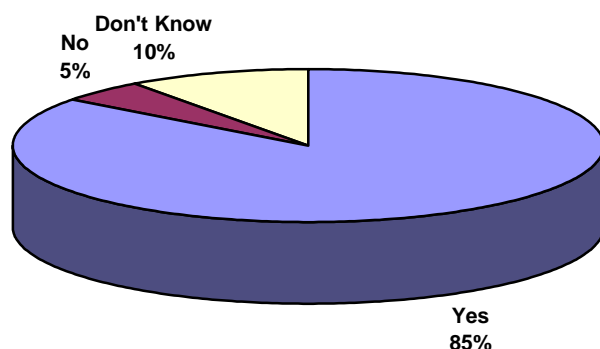
Base: all KS3 and above pupils who gave their gender (2030)

Figure 9.54: Form B KS3 and above. Question 5. A museum visit is a good chance to pick up new skills by gender

9.7.3 Questions about Attitudes and Values at KS3 and above

Question 6. A museum is a good way to learn in a different way to school

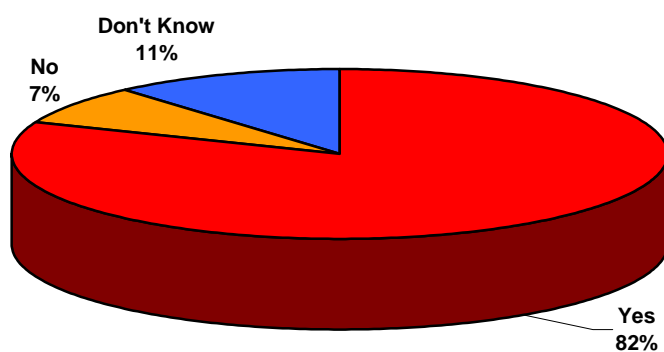
A very high 85% of KS3 and above students thought that museums were good places to learn in different ways from school.



Base: all KS3 and above pupils (2061)

Figure 9.55: Form B KS3 and above. Question 6. A museum is a good way to learn in a different way to school

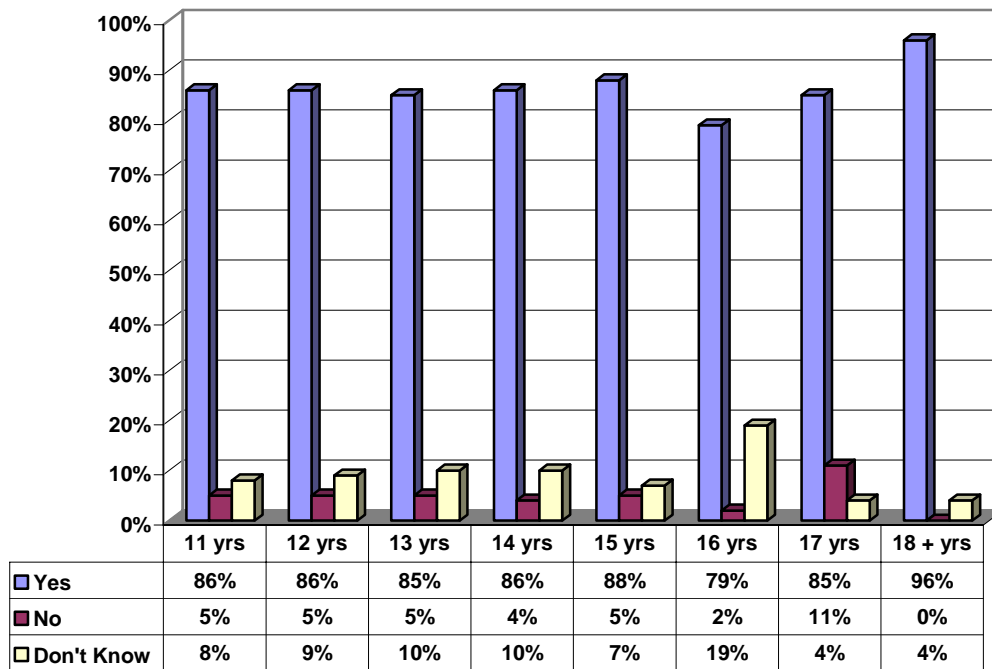
The results from the Renaissance in the Regions evaluation were also very positive, although a slightly lower proportion (82%) agreed with the statement.



Base: all Renaissance KS3 and above pupils (3406)

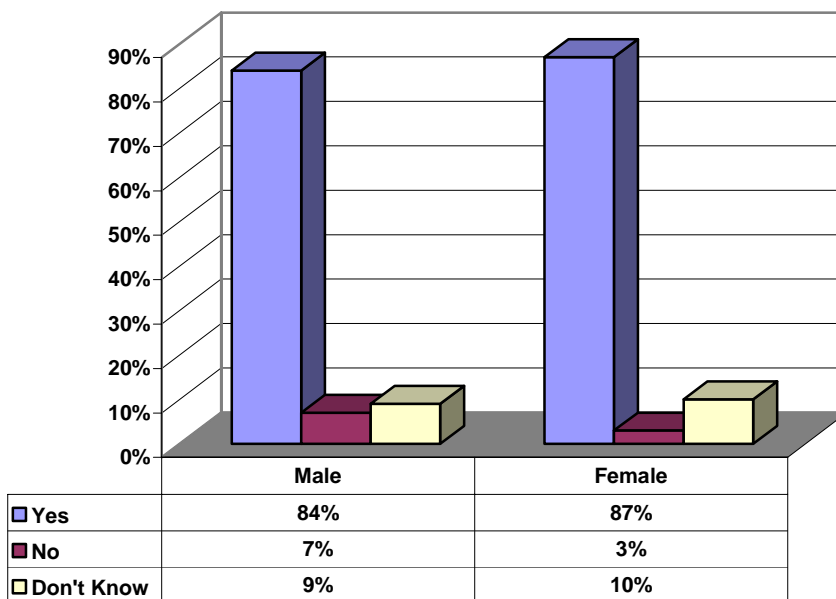
Figure 9.56: Renaissance in the Regions. Form B KS3 and above. Question 6. A museum is a good way to learn in a different way to school

Those pupils who were 16 years old appear to agree less with this statement than other age groups.



Base: all the KS3 and above pupils who gave their age (2022)
 (Number of pupils in each age range: 11 yrs (185); 12 yrs (288); 13 yrs (570); 14 yrs (663); 15 yrs (217); 16 yrs (48); 17 (27); 18 + yrs (24))

Figure 9.57: Form B KS3 and above. Question 6. A museum is a good way to learn in a different way to school by age



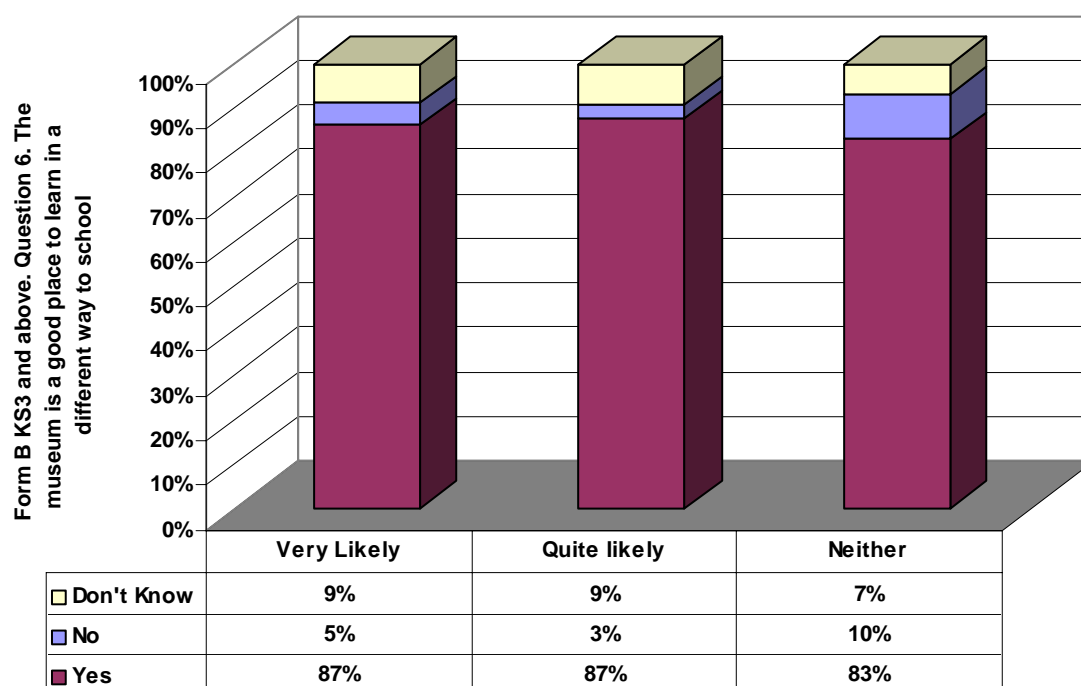
Base: all KS3 and above pupils who gave their gender (2030)

Figure 9.58: Form B KS3 and above. Question 6. A museum is a good way to learn in a different way to school by gender

As in the case of increased understanding, pupils at KS3 and above again appear to have been more positive about museums and galleries than some of their teachers may have expected.

Question 6 on Form B KS3 and above asked pupils whether the museum was a good place to learn in a different way to school, while Question 17 on Form A asked their teachers whether they thought the visit would have enabled pupils to feel more positive about museums and galleries. Teachers' responses have been compared to those of the pupils in their groups. None of the KS3 and above teachers who answered this question, and whose pupils completed Form B, thought that pupils were unlikely to feel more positive about museums and galleries. However, some were uncertain. The proportion of pupils answering that the museum was a good place to learn in a different way from school was only slightly lower in groups whose teachers had answered neither than teachers who were more positive about outcomes.

For example, in Figure 9.59, when teachers thought it very likely that pupils would feel more positive about museums, 87% of these pupils thought the museum was a good place to learn (column on the left). However, when teachers were unsure, 83% of these pupils still thought the museum was a good place to learn (column on the right). Only a small number of teachers answered neither, so this sample of pupils is much smaller. However, the figure does indicate that where teachers lacked confidence in learning outcomes, their pupils did not necessarily agree and were often more positive.



Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about the following - Museums/Galleries?

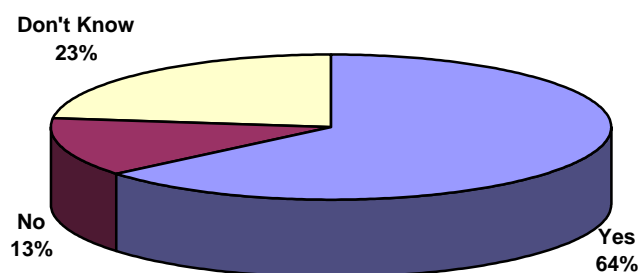
Base: 1697 KS3 and above pupils whose teachers answered Question 17 (808 very likely, 806 quite likely, 83 neither)

Figure 9.59: Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about the following – Museums/Galleries? Form B KS3 and above. Question 6. A museum is a good way to learn in a different way to school

9.7.4 Questions about Enjoyment, Inspiration, Creativity at KS3 and above

Question 3. A visit to a museum / gallery makes school work more inspiring

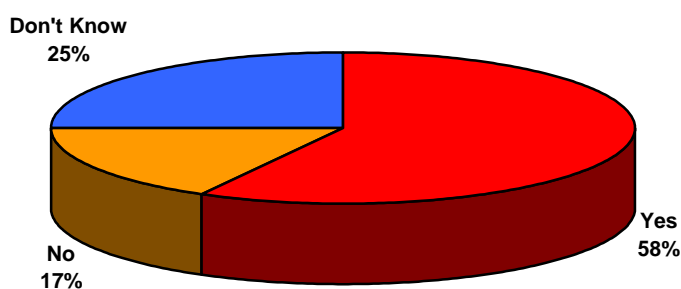
64% of the KS3 and above pupils agreed that a museum visit or outreach session was inspiring for school work.



Base: all KS3 and above pupils (2061)

Figure 9.60: Form B KS3 and above. Question 3. A visit to a museum / gallery makes school work more inspiring

Evidence from the Renaissance in the Regions evaluation that museum visits are enjoyable and inspiring, thus stimulating interest and increased learning, emerged strongly from the teachers' questionnaires and focus groups. Similarly 58% of KS3 and above pupils agreed that museum visits could make school work more inspiring.

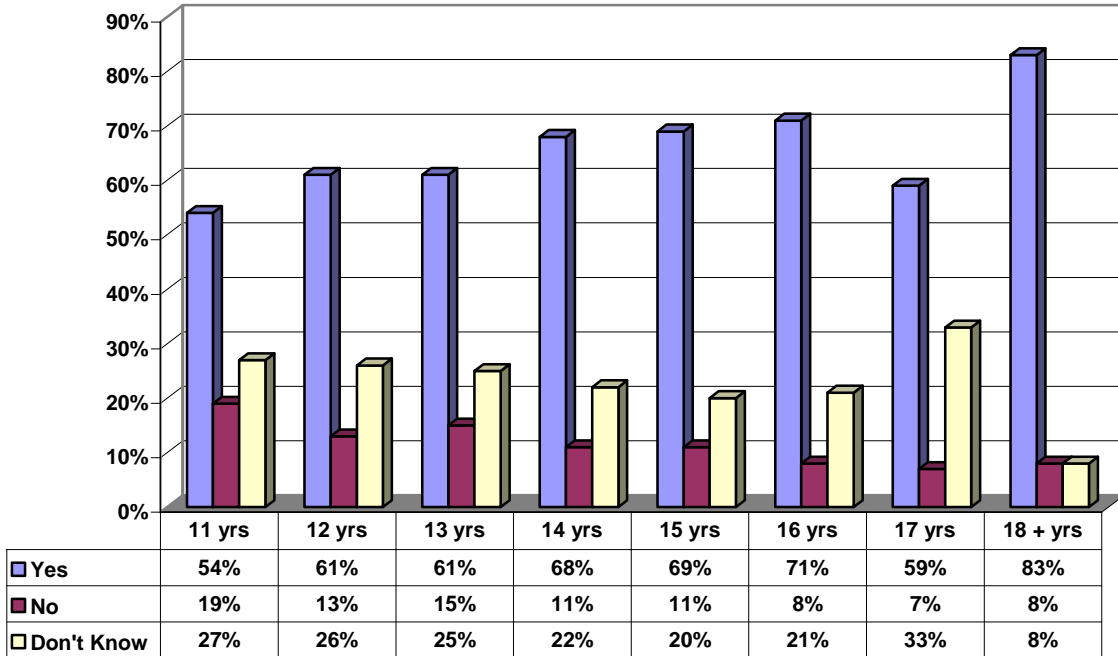


Base: all Renaissance KS3 and above pupils (3406)

Figure 9.61: Renaissance in the Regions. Form B KS3 and above. Question 3. A visit to the museum / gallery makes school work more inspiring

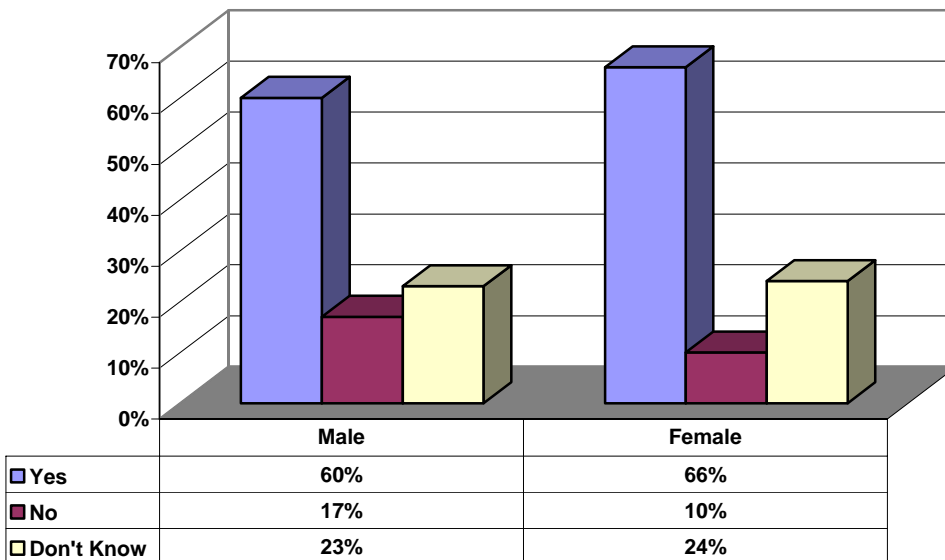
These results are pleasing considering that older pupils may generally be expected to be less enthusiastic about their school work.

As pupils grow older, there is a general increase in agreement with the statement that a visit to a museum/gallery makes school work more inspiring. The exception to this was the group of pupils aged 17.



Base: all KS3 and above pupils who gave their age (2022)
 (Number of pupils in each age range: 11 yrs (185); 12 yrs (288); 13 yrs (570); 14 yrs (663); 15 yrs (217); 16 yrs (48); 17 (27); 18 + yrs (24))

Figure 9.62 Form B KS3 and above. Question 3. A visit to a museum / gallery makes school work more inspiring by age



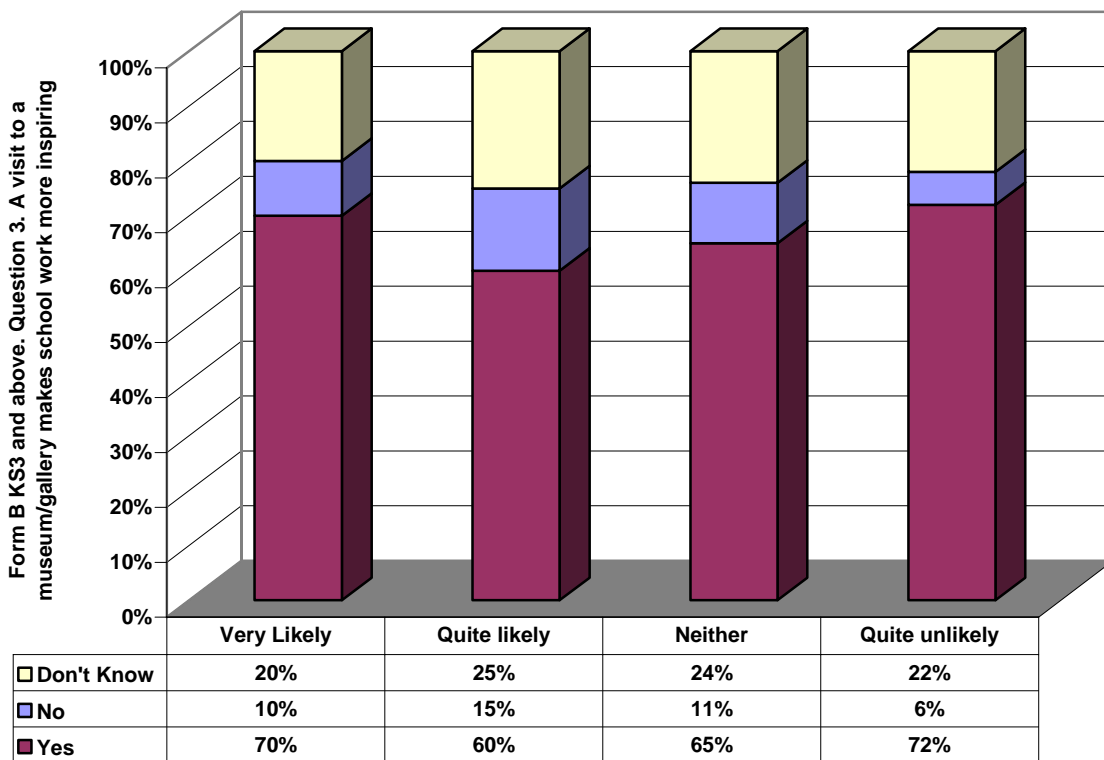
Base: all KS3 and above pupils who gave their gender (2030)

Figure 9.63: Form B KS3 and above. Question 3. A visit to a museum / gallery makes school work more inspiring by gender

Again, pupils at KS3 and above appear to have been more positive about the outcomes of the visit than some of their teachers with regard to increased motivation.

While Question 6 on Form B KS3 and above asked pupils whether a museum/gallery visit made school work more inspiring, Question 20 on Form A asked their teachers whether they thought the visit would lead to increased motivation to learn. Teachers' responses have been compared to those of the pupils in their groups.

Figure 9.64 shows that when teachers thought it very likely that pupils would have increased motivation, 70% of the pupils in these groups said that the visit made school work more inspiring (column on the left). However, when teachers thought it quite unlikely, 72% of these pupils thought the visit made school work more inspiring (column on the right). Only a small number of the KS3 and above teachers answered that this outcome was unlikely, or were unsure, so the samples of pupils for these teachers are much smaller. However, this figure does appear to show that where teachers were unconvinced about the learning outcomes in terms of increased motivation, their pupils did not necessarily agree and a high proportion were positive that the visit made school work more inspiring.



Form A. Question 20. To what extent do you anticipate that the museum visit will support pupil development - in increased motivation to learn?

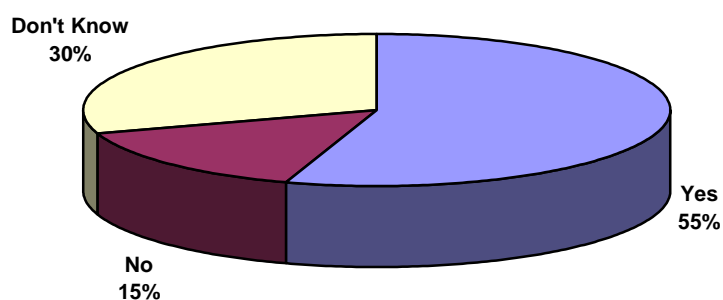
Base: 1655 KS3 and above pupils whose teachers answered Question 20 (626 very likely, 901 quite likely, 110 neither, 18 quite unlikely)

Figure 9.64: Form A. Question 20. To what extent do you anticipate that the museum visit will support pupil development – in increased motivation to learn? Form B KS3 and above. Question 3. A visit to a museum / gallery makes school work more inspiring

9.7.5 Questions about Action, Behaviour, Progression at KS3 and above

Question 8. I would come again

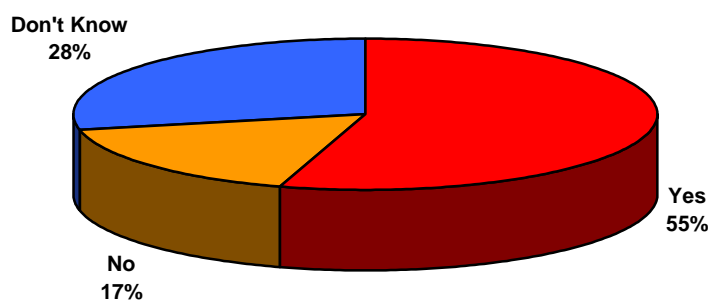
Over half the KS3 and above pupils (55%) agreed that they might visit the museum again. The proportion of pupils who answered that they didn't know was high for this question, and pupils may have been uncertain because of distance from home, transport and other circumstances. However, the proportion who said that they definitely would not visit again was low, at 15%.



Base: all KS3 and above pupils (2061)

Figure 9.65: Form B KS3 and above. Question 8. I would come again

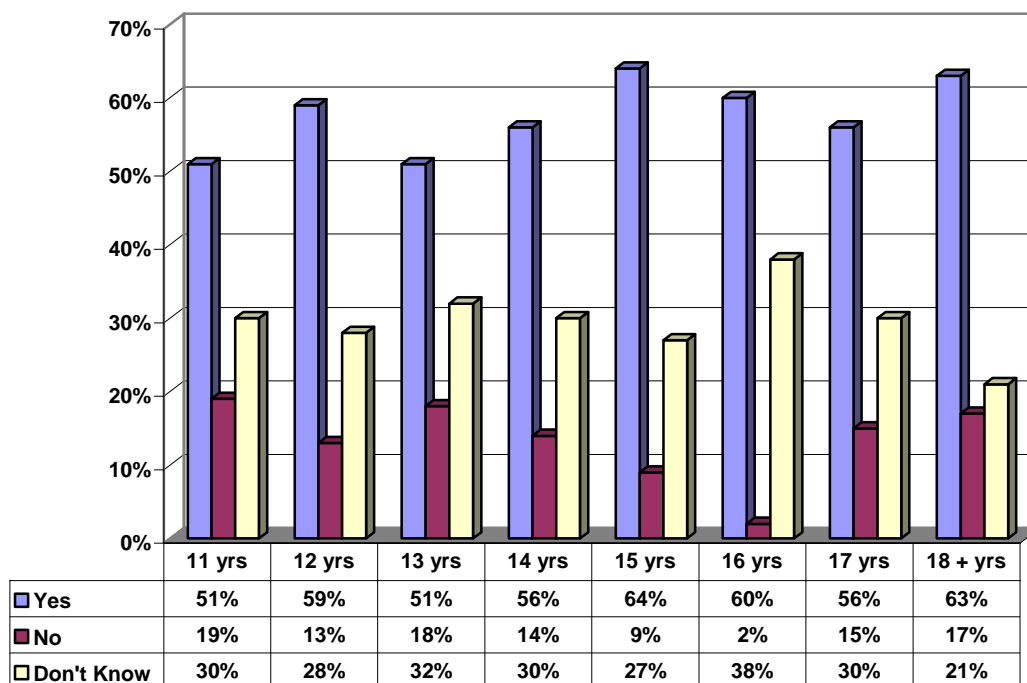
The data from the Renaissance in the Regions evaluation is very similar and the same proportion of KS3 and above pupils agreed that they might visit the museum again.



Base: all Renaissance KS3 and above pupils (3406)

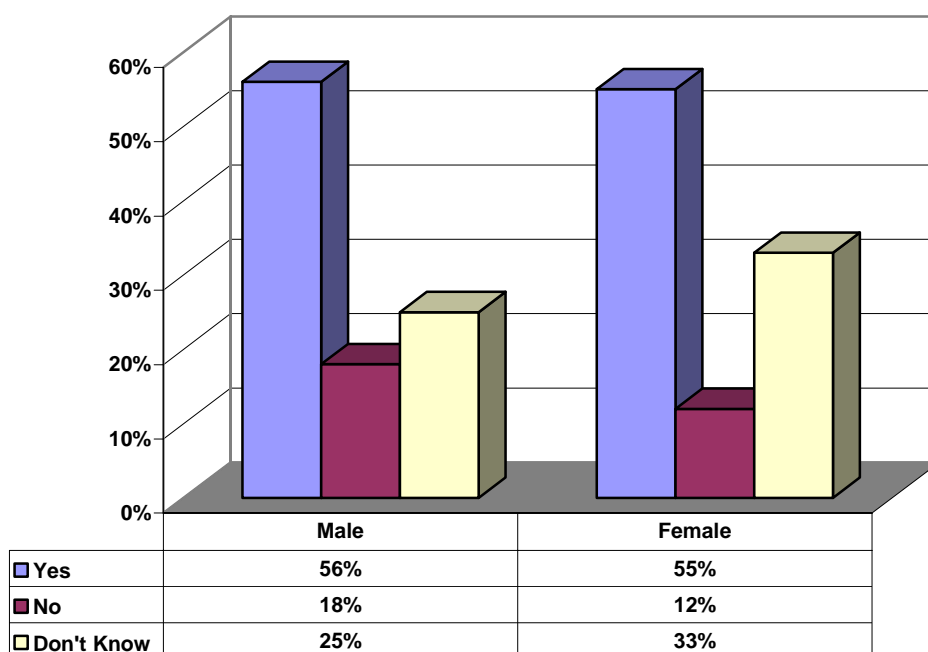
Figure 9.66: Renaissance in the Regions. Form B KS3 and above. Question 8. I would come again

With relation to age, 11 and 13 year olds are the least positive that they would visit again, and 15 year olds are the most enthusiastic with 64% agreeing that they would come again.



Base: all KS3 and above pupils who gave their age (2022)
 (Number of pupils in each age range: 11 yrs (185); 12 yrs (288); 13 yrs (570); 14 yrs (663); 15 yrs (217); 16 yrs (48); 17 (27); 18 + yrs (24))

Figure 9.67: Form B KS3 and above. Question 8. I would come again by age



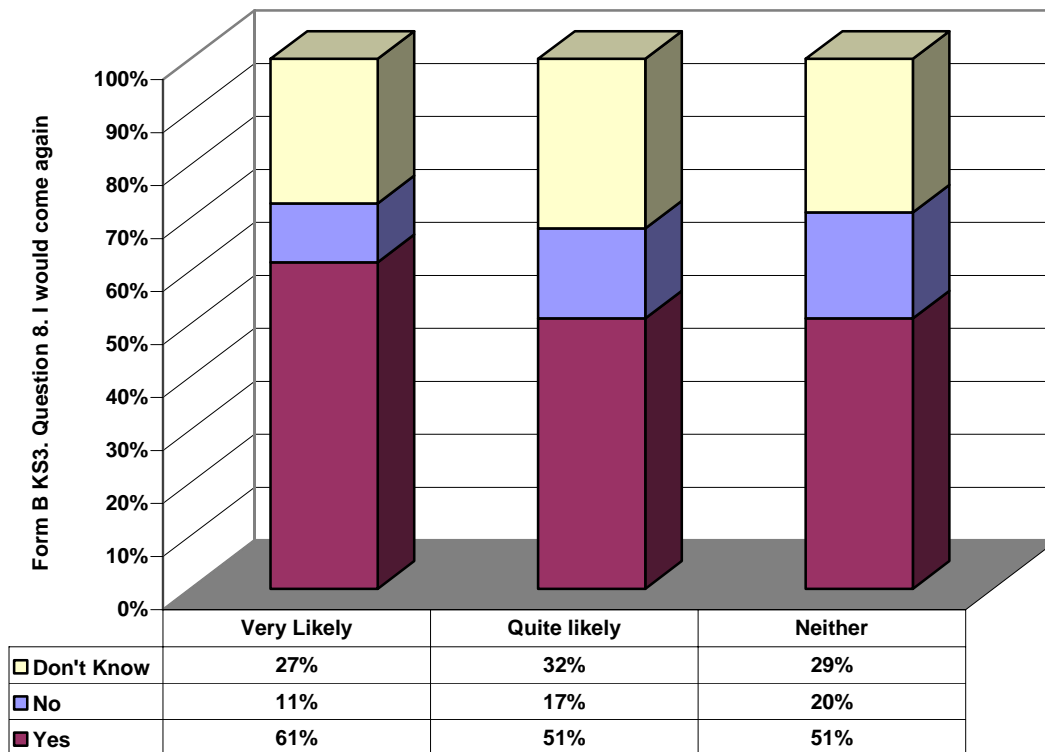
Base: all KS3 and above pupils who gave their gender (2030)

Figure: 9.68 Form B KS3 and above. Question 8. I would come again by gender

Question 17 on Form A asked teachers whether they thought the visit would enable pupils to feel more positive about museums and galleries. This can be compared to the proportions of students who said that they would return to the museum.

Figure 9.69 shows that when teachers thought it very likely that pupils would feel more positive about museums, 61% of pupils in these groups said that they would return (column on the left). When teachers were unsure whether pupils would feel more positive, and answered neither, 51% of these pupils said that they would return (column on the right).

There is some correlation between teachers' and pupils responses, since the highest proportion of pupils who would return belonged to groups where teachers thought positive attitudes towards museums very likely, and the highest proportion of pupils who said they would not return belonged to groups where teachers were undecided about this outcome and answered neither (20% of these pupils answered no). However, the proportion of these pupils answering yes is still high at 51%, and is identical to the proportion in groups where teachers thought positive attitudes to museums quite likely. Again this seems to show that some teachers may underestimate the positive outcomes for pupils, when compared to their pupils' responses.



Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about any of the following - museums and galleries?

Base: 1697 KS3 and above pupils whose teachers answered Form A Question 17 Museums and Galleries (808 very likely, 806 quite likely, 83 neither)

Figure 9.69: Form A. Question 17. To what extent do you think the museum visit will have enabled pupils to feel more positive about the following – museums and galleries? Form B. Question 5. The museum is a good place to learn in a different way to school

9.8 Learning in the museum at KS3 and above

The figures suggest a greater enthusiasm for museums than might be expected from this age group, which confirms and exceeds the similar findings of the Renaissance in the Regions evaluation. Although the overall figures vary by age and gender, the general conclusions are very encouraging and it is difficult to determine the reasons for slight variations in some cases. This group was not given the opportunity to add qualitative comments or drawings, which may have allowed them to develop their replies to the questions, which may have been useful in retrospect.

In addition, in some cases it is possible to compare the pupils' responses with their teachers' responses in Form A. Many of these comparisons reveal that when teachers are unsure that certain learning outcomes will have occurred, high proportions of pupils in these groups are positive about these aspects of the visit.

9.9 Conclusion

Over 9000 pupils aged from 4-18 years completed questionnaires immediately after a DCMS/DfES programme visit to a museum or outreach visit. The responses from both KS2 and KS3 and above pupils were very encouraging although the younger pupils displayed a more overwhelming enthusiasm for museums than the more measured approval of the older pupils.

Pupils enjoyed their visits, found that the visit was exciting and felt that their experience at the museum would make their school work more inspiring. Pupils seemed to enjoy learning in different ways with 86% of KS3 and above pupils agreeing that a museum is a good place to learn in a different way to school. Pupils of KS2 age appreciated that the visit may be useful for school work (83%).

Pupils felt that they had learnt something at the museum and wanted to find out more. Overwhelmingly, 90% of the younger pupils felt that they had learned some interesting new things from the visit and 89% of the older pupils had discovered some interesting things from the visit. Of the younger pupils, 73% said they wanted to find out more after the visit. Teachers indicated that they thought pupils would learn subject related information during the visit, and 63% of KS3 pupils felt that they left the museum more interested in the subject than when they came. Furthermore 77% of KS3 and above pupils thought that the visit had given them a better understanding of the subject.

Most pupils agreed that they could understand most of what they saw and did at the museum (79% at KS2 and below and 74% at KS3 and above). This is encouraging as it suggests that most sessions are pitched appropriately to the pupils involved and that museum education staff are careful in their research and planning into the requirements and interests of their users. Perhaps there is room for improvement here, however, particularly with regard to KS3 and above pupils.

Many of the findings that emerged from analysis of the pupils' questionnaires from the DCMS / DfES scheme are very similar to the findings from the Renaissance in the Regions evaluation. This is very encouraging as it gives weight to the findings from the earlier evaluation and further supports the conclusion that pupils feel museums are inspiring places to learn in new ways. In general, KS2 and below pupils were slightly less enthusiastic in this programme than in the Renaissance evaluation, but KS3 and above pupils were consistently more enthusiastic than in the previous study.

With the DCMS/DfES data, cross-tabulations were carried out to compare teachers' responses with the responses of pupils in these groups, using the unique Evaluation Pack numbers to identify teachers and pupils in the same group. Many of these comparisons reveal that where teachers are unconvinced or unsure that certain learning outcomes may have occurred, pupils in these groups are often very positive about their experience and learning in these particular respects. Only a small number of cross-tabulations were carried out in this research, and in some cases the samples of pupils whose teachers were unsure about learning outcomes were relatively small. However the comparisons suggest that some teachers may underestimate the positive outcomes of the museum experience for their pupils, and this highlights an interesting area for further investigation.