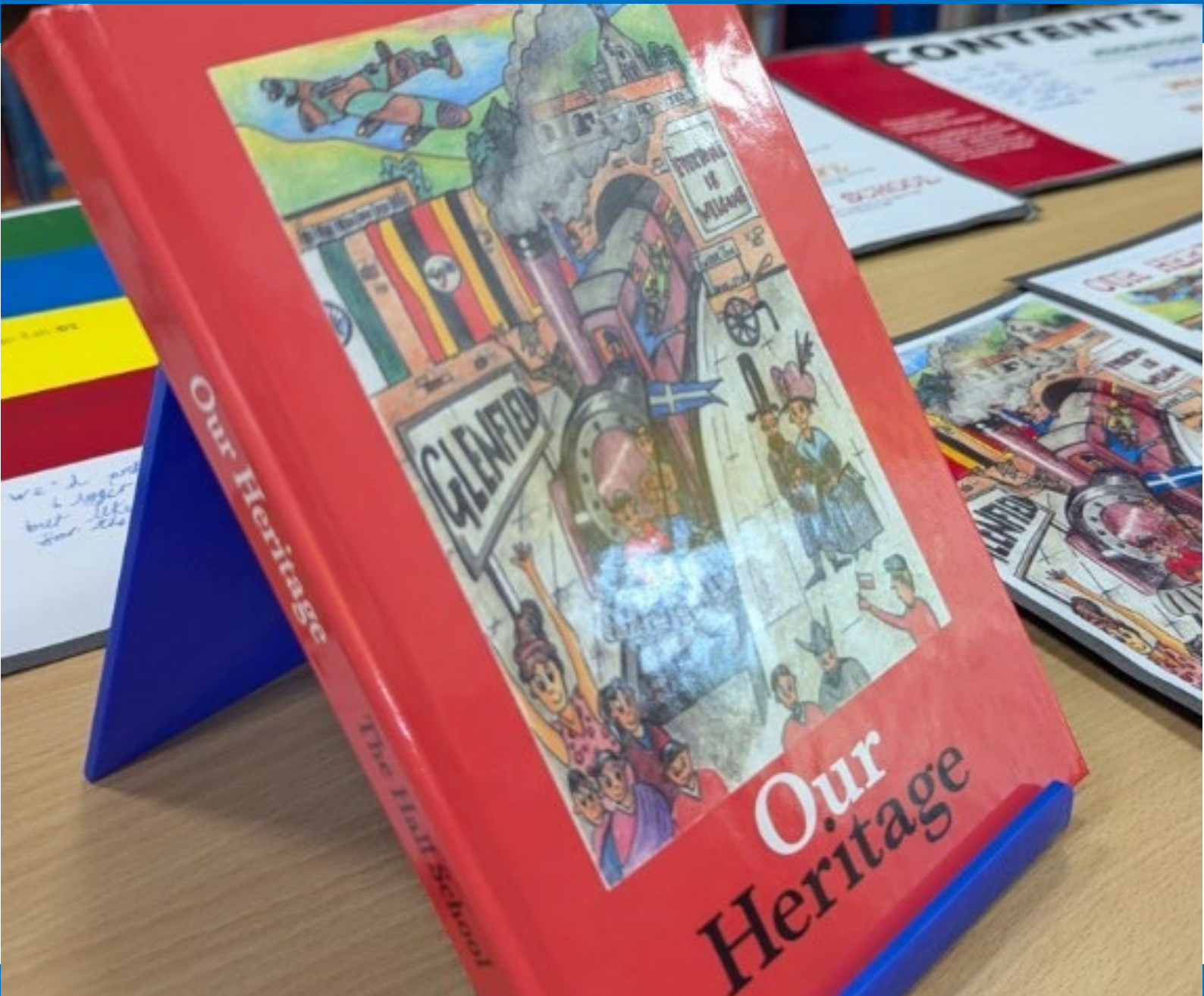


Heritage Schools

Evaluation Research Report 2024-25
Executive Summary



for Historic England

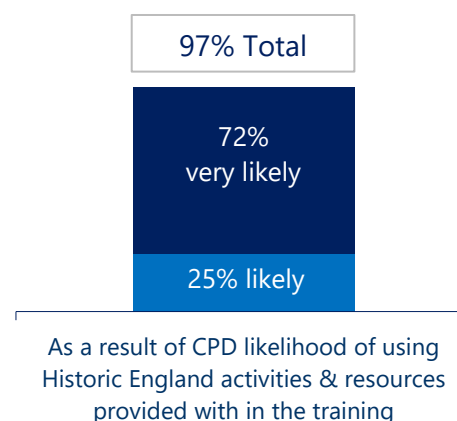
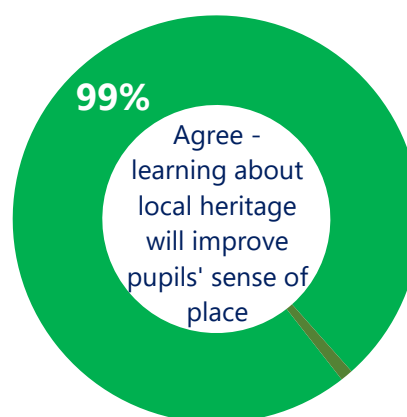
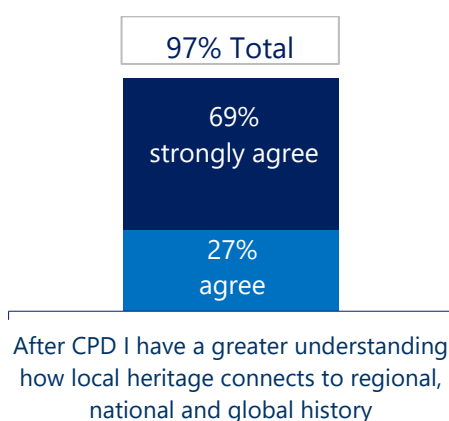
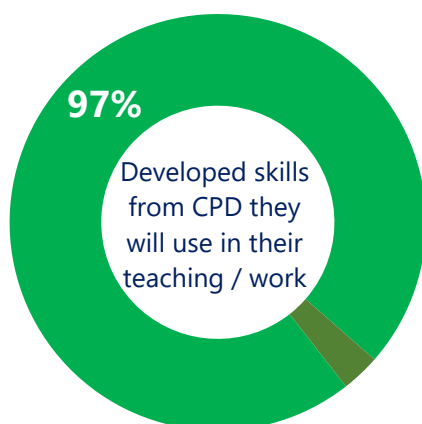
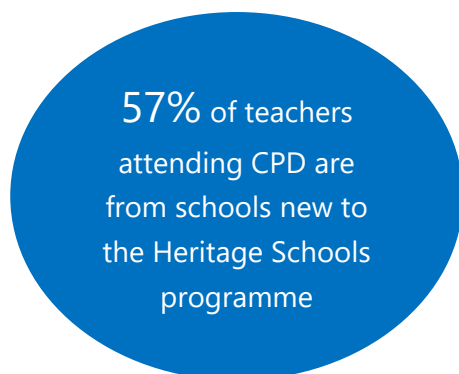


QaResearch

Content

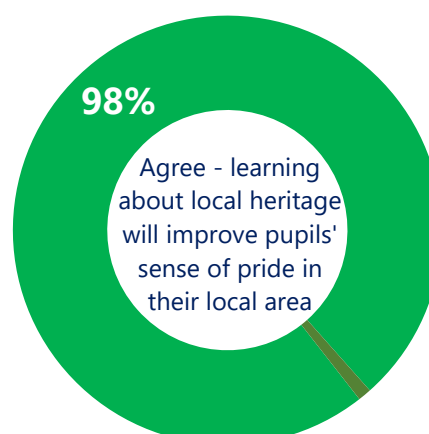
1.	Key impacts & benefits	3
2.	Introduction	4
3.	Aims & Objectives	4
4.	Methodology	4
5.	Key findings – Quantitative CPD evaluation survey	5
6.	Key findings - Summary of quantitative survey findings	6
7.	Key findings - Summary of qualitative survey findings	6
8.	Quotes from Qualitative Case Studies	6

1. Key impacts & benefits



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

- 79% of ITT students
- 63% NQTs
- 66% KS1 teachers
- 61% KS2 teachers
- 62% Secondary



2. Introduction

This is an Executive Summary of the Qa Evaluation Research Report of Historic England's Heritage Schools programme for the 2024–25 academic year. The full report and case studies can be downloaded [here](#).

The Heritage Schools programme aims to help teachers use local heritage to enrich history education, foster local pride, and connect local stories to the national narrative. Now in its thirteenth year, Heritage Schools operates across eight regions, supported by Local Heritage Education Managers (LHEMs) who deliver free CPD training and collaborate with local heritage providers. This report builds on previous evaluations and highlights the programme's reach, with 3,352 attendees across 162 training events and engagement from 628 schools, including 360 new participants.

3. Aims & Objectives

The aims of the research are to provide:

- A thorough, independent and critical assessment of the Heritage Schools programme
- A clear understanding of the impacts attending a CPD training course has or will have on teachers and pupils
- An understanding of the experiences of all those involved in the training, including any positives, negatives and suggested improvements or changes
- Amongst those undertaking a Heritage Schools project, the impact this has had on them and their pupils.

4. Methodology

Quantitative survey – those attending CPD training

The evaluation used a quantitative survey completed by teachers immediately after attending CPD training sessions. Distributed by Local Heritage Education Managers (LHEMs) either in paper form or online, the survey captured fresh feedback from participants. A total of 1,015 responses were collected across 80 sessions in eight regions, providing a robust sample with a $\pm 2.6\%$ margin of error at a 95% confidence level.

5. Key findings – Quantitative CPD evaluation survey

History qualifications

Heritage Schools provides vital training to teachers and trainee teachers, many of whom are not subject specialists and have no formal history qualifications:

- 32% of teachers attending training had no formal history qualification
- 32% of trainee teachers attending training had no formal history qualification

Other CPD training attended

More than half of the teachers and trainee teachers who attended a Heritage Schools training session said it was the only history training course that they have been on in the last year:

- 79% of Initial Teacher Training students
- 63% of Newly Qualified Teachers
- 66% of Key Stage 1 teachers
- 61% of Key Stage 2 teachers
- 62% of Secondary School teachers

Impact of Heritage Schools training

Following Heritage Schools CPD training:

- 99% of teachers agreed that they have a greater understanding of the value of using local heritage in the curriculum
- 97% of teachers agreed that they have a greater understanding of how to embed local heritage into the curriculum
- 97% of teachers agreed that they have a greater understanding of how local heritage connects to regional, national or global history
- 98% of teachers agreed that they are more aware of where to access useful resources
- 97% of teachers agreed that they had developed skills that they will use in their teaching / work

Impact of Heritage Schools pupils

Teachers were asked about the impact of learning about local heritage on their pupils:

- 92% of teachers agreed that learning about local heritage raised pupils' aspirations

- 99% of teachers agreed that learning about local heritage improved pupils' sense of place
- 98% of teachers agreed that learning about local heritage increased pupils' sense of pride
- 92% of teachers agreed that learning about local heritage developed pupils' self-esteem

6 Key findings - Summary of quantitative survey findings

The majority of CPD attendees were Primary teachers (44%) and trainee teachers (33%), with Secondary teachers making up just 6%. A third of participants had no formal history qualification, and another third only held GCSE/O-levels. For many, this was their only history training in the past year.

The CPD training significantly boosted teachers' confidence, skills, and understanding of how to use local heritage in the curriculum. Nearly all respondents reported increased awareness of resources and practical teaching strategies.

Teachers also observed strong positive impacts on pupils, including raised aspirations (92%), improved sense of place (99%), and increased pride in their local area (98%). There is a clear demand for continued support and resources from Historic England.

7 Key findings - Summary of qualitative case study findings

The case studies demonstrate that Heritage Schools projects are consistently enriched by high-quality CPD training, resources, and support from Historic England's Local Heritage Education Managers. Teachers gained confidence, new ideas, and access to professional resources, enabling them to deliver engaging, enquiry-based history lessons. Pupils benefited from meaningful, locally rooted learning experiences that fostered pride, identity, and critical thinking. Without the programme's support, such impactful projects would likely not have occurred.

8 Quotes from qualitative case studies

"As a school, we are now deeply committed to valuing and celebrating the unique heritage and natural environment that surrounds us. We place great importance on understanding its significance – why it remains with us today – and how we can play an active role in restoring and preserving these special places for future generations..." Headteacher Boston, Lincolnshire

"I think you do get more authentic engagement from it [local heritage work] definitely because it's more pertinent to them" – History Lead Halesowen, West Midlands

"It takes a little bit more work but the learning experience is far more rich. I cannot praise Historic England enough. The expertise they brought into school and the

enrichment they brought into the school and how we have adapted our whole approach to history teaching cannot be understated” – Headteacher Olveston, South Gloucestershire

“They love it, actually ... when you get them [pupils] coming in and saying this is great, I looked at the road name I live on and it means this. When they come in, really enthused, you know, you've got them” – Teacher Ringstead, Northamptonshire

“It opens up the History curriculum to children who aren't necessarily academic – it's a more practical approach” – St George's History Lead Newcastle, North East

“Making their history learning more personal, it's more understandable for them [pupils]. They can definitely get more out of topics. They're really enjoying being able to talk about where they live ... it's making them more aware of what we have around us and how it's changed” – History Co-ordinator Rishworth West Yorkshire

“It is good to know what has happened in other places, but it's just nicer to know that you're living in a place where things have happened that are really cool” – Year 6 Pupil Rishworth, West Yorkshire

Project details

Project number Trism04-9563

Location [Heritage Schools Evaluation Report 2024 2025 v2F](#)

Date October 2025

Report status Final

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This research has been carried out in compliance with the International standard ISO 20252, (the International Standard for Market and Social research), The Market Research Society's Code of Conduct and UK Data Protection law.

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