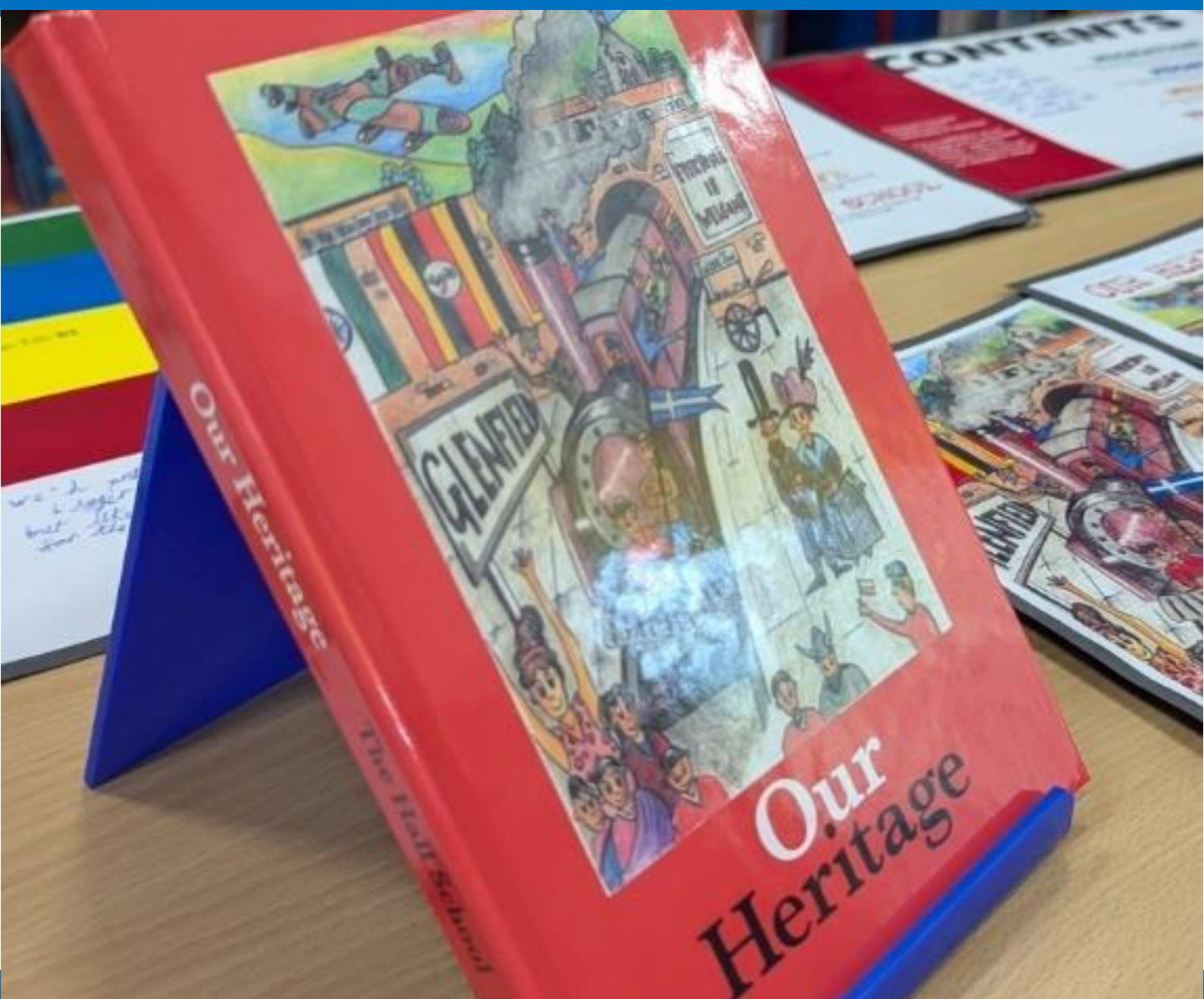


# Heritage Schools

Evaluation Research Report 2024-25



for Historic England

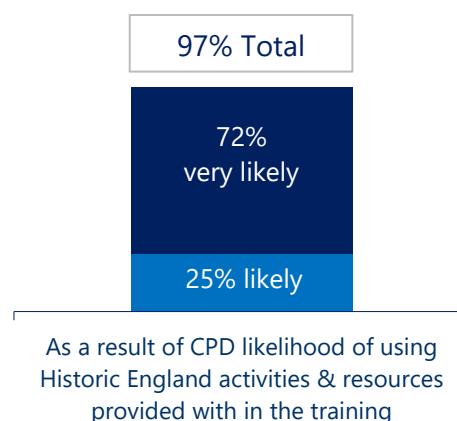
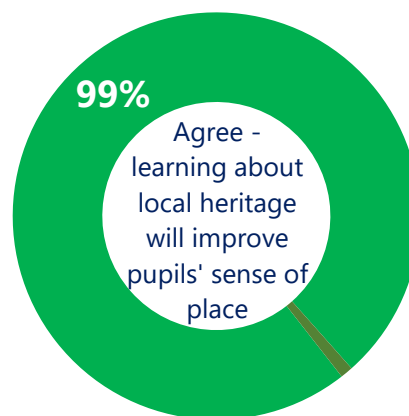
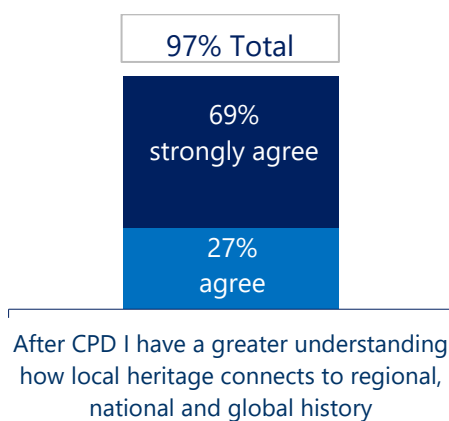
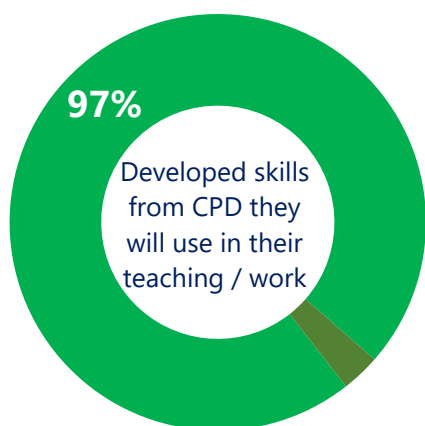
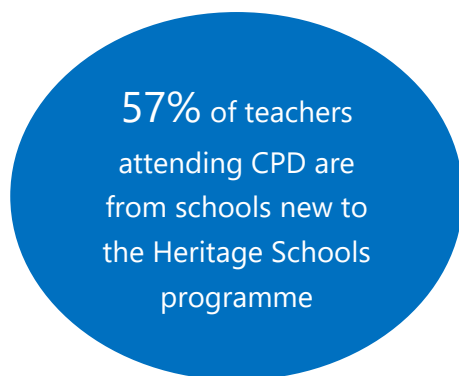
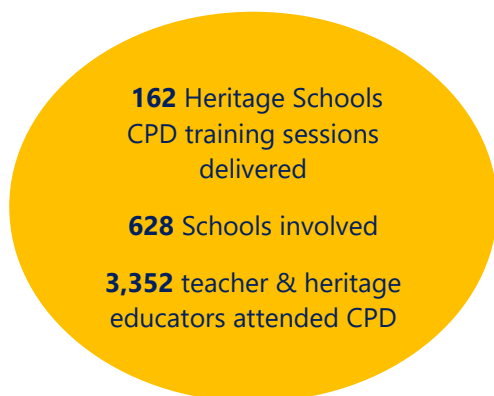
October 2025



## Content

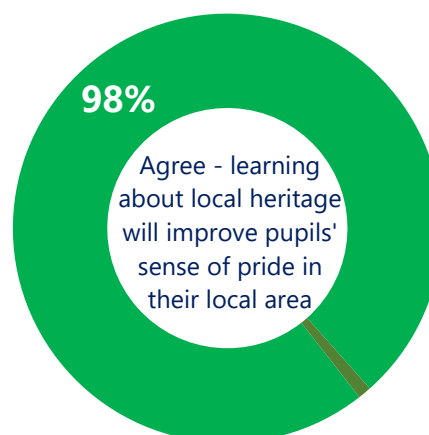
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## 1. Key impacts & benefits



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

Qa Research (Qa) is pleased to submit this research report evaluating the impact of the Continuing Professional Development (CPD) training provided by Historic England during the academic year 2024-25, through their Heritage Schools programme and the impact undertaking a Heritage Schools project has had on schools, teachers, pupils and partner organisations.

The overall aim of Heritage Schools is to encourage teachers to think about using what is local to their school, to bring their local history and heritage to life, increase a sense of local pride and use the resources 'on the doorstep' to help teach the 'national story'. The Heritage Schools programme is currently in its thirteenth year.

Heritage Schools operates across eight regions in England. Each region in the programme has a Local Heritage Education Manager (LHEM) appointed by Historic England who works with clusters of schools to help facilitate the use of local resources to teach national history.

CPD training is provided free of charge to schools, teachers, trainee teachers and heritage and cultural educators across the eight different regions involved in the Heritage Schools programme.

The LHEMs also work in partnership with local heritage providers to provide training and greater opportunities for teachers and pupils to engage with local heritage.

This report further builds on previous annual evaluation research that Historic England has commissioned Qa to undertake about the impact of their Heritage Schools programme.

Training provided by the LHEMs comprises both face to face and online training sessions.

In 2024-25 there were 3,352 attendances at 162 CPD training events involving teachers and heritage educators. 2,685 teachers were new to Heritage Schools in 2024-2025 academic year and 667 had also attended in previous years.

Heritage Schools worked with 360 schools who were new to Heritage Schools in 2024-2025 and 268 schools who were already working with Historic England on Heritage Schools projects in previous years. In total 628 have engaged with the programme in this academic year.

### **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 quantitative research has been conducted amongst teachers attending a CPD training course via a self-completion survey (designed by Qa and approved by Historic England – included in the appendix for reference).

This survey has been designed as a paper survey and an online survey.

The distribution of either the two-sided paper survey or online survey link has been administrated by trainers / Local Heritage Education Managers (LHEM) who have handed out the survey or circulated the survey link to teachers taking part in the CPD training.

The surveys are distributed during training sessions and filled in straight after the training which enables the responses to be fresh in the respondent's mind.

A total of 1015 surveys have been completed, covering 80 different courses / sessions across the eight Heritage Schools areas.

The overall total of 1015 completions provide a sample which in research terms means we can be 95% confident that the data at an overall level has a variance of no more than +/- 2.6% accuracy.

These findings are based on a sample size which provides results that are inside the +/-5% standard industry error margin and therefore provide overall findings which are considered to provide results which are statistically robust.

A similar survey has been completed by attendees at Heritage Schools CPD events over the previous eight academic years. Where the same questions have been asked, we have shown comparison data within this report.

#### Confidence levels:

This indicates how representative findings are of the resident body as a whole. A 95% confidence level refers to the statistical likelihood (probability) that the true value of the population lies within a range (95% confidence interval) of the estimated percentage.

The +/- 2.6% accuracy refers to the 'standard error', which demonstrates how answers provided by the sample group potentially vary from the responses that

would be obtained if all respondents had been surveyed. In the research industry, commonly accepted levels of error are +/- 5%.

This means, for example, that if the observed statistic for any question is 50%, then if the research was repeated, this percentage will be no less than 47.4% and no more than 52.6%. The standard error is calculated on the basis of the total number of possible respondents covered and the number that have been covered by the survey.

### **Qualitative interviews**

To supplement the quantitative research and explore further the impact of undertaking a Heritage Schools project, a total of eight case study interviews were undertaken, one from each of the Heritage School regions.

The case studies cover a mix of schools, educational and heritage organisations from different geographic regions who have worked on Heritage Schools projects.

Suitable respondents were identified by the Local Heritage Education Managers (LHEMs), with interviews arranged and conducted by Qa.

The case studies involve visiting a school or organisation, interviewing a number of teachers and pupils who have been involved, and being able to review examples of the activities undertaken and work produced.

### **Quantitative survey – partner organisations**

An online survey designed to capture feedback and the impacts on heritage partners of being involved in Heritage Schools projects was designed by Qa.

The online link to this survey was distributed by the LHEMs to the various heritage organisations who had provided services over the academic year to schools involved in the Heritage Schools Programme in their region.

In total, 19 different heritage partner organisations completed the survey.



## 5. How to read the data

The key findings from the research are shown overleaf.

### Quantitative data

Being a self-completion survey some respondents may have left some questions blank. The base (i.e. the number of respondents answering the specific question) is shown at the bottom of each chart.

Please note that when interpreting the quantitative results throughout this report not all percentages will equal 100% due to rounding (with any figures of 0.5 or higher being rounded up).

Where the figure is shown as 0% at least one respondent gave this answer, but the total count makes up less than 0.5% of the overall total.

The analysis of the results was run using Askia software.

A very similar survey has been used over the last eight years which enables comparisons to be drawn to show continuities, trends and changes over time.

### Qualitative findings

The qualitative case studies have been included after the quantitative survey results.

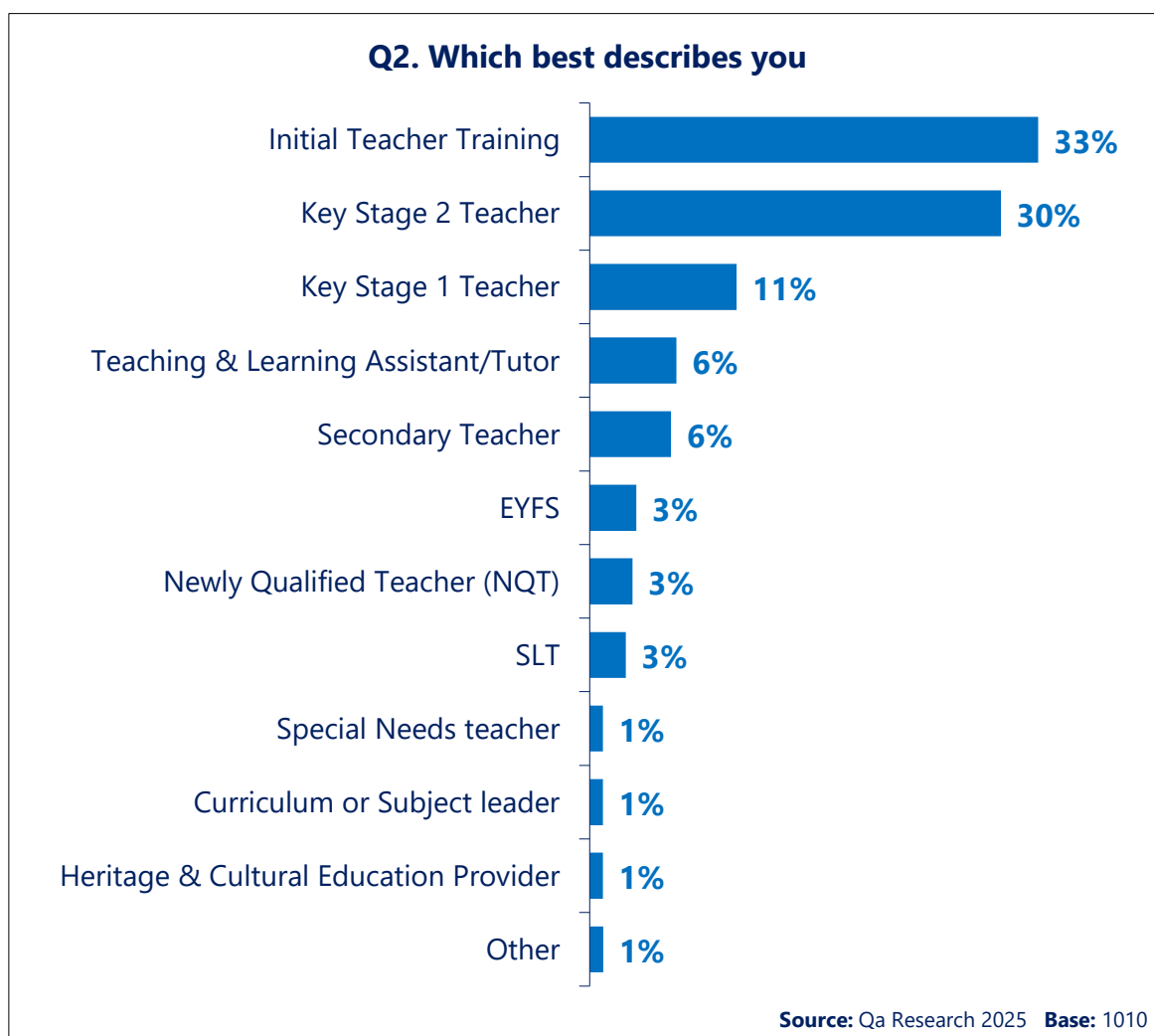
Direct quotes have been used to illustrate the case studies, with these shown in italics.



## 6. Key findings – Quantitative CPD evaluation survey

### 6.1 Type of teacher attending CPD

#### Type of teacher



Those saying 'other' were made up of Community or Family workers, with one participant referring to themselves as a school business officer<sup>1</sup>.

The majority of those attending the CPD training are the Primary School teachers working in EYFS, KS1 or KS2 (44%), followed by a third (33%) who are undertaking teacher training.

<sup>1</sup> Anyone saying student, PGCE or student teacher has been included in the percentage for Initial Teacher Training

The proportion of Primary teachers involved has remained considerably higher than the number of Secondary School teachers attending these sessions.

Attendee	24 /25	23 /24	22 /23	21 /22	20 /21	19 /20	18 /19	17 /18	16 /17	15 /16
Initial Teacher Training	33%	27%	33%	46%	23%	35%	48%	49%	45%	45%
Newly Qualified Teacher (NQT)	3%	3%	4%	2%	2%	3%	2%	2%	3%	5%
KS1 Teacher	11%	14%	18%	11%	18%	15%	12%	10%	14%	-
KS2 Teacher	30%	34%	30%	26%	36%	28%	19%	18%	22%	-
Primary Teacher <sup>2</sup>	-	-	-	-	-	-	-	-	-	35%
EYFS	3%	5%	4%	3%	5%	5%	2%	3%	2%	
Secondary Teacher	6%	5%	3%	3%	2%	1%	3%	4%	2%	3%
SLT (Head, Assistant Head, Deputy)	3%	4%	3%	3%	6%	7%	3%	2%	2%	
Teaching & Learning Assistant / Tutor	6%	4%	2%	3%	5%	7%	7%	4%	4%	3%
Heritage & Cultural Education Provider	1%	2%	1%	2%	0%	1%	2%	3%	1%	4%
Other	1%	2%	7%	3%	2%	2%	2%	5%	4%	5%
Base	1010	1327	1137	1174	578	1029	1390	1047	1157	1888

Amongst Primary teachers (EYFS, KS1 & KS2) an average of 280 pupils attend the schools that teachers who have been on a Heritage Schools CPD training course work in.

Although far fewer in number, the Secondary teachers work in schools with an average of 916 students.

### Highest academic history qualification

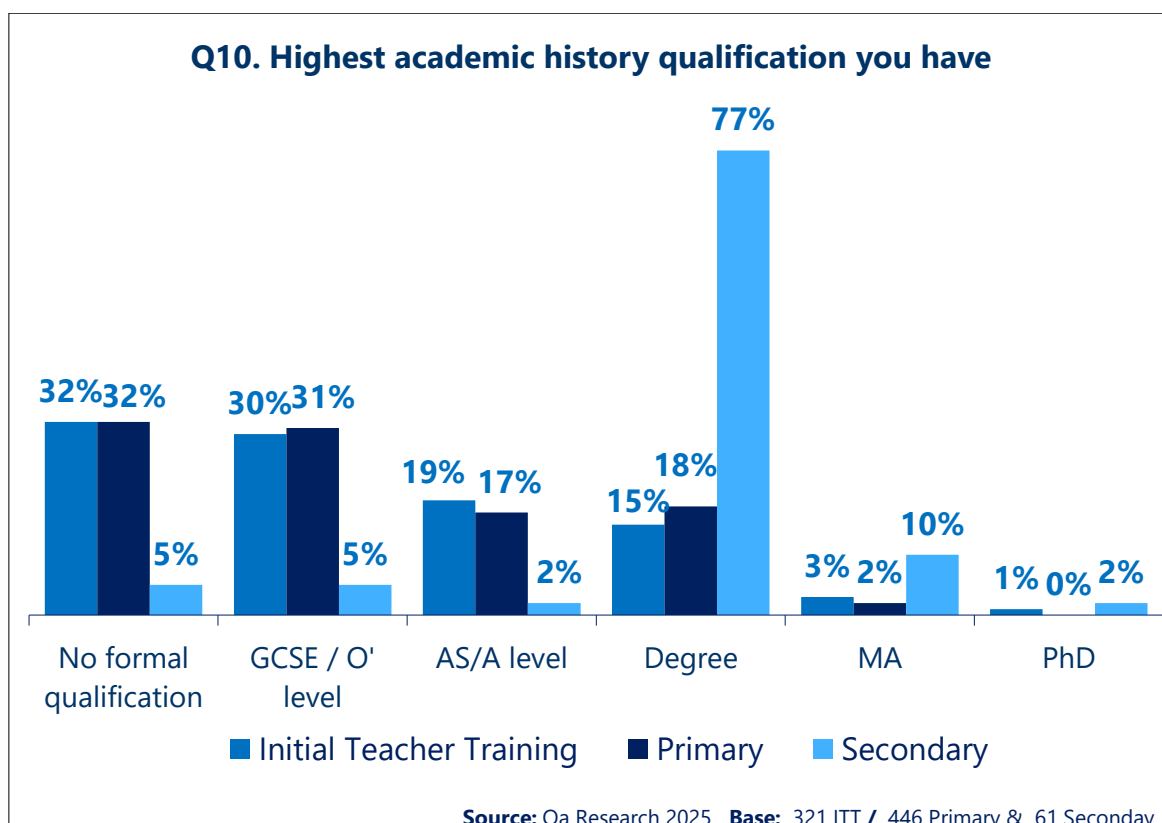
There is a wide range of formal historical knowledge amongst school teachers attending the training courses, but noticeably a third of all Primary teachers and the same among those doing their Initial Teacher Training have no formal academic history qualification (i.e. not even a GCSE / O level in history).

Even 10% of Secondary School teachers attending the CPD training only have at most a history qualification up to GCSE level, so are unlikely to feel overly confident in their background subject knowledge.

<sup>2</sup> The survey was changed to split KS1 & KS2 teachers in 2016

The skills, knowledge, reassurance and confidence they acquire from attending the CPD training could be one of the first times, if not the first time, they have had any formal history training.

The case studies in chapter seven demonstrate how the CPD training provided increases the skills and confidence of those attending to teach history and use a much greater range of resources including old maps, census data and historic photographs to bring their local heritage projects to life.



A similar pattern has been seen in previous waves of the research:

- In 2023-24 33% of ITT and 34% of Primary school teachers had no formal history qualification
- In 2022-23 35% of ITT and 33% of Primary school teachers had no formal history qualification
- In 2021-22 the figure was 37% of ITT and 34% of Primary school teachers
- In 2020-21 28% of ITT and 29% of Primary school teachers attending the CPD training had no formal history qualification – not having studied it beyond Year 9 at school themselves).

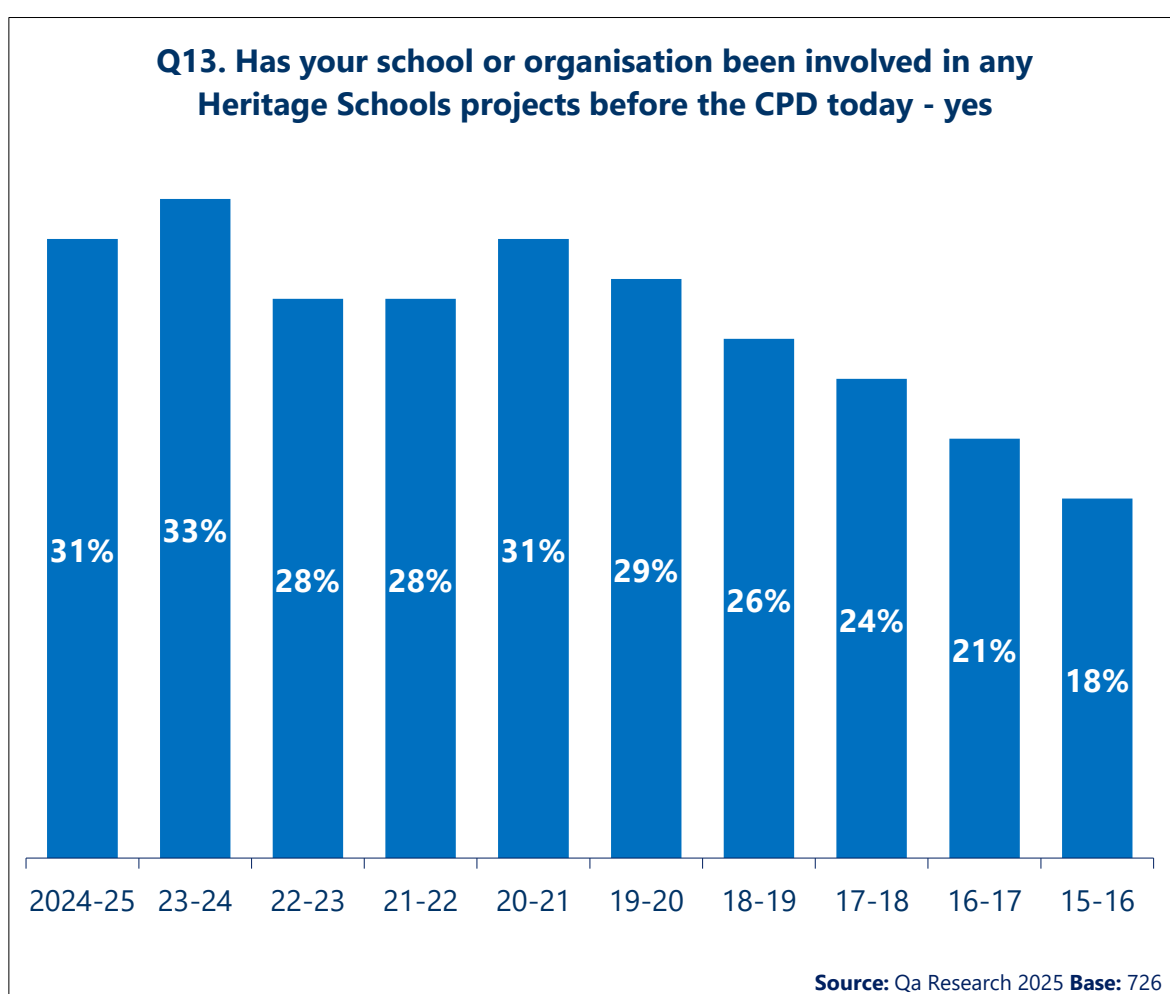
With a large minority of teachers, especially in the Primary sector, having no formal history qualifications, it suggests a need for high quality CPD training in history is required before teachers can deliver high-quality history lessons and projects.

### Previous involvement in Heritage Schools projects before attending CPD

Whilst retaining existing schools and organisations within the programme, Heritage Schools continues to deliver the majority of their CPD training to schools and organisations that are new to doing Heritage Schools projects.

Amongst all teachers, 36% work in a school that had been involved in Heritage School projects or training prior to the CPD course they were attending, with 41% who said no and a further 22% who did not know.

Even after more than a decade the Heritage Schools programme continues to work with a majority of schools who have not previously received any training from them.



## Other CPD training attended

For most teachers who attended a Heritage Schools training session, this is the only history training course that they have been on in the last year:

- 79% of Initial Teacher Training students stated that this is the only history training session they have had in the last year
- 63% of Newly Qualified Teachers
- 66% KS1 teachers
- 61% KS2 teachers
- 62% Secondary School teachers

Without Heritage Schools most trainee teachers, and teachers already in the classroom, would not be having any training in teaching history.

## 6.2 Impact of CPD or training session

The CPD sessions were delivered in various ways. In some cases, the LHEM delivered a training day, either online or face to face in person for teachers from several schools, and the teachers cascaded the training to their colleagues in their schools. In other cases, the LHEM delivered a session in school for all the staff within the school who would be working on their specific local heritage project.

All respondents were asked how much they agree with each statement about the impact of participating in CPD or a training session with 1 being 'strongly disagree' and 5 being 'strongly agree'.

The figures for those who gave 'don't know' as an answer or left the answer blank have been excluded from the calculations so the findings are only from those who gave a definite answer.

Given the high levels of agreement, the chart overleaf only shows the proportion of attendees who agreed with each of the statements.

The percentage 'strongly disagreeing' with the statement or 'disagreeing' amounted to less than 1% for each of the statements, with the remaining percentage not shown in the chart being those who opted for the 'neither agree nor disagree' option.

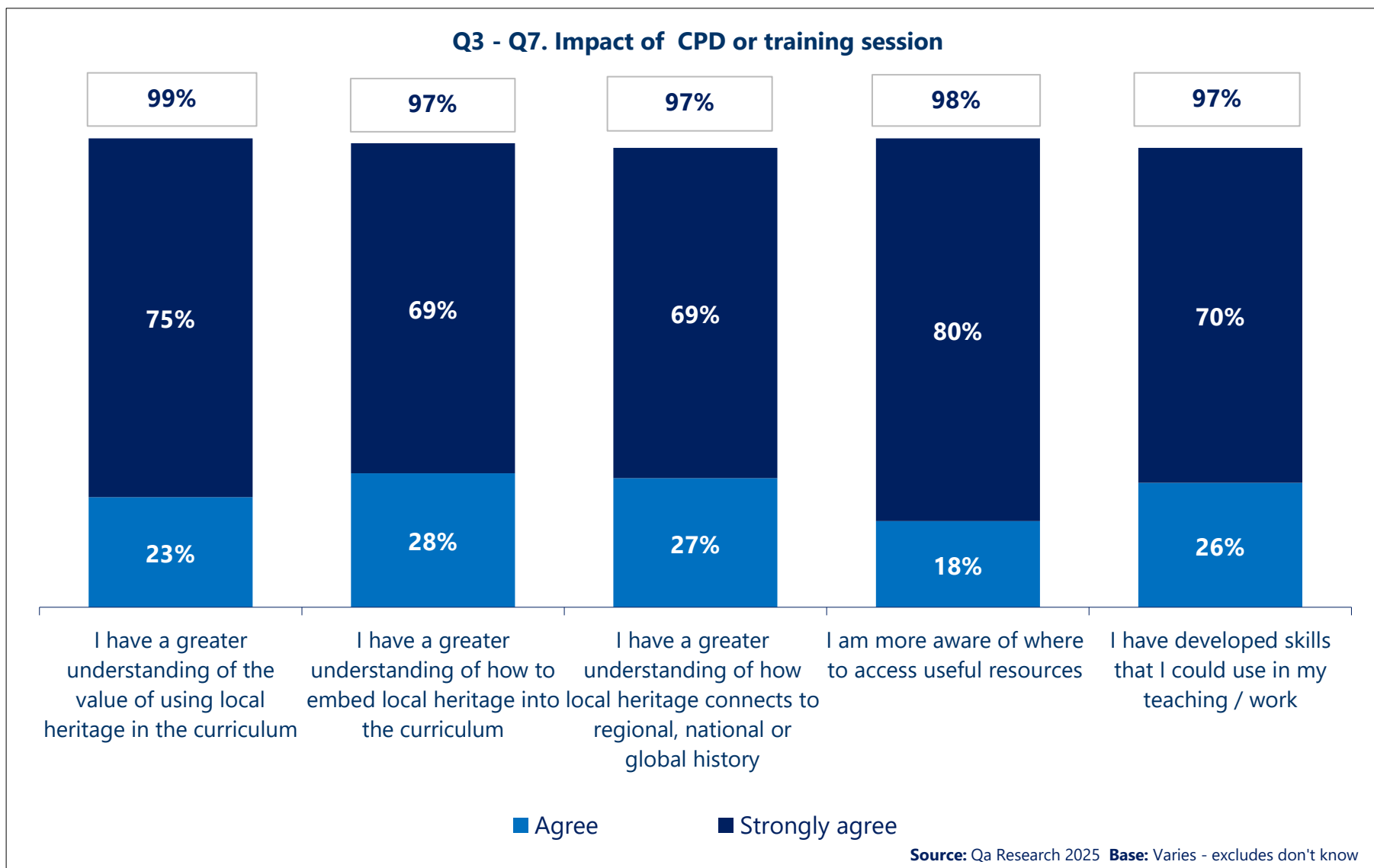
Therefore, the chart only shows the percentages 'agreeing' or 'strongly agreeing' with the statements.

The figure in the white box above each bar is the net agree figure, with the dark blue box showing those who 'strongly agreed' and the lighter blue one, those who 'agreed' with the statement.

Due to rounding the net total may not be the same as the separate percentages shown.

For all the questions there were more attendees who 'strongly agree' and opted for the highest level of agreement than 'agreed' with each of these statements.

There is very strong agreement over the positive impacts gained from attending a Heritage Schools CPD course or training session.





The agreement levels about the skills developed as a result of attending a Heritage Schools CPD training session have remained extremely high over all of the last ten academic years.

Skills or knowledge acquired from CPD training	24 /25	23 /24	22 /23	21 /22	20 /21	19 /20	18 /19	17 /18	16 /17	15 /16
I have a greater understanding of the value of using local heritage in the curriculum	99%	98%	99%	98%	98%	96%	97%	97%	98%	97%
I have a greater understanding of how to embed local heritage into the curriculum	97%	97%	98%	97%	96%	95%	96%	95%	96%	96%
I have a greater understanding of how local heritage connects to regional, national or global history <sup>3</sup>	97%	96%	97%	95%	94%	94%	93%	93%	92%	90%
I am more aware of where to access useful resources <sup>4</sup>	98%	97%	97%	94%	96%	95%	93%	95%	97%	95%
I have developed skills that I will use in my teaching / work	97%	97%	97%	96%	95%	94%	94%	93%	94%	92%

<sup>3</sup> The wording of this option changed in 2019-20 – previously it read *I have a greater understanding of how local heritage connects to the national story*

<sup>4</sup> The wording of this option changed in 2019-20 – previously it read *I have an increased awareness of & access to useful resources*

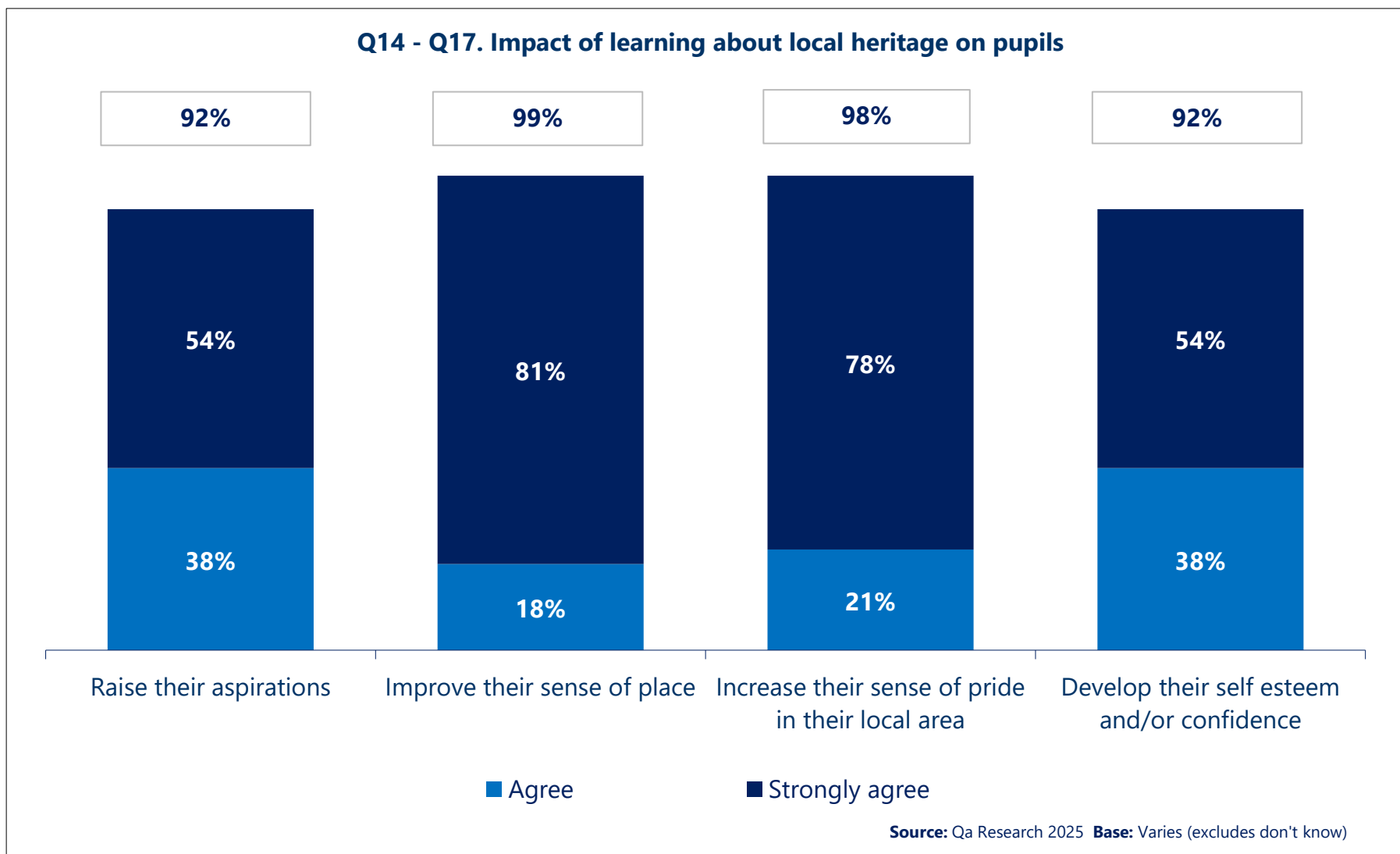
### **6.3 Impact on pupils of learning about local heritage**

All respondents were asked to rate their opinion about the impact on pupils from learning about their local heritage.

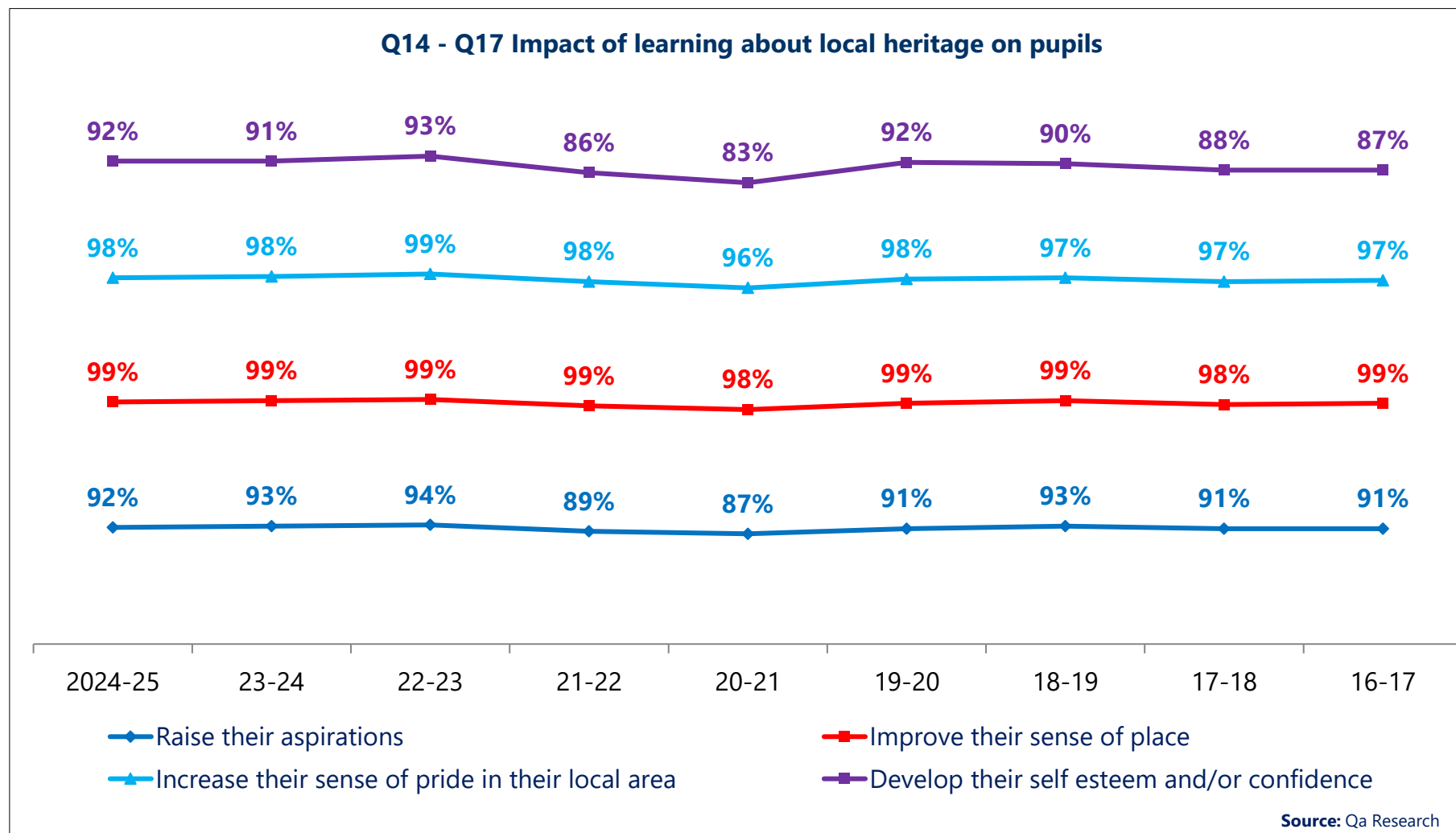
The figures for those who gave 'don't know' as an answer or left the answer blank have been excluded from the calculations, so the findings shown are only from those who gave a definite answer.

Given the high levels of agreement, the chart overleaf only shows the proportion of respondents who agreed with the statements.

The figure in the white box above each bar is the net agree figure, with the dark blue box showing those who 'strongly agreed' and the lighter blue one, those who 'agreed' with the statement.



Over the last nine years there has consistently been almost universal agreement over the positive impacts learning about local heritage has on pupils.

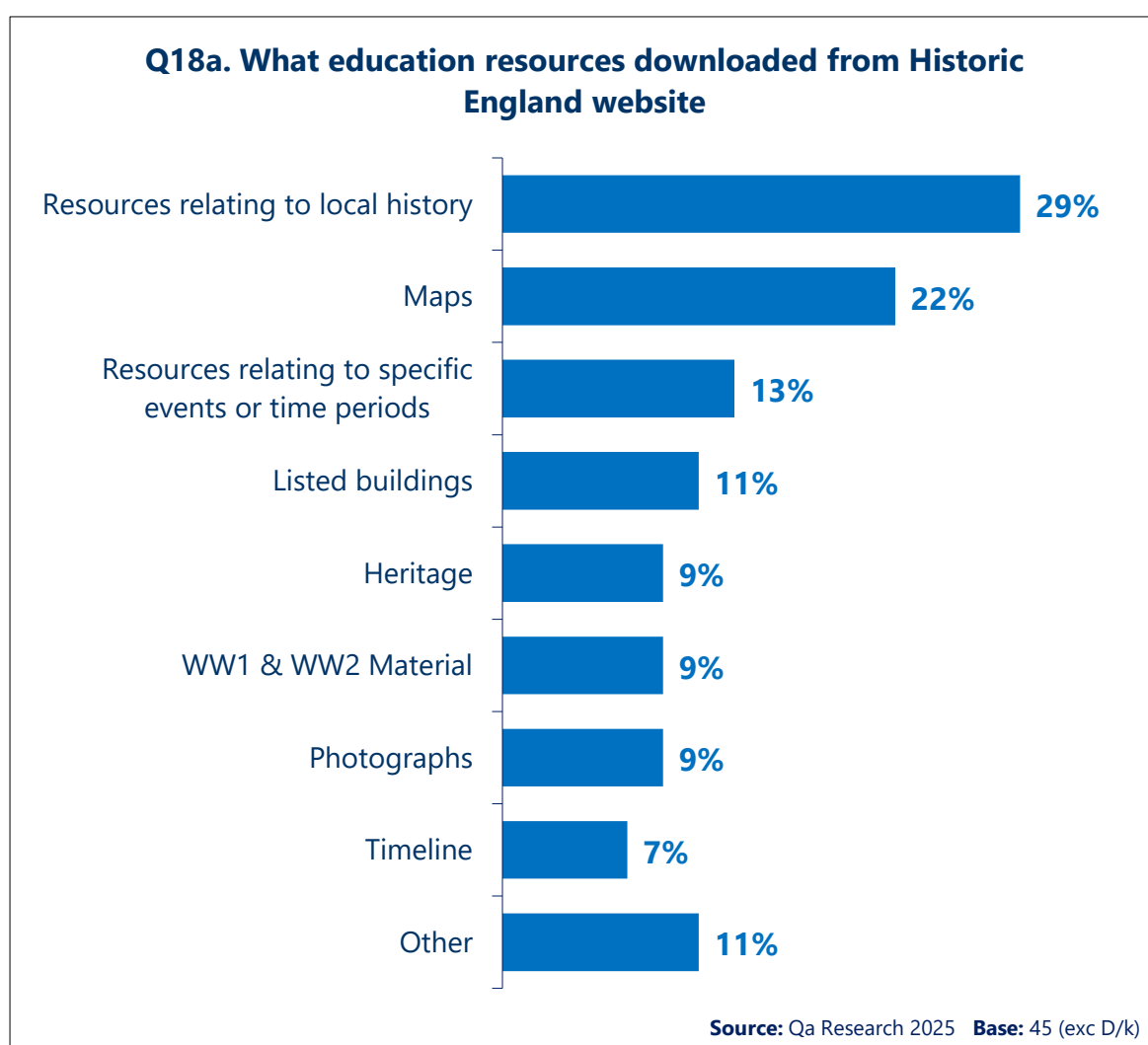


## 6.4 Downloading and using educational resources

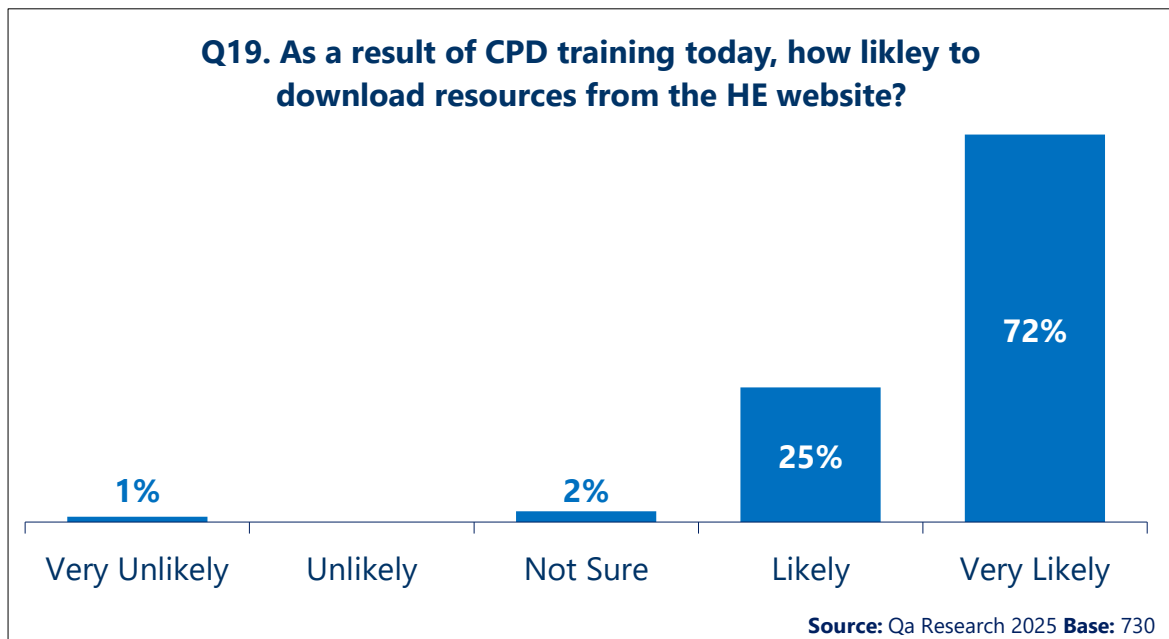
Only 14% of those attending CPD training had ever downloaded education resources from the Historic England website (which was similar to 2023-24 at 14% and higher than the 9% who said yes they had in 2022-23).

The figures for those who had is similar for Secondary school teachers (14%) and Key Stage 2 Primary school teachers (17%) and Key Stage 1 teachers (13%).

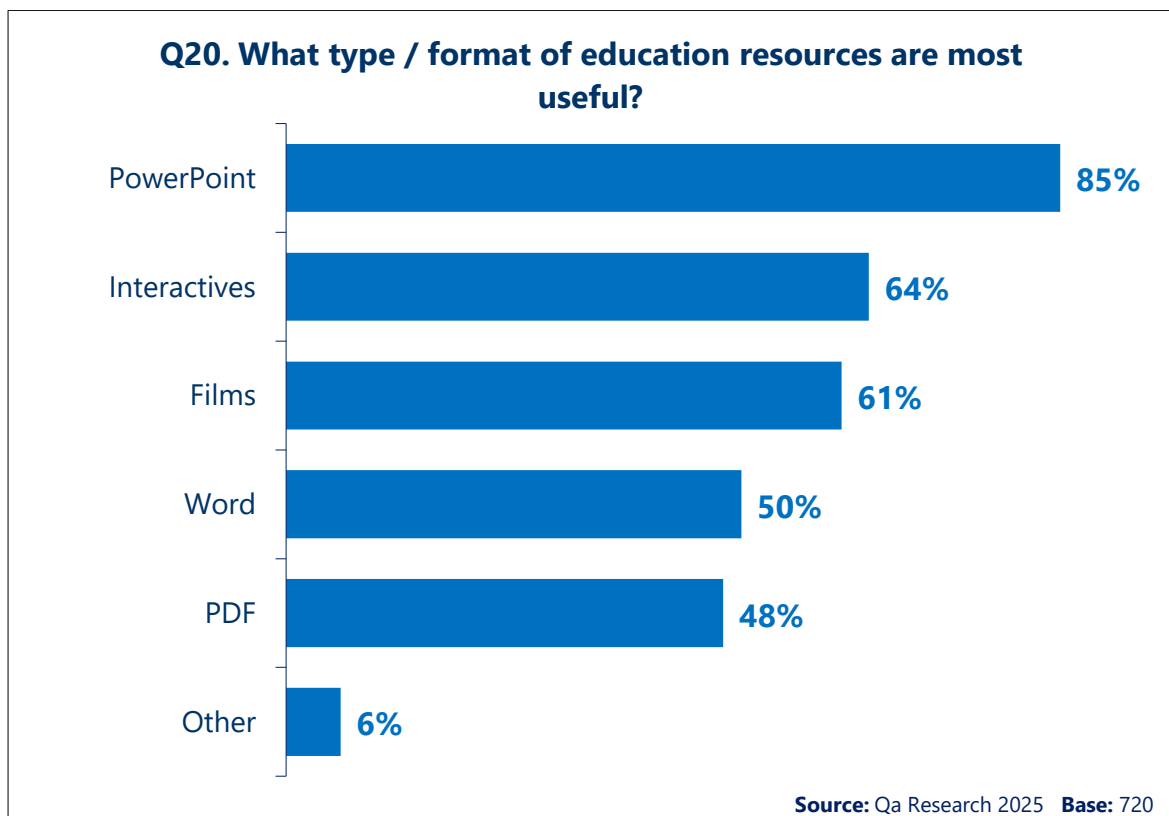
Amongst those who had done so and could remember what they had sourced, the key resources cited that they had downloaded from the Historic England website included:



The CPD training is clearly useful in highlighting and promoting what resources are available to teachers and heritage organisations from Historic England.



The most useful format for education resources are shown in rank order below, but also reflect that teachers are happy to have resources in a range of formats. Content, relevance and usability are more likely to be the determining factor, rather than the format it is in.



There are a wide range of humanities websites being used by teachers and/or their pupils, with the most popular shown in the table below, ranked from most to least cited amongst the answers given by KS2 teachers.

Humanities websites used for preparing lessons	KS1 teachers	KS2 teachers	Secondary teachers
BBC	23%	30%	52%
Historical Association	11%	21%	12%
Digimaps	13%	19%	-
Key Stage History	8%	12%	-
Historic England	-	8%	-
Geographic sites i.e. Geographic Assoc., Nat. Geographic, Royal Geographic Soc.	2%	7%	-
Other general reference sources i.e. maps, archives, census etc	8%	7%	5%
Google	23%	6%	2%
Local History sites	5%	6%	12%
YouTube	-	5%	7%
Twinkl	2%	5%	-
Kapow	8%	5%	-
Know Your Place	2%	5%	10%
British & other museums	7%	4%	5%
Ancestry	2%	2%	-
English Heritage	2%	2%	2%
Library	2%	2%	-
Grammarsaurus	3%	2%	-
Cornerstones	2%	1%	-
National Archives	3%	1%	19%
TES	-	1%	-
A variety	2%	10%	10%
Base	61	185	42

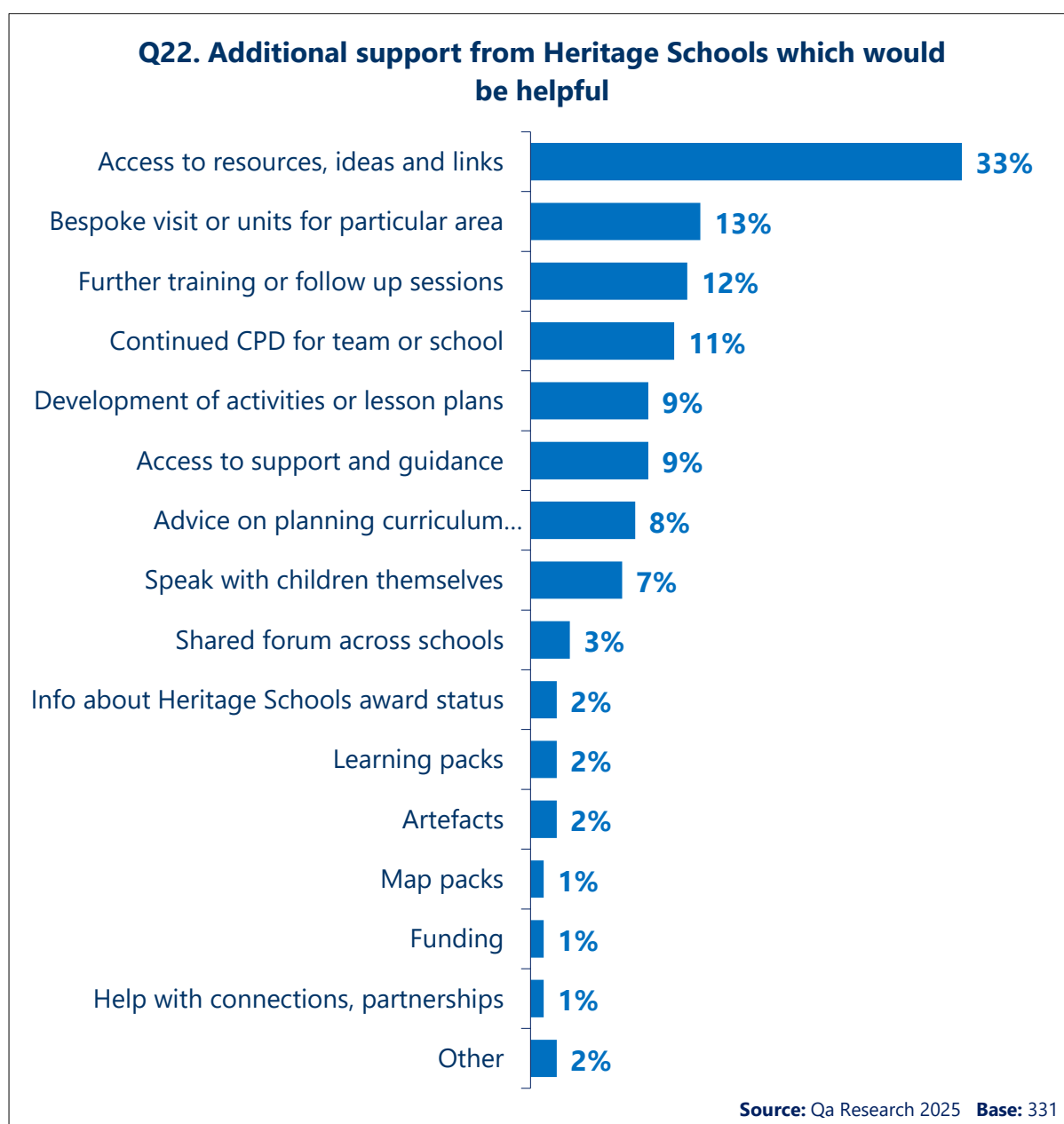


## 6.5 Any additional support desired

A final question asked what additional support attendees would find helpful from Heritage Schools.

Most had no further suggestions. Amongst those who did their answers have been coded, grouped together and shown in rank order below.

The common theme across the suggestions given is continued access to support, guidance, resources and advice.



## 6.6 Summary of quantitative survey findings

The Primary school sector comprises the majority of classroom teachers attending CPD training (44%), followed by those doing teacher training (33%), with Secondary school teachers making up only 6% of all attendees. This pattern has remained consistent over the last decade.

There is a clear need for high class history CPD training given that a third of all teacher trainee students and the same for Primary teachers attending Heritage Schools training have no formal academic history qualifications, and a further third of both teacher trainees and Primary teachers only have a GCSE or O level in the subject. The skills, knowledge, reassurance and confidence they acquire from attending the CPD training could be one of the first times, if not the first time, they have had any formal history training.

The CPD training provided increases the skills and confidence of those attending to teach history and use a much greater range of resources including old maps, census data and historic photographs to bring their local heritage projects to life.

Without the Heritage Schools programme it is unlikely that most teachers would receive any other history CPD training, for 79% of teacher trainees this is the only history training they have received in the last year, which is the same for 66% of KS1 teachers, 61% of KS2 teachers and 62% of Secondary teachers.

Attendees are very positive about the Heritage Schools CPD training received, with almost universal agreement that from this they have a greater understanding of the value of using local heritage in the curriculum (99%), know how to embed local heritage into the curriculum (97%), how local heritage connects to national and global history (97%), are more aware of where to access useful resources (98%) and have developed skills they can use in their teaching (97%) – in other words the CPD training has given those attending practical skills, knowledge, ideas and resources that they can use back in the classroom with their pupils.

The impact from the CPD training is likely to have on pupils is also rated very positively with 92% agreeing learning about their local heritage will raise their pupils aspirations, 99% that it will improve their sense of place and 98% that it will increase their sense of pride in their local area. Without Heritage Schools CPD training teachers are unlikely to have the confidence, skills or knowledge to change the way they teach using local heritage or look to embed local heritage into their curriculum.

There is a desire amongst attendees for continued support from Historic England from additional training, providing resources, guidance and ideas which is a reflection of how well the CPD training is regarded.

## **7. Key findings - Qualitative case study visits**

### **7.1 Summary of qualitative case study findings**

- The case studies highlight a wide variety of different Heritage Schools projects, but what they all have in common is that they are underpinned by the high quality CPD training, guidance, ideas and resources provided by Historic England's Local Heritage Education Managers.
- From the CPD training and ongoing guidance, advice and support provided by the Heritage Schools programme, teachers (and therefore their schools and pupils) have benefited from the increased confidence to deliver engaging lessons using local heritage, the acquisition of new ideas to teach history, and access to high-quality resources and professional support.
- Access to professional support and resources from Historic England is highly valued by teachers, enhancing their lesson planning and delivery.
- Using and learning about their local area has helped make history more relevant, meaningful and relatable for pupils; learning becomes more personal and relevant as pupils connect with their own community's history, fostering pride and a sense of local identity and belonging.
- Heritage visits, learning about significant local figures and undertaking local studies which use bespoke primary sources provide concrete, memorable experiences that anchor learning beyond abstract concepts.
- Giving teachers the resources, ideas, knowledge and confidence to use local heritage has led to projects which have helped schools and teachers deliver enquiry-based learning, foster critical thinking, the evaluation of sources and sophisticated historical reasoning among their pupils.
- Without Heritage Schools CPD training, ideas suggested, provision of locally based resources from the LHEM and ongoing support it is very unlikely that teachers would have had the confidence, knowledge, awareness or time to find useful local sources in order to deliver the impactful projects that they have – Heritage Schools has been the catalyst to achieving this.
- Heritage Schools has served as a driving force for significant curriculum enhancements and pedagogical shifts in history teaching.
- Involvement with Heritage Schools has been provided pupils with engaging, joyful, interesting learning experiences and opportunities to have new experiences.

## 7.2 Qualitative case studies

### **Case study: Gipsey Bridge Primary School, near Boston, Lincolnshire**

#### ***A rural Primary school working towards becoming a Heritage School, and increasing its involvement with the community through heritage***

#### **Background to Gipsey Bridge Primary School, part of Infinity Academies Trust**

The village of Gipsey Bridge was developed in the 1820s after the surrounding fenland was drained, so it is a relatively new settlement in a man-made landscape. The village is 8 miles from Boston, the nearest town; there is no public transport and the shop and post office in Gipsey Bridge closed last year. Housing costs, rural poverty and social isolation have an impact on several of the families whose children attend Gipsey Bridge Primary School. Lack of transport means that some children are quite isolated, and they miss out on opportunities and experiences, such as visiting the seaside.

The school has 98 pupils, from Reception to Year 6, in mixed-year classes. Most pupils live locally, but several come from Boston and further afield. 23% of pupils are eligible for Pupil Premium and 4% have English as an additional language. 19% of pupils have SEND, and 12% have an EHCP. Several parents decided that Gipsey Bridge would be the best school for their SEND children because it is small, even if they have to travel some distance.

This case study shows how local heritage is having a positive impact on children experiencing rural deprivation and isolation, and how it is increasing the local community's involvement with the school.

#### **Getting involved with Heritage Schools**

The Headteacher used to work at another school when it became a Heritage School in 2016, and so had contact with the Heritage Schools Local Heritage Education Manager (LHEM) at that time.

In 2025, Gipsey Bridge Primary School took part in the Department for Education's Time Capsule project which aimed to capture the lived experiences of today's pupils, and to mark the 100<sup>th</sup> anniversary of the DfE. The school already had a time capsule which had been created in 2000 for the Millenium, and they decided to invite former pupils to open the capsule this year, and hold a display of the contents and other aspects of the school's and the village's history.

The Headteacher contacted the LHEM, who provided a CPD session about the Heritage Schools programme and the history of the local area to the teachers, and gave a

presentation to the pupils, parents and the wider community as part of the celebration for opening the old time capsule and creating the new one.

Gipsey Bridge Primary has already taken part in a number of local heritage activities but local heritage does not feature in the curriculum yet. The school uses the Cornerstones curriculum which has an optional local history topic, but the teachers were not using it because of the time they would need to carry out the research to develop a local history topic for Gipsey Bridge.

The other history topics are generic and do not have a local focus. However, in 2025/26 the History Lead will work with the LHEM to develop a locally-focused history curriculum for Years 5 and 6, and then do the same for the lower year groups so that there is a thread of local history which runs through from year to year.

The LHEM's involvement provides knowledge and expertise to achieve this. In due course the teachers plan to review the other curriculum subjects to include aspects of local heritage where possible. This demonstrates the impact that Heritage Schools is having on Gipsey Bridge Primary, as the teachers see how the pupils can benefit from learning about their local heritage. The school plans to apply for the Heritage Schools Award in 2025/26.

The LHEM's CPD session for the teachers has increased their knowledge of the history of the Gipsey Bridge area, and has increased their skills in teaching local history through using historic maps and photographs, census records and military records.

*"It's been wonderful to see how much the children's understanding of the local area has already grown through their hands on experiences and work with our LHEM. I see this as just the beginning – there's even more exciting learning to come as we build on this foundation back in the classrooms for all ages" - Headteacher*

The Cornerstones curriculum company is very interested to see the outcome of giving a local focus to more topics within the history curriculum, and then how this could be shared with other schools around the country which use Cornerstones, so that they could localise their history curricula too.

## Heritage activities in the school

### *Time capsule*



*One of the pupils reading the newspaper which was in the 2000 time capsule*

The time capsule which was created in 2000 was opened by former pupils in 2025. A fair was held in school to display the objects in the time capsule, and the LHEM gave a presentation about the heritage of Gipsey Bridge and the surrounding area. Several of the families attending the school have moved to the village relatively recently, and even some of the longer-standing residents were not aware of Gipsey Bridge's origins.

*"The community's response has been nothing short of extraordinary. From eye-opening facts some had never heard before to the captivating way the LHEM brought the village's story to life – people were truly moved. Residents, along with former pupils whose memories stretch back over eighty years, were amazed to discover just how little they knew about the village – its land, its rivers, even the origin of its name. The LHEM's presentation sparked curiosity, pride and a deep sense of connection that left many inspired and eager to not only learn more but display this information for all to see in the village noticeboards!" - Headteacher*

All the pupils in the school, and the children in Gipsey Bridge Pre-School, are creating the new time capsule which will be opened in 2050. As the Pre-School is involved as well, the time capsule project has expanded from being a Primary school project to a community project.

### **Gipsey Bridge War Memorial**

The War Memorial Trust has a record that the school has a War Memorial plaque, but at some point in the past it has gone missing. The school is planning a project to research local service personnel who would have been named on the plaque, and to create a new one. The LHEM's research showed that the servicemen from Gipsey Bridge



are commemorated on the war memorial at the church in nearby Wildmore, which the school did not know about. Now, pupils will take a wreath to the war memorial on Remembrance Day. The LHEM, the Headteacher and staff are continuing to research into the original plaque's whereabouts, and a former family of the school have pledged a donation to support the purchase of a replacement for the school if needed.

### ***Boston Brilliance Festival***

In February 2025, the school took part in Boston Brilliance; the pupils won a competition to create light designs which were projected onto the buildings, to celebrate the history of some of the historic buildings in the town for the two-day public festival. Their designs reflected the history and architectural characters of the buildings which they had learned about. This took place prior to the LHEM's involvement at Gipsy Bridge, and will provide evidence of the school's existing local heritage work when they apply for the Heritage Schools award.



*Two of the building illuminations, designed by Gipsy Bridge pupils*

### **Impacts of the heritage activities on the pupils**

The Headteacher commented that the local heritage work which the pupils have done so far has particularly encouraged those children who find reading and writing challenging, as the work has involved more practical and visual elements using different ways to record their findings.

*“Several children in the class who found it challenging to record their thoughts through traditional writing methods were able to demonstrate their historical understanding using alternative forms of expression. These pupils, often more creative in nature, particularly excelled when engaged in practical, discussion-based tasks. Their knowledge and curiosity came to life during conversations and hands on exploration of artefacts, where they confidently articulated observations, asked insightful questions, and made meaningful connections. By offering a range of recording methods such as podcasts, artwork, diagrams and charts, these children were able to showcase their learning in ways that suited their strengths.*



*This inclusive approach not only supported their ability to reflect on historical concepts but also boosted their engagement and confidence. Notably some pupils only began to show a real interest in history when it became personally meaningful, particularly during activities that involved exploring their own family histories. This personal connection helped them to see history not just as a subject, but as a part of their identity, deepening both their understanding and enthusiasm for learning” - Headteacher*

The Headteacher considers that the local heritage work has had a positive impact on the pupils' wellbeing:

*“Winning the Boston Brilliance Award was an incredible moment for our entire school community. The sense of pride and excitement was wonderful to see especially among the children. It was a powerful experience for them to see the positive impact that hard work and teamwork can have, not only in achieving success but in being recognised by others beyond the school. One of the most meaningful aspects of the project was how it helped pupils connect with the past. They gained a deeper understanding of what life was like for children their age in earlier generations and came to appreciate many of the opportunities and conveniences they might otherwise take for granted today. Beyond the award itself, the whole experience had a significant impact on the children's wellbeing. It boosted their confidence, reinforced the value of collaboration, and celebrated their dedication in a very public and affirming way. Being recognised in this way by the wider community was incredibly powerful, and something they will carry with them for a long time. The children have now met with Boston Borough Council for the 2030 celebrations of the Pilgrim Fathers, so they will continue to be involved in the local history of our area” - Headteacher*

Families are also now more involved in what their children are learning about the locality; they are talking to their children more about what they are learning, and more families are coming in to school for heritage events such as the time capsule opening and the 80<sup>th</sup> anniversary of D-Day. The Headteacher commented that the covid pandemic restrictions had prevented parents from coming into school, and it is the recent heritage events which are encouraging them to be more involved in the life of the school again.

### **Impacts of the heritage activities on the wider community**

The heritage activities have strengthened links with village residents and the wider community. Many parents and other local residents attended the D-Day commemoration event, along with ex-servicemen and the British Legion, and during the recent OFSTED inspection the inspectors praised the community engagement which the event had created. One outcome is that a resident, who is now 93 and

attended Gipsey Bridge School during World War 2, has been into school to tell the pupils about her wartime experiences.

The time capsule community day held this year made connections with people in the village. The Headteacher commented that the heritage events have encouraged people in the community to talk to each other more about the history of the locality, thus helping to increase community cohesion. As a result of the time capsule event, the Parish Council are planning to install an interpretation panel in the village about the heritage of Gipsey Bridge, based on some of the research which the LHEM carried out. The pupils will contribute to the content of the panel. This will be informative for local people and visitors and will help to raise the profile and image of the village.

## Summary

*"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. I would also like to extend a huge thank you to our LHEM for her invaluable support, expertise and enthusiasm, which has truly inspired staff, pupils and their families throughout this journey" - Headteacher*

The local heritage activities which Gipsey Bridge Primary has undertaken so far have had a tangible impact on engagement between the school and the local community, and the OFSTED inspectors praised this work. Parents and children talk about the heritage of the village and surrounding area, and stronger connections are being made with the Pre-School, the Parish Council and other residents.

Taking part in these heritage activities has strengthened the pupils' understanding of where they live and enabled them to use a variety of methods to learn about their locality, which has been beneficial to pupils of all abilities.

Although the school had been doing some heritage activities previously, working with Heritage Schools has increased the focus on local heritage. The CPD sessions and presentations which the LHEM delivered have been very well received by the teachers, the pupils and the community. The History Lead will work with the LHEM to localise the school's History curriculum, and add local heritage to other subjects where possible, to further increase the pupils' understanding of where they live. The teachers would not have been able to do this without the LHEM's support and knowledge of local history resources, because they did not have the capacity (in time or skills) to be able to do the necessary research themselves. The school plans to apply to Historic England for the Heritage Schools Award, and continue to integrate local heritage into the pupils' learning.

## **Case study: The Hall Primary School, Glenfield, Leicester**

### ***Creating a community heritage book to use as a learning resource in school and to support community cohesion***

#### **Background**

The Hall School is on the border between Leicester city and Leicestershire county. Around half the pupils come from the school's catchment area and around a quarter each from the wider city and county. The school has 420 pupils from Reception to Year 6. 12.3% of them are eligible for Pupil Premium, and 7.1% have English as an additional language. The school is very multi-cultural with pupils from different ethnic backgrounds whose families may have lived around Leicester for several generations, and others who have recently arrived.

The History Lead explained that Leicester is a very diverse city, but there is not much engagement between the different communities. The Hall School set up the Everyone's Welcome Club in 2024 to enable pupils to feel welcome at school regardless of their different backgrounds and abilities, to help combat any racial tensions, and promote integration. Its aim is to inspire the pupils to be interested, curious and embracing of difference and to view it as an opportunity to learn. Pupils from Years 3 to 6 run the club; they host a party for new pupils joining in Years 1 to 6 (i.e. those not joining in Reception, when most pupils start), have made an Everyone's Welcome display in the hall and talked about the club in a whole-school assembly.

The Hall School has been a Heritage School since 2017 and a Champion Heritage School since 2020. It has a team of 33 History Ambassadors in Year 6, who are History enthusiasts, taking part in various History projects with real-world impact in and beyond the school, including:

- Providing feedback on Heritage Schools digital learning resources
- Creating the Heritage Schools' digital Stone Age resources<sup>5</sup>
- Video of three Ambassadors discussing the value of local heritage, on the Heritage Schools Vimeo channel<sup>6</sup>
- Hosting members of the Department for Education at the school, to explain why local heritage is so important for them and to showcase the school's Heritage Schools work

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<sup>5</sup> <https://historicengland.org.uk/education/schools-resources/teaching-activities/?searchType=Case+Study&search=stone+age>

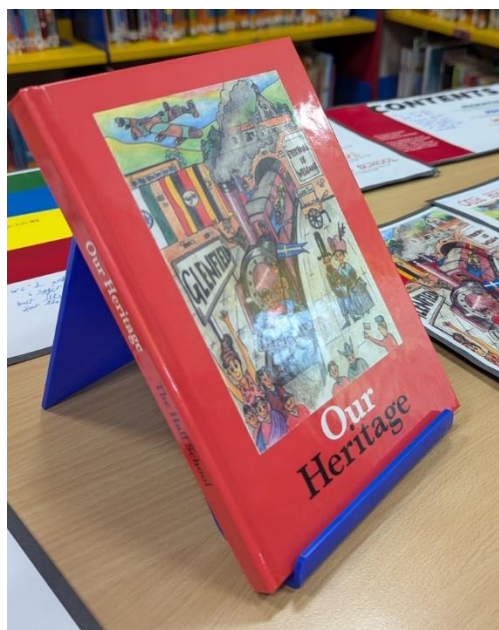
<sup>6</sup> <https://vimeo.com/heritageschools>

- Contributing to the website about local suffragette Alice Hawkins<sup>7</sup>
- Photographing listed buildings and monuments around Glenfield, to add to Historic England's Missing Pieces Project<sup>8</sup>
- Writing a regular newsletter, interviewing pupils from all year groups in the school about their History interests.
- Suggesting content for a topic about Battles, now used in Year 6 at The Hall School
- Organising a school picnic to mark the 80<sup>th</sup> anniversary of VE Day

Talking about the benefits of being a History Ambassador, one of them said:

*"You get to use the knowledge that you've learned in the normal History lessons, and you can use it in more depth" – History Ambassador*

### **"Our Heritage" project**



*"Our Heritage" hardback book*

The "Our Heritage" project was planned because the Heritage Ambassadors wanted to promote the history of the locality and had studied migration in their History lessons, and the Everyone's Welcome Club wanted to ensure that everyone feels part of the school, so it was a natural next step for them to join forces to explore how Glenfield came to be, in terms of the people who live there.

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<sup>7</sup> <https://www.alicehawkinssuffragette.co.uk/primary-schools>

<sup>8</sup> <https://historicengland.org.uk/listing/missing-pieces/>

The History Ambassadors and the Everyone's Welcome Ambassadors (44 pupils in total, from Years 3 to 6) met together to decide what they wanted to find out about Glenfield. They sent a letter to the school families and to local history groups, asking them to share their stories about how they came to live in this area and how they celebrate their cultural heritage. These stories were made into a book "Our Heritage"<sup>9</sup>, professionally printed in hardback and as a digital version, with copies to be used in school and given to the contributors.

The stories enable pupils and community members to appreciate how everyone is different but they still come together in one place. It helps them to learn about tolerance and respect, and find out about different cultures and traditions from elsewhere in the UK and around the world and which are now found in Leicester. The book was funded by a grant of £2,000 from Heritage Schools, which enabled a very high quality book to be produced as well as the digital version.

The letters were sent out in January 2025 and there was a good response from families and other members of the local community. The Ambassadors read all the stories, and each Ambassador annotated each response with their comments, using post-it notes. Some of these are reproduced on the pages of the book. One of the parents is a graphic designer and she worked with the children so that they could design the layout and choose the best colours and font sizes. They looked at books in the school library to decide what aspects of design they liked and disliked, and the graphic designer created the final layout according to their wishes. Some of the local history societies contributed historic photographs and postcards and some of the Ambassadors drew illustrations.

*"It was great working with the graphic designer because we got to design things. We also got to make sure that every key bit of information is in the book" – History Ambassador*

*"We paid attention to each small detail so that everyone could have their opinion on it" – History Ambassador*

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<sup>9</sup> <https://www.thehallprimary.com/our-heritage/>





*Options for different layouts, colours, fonts, etc suggested by the graphic designer and annotated by the pupils to show which they preferred and why*

The "Our Heritage" book was launched in July 2025, with a celebration at the school for all the contributors. One of them said:

*"One of the highlights was the conduct of the pupils. They had clearly prepared with interesting and perceptive questions. They were rightly proud to have been part of this creative and ground-breaking project" – "Our Heritage" contributor*

A copy of the book has been given to Glenfield Library so the local community can read it. The digital version was sent to all the parents and it is available on the school's website for an even wider reach. Some of the Ambassadors and the History Lead were interviewed about the project and broadcast on BBC Radio Leicester.

### **Impacts of "Our Heritage"**



*Some of the Ambassadors and a contributor at the "Our Heritage" launch*

Reading all the contributions to the book has given the Ambassadors a better understanding of some of the origins of Glenfield's (and Leicester's) multi-cultural communities. "Our History" will be used in all year groups, so all the pupils in the school will gain from this knowledge and it will help to further improve cultural understanding. The History Lead has mapped all the topics in the book onto the History, Geography, RE and English curricula. For English, the book gives examples of different types of writing such as recipe instructions, non-chronological reports, recounts, biographies and autobiographies, and they can be used as guided reading resources.

The History Lead commented that the project has enabled the pupils to make the three-way connection between local history, people's cultural heritage and the present day. It has increased their connection with and pride in Glenfield, and their sense of place:

*"It's about making History relevant to the locality. It's very easy to think of History and Heritage as being something a long time ago and it happened to somebody else, but History and Heritage go hand in hand and Heritage can be current as well as in the past" – History Lead*

*"I have learned that there are many diverse people in Glenfield and how it's changed Glenfield and made it a better place to be" – History Ambassador*

The project has brought the school community closer together too. For the book launch, two of the classroom assistants (from Gujarati and Punjabi backgrounds) made the recipes from the book and used the authentic ingredients and utensils. They were pleased that they had an opportunity to share and celebrate their heritage too.

For their topic on Migration, Year 6 learn about the Ugandan Asians who arrived in Leicester in 1972, having been expelled from Uganda. Several children at The Hall School have families who migrated from Uganda then. The story in "Our Heritage" gives all the pupils an insight into the experience of migration at that time, and at the book launch the Ambassadors were able to talk to the person who had submitted the story to find out about his experience at first hand.



## My Great-Grandfather's Journey from Uganda to England

Krishiv Dhanak

During 1972, in Uganda, many Asians who had been living there for generations were expelled by then leader, Idi Amin. The Asian people, mainly of Indian descendants, were affluent and controlled the economy of Uganda, and Amin was not happy with this.

My great-grandfather, Girdharlal Lodhia, and his family were given ninety days to flee the country and were allowed to take only £50 with them. As my great-grandfather's family were not British nationals and their Ugandan nationality was revoked, they became refugees and went to one of the host countries (Holland) that accepted refugees.

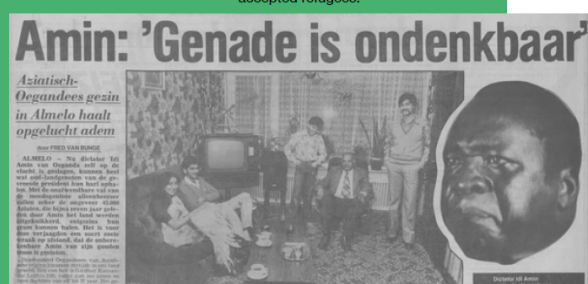
Most of these did have British nationality, so they came to the UK to settle.

During the time of the European Economic Community, my granddad, Prakash Lodhia, later moved to the UK in the 80s to join other family members. My mum was born in London. Below is the newspaper cutting showing my great-granddad, granddad and my grand uncles who were frequently interviewed to show their progress and integration into the Dutch community. My granddad, who was only seventeen years old then, learned the Dutch language and studied to become an electrical engineer.

“Our children's voice: It's really good to see the pictures.

This is a very resilient family.

“Given ninety days to flee the country...”



14



Trouw newspaper 06/01/1973

The headline says: "Ugandans are settling well in our country".

Algemeen dagblad, jrg. 33, 14/04/1979  
The headline says: "Ugandans breathe sigh of relief".  
My Granddad is standing on the right.

Migration

15

*Pages from "Our Heritage" about migration from Uganda*

The Ambassadors learned a great deal about graphic design and the process of designing a book. As a result of this experience, one of the Ambassadors says that they would like to become a graphic designer.

The History Lead considered that the Ambassadors' confidence had increased greatly as a result of the project, because of the responsibility they were given in creating the design and content of the book. They were confident to talk to people at the launch whom they had not met before. As well as the contributors, other people from local history societies and extended family members from other parts of the country attended the launch and so more people became connected with the school. Some of these people may be able to come into school in the future to share their knowledge and experiences.

The success of "Our Heritage" has encouraged the school to look at other ways in which they can engage with the local community, not necessarily through History but possibly through another type of project. The aim would be to find people with relevant skills which they would be willing to share with the pupils. This would give the pupils new skills, knowledge and experiences, and would help to increase their cultural capital.

As The Hall School has been a Heritage School since 2017, heritage is now well-embedded throughout the curriculum and the year groups. As the teachers have become increasingly confident and skilled in using local heritage. "Our Heritage" is a

continuation of the school's previous local history work, inspired and encouraged by Heritage Schools involvement, and is another example of how local history studies can show a wider national or international story in a way that is more relatable and comprehensible to pupils.

## Summary

*"I would say to any other school which is thinking of doing this, it's so worth the effort. We were very fortunate because we had funding [from Heritage Schools], but if we had not, we would have done the fundraising ourselves from the PTA. Even if you can't get funding to get a lovely product like this book, you could still do a digital version" – History Lead*

"Our Heritage" has been very successful to enable pupils from across different year groups to work with a graphic designer to produce a very high quality book which will be used in school to teach History, Geography, RE and English.

They had all enjoyed working on the project, learned new skills, and it has increased their pride in Glenfield. Inviting the local community to contribute their stories has strengthened community cohesion and reading the book will enable children and adults to gain a better understanding of the diversity of Glenfield and how that diversity has come about.

More links have been made with local people who may be able to support The Hall School in the future through sharing their knowledge of local heritage, and other skills which may be of benefit to the pupils.

As the History Lead says, this project is an exemplar which other schools could follow and even if they did not have the resources to publish a book, they could make a digital version instead which could be used in the classroom and shared with parents and the wider community.

## **Case study: “What can Liverpool’s buildings tell us about the city’s links with the British Empire?”**

### ***Developing a new teaching resource for KS2 about the British Empire***

#### **Background to creating “What can Liverpool’s buildings tell us about the city’s links with the British Empire?”**

This resource “What can Liverpool’s buildings tell us about the city’s links with the British Empire?” has been created as a partnership between Heritage Schools and Dr Jody Crutchley, (Senior Lecturer in Modern History, Liverpool Hope University), Ailsa Fidler (Senior Lecturer in Primary Education, Liverpool John Moore’s University; formerly at Liverpool Hope University) and the International Slavery Museum. The team also consulted with a number of other organisations and individuals to ensure the content, language and tone was appropriate for Key Stage 2 pupils.

Dr Jody Crutchley had created a walk for MA History students around historic buildings in Liverpool, revealing the city’s links with the British Empire and its connections with the transatlantic slave trade. Ailsa Fidler approached Dr Jody Crutchley, and suggested that they work together to recontextualise academic knowledge for primary school pupils. The Heritage Schools Local Heritage Education Manager (LHEM) for the North West was already providing training for Ailsa Fidler’s BA and PGCE students in how to use local heritage in their teaching. Ailsa contacted the LHEM for the NW, who could see the value of a resource for Liverpool’s primary pupils which helped them to understand a globally significant topic by focusing on its impact on their local area, and thus the partnership was formed to create “What can Liverpool’s buildings tell us about the city’s links with the British Empire?”, funded by Heritage Schools.

During 2021, Dr Jody Crutchley led workshops at Liverpool Hope University where second year BA Education, MA History students, a History PhD student and various experts and specialists met to create and develop the walk. The students selected sites, from Dr Jody Crutchley’s MA walk, which would be the most accessible for Key Stage 2 pupils with regard to content, walking distance and safe places where a class of children could gather to look at and talk about the building or monument. They also explored the ways in which this content linked to the KS2 curriculum and learning objectives. After the initial eighteen months of the project’s design phase, teacher focus groups were convened by Ailsa Fidler and led by her and Dr Jody Crutchley. The teachers advised on the content and the teachers’ script which provides an essential part of the resource, as the British Empire can be a complex and challenging topic to deliver. The final resources were designed and created between the LHEM, Dr Jody Crutchley and Ailsa Fidler, with the help of a graphic designer to produce the accompanying walk hand-out and classroom cut-outs. Once finalised, the content was then reviewed by staff at the International Slavery Museum and the Director of

Diversity and Inclusion at Wolverhampton University, who knows Liverpool well. Their expertise in this subject ensured that the content would be correct and appropriately presented. A group of fifteen Year 5 children from Smithdown Primary School in Liverpool piloted the walk.

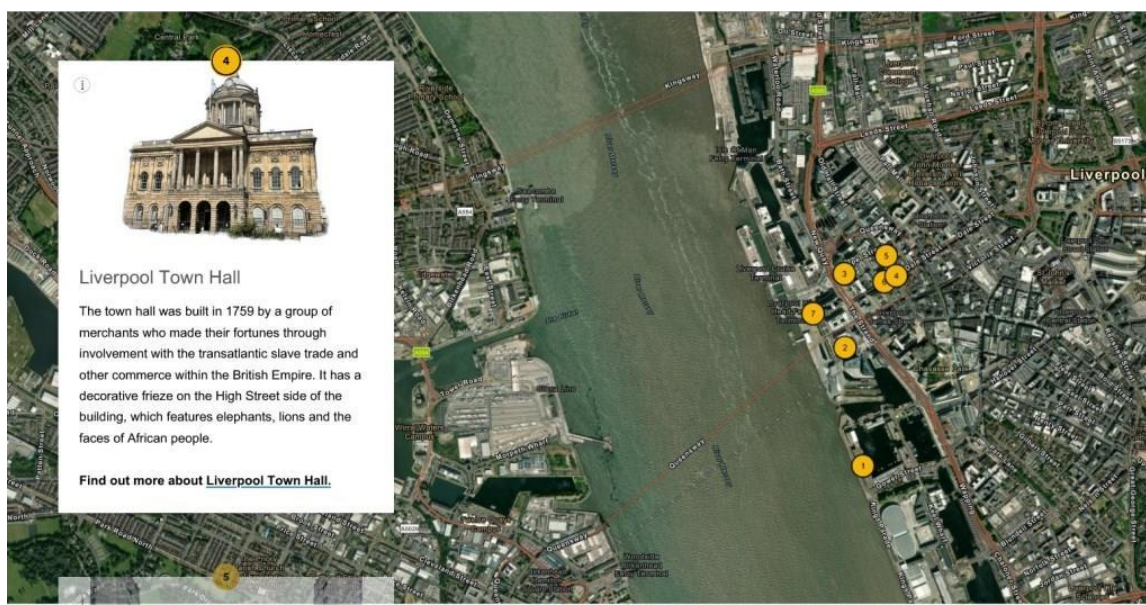
The resource is available at <https://historicengland.org.uk/education/schools-resources/teaching-activities/liverpool-buildings-empire/> . It comprises a walk route "We Need to Walk about Empire", teacher's script and pupils' worksheet looking at seven buildings and monuments which highlight Liverpool's role in the British Empire and show the impact which the Empire has had on the city. There is a digital StoryMap version of the walk, created by the LHEM, which can be used in the classroom in addition to, or instead of, doing the walk on foot. There are pre-visit, post-visit and extension activities too. It was important that the resources supported teachers in setting the trail in context and allowing pupils to explore and understand the concept of empire before they went on the trail. Equally it was fundamental that the resource provided space for, and encouraged teachers and their pupils to, reflect on, and deepen, their learning after they had experienced the trail.

The resource was launched at the Schools History Project conference in Leeds in July 2024, with a CPD session to find out how best to use it. This was followed by an online launch event in September 2024 attended by 15 primary teachers from Liverpool and the surrounding area, and a further in-person CPD day was held in Liverpool in July 2025, which was attended by 11 primary teachers. The day comprised a guided walk around the sites and monuments included in the tour, led by Dr Crutchley. The LHEM presented an introduction to the broader history and importance of the project, and demonstrated the online resources. Up to the end of September 2025, the resource landing page on the Historic England website had been viewed 393 times.

### **The online StoryMap**

The interactive online ArcGIS StoryMap version of "We Need to Walk about Empire", funded by Heritage Schools and designed by the LHEM, comprises the route of the walk, with photographs and information about each of the buildings and monuments. Classes can use the StoryMap before and after doing the walk, or by itself if they cannot do the walk on foot. It enables schools elsewhere in the country, or schools in Liverpool for whom it is impracticable to do the walk on foot, to use the resource effectively. Using the StoryMap gives pupils a new experience in digital skills, using digital mapping to explore Liverpool and find out locations and information about buildings which were significant in the city's connection with the British Empire. The content can be adapted for SEND pupils according to their needs, to make it easily accessible for them.





*Screenshot of part of the “We Need to Walk about Empire” StoryMap*

*“The StoryMap is just brilliant. It allows the children to work on it pre- or post-visit. Now that it includes recordings of the BEd students reading the text, it reduces reading barriers. So the StoryMap is vital to make sure that [the resource] has an impact on a wider scale than just doing a walking tour. I don’t think [the resource] would be so successful without it” – Ailsa Fidler*

### **Impacts of “What can Liverpool’s buildings tell us about the city’s links with the British Empire?” on the project partners**

Dr Jody Crutchley commented that she would have been unable to make her original research into a resource suitable for Primary pupils, and have it promoted to schools, without the partnership with Heritage Schools. In addition to the funding from Heritage Schools, the LHEM helped to lead the project, designed the StoryMap, provided the graphic designer, promoted the resource to schools and delivered CPD for teachers so that they could use the resource effectively.

*“The benefit for me is that Historic England is a really well-respected organisation and it has such good contacts. Loads of teachers are involved, Primary teachers who are interested in History which is a hard demographic to get to if you are trying to do it yourself” – Dr Jody Crutchley*

As the Primary History Subject Lead at Liverpool John Moore’s University, Ailsa Fidler uses the resource in some of her teaching sessions. Having seen the effectiveness of a walking tour as a pedagogical method, she now encourages her students to consider using walking tours to teach other History topics. She plans to write an article about the resource for Primary History (the Historical Association Journal), and to work with another academic Historian to develop a walking tour about the Irish heritage of

Liverpool. Thus the original research behind Liverpool's buildings and their connection with the British Empire, and the methodology of the walking tour, will reach a very wide audience of teachers who can use it to enhance their teaching practice, and it will further raise the profile of Heritage Schools.

The International Slavery Museum reviewed the content of the resource before it was launched. When the museum re-opens after redevelopment, scheduled for 2028, it will host QR codes which link to the resource so that visitors to the museum can use the walking tour too, further increasing the reach of the resource beyond schools to adults and families.

### **Impacts of "What can Liverpool's buildings tell us about the city's links with the British Empire?" on the University students involved in its development**

All the BA and PGCE students who worked on the resource now know how to design a safe walking tour for their pupils, and how to make topics more accessible to pupils. They have increased their knowledge of Liverpool, the British Empire and the transatlantic slave trade and how to deliver this to pupils in an appropriate way. They will be able to use this knowledge and skills throughout their teaching career. In addition, the PhD student has developed his skills in recontextualising academic knowledge for Primary students, which he will also be able to use in his future teaching career.

One of the current second year BA(Hons) Primary Education students at Liverpool John Moore's University (not one who had worked on developing the resource) used "We Need to Walk about Empire" for her assignment about teaching a Foundation subject. Whilst on teaching placement, she had used the walk with her pupils. This indicates that the resource is starting to be used successfully in local schools.

### **Teachers' responses to the CPD day**

11 teachers attended the CPD day in July 2025, and provided feedback on the walk and the training. All the teachers said their confidence in teaching about the British Empire had increased, and they are now confident or very confident to do so. They said that the resource fitted well or very well into their curriculum and that they were very likely to use it with their pupils. They also praised the pre- and post-visit activities, and that the whole resource is easy to use for teachers who are not History specialists.

*"I feel more confident in teaching a sensitive topic in a child-friendly / appropriate manner" – Primary teacher*

*"Great to have well thought out resources which can be used 'off the peg' for staff who aren't as informed but will accompany the trip" – Primary teacher*

*"This resource would really support the children's learning about British Empire – they would make clear links between their home city and the history in school. They'd gain a sense of belonging from this!!" – Primary teacher*

Teachers commented that the walk and StoryMap would introduce the pupils to places they were not already familiar with:

*"I think they will be aware of some of these places in their city, but not all. They will not be aware of the significance of the places and how they were important in Liverpool's history" – Primary teacher*

### **Great Crosby Catholic Primary School uses "What can Liverpool's buildings tell us about the city's links with the British Empire?"**

Great Crosby Catholic Primary School is a large four-form entry school with 748 pupils. Less than 10% of pupils are eligible for Pupil Premium and fewer than 10 children have English as an additional language. The school has an ITT link with Liverpool John Moore's University, and so the History Lead was invited to contribute, along with teachers from some other schools, to the development of the resource to ensure it was pitched at an appropriate level for Primary pupils. The History Lead had previously attended a CPD session about the resource, delivered by the LHEM, and she passed this knowledge on to her colleagues, who are not History specialists. This gave them the confidence to use the resource in their teaching.

As there are four classes in Year 6, it was not possible to take all of them into Liverpool to do the walk in person, so they used the StoryMap and the pre- and post-visit activities in the classroom. Letters were sent to the parents, along with the walk map and teachers' trail script, encouraging them to take their children to do the walk in Liverpool, and five or six children in each class did this. This meant that their parents and siblings also experienced and learned from the walk, thus further increasing its reach and their knowledge and understanding of Liverpool and the British Empire. The teacher said that feedback from the parents who did the walk with their children was very positive regarding the content and presentation of the walk.

### **Impacts on the Great Crosby Catholic Primary School pupils**

The pupils gained a great deal of knowledge and understanding about the British Empire, the transatlantic slave trade and the city of Liverpool. The History Lead commented that the British Empire and the transatlantic slave trade are quite challenging concepts to teach, and that the pre-visit activities in the resource were very helpful in providing a foundation of knowledge. Using the StoryMap was very effective, and a new learning experience for the pupils. They looked at two or three sites per lesson so that they could study the buildings and monuments in depth. Each child

chose a building or monument to become an expert in, and wrote about it for the classroom display.



*Year 6's display about buildings and monuments in "We Need to Walk about Empire"*

The History Lead considered that the resource has given the pupils a wealth of knowledge about the British Empire, and linking it to their city gives additional impact for them. It has given the pupils a more nuanced view of Liverpool; they are proud of the city and its buildings, but now they know that some of them were funded by the profits of the transatlantic slave trade.

*"They were shocked by the transatlantic slave trade. But you're able to have those discussions about whether [statues] are removed or not; I really like that we can have those discussions especially with Year 6s, and you hope that they take that forward into Secondary school and really start to think about it. Each year is bringing these challenges of engagement and connection, they're being lost to their phones and the power of social media. It's such a crucial thing to connect them to their community in their own behaviour, in their own lives and their choices, so this is part of our general work to do that, because at the end of the day you're trying to make them good citizens" – History Lead*

One of the pupils did the walk with her family during October half term. During the discussion for this case study the following July, she remembered the visit clearly. She talked about the buildings they had visited and the value of using the StoryMap in class before seeing the buildings in real life, and having the trail script on the walk. Talking about the carvings representing aspects of the British Empire on some of the buildings, such as Liverpool Town Hall, she said:



*"It was really interesting because if you didn't know anything about them and you just looked at them, you really wouldn't realise how much it meant" – Year 6 pupil*

Having used "What can Liverpool's buildings tell us about the city's links with the British Empire?" successfully this year, the school will continue to use the resource for the Year 6 classes in the future.

## **Summary**

This project would not have been achieved without the partnership between Heritage Schools, Liverpool Hope University, Liverpool John Moore's University and the International Slavery Museum. All the partners, including the University students, have benefitted from creating this resource and will be able to use the knowledge and skills they have gained in their future teaching careers.

Teaching about the British Empire and the transatlantic slave trade can be challenging for teachers and pupils. Teachers can be sure that they can use this Heritage Schools resource with confidence because it is based on rigorous academic research, and has been designed to be appropriate and accessible for Primary pupils.

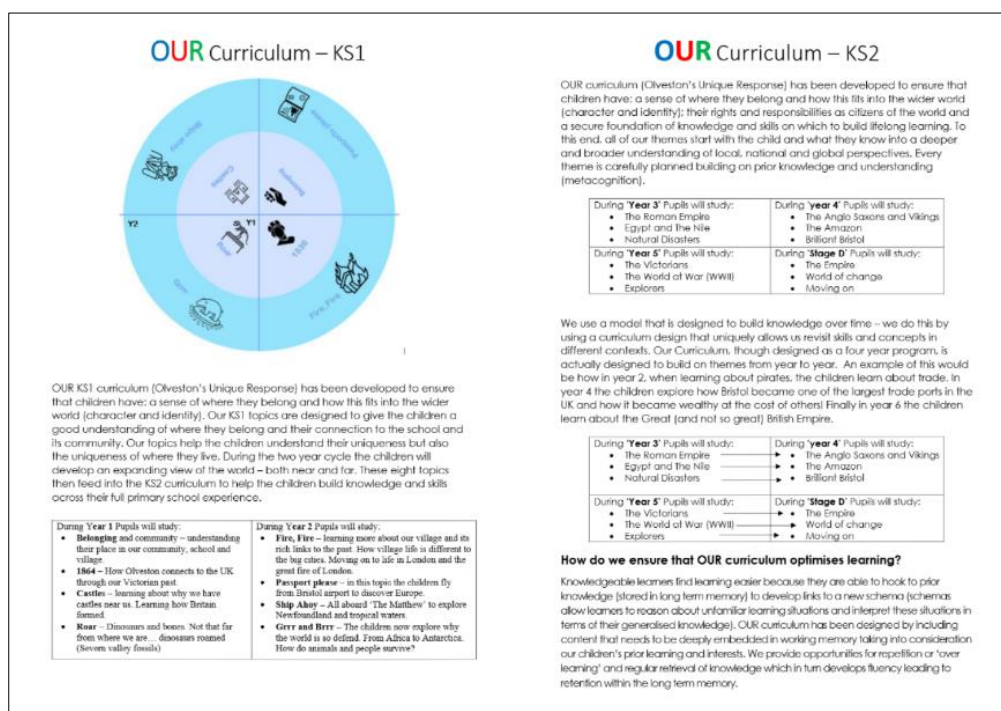
## Case Study: Olveston C of E VC Primary School, South Gloucestershire

### Heritage Schools dovetails with the school's broader approach to the curriculum

#### Background

Olveston Primary School is a small school with 200 pupils on roll. It sits at the heart of the South Gloucestershire countryside, in the quintessentially English village of Olveston. The school is surrounded by rolling green fields and farmland but is only 8 miles from the Severn Bridge crossing and 12 miles from Bristol.

The school's OUR curriculum (Olveston's Unique Response) has been developed to ensure pupils have a sense of where they belong and how this fits into the wider world. Across all subjects they use a model that is designed to build knowledge over time, starting with the child and what they know, developing into a deeper and broader understanding of local, national, and global perspectives, whilst also allowing pupils to revisit skills and build on concepts learnt in different contexts.



#### OUR Curriculum (Olveston's Unique Response)

For example in history, pupils in Year 2 go aboard *The Mathew* with John Cabot on his journey in 1497 from Bristol to Newfoundland to explore trade and pirates from a local Bristol perspective, then in Year 4 they explore Bristol, how it became one of the largest trade ports in the UK and how it became wealthy at the expense of others, and then in Year 6 they learn about the Great (and not so great) British Empire; so going from the local to more national and then international perspectives.

## Involvement with Heritage Schools

The school has been involved with Heritage Schools for the last three years. Prior to involvement with Heritage Schools, history teaching in the school was highly fact-based, focusing on substantive knowledge (dates, events, key figures) with less of an emphasis on inquiry or interpretation. The school's curriculum was designed to start local and develop into national history. The school felt further work on the local aspects of history would enhance their curriculum further. It was also felt that staff needed CPD around the use of primary sources.

*"When we started digging into our school curriculum in not just history, but a number of areas, it was very, very knowledge based ... pupils were recalling facts but potentially didn't have that thinking like a historian, so we did some internal work and started redesigning, restructuring, thinking about our content, thinking about inquiry skills" – Headteacher*

Historic England's Local Heritage Education Manager (LHEM) delivered whole school CPD twilight training sessions to staff on historical inquiry and use of primary sources.

*"He [LHEM] came in and did a whole evening with us on inquiry. He told us all of these activities that we could do with the children. I trialled them in my class, some other teachers trialled them as well. And from our monitoring we saw that there was a huge improvement in the children's understanding" – History Lead*

After this the school undertook a curriculum review with INSET day time allocated to identifying gaps and opportunities to integrate local history into their curriculum.

*"We were looking at our curriculum, so we asked Michael [LHEM] to come back in and look through our curriculum with us and to give us some more ideas about how we can get more local history in. He spent a whole morning with us looking through the whole curriculum. He then went away and researched for us, sent us lots of primary sources, websites, found us stories to go with our local area, which was brilliant. There was a lady princess that he discovered who came from Almonsbury, who wasn't actually a princess<sup>10</sup>. And one of our teachers has since dressed up as the princess and the children absolutely loved it. He also discovered that there was a whale that in the early 1800s washed up on shore. So we've got that in our curriculum now as well. So it's really making the children see how the local area has history. And he's shown us how to teach that all through inquiry skills. So it is about making history come alive" – History Lead*

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<sup>10</sup> <https://thehistorypress.co.uk/article/the-mysterious-princess-caraboo/>

Teachers have been given, by the LHEM, ideas and skills on how to use resources, both in and outside the classroom. For example, the school now uses the local cenotaph, and the Commonwealth War Graves Commission website to research local soldiers, to understand the impacts of WW1 and practice research skills, all through a local lens. This came from a suggestion from the LHEM.

*"Some of the pupils were shocked because they've got brothers and sisters that are 18 or 19, [they see this and say] that's how old my brother is" – History Lead*

Being aware of a website, and being trained on how to use it fully, are very different. Having the LHEM do the latter has enabled teachers to use such resources.

In addition, the LHEM has undertaken local history walks with teachers as part of CPD training, showing them interesting things they could use in their teaching, which teachers had not previously known about or thought about utilising.

*"He came in initially because with the curriculum we designed, we wanted to be local and get children to understand what's around them, then branching into national and international. He did a staff walk on what's around us to help give a local grounding. Just outside the school is the signpost which staff and children have passed every day and not realized that the Aust [Ferry] crossing doesn't exist anymore but that we've got a sign directly outside school that references it. He explained what the Aust crossing was prior to the Severn bridges. And we then walked past the local pub, which has half the windows bricked up and talked about the window tax. He took us down to the old water pump in the centre of the village and essentially just did a really thorough and expert tour of our local area for staff to give them that sense of place" – Headteacher*



*Historical evidence on the doorstep – including the Aust Ferry (crossed out) signpost literally outside the school's front gate – just needing the LHEM to point these out and give teachers ideas how these can be used as a teaching resource*

The LHEM has also come into school to lead history walks with different classes.

*"He's done a local World War Memorial talk. Pupils walked to the Cenotaph and talked through all of the soldiers and what the Cenotaph meant. He showed us a website where you can research specific soldiers. He's taken our Year 6's into Bristol and done a historical walk around Bristol as well" – History Lead*

From these experiences, being shown ideas and resources, teachers have gained knowledge and confidence to be able to do similar activities themselves.

*"It's about the modelling for teachers so that they can do it independently. So how do you use historic maps to teach your children about population growth, about the way that villages have evolved or Bristol has changed over the years, and then taking the Year 6 teacher and his children into Bristol to do a historic walk, or taking the Year 2 teacher to do an historic walk around the village; it's all about how do you take history and explain it to children" – Head teacher*

The LHEM continues to give the school ongoing, responsive support via email and in-person visits, providing resources, lesson ideas, and local stories as they continue to develop the topics that they teach.

### **Impact of Heritage Schools**

The involvement with Heritage Schools has led to significant changes to how history is taught in the school. The school's curriculum has been redesigned to balance substantive knowledge with inquiry skills, now featuring both elements in every topic. Pupils now demonstrate a deeper understanding as they make connections and explain historical significance rather than just recall facts.

The training and ongoing support from Heritage Schools has upskilled teachers, providing the confidence and reassurance change their curriculum and adopt a bespoke local focus.

*"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*

The curriculum is more interconnected, with history linked to geography, art, computing, and other subjects in a broadly topic-based approach to learning. Teachers have been equipped with a range of resources, including primary sources, local stories, historic maps, census data, and recommended websites.



*"We're not a time rich profession. So having direction from an expert to say use this website, access this resource, saves staff workload massively" – Headteacher*

The CPD training and ongoing support has increased the confidence, knowledge, understanding and skills of staff to deliver inquiry based lessons and more effectively use primary historical resources, including the local built environment, to support this.

The training from Heritage Schools has empowered teachers to deliver more engaging, evidence-based lessons. The change in approach has helped foster skills amongst pupils in evidenced based inquiry, critical thinking, and reasoning.

*"It's reframed the entire approach to teaching history. The children's experience of history has changed dramatically in the last 3 years. Now I go into a classroom and I will see spread across the tables, census documents, historic maps, first person accounts, all used to build a story. Their way of learning has shifted quite considerably. It's more about them forming their own opinions" – Headteacher*

Local history is now embedded throughout, with topics tailored to the surrounding area (e.g., stories of a local "princess," a whale washed up nearby, local war memorials). Local history stories and fieldwork have made history more relatable and concrete, with pupils visiting local sites and making personal connections (e.g., finding family names on war memorials).

*"Using their local knowledge and actually being able to relate to what they can see or know, it's really important to give some cognitive connection. It gives them a grounding. I think it gives them a base to build constructs on" – Headteacher*

## Summary

The LHEM has provided support and guidance as an external specialist subject advisor. The training and support from Historic England over all this time is seen as professional, responsive, and tailored to the school's needs.

The collaboration with Historic England has helped facilitate curriculum change.

*"Without him [LHEM], our curriculum would look very different" – History Lead*

Using local history and heritage has made topics more real, understandable, relevant, and engaging for pupils, whilst also developing inquiry-based skills and the use of evidence. This approach has been shared with other schools, with the school recommending Historic England's support to others.

## **Case Study: Ringstead Church of England Primary School, Northamptonshire**

**The school building and village are used as primary sources to teach and bring history to life for the pupils**

### **Background**

Ringstead CE Primary School is a small village school. There are 129 pupils from Reception up to Year 6, with some classes taught in mixed Year Groups due to pupil numbers.

The school opened in 1867, and although the building has been extended considerably since then, it still retains its Victorian look and feel.

### **Involvement with Heritage Schools**

Ringstead CE Primary School has been involved with Heritage Schools for three years, with staff having received CPD training and from then onwards continued ongoing support from their Historic England Local Heritage Education Manager (LHEM).

Various Heritage Schools CPD training sessions have introduced the History Lead to new knowledge, ideas, and skills, such as reading buildings for historical clues and using local archives and census data. Ideas and resources have then been cascaded down to other teachers in the school.

*"I was shown resources that I never even knew about [like georeferenced maps, Heritage Schools teaching resources, and Ancestry website]" - teacher*

Being involved with Heritage Schools has encouraged the school to further develop its curriculum with a focus on integrating local history wherever possible.

The school, across different Year Groups, has looked in detail at the history of their village, including the history of their own school. This has included walking tours of the village, led by the members of the local heritage group, and follow-up written work in the classroom. This is something suggested by the LHEM which the school had not previously done.

The historical maps, centred on the school and showing how the village has changed over time, provided by Historic England, have proved to be really useful in engaging pupils and conveying changes over time.

The LHEM has also provided other high-quality, bespoke resources, including aerial photographs and digital materials tailored to the local area.

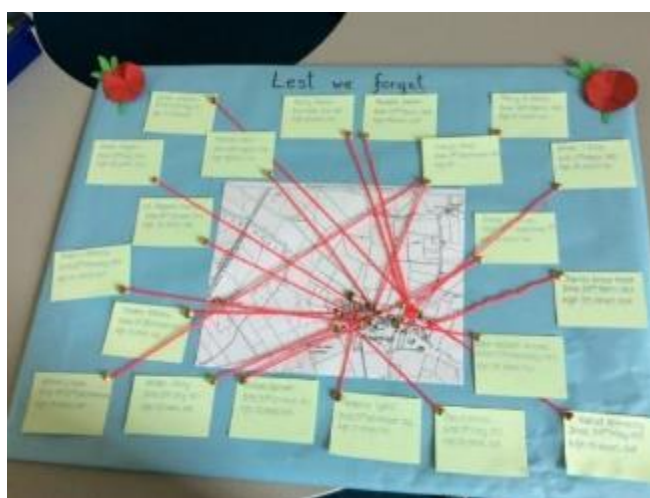


*Pupils have gone on local heritage walks to learn more about their village, led by volunteers from the local heritage group*

The History Lead has used online teaching resources including timelines produced by Historic England and available via their website. They found out about these through the LHEM and the CPD training sessions they attended.

Original school log books, going back to 1865 before the school even opened, are used as a teaching resource. They are also being digitized so they can be shared with the local heritage group.

For Remembrance Day, pupils in Year 6, from a suggestion by the LHEM at a Heritage Schools cluster meeting, investigated the names on the local war memorial, finding out who they were and where they lived in the village. They did this using a historic map provided by Historic England and the Ancestry and Commonwealth War Graves Commission websites, shown to them by the LHEM. The information they found is now on display in the local church, next to the school for all the village to see. This project helped make the war memorial a more meaningful and poignant object in the village, and helped get across the human impact of World War One and how it affected everywhere, even small rural villages in the country.



*Pupils used the Commonwealth Graves Commission and Ancestry websites to find out about soldiers on the war memorial*



Throughout the year the school enhances its history curriculum by going on external site visits, as well as having guests visit the school. Heritage Schools gave a focus to think about how to bring local heritage to life, which led the History Lead to seek out visitors they could invite to come into school and local places they could go and visit connected with what they are studying.



*Re-enactors from the nearby Naseby Battlefield Trust, Sealed Knot have visited and delivered hands-on immersive experiences*

The Year 3 & 4 school trip to Chester House, where pupils get involved hands-on with the archaeological dig of the Roman town there, was inspired by the History Lead attending Heritage Schools CPD training there and being introduced to the team.

*"[Physically going out] makes it more interesting; if it's in the classroom, it has no relevance to them [pupils] even if you're telling them it happened 20 miles up the*

*road, they're not physically seeing it. Actually seeing these things under the ground at their feet brings it to life for them" - teacher*

Encouraged to think differently about using what is on the doorstep, pupils across different Year Groups have taken part in archaeological digs on the school grounds, using professional techniques to unearth, catalogue, and present their findings. Although the History Lead has an archaeological background, this hands-on activity is unlikely to have happened without the encouragement and support from the LHEM (including reassurances on the legalities of doing this).

*"Last year we got a few bits of pottery and a bit of animal bone out, which would link with the animal pound that we know was in the area. This time we've got a lot of pins and screws and nails and springs and an entire wrench was the first thing that came out this year. They [the pupils] love it, we've got trowels, got metal detectors, they'll trowel through it and then anything they think is interesting they'll give to me, I'll look at and it either goes in the finds tray or on the spoil heap. They were so excited, especially getting a metal detector out as it is very exciting" - teacher*

*"One of the boys I had last year, he actually then went home and dug up his back garden, much to his parents delight" – teacher*



*Pupils undertaking and cataloguing the finds from their archaeological dig*

## **Impact of Heritage Schools**

The CPD training and ongoing support has increased the confidence of teachers to create and deliver more engaging, locally relevant history lessons. The provision of useful resources, along with how to use maps, census records, aerial photographs, and local buildings has helped facilitate their use with pupils. Sourcing such information can be extremely time-consuming, so having the LHEM do this has enabled teachers to concentrate on how to best use such information in their teaching.

Because of their involvement with Heritage Schools they now have a stronger local history component, with teaching units adapted to focus more on this where relevant.

The cachet of being a Historic England Heritage School has given the History Lead the confidence and impetus to invite in more visitors as it helps provide reassurance that the school has a strong focus on local history.

Without being part of Heritage Schools, attending CPD training and having access to the support from the LHEM many of the things the school has done in their history lessons over the last few years are unlikely to have happened.

*"Some of it would still be there, trying to bring some of the local stories in would definitely have been there, but I don't think I would have had as much confidence in delivering it, I don't think it would be anything like as good as it is now. We've got people who want to work with us and we've had the training. I know if I need something, I can email Ismail [LHEM] and say I don't suppose you've got anybody who can help me out in this area and he'd almost certainly have somebody he could suggest, which is brilliant because it means that makes my life much easier"*  
- teacher

History lessons are also used as a vehicle for cross-curricular learning, particularly in English (e.g. writing from perspectives of evacuees or historical figures, writing reports using local primary evidence) and Geography (e.g. studying local maps and changes).

Pupils are highly engaged, particularly with hands-on and relevant local activities such as their archaeological digs, heritage walks, and visits from external speakers. Pupils often share with their families what they have learnt at school about the local area, with parents visiting the local history exhibitions pupils have put on at the Ringstead Heritage Centre.

*"They love it, actually ... when you get them 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

*"It sticks with them [pupils]"* - teacher

The connections developed with local history groups, museums, and heritage sites, because of their focus on local heritage, has led to more engaging and memorable activities for the pupils.

The school continues to amend its history curriculum to involve more local examples to help bring history to life, using resources provided by Historic England.

*"I'm rewriting our Romans and our prehistoric units because they aren't local enough. The LHEM shared the Must Farm [Bronze Age site in nearby Cambridgeshire] resources with me that they've got on their website, which I'm*



*going to be using a lot ... for us it's much more relevant than learning about Skara Brae, which is up in Orkney" - teacher*

From CPD training received on using timelines and examples from other schools, the school had a large wall display created, which includes local references to events and aspects they study (e.g. Bronze & Iron Age Stanwick Lakes, the Romans at Chester House, Northamptonshire's boots and shoes industry), as well as national events.



*Timeline display in the main corridor highlighting both local and national events*

The school has been awarded the Heritage Schools Award in recognition of its commitment to incorporating local heritage into its history lessons, across all Year Groups.

## Summary

Involvement in the Heritage Schools initiative has been transformative, providing resources, training, and confidence to deliver a rich, locally relevant history curriculum. This has been enjoyable for both teachers and pupils.

Having a strong focus on local history engages pupils, supports cross-curricular learning, and has strengthened community ties.

There is a strong desire for the relationship with Heritage Schools to continue.

## **Case Study: St Cuthbert's and St George's Catholic Primary Schools, Newcastle and South Street Primary School, Gateshead**

### ***Champion Heritage Schools share their learning with aspiring Heritage Schools***

#### **Background**

St Cuthbert's and St George's are both part of the Bishop Bewick Catholic Academy Trust. They work closely together to develop their heritage learning, and both schools became Champion Heritage Schools in spring 2025. To achieve this accolade, they have embedded heritage across the curriculum in History and other subjects, and for all year groups from Reception to Year 6.

They choose places to study which are very local to each school, often within walking distance. This enables the pupils to develop a sense of place, a connection to where they live, and an understanding of how local people and places fit into local, national and world history. Both schools have a team of Heritage Heroes; pupils apply for the role and are chosen for their interest in local history. They take part in heritage activities inside and outside school, and help with the monitoring and evaluation of History teaching.

The History Leads of St Cuthbert's and St George's delivered training to teachers as part of the Gateshead History Leads Network meeting in the autumn term 2024. The training covered the benefits of taking a Heritage Schools approach to using local heritage in teaching, and how schools can achieve the Heritage Schools Award.

This model, of Champion Heritage Schools teachers delivering CPD about the Heritage Schools programme to other teachers, means that they can demonstrate the real examples that they are using in the classroom and the impact that it is having on their pupils. It also enables more teachers to be reached, than if only the Heritage Schools' Local Heritage Education Managers are delivering CPD sessions. This is an effective way to cascade information to more teachers in more schools, who can then share their Heritage Schools knowledge and skills if they move to a new school in the future.

As a result of that CPD session, two schools (in a different Local Authority area and from different Academy Trusts to St Cuthbert's and St George's) have gone on to achieve the Heritage Schools Award, and other schools are in the process of applying. The History Lead at South Street Primary, Gateshead, which has now achieved the Heritage Schools Award, was interviewed for this case study.

## Impacts on St Cuthbert's Primary of becoming a Champion Heritage School

St Cuthbert's has 240 pupils in the school, 29% of whom are eligible for Pupil Premium and 34% have English as an additional language. An increasing number of pupils have recently moved to the area, and more enter the school in years above Nursery and Reception.

Now that so much local heritage is included across the curriculum, pupils have had new cultural experiences and met new people, which they would not have done otherwise. For example, Year 2 pupils learn about Kenton Colliery and study the work of local artist Sarah Hill, who paints scenes of former collieries.

*"They talk to her on the video chat and it's fantastic. In Pupil Voice at the end of the year, so many of them said that they liked speaking to Sarah" – St Cuthbert's History Lead*

Local heritage has a positive impact on other aspects of school life beyond lessons:

*"St Cuthbert's is a School of Sanctuary<sup>11</sup> and heritage can really help the children understand the area, especially if they have been forcibly displaced. It can help them build roots in the current place and it can help them integrate with their friends in the local area" – St Cuthbert's History Lead*

Understanding more about their local area can increase the children's pride in where they live, for example finding out that stone from Kenton Quarry was used to build Graingertown, the part of Newcastle built 1824-1841 in the Tyneside Classical style:

*"There's a lot of pride in Newcastle already, and we just put fuel on the fire" – History Lead*

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<sup>11</sup> <https://schools.cityofsanctuary.org/>



*Heritage Heroes talking with care home residents*

St Cuthbert's has had a recent OFSTED inspection, and received a special mention for their Heritage Heroes. The school has six Heritage Heroes who take part in many activities inside and outside school. Applying to become a Heritage Hero is an exercise in democracy and supports the teaching of British Values. The pupils see being a Heritage Hero as a highly sought-after role. To commemorate the 80<sup>th</sup> anniversary of VE Day, they visited a local care home to talk to the elderly residents and find out about their memories of World War 2. The Heritage Heroes brought this information back to school, so that the rest of the class studying World War 2 were able to share this knowledge.

Champion Heritage Schools receive a grant of £2,000 from Heritage Schools which they can use as they wish, for example to pay for cover so that teachers can attend CPD sessions, or for a project. The Head Teacher at St Cuthbert's chose to use the grant to provide a lasting asset for the school, and commissioned a local artist to create sculptures of five Northern saints, for the school's prayer garden. This will provide another way for pupils to learn about the history of the North East.

### **Impacts on St George's Primary of being a Champion Heritage School**

St George's has 90 pupils, in mixed-year group classes. 47% of them are eligible for Pupil Premium and 22% have English as an additional language. Many children have moved to the area recently, although some families have lived nearby for several generations and older members of the community sometimes come into the school to tell pupils about the area in the past.

St George's pupils study very local places, many of which are in walking distance of the school. This helps to increase their pride in their locality, and the History Lead commented that increased pride is linked to improved mental wellbeing, increased aspiration and enjoyment. Pupils talk in school about places they have visited with their families and vice versa:

*"They obviously go home and talk about it because of the questions coming back into school" – St George's History Lead*

Through the heritage aspects of the curriculum, pupils are able to do things which they might not be able to with their families, which widens their horizons and gives everyone equal opportunities. For example, the pupils meet and work with adults from other organisations, such as the St James Heritage & Environment Group, and an artist from the Baltic Centre for Contemporary Art.

*"Children on free school meals, a lot of whom don't have books at home, and they don't get to walk out and see things, and they wouldn't get to do art work or talk about the area. Everything's equal for everyone. You could say the same thing about the EAL children, children who have come in from outside the area. It gives them all equal opportunities across the board" – St George's History Lead*

Walking from school along to the former glass works, for example, and making sketches there, gives a more active and sensory learning experience.

*"It opens up the History curriculum to children who aren't necessarily academic – it's a more practical approach" - St George's History Lead*

Now that even more local heritage is included in the school's curriculum, it is having a positive impact on all the staff, especially those who are not History specialists, as it makes the topic easier for them to relate to, as well as for the pupils.





*Year 5 & 6 pupils researching at Newcastle Central Library*

St George's has had a recent OFSTED inspection, with a deep dive into History, and received a special mention for the pupils' enthusiasm for local history. St George's also has a team of Heritage Heroes, who sometimes work with the St Cuthbert's Heritage Heroes. Each year, the Heritage Heroes teams have a trip to the Local Studies department at Newcastle City Library, in addition to several other activities.

St George's are using their Champion Heritage School grant towards a mural which a local artist will create in the school hall, depicting the heritage of Bell's Close and Lemington (where the school is situated). This will be another way for current and future pupils to learn about their local area and will be a lasting legacy to mark the school's 150<sup>th</sup> anniversary.

### **South Street Primary School: achieving the Heritage Schools Award**

South Street Primary School, Gateshead, has 190 pupils. 60% are eligible for Pupil Premium, 50% have English as an additional language, with more than 30 languages spoken in school. Many pupils arrive or depart during the school year as their families are seeking asylum and are often moved to new places by the Home Office.

The History Lead attended the Heritage Schools CPD session delivered by the History Leads of St Cuthbert's and St George's, organised by the Gateshead History Leads Network, in autumn 2024. The South Street History Lead was inspired to apply for the Heritage Schools Award and felt that it would not be onerous or time-taking to apply. The LHEM gave advice on what evidence to submit.

South Street Primary had revised its History curriculum three years ago, with the help of the History Advisor for Gateshead schools, to include local and regional heritage in

all History topics, and for all the year groups. Local residents come into school to talk to pupils about the area in the past.

The school often uses Gateshead Library's Local Studies collection for historic maps and other resources. As a result of the curriculum re-design, the History Lead already had enough evidence for the school to achieve the Heritage Schools Award in spring 2025.

### **Impacts of using local heritage in History and other subjects**

The History Lead commented that achieving the Heritage Schools Award has made South Street's History curriculum more structured; each year group has its topics and content planned so that teachers who are not History specialists are confident and have the knowledge to teach them. Visits for each topic are specified so that the pupils have first-hand experience of historic sites.



*Year 5 pupils at Beamish, learning about the Suffrage movement*

Learning about the local heritage of Gateshead and the wider North East helps all the pupils, whether they have arrived recently or whether their families are long-established in the area, to feel more connected to the locality. They have opportunities to meet people and go places which they might not do otherwise, for example going to an exhibition of Gateshead artist Charlie Rogers' paintings of local buildings and street scenes.

*"The big thing I'm really passionate about is making sure that visits and visitors are incorporated wherever possible – not just History but Art and Geography as well. Having such a high number of pupils eligible for Pupil Premium, we know a*

*lot of these children won't have gone to Beamish [the Living Museum of the North], they may not have had the opportunity to go to the coast" – South Street History Lead*

The school has a team of Young Interpreters. The pupils are trained to support new pupils who are asylum seekers, and they understand what it is like to be a refugee. This is linked to the study of World War 2 and learning about people who became refugees as a result of the war. Inspired by the Heritage Heroes at St Cuthbert's and St George's, the History Lead at South Street is planning to appoint a team of History Heroes in the coming school year. The school already has English and Maths Ambassadors.

## Summary

For St Cuthbert's and St George's, becoming a Champion Heritage School has embedded local heritage further into more aspects of both schools, for example through appointing Heritage Heroes, extending local content into the school library, giving pupils more cultural capital opportunities, and using the Champion Heritage Schools grants to create artworks which will help future generations of pupils understand more about their local heritage.

The History Leads have successfully delivered CPD to other teachers about the Heritage Schools programme – the online Heritage Schools resources, bespoke sets of maps and aerial photographs provided to schools by Historic England, and support from the LHEM - and the benefits of using local heritage for teaching History and other subjects.

This has resulted in more schools achieving the Heritage Schools Award which is a recognition of how they are using local heritage effectively. The History Leads will deliver further CPD sessions to other schools in the future. This means that more teachers can be reached than if only the LHEM is providing CPD sessions about Heritage Schools.

Achieving the Heritage Schools Award has strengthened the place of local heritage in South Street's curriculum. It has ensured that History is taught in a more structured way, with the content for each topic and year group set out so that the teachers have the necessary knowledge provided for them. This ensures continuity of content, and means that teachers do not have to spend time planning lessons themselves.

The History Leads at all three schools commented on how much their pupils enjoy learning about local heritage, that it is accessible to children of all abilities, it gives them new experiences and it helps new and existing pupils to learn together about their locality, thus strengthening community connections.

## **Case Study: St John's Primary School, Rishworth, West Yorkshire**

### ***A school using their local history as a teaching resource to enthuse their pupils***

#### **Background**

Rishworth is a small village, situated 7 miles from Halifax in the Calder Valley. For several centuries the area was important for the production of wool cloth, as evidenced by the Grade I Listed Piece Hall, built in 1779 and used for trading cloth produced on handlooms prior to the Industrial Revolution.

In the 19<sup>th</sup> century, the whole area saw an explosion of water-powered mills, changing the landscape as well as social life and the local economy. The Calder Valley became a centre for cloth production, with waterwheels and canals playing crucial roles in power and transport. The area was at the heart of the Industrial Revolution.

The Primary School is in a small picturesque village but even here there is a large Victorian mill (Rishworth New Mill), now converted into apartments.

The school has 148 pupils on roll, aged 4 to 11 years old, in five classes, two in EYFS & Key Stage 1 and three in Key Stage 2.

The school became involved in the Heritage Schools Programme as it is located close to Historic England's High Street Heritage Action Zone in Sowerby Bridge. As part of this initiative the Local Heritage Education Manager (LHEM) from Historic England delivered a programme of CPD teacher training events at and in partnership with the Calderdale Industrial Museum in Halifax, which the school attended.

From attending this CPD training, the school reviewed and has significantly altered its schemes of work to have a much greater focus on local history. St John's Primary School has recently been awarded the Heritage Schools Award from Historic England in recognition of the work they have put into enriching their history curriculum, by exploring, embedding and celebrating local history throughout all of their Key Stages.

#### **Involvement with Heritage Schools**

Initial CPD training provided new or different ways to utilise the heritage around the school. Training was provided on using old maps (provided by Historic England), doing local heritage walks, and accessing historical resources to help enquiry based lessons.

*"It was a brilliant training course, showing us different ways of how we could use our local heritage. Things I didn't even know" – history co-ordinator*

Staff at the school have gone on to attend other Heritage Schools teacher training sessions put on for the local cluster of schools covering curriculum planning, embedding local heritage into schemes of work, and subject specific workshops on the Stone Age, Romans, and Saxons.

The school has developed its history curriculum to use their locality and local heritage much more. Following the CPD training, more local heritage elements have been added into their history schemes of work, changing these to include where possible a more local focus as a way into introducing national historical topics.

*"It has just lifted history, really. It's made it so personal to the children, but still ticking all those national curriculum objectives off" – history co-ordinator*

The CPD training provided ideas, resources, and the impetus to enhance the existing history curriculum by adding in a greater use of what is local and on the doorstep.

Relevant history topics such as the Victorians now start with a local focus, before expanding to a national or global context, providing a relatable foundation for pupils.

At Key Stage 1, pupils investigate what their area looked like in the past, including using the school building itself, as well as Rishworth Mill and the Piece Hall as evidence.

At Key Stage 2, they study Halifax with a focus on significant local historical events, people, and places, its economic development, and how the area has changed over time. The focus is on answering a number of enquiry based questions.

The school actively engages with local heritage sites to enrich their pupils' educational experiences and deepen their understanding of history. By organizing visits to significant sites like the Piece Hall and the Calderdale Industrial Museum, the school provides pupils with direct insights into the region's rich industrial past. Visits enable pupils to visualise the living and working conditions of the Victorian era, fostering a connection to the lives of their predecessors.

Since being involved with Heritage Schools, St John's Primary has made greater use of the built heritage around the school, taking pupils to the Piece Hall, the Calderdale Industrial Museum and having visitors in to talk about Wainhouse Tower (a Grade II Listed building and the tallest folly in the world).

Having old maps, old photographs, and information provided by the LHEM has helped free up time for teachers to think about how best to use these resources with their pupils, rather than spending time trying to source these themselves. The LHEM continues to be a resource the school uses, providing additional resources and answering questions teachers may have.



Visits to the Piece Hall and Calderdale Industrial Museum, who themselves have worked with Heritage Schools to develop their education programme has provided impactful, interactive activities to bring to life what the local area was once like. Pupils learn about the transformation of Halifax from a rural area with fields to an industrial hub with mills and factories. The museum visit provides a tangible and immersive way to understand this historical change.



*Key Stage 2 pupils visiting the Piece Hall and Calderdale Industrial Museum in Halifax learning about the industrial revolution through interactive experiences*



*Reception & Year 1 learning about life living and working in a 18<sup>th</sup> Century weavers cottage – seeing how wool was teased and woven before mills were built*





*Key Stage 2 experiencing their local heritage (from school's Facebook page)*

Studying local heritage has provided a vehicle to cover not just history but also other subjects such as English, art, and geography.

Along with school trips to explore local heritage, for World Book Day the school invited in Sarah Stone, author of *The Dragons of Wainhouse Tower*, who read parts of her book in assembly and then delivered some inspiring writing workshops for Key Stage 2, including using story dice to help develop their stories. Wainhouse Tower is a local landmark which the pupils have studied in their history lessons.





*The author Sarah Stone working with pupils*

The visit led to an unexpected opportunity for the school's Choir Club being asked to record the theme tune for the audio version of Sarah Stone's book *Dragons of Wainhouse Tower*.

### **Impact of Heritage Schools**

Involvement with Heritage Schools and the CPD training provided has facilitated an evolution in the school's schemes of work for history, with a local heritage focus running throughout Key Stage 1 & 2.



Rather than downloading generic history resources from places such as Twinkl, access to the regional Local Heritage Education Manager from Historic England has provided access to written, visual, and physical resources relevant to the school's locality, along with training on how these can be used, making the school's curriculum really bespoke.

*"I did a brilliant training course, showing us different ways we could use our local heritage. Things I didn't even know about such as the Stone Age stone circle that we have up in Rishworth. It's really lifted history, made it so personal to the children but still ticking all those national curriculum objectives off. It makes it so personal to them, they can go to all these places" – history co-ordinator*

Teachers have responded well to changing schemes of work and adding in a much more local lens to how they teach history in the school, especially as it has come with a wealth of high quality resources they can use.

*"They've really enjoyed it because I think it just brings more engagement when it's so real and you can see it and we can go around it" – history co-ordinator*

Using historical buildings and local places known to the pupils has helped make lessons more relatable and therefore meaningful.

*"Making their history learning more personal, it's more understandable for them. 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*

*"The children have got loads more out of it. I think when you talk about things they know, they know what it is you're talking about. They're more engaged so the quality of their work I think has been a lot better" – Key Stage 2 teacher*

Using the heritage around the school to introduce topics such as the Victorians has helped make history more engaging and relevant for pupils. Working with Heritage Schools has enabled pupils to study and better appreciate the historical importance of their surroundings, increasing their knowledge, understanding, and sense of pride in their local area.

*"The lessons are really fun. Being born in a place where such amazing things happen. I feel like it is fun to know" – Year 6 pupil*

*"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*

Using local places and references pupils know or recognise has helped them better picture the past.

*"It's very much an abstract concept, the Industrial Revolution. Whereas if it's taught through the local area that they've seen and they know about, it makes it a bit easier for them to kind of link things together"* – Key stage 2 teacher

Learning about heritage buildings nearby has helped pupils appreciate them and their relevance more. The interactive, sensory nature of out-of-school visits, in particular, has helped pupils remember details and understand concepts more effectively.

*"Wainhouse Tower, I just thought it was something that they made light up for no reason but now I realised that it's like something special"* – Year 6 pupil

*"A lot of them [pupils] have gone to the Piece Hall without actually realising what it used to be used for. Now they have a better understanding of why this place is important"* – Key Stage 2 teacher

Many pupils had previously visited the Piece Hall with their family for events or shopping but few really knew the history or importance of the building. Going there, or to other local places, on a school visit has helped them better understand this, increasing their cultural capital, and showing the educational value of a well curated school trip. Visits to local historical sites have provided a deeper understanding of their significance, transforming familiar places into meaningful landmarks.

*"When you go to the Piece Hall with your family, you go there to shop and stuff but then when we went with school, it felt more like you were learning more. It felt like you were enjoying every little thing about the Piece Hall and you were thinking about it more ... when you go you with school they tell you all this cool, interesting information. You just think so much more about it"* – Year 6 pupil

*"My mum went on the trip ... she's never known any of these things about it and she's lived so close to it like her whole life and it was just quite surprising to her"* – Year 6 pupil

*"The mill that's in our local area is now an apartment block. So for them to understand what happened in there, they need to come and experience it here [interactive experiences at the Industrial Museum]. They all know the Piece Hall, but they know it as a concert venue and a place to come for a nice meal"* – Key Stage 1 teacher

St. John's Primary has received the Heritage Schools Award for embracing using local heritage as a teaching resource throughout all key stages.

## Summary

The Heritage Schools programme helps link schools with local heritage providers and resources such as museums and school visitors, which in turn provides unique opportunity for pupils to experience their local heritage firsthand, inside and outside of the classroom.

Involvement in Heritage Schools is seen as very positive, with success attributed to the effective CPD training received, the provision of excellent tailored resources, the support of the LHEM and working with local heritage providers. The enthusiasm of both teachers and pupils in using local heritage is clear to see.

The focus on their own very local history has made the pupils' learning more relatable, personal, and meaningful, increasing their engagement and enjoyment. Local history and heritage is woven into each Year Group so pupils' knowledge builds as they progress through the school.

Pupils have first to be introduced to and understand what makes their local area different or special before they can appreciate the historical significance of their surroundings, and have pride in where they come from. Being involved with Heritage Schools has helped to enable this to happen.

## **Case Study: Newfield Park Primary Academy, Halesowen, West Midlands**

### ***History teaching has evolved significantly over the last few years, culminating in achieving a Heritage Schools Award***

#### **Background**

The school is a large, two-form entry primary school, with 463 pupils on roll. It has a 'good' Ofsted rating, is oversubscribed, and considered successful locally.

Prior to Heritage Schools involvement, local history was still taught but not as explicitly nor as systematically integrated across the curriculum.

To acknowledge the school's work in helping pupils develop an understanding of their local heritage and its place within the wider national context, by weaving the local even more into the history taught over the last few years, Newfield Park Primary Academy received Historic England's Heritage Schools Award in November 2023.

#### **Involvement with Heritage Schools**

The school has worked closely with the Local Heritage Education Manager [LHEM] from Historic England, who has provided CPD training, tangible resources, and ongoing support.

The teachers describe the relationship between the school and the LHEM as collaborative, with the school feeling supported rather than directed.

Initial training included a whole-staff twilight CPD session on using historical maps (provided by Historic England) with pupils when doing local area studies. This was followed by a day's planning with the History Leads, which helped shape some of the thinking about subsequent development of the heritage curriculum. A subsequent planning meeting in early 2024 helped the History Lead to evolve these ideas further.

The school has a history unit for each year group in each term. Local history is now embedded throughout the school from Reception (focusing on living memory and chronology) through to Year 6, with each year group (except Year 5, due to curriculum constraints) having one of the three history units they do across the year with a strong focus on local history.

Year 1 look at significant places and homes in the local area to understand changes within living memory; Year 2 study significant local historical heroes; Year 3 study the Industrial Revolution through the lens of local coalmining and nail-making and a visit to the local Black Country Living Museum; Year 4 visit the West Midlands Police

Museum as part of a social history module on crime & punishment; with Year 6 studying Birmingham with a focus on local suffrage and local historical heroes. Pupils historical knowledge of their locality is built on and grows as they progress through the school.

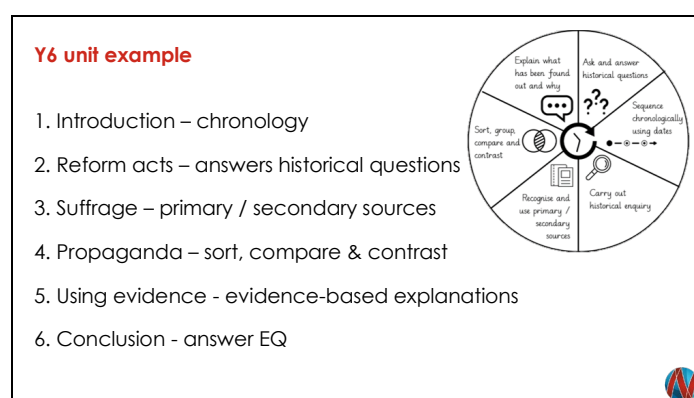
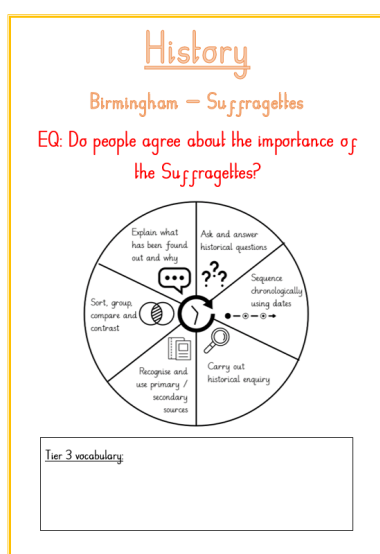
Heritage Schools has provided a collaborative network of schools in the local area, with meetings facilitated by the LHEM, where history co-ordinators can share resources, ideas, and best practice.

The History Lead has attended the local history symposium that the LHEM organises, providing a place to hear and share ideas and resources with other local schools.

The school has begun to lead history training for other local schools, sharing their approaches to teaching history, further cascading knowledge, skills, resources, and ideas acquired in part through their involvement with the Heritage Schools programme. This included a session, delivered by the History Leads at Newfield Park, at a Network meeting with those from other Dudley schools. Specifically, they gave presentations on how they teach chronology to KS1 pupils and how they make use of their substantive & disciplinary skills checklist. Some of these ideas have now been adopted by other schools.

## Impact of Heritage Schools

The CPD training from Historic England led to a revamp of their history schemes of work with a shift from the rote learning of facts to a focus on pupils developing much more substantive and disciplinary knowledge. The revised schemes of work now focus on enquiry-based learning, with each history unit driven by an overarching question. All lessons build towards answering these key enquiry questions.

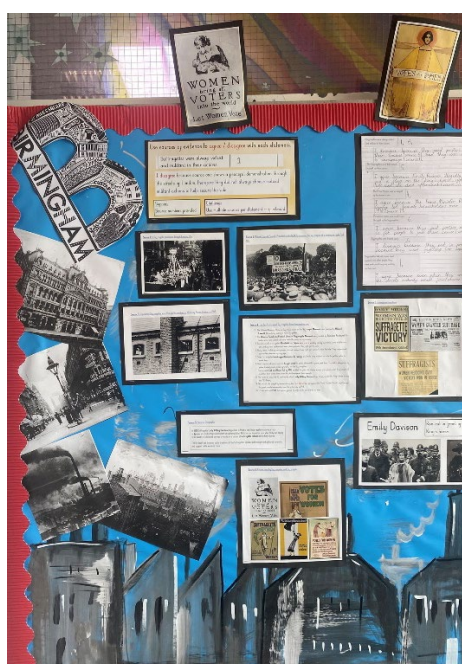


*Year 6 – substantive & disciplinary knowledge checklist for pupils and how skills are covered in the lessons*

The CPD training provided tangible and practical ideas for using historic maps in local history enquiries, using physical models (e.g., bar models, timelines with toilet rolls) to communicate chronology, the creation of knowledge organisers to help pupils visualise the historical skills they were acquiring, and going outside the classroom on local heritage walks and local museum visits (Black Country Living Museum, West Midlands Police Museum: Lock-Up) to further understand and appreciate their local history and how this reflects the national story.

*"We've got the Black Country Living Museum on our doorstep but through Heritage Schools we now go to other places like the West Midlands Police Lock-Up, we discovered that through Martin [LHEM]" – History Lead*

The ongoing provision of quality and trusted resources from the LHEM saves teachers significant time, so instead of trying to source local primary evidence to use with their pupils, teachers have been provided with a raft of written and visual evidence, which has freed them up to think about how they could use these in their teaching, rather than spending time trying to find these themselves. Teachers feel this very local historical evidence has improved pupil engagement as it is relevant and meaningful to the pupils.



*Primary resources with a local focus provided by the LHEM*

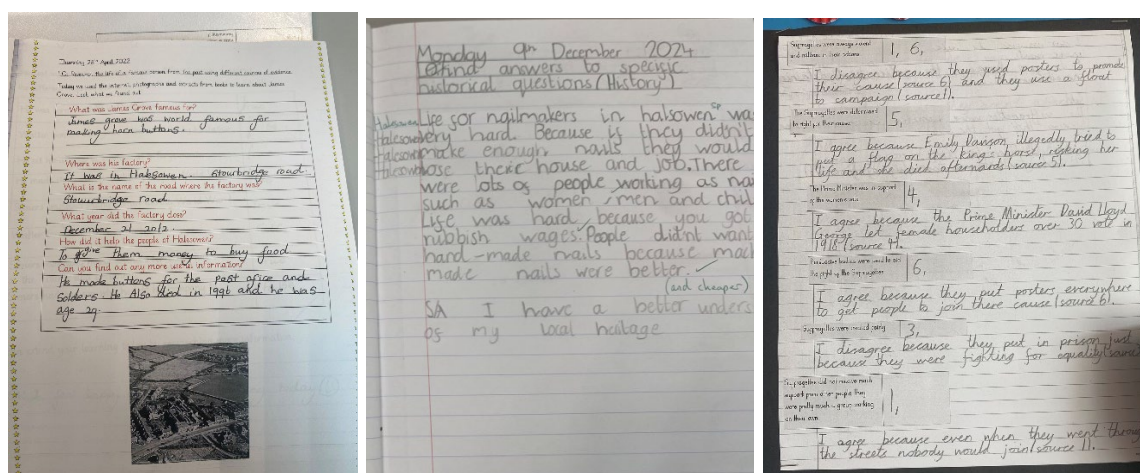
The shift to a strongly focused enquiry-based approach has encouraged pupils to use a range of evidence including many primary sources to form and justify their own opinions, fostering critical thinking and discussion skills.



Visiting local places has further added to this evidence base, with the physical, photographic, and written resources and maps focussed on areas the pupils know making the subject tangible and relevant rather than abstract.

*"If you can bring things to life for children with concrete experiences there's the hope that pupils will go back and revisit if they can. They can only be passionate about something that's important to them" – History Lead*

*"It makes history more purposeful. It [using local evidence] allows them [the pupils] to further understand that [the topic]" – History Lead*



Year 2, 3 & 6 written work – all using local primary evidence to support their historical enquiries

Local history acts as a driver for meaningful writing and cross-curricular lessons such as geography, English, and PSHE/citizenship.

Pupils have high levels of enthusiasm for history, particularly enjoying learning about their local area, using local maps relevant to them, and going on local visits. Pupils enjoy history, particularly when it involves local stories, practical activities, and real-world connections.

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

When interviewed pupils clearly articulated the value of learning local history, citing increased pride, curiosity, and a sense of belonging.

Even the school's house system has been renamed after four local historical figures, which the pupils now study as part of their history lessons.

*"Our houses used to be called after birds which was a bit meaningless but now they are named after significant people from the local area, which they study in Year 2 and Year 6, so we've got that tie in with local history" – History Lead*

## **Summary**

The Heritage Schools programme has had a transformative impact on the way the school now teaches history and on their pupils' engagement.

The school's history teaching has and continues to evolve and develop, incorporating local history and providing meaningful examples and understandable evidence that pupils can understand.

Being involved in the Heritage Schools programme, receiving training and guidance from the LHEM, and deciding to go for the Heritage Award have all provided catalysts for a comprehensive revamp to schemes of work, which the school feels has helped engage their pupils in history considerably more than was previously the case.

## 8. Quantitative findings – online partner survey

An online survey for heritage partners was designed, with the link to this survey distributed by the Local Heritage Education Managers (LHEMs) to the various heritage organisations who had provided services to schools involved in the Heritage Schools Programme in their region.

The same survey was distributed to partners in previous academic years so the data from this year is shown alongside previous results, although please note the type of partners and their involvement in specific projects varies considerably.

The same survey questions have been asked since 2016-17 but the data shown in this report focusses on the last five academic years.

In total 19 heritage partner organisations completed the survey this time. The wide range of organisations and services taking part is shown in ranked order in the table below based on the 2024-25 survey findings. Multiple answers / descriptors could be selected.

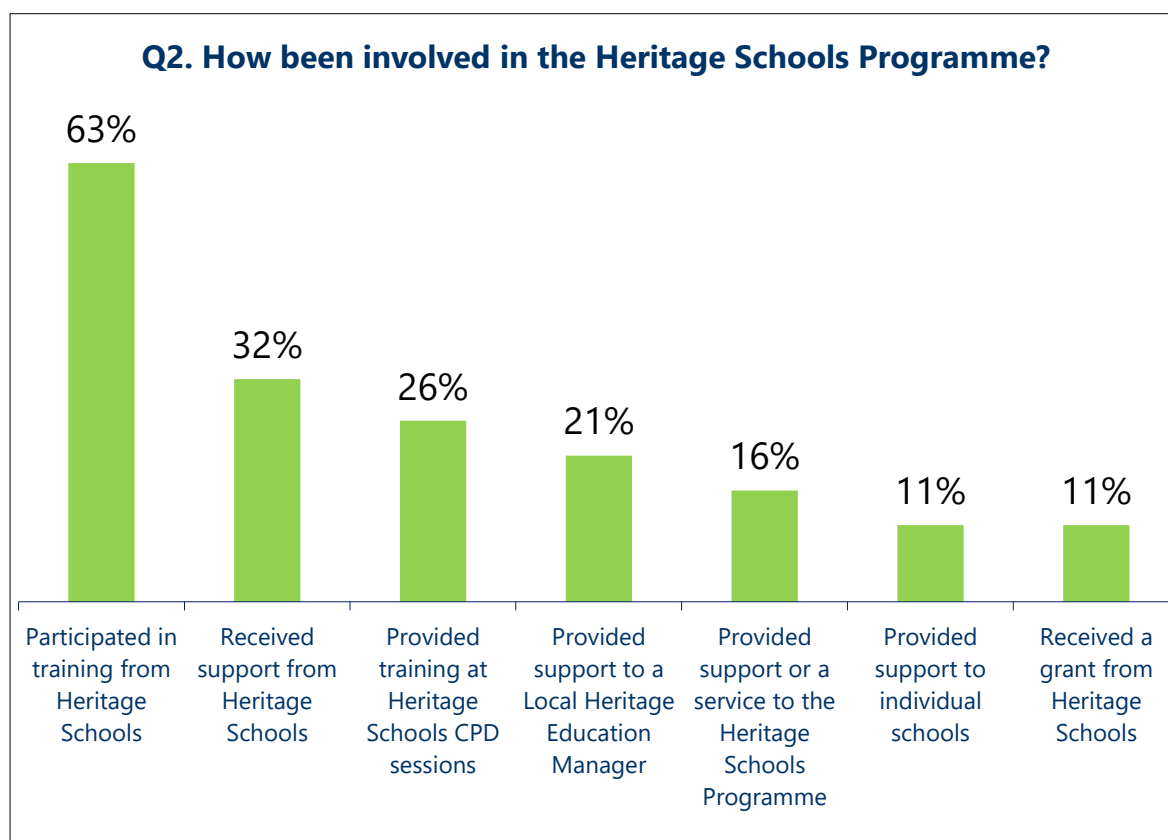
Q1. Which best describes type of organisation / service you represent	2024/ 25	23 /24	22 /23	21 /22	20 /21
Local Authority	32%	33%	13%	26%	25%
University/FE Lecturer	26%	11%	22%	11%	29%
Other	22%	22%	9%	21%	8%
Education Consultant/Adviser	16%	11%	17%	26%	13%
Museum	16%	6%	26%	5%	17%
Historian	11%	11%	9%	11%	13%
Researcher	11%	6%	4%	5%	8%
Independent heritage organisation / service	5%	22%	4%	21%	25%
Historical Society/Group	5%	17%	22%	11%	4%
Author of local history resource	5%	6%	4%	5%	4%
Archives	5%	-	13%	-	13%
Storyteller	5%	-	-	5%	4%
Library	-	6%	-	-	8%
Volunteer	-	-	13%	-	4%
Film Company	-	-	4%	-	-
Artist	-	-	-	5%	4%
Drama Group	-	-	-	5%	-
Arts Award Advisor/trainer	-	-	-	-	-
Base:	19	18	23	19	24

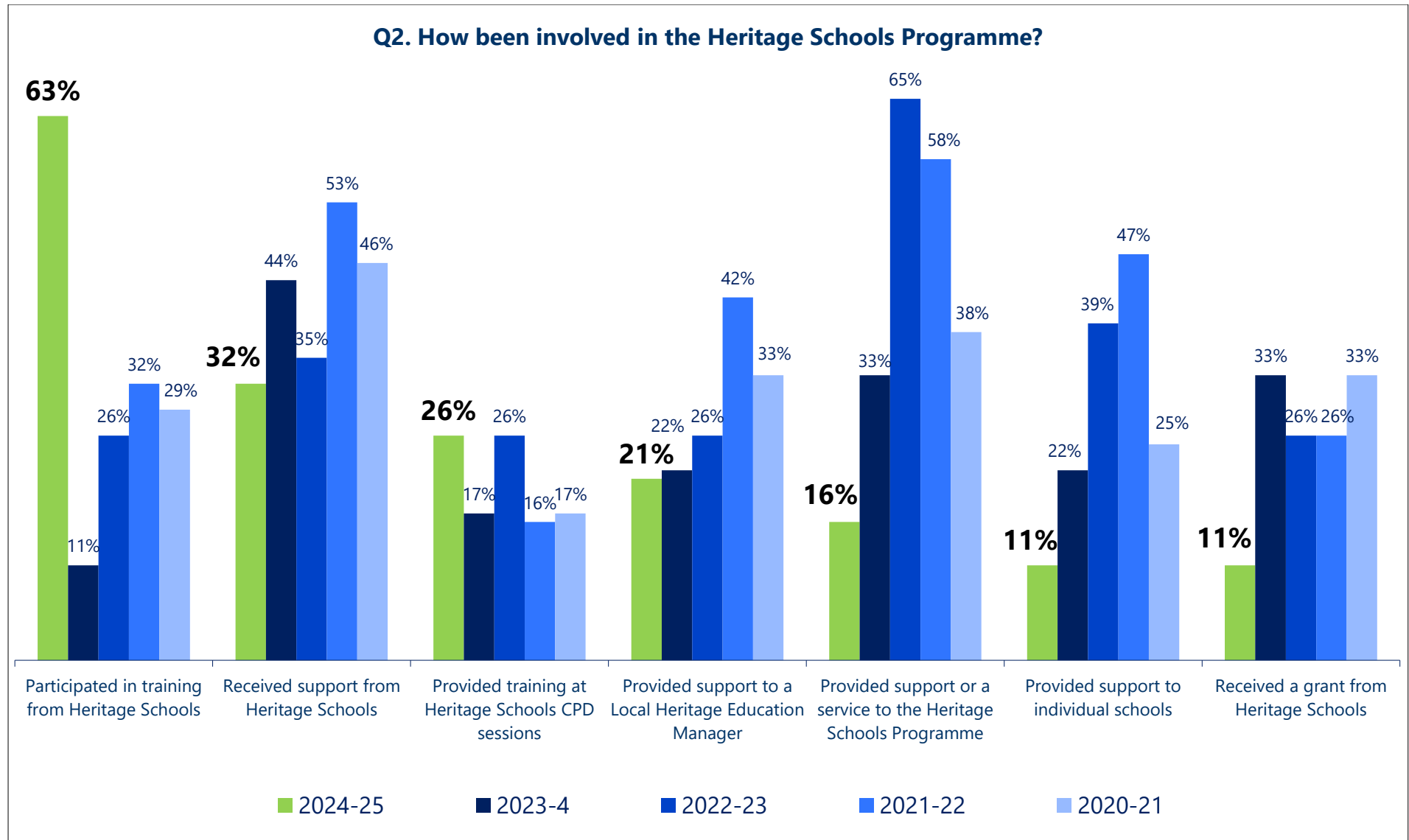
## Involvement in Heritage Schools

Most partners have been involved in numerous ways in the Heritage Schools Programme, both in providing support to the programme itself and in receiving support from Heritage Schools.

Findings for the most recent academic year are shown below, with the chart overleaf showing comparative findings over the last five academic years.

In the chart overleaf the findings for the 2024-25 academic year are shown in order, in the first green bar, with the percentage figures in larger type, followed by the results from previous years. The findings suggest a great deal of variety in terms of involvement across different years.

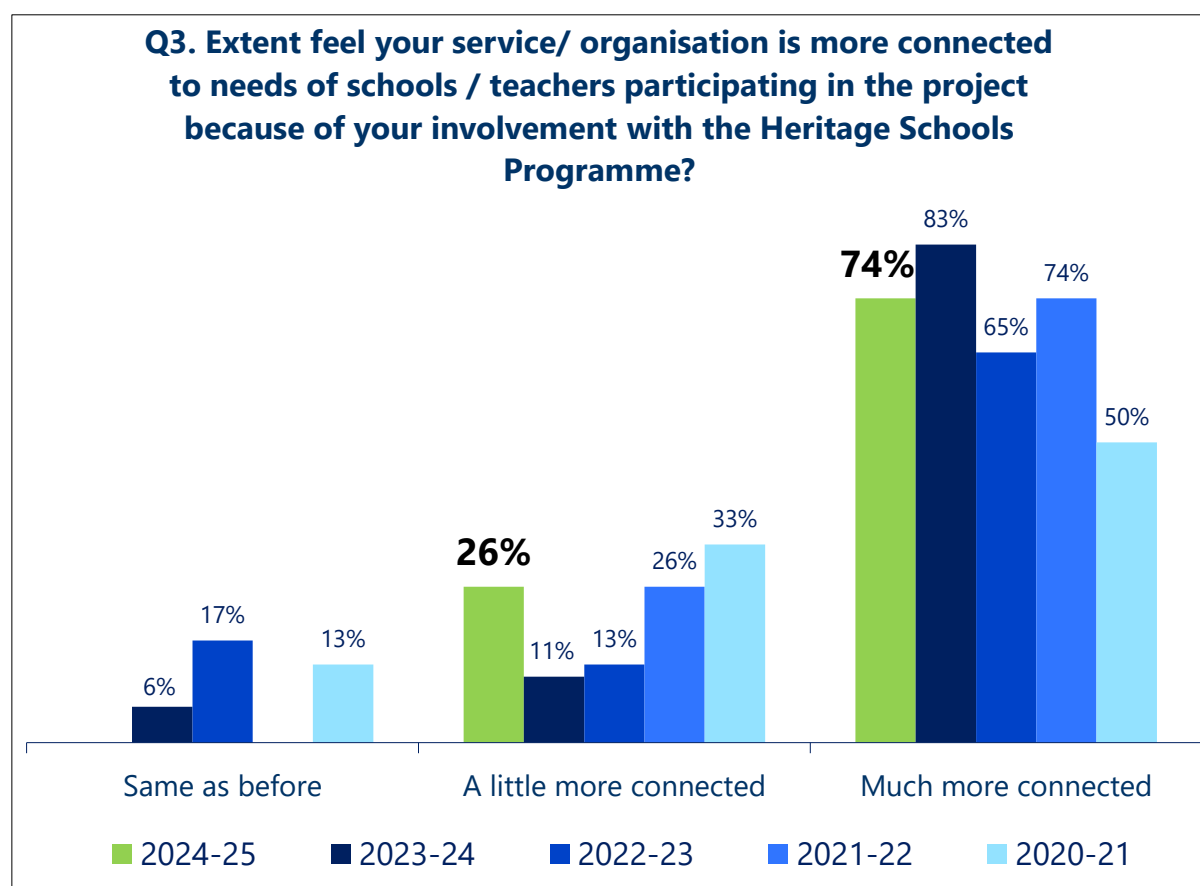




## Impact of being involved with the Heritage Schools programme

Partners were asked to what extent they feel their service or organisation is more connected to the needs of schools or teachers participating in the project because of their involvement with the Heritage Schools Programme.

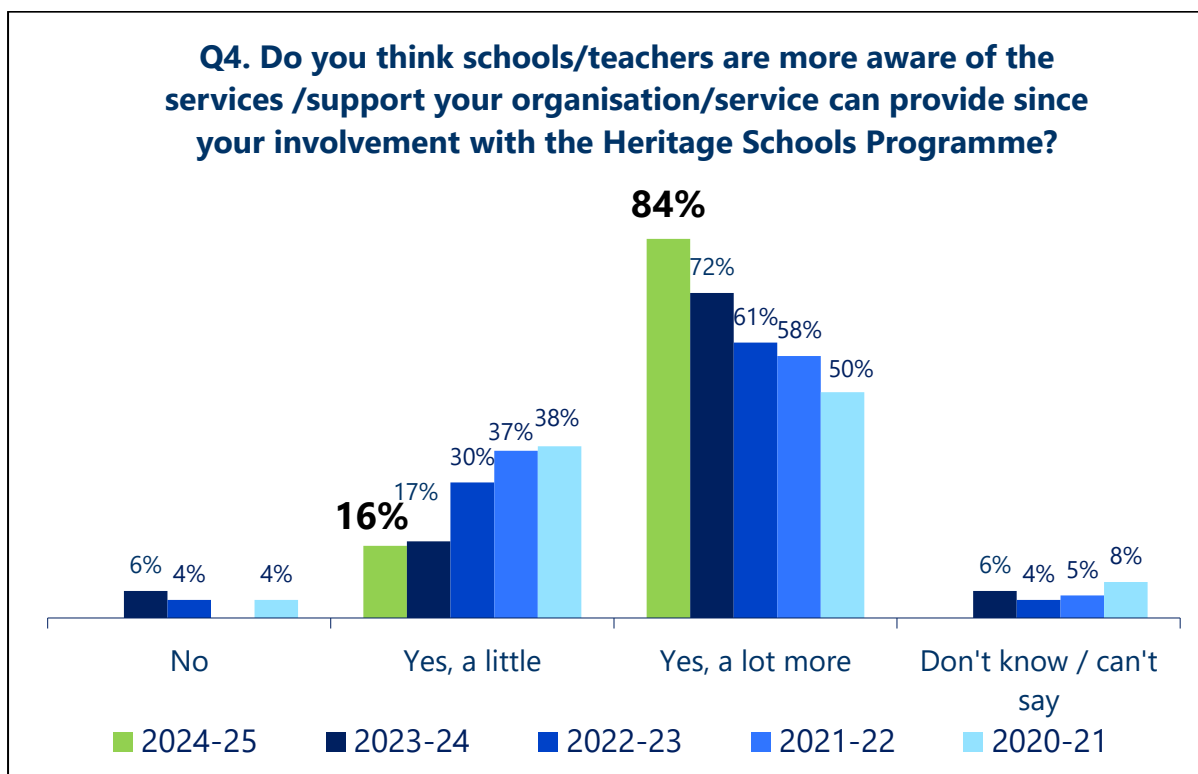
With 74% feeling much more connected, the Heritage Schools programme continues to be a very useful conduit in connecting partners involved in providing heritage services with schools.



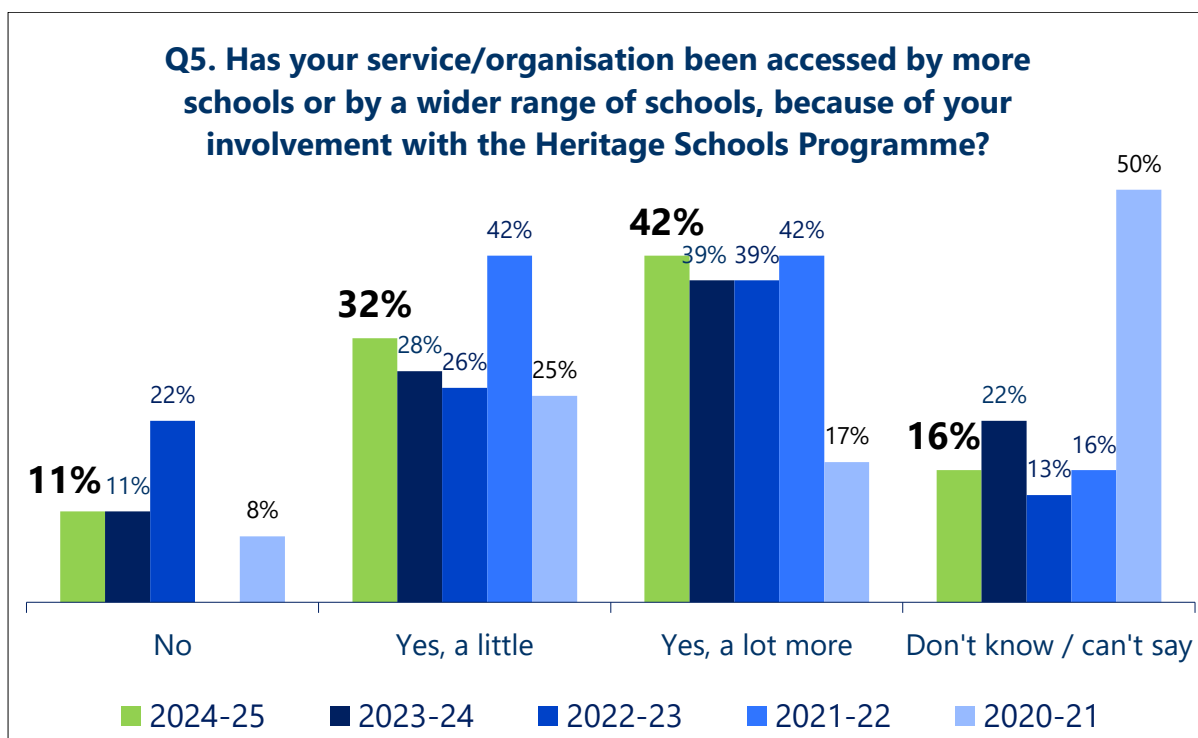
As well as being more connected with schools, partners feel schools and teachers are now more aware of the services or support that they can provide since their involvement with the Heritage Schools programme.

The qualitative case studies highlight a variety of ways that different partners have worked with schools and teachers, sometimes going into schools and other times schools visiting them, demonstrating the services they provide and how this can help enhance the local heritage projects being undertaken in schools and the positive impacts on pupils.





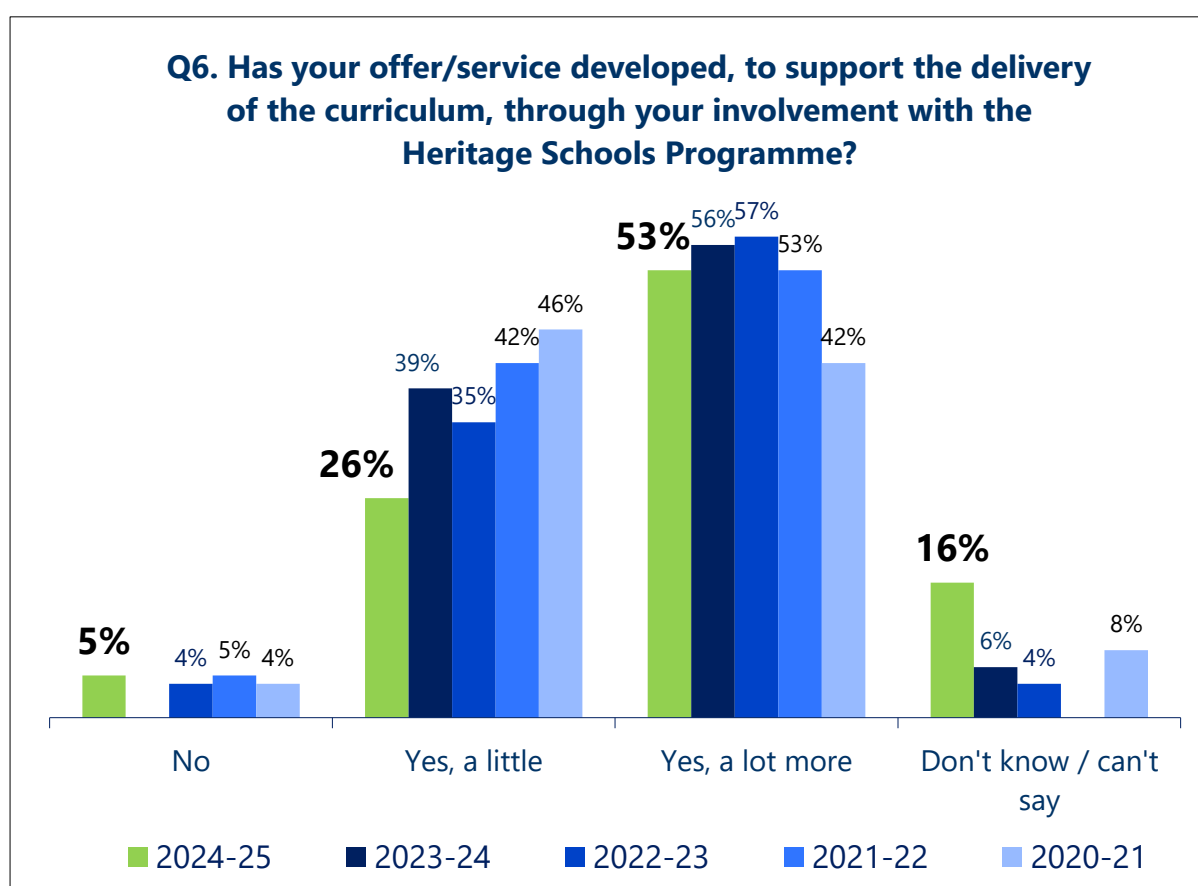
Three quarters (74%) of partners in 2024-25 have experienced their services being accessed by more schools or a wider range of schools because of their involvement with the Heritage Schools Programme.



The qualitative case studies also highlight how schools have been made aware of and signposted to different external organisations in the CPD training and how external providers and visitors coming into schools have been used by teachers to enhance the local heritage projects undertaken and the impact these have had on pupils. In particular see the case studies for St John's Primary school who have had developed a strong connection with the local Calderdale Industrial Museum and the Piece Hall, or Ringstead CE Primary School who have had various visitors in school, as a result of Heritage Schools.

Most partners, 79% in 2024-25 feel that their offer or service has developed, to support the delivery of the curriculum, through their involvement with the Heritage Schools Programme.

Not only does Heritage Schools assist teachers in delivering better local heritage projects, but it also helps upskill partners to improve what they offer schools or better understand what schools need from them.



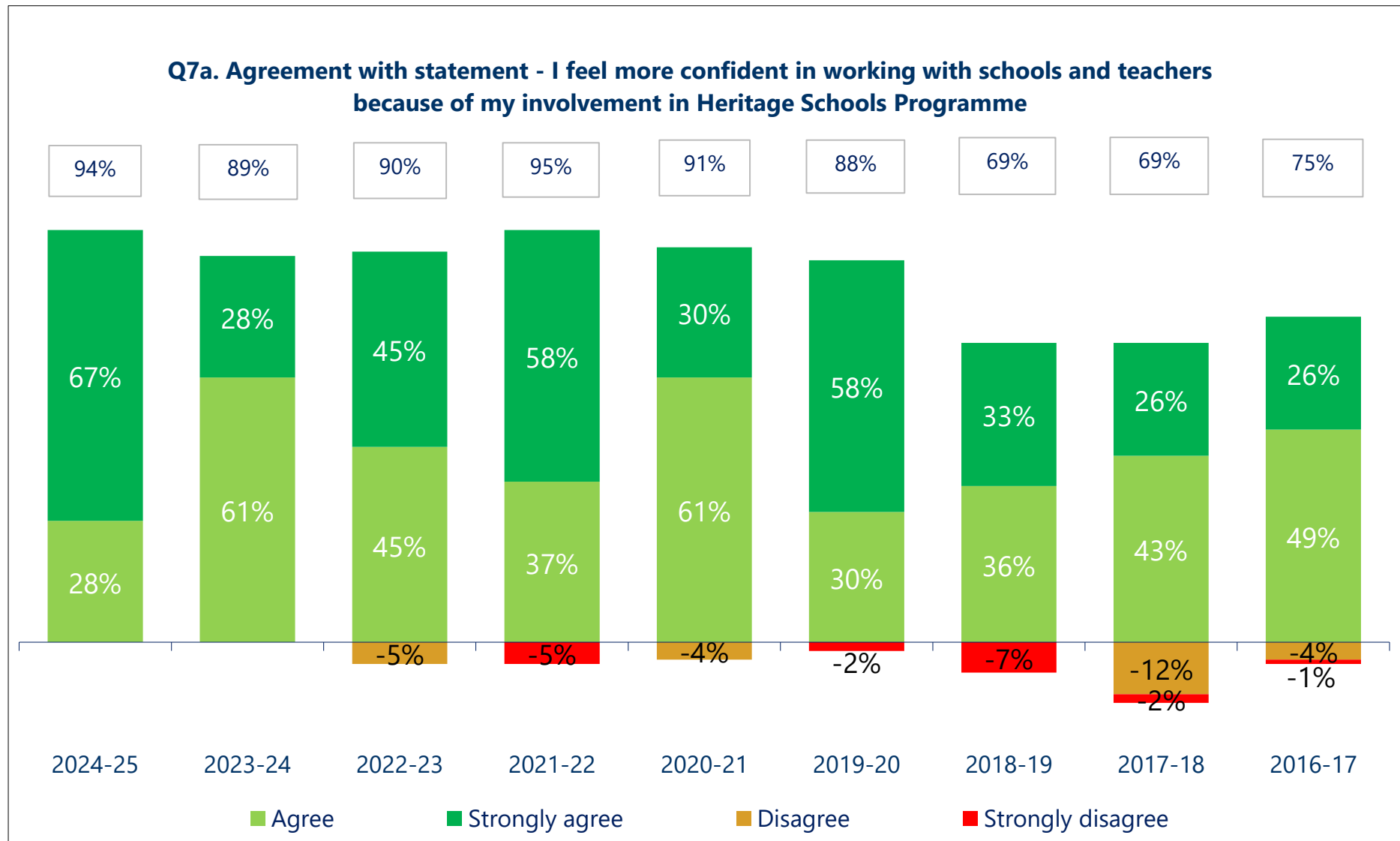
The same positive impacts are reiterated with the level of agreement with two attitudinal questions asked of partners which demonstrate that the Heritage Schools programme has increased the confidence and connections with schools of most partners.

Partners were asked to rate their level of agreement with two statements from 'strongly agree' to 'strongly disagree' (with the additional option to say 'don't know/ can't say').

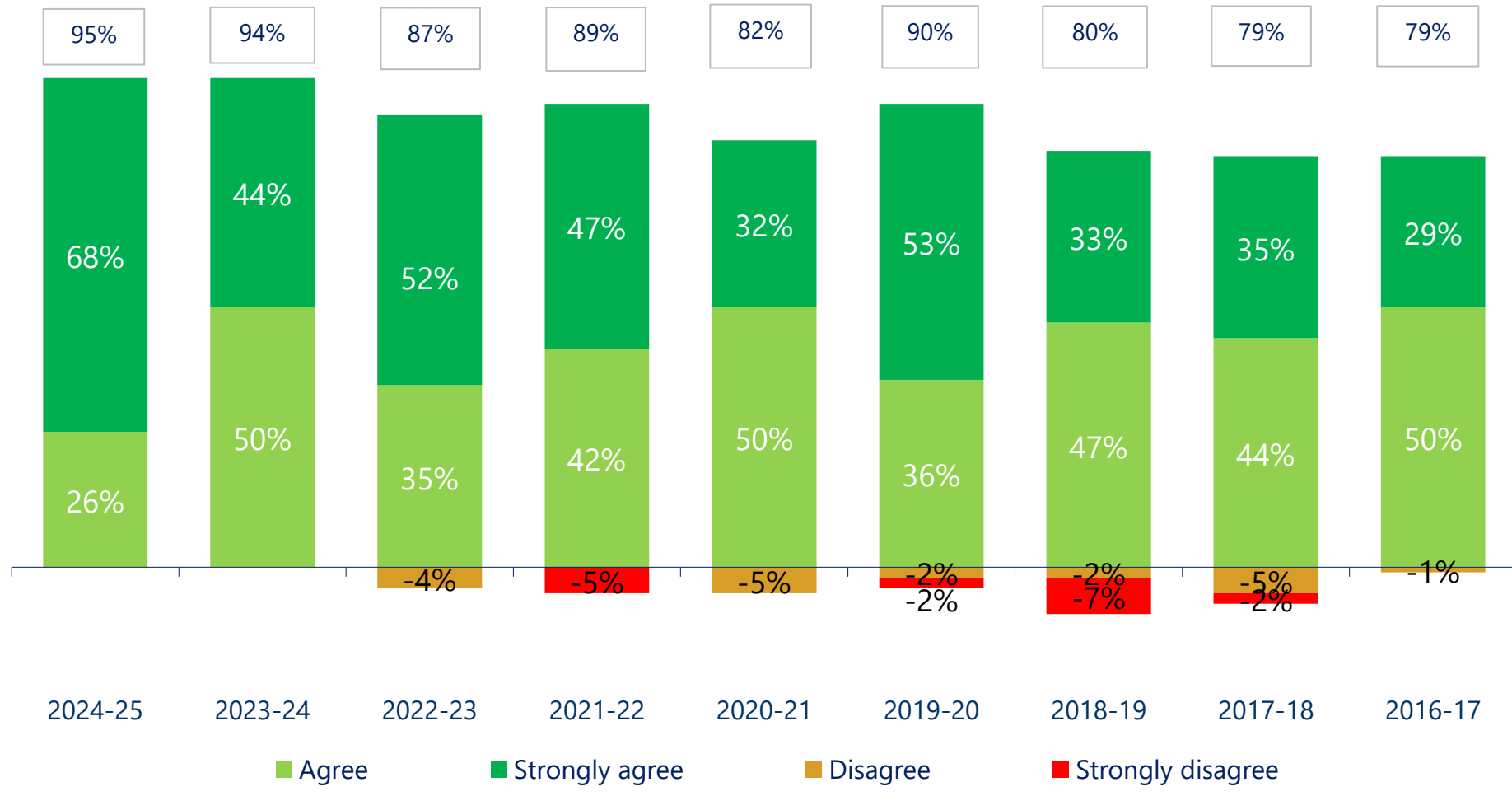
The charts overleaf show the agree responses ('strongly' and 'agree') above the line, with the results for each specific rating shown in the column and the combined net positive percentages shown in the white boxes above the bar chart.

The figures exclude anyone saying 'don't know / can't say' but include those who gave a middle rating, although these figures are not shown in the charts (but have been used in the overall calculations hence the agree and disagree figures by themselves do not add up to 100%).

The Heritage Schools programme continues to successfully act as a conduit to bring together partners and schools to work together more effectively. Partners feel more confident working with schools and teachers and more connected to the needs of schools due to their involvement with the programme.



**Q7b. Agreement with statement - Involvement in the Heritage Schools Programme has made us become more connected to the needs of schools**



## Satisfaction with involvement with Heritage Schools Programme

Partners clearly perceive the benefits of the Heritage Schools Programme for educational, heritage and cultural organisations, as well for schools.

The survey had options for 'yes', 'no' and 'don't know'.

- **100% would recommend participation** in the Heritage Schools Programme **to schools** not currently involved (in 2023-24, 2022-23, 2021-22, 2020-21, 2019-20, 2018-19 and 2017-18 this was also 100%, with 99% in 2017-18 and 1% 'don't know')
- **100% would recommend involvement** with the Heritage Schools Programme **to other education, heritage or cultural organisations** (100% in 2023-24, 2022-23, 100% in 2021-22, 96% in 2020-21, 100% in 2019-20, 98% on 2018-19, 100% in 2017-18 and 99% in 2017-18).
- With **100%** saying they **would like to continue to work in partnership with the Heritage Schools programme** it indicates a very high level of satisfaction (100% in 2023-24, 2022-23, in 2021-22, 2020-21, 2019-20 & 2018-19 it was also 100%, 2017-18 it was 98% yes and 2% don't know and in 2016-17 97% yes and 3% don't know).

When asked for any suggested changes or improvements to improve the impact and effectiveness of the project, 89% either gave no answer or a general positive comment on the programme or their Heritage School contact ( which is very similar to previous evaluations - 94% in 2023-24, 87% in 2022-23, 74% in 2021-22, 80% in 2020-21, 87% in 2018-19, 79% in 2017-18 and 82% in 2016-17).

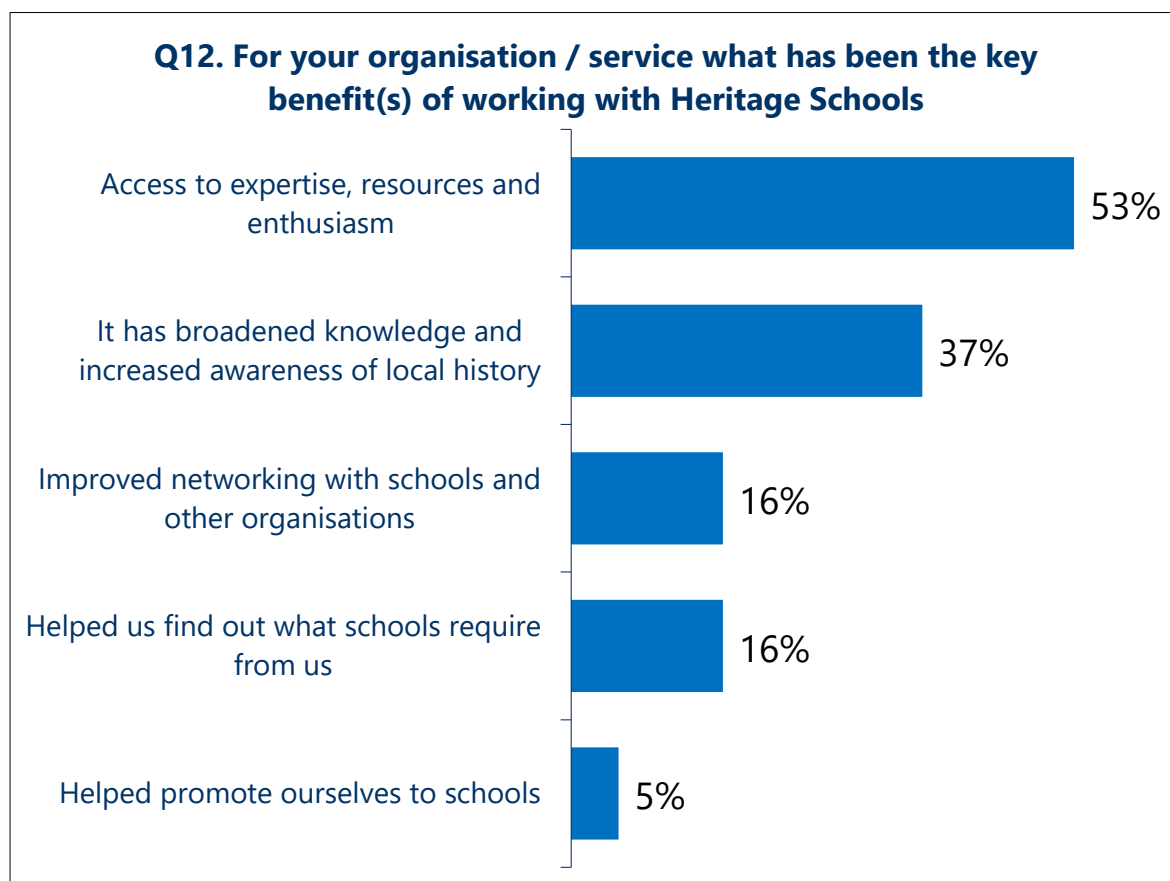
There were very few suggestions for improvements, with just two participants specifying the following ideas, although from the qualitative case studies both are already included in CPD training delivered to some schools:

- *Perhaps offering sessions so schools can develop their curriculum offer relating to local history and heritage through discussing their own specific area*
- *Heritage trails should be designed and incorporated [within the CPD training] so schools can have a walk around their local area*



A final question was added in 2017-18 to uncover the key benefit for partners in working with Heritage Schools.

The verbatim answers given from the 2024-25 survey results have been coded, grouped together and shown below in order of the most to least cited benefits.



A selection of the verbatim comments below summarise the benefits of Heritage Schools, bringing heritage organisations and schools together to enhance pupils' knowledge and engagement.

- *Heritage Schools is a fantastic organisation that has let my institution reach and connect with more schools and teachers to deliver important historical projects.*
- *The support offered by the LHEM has been incredible, they are a real asset to Historic England training and their passion and knowledge really shines through each session. I am looking forward to seeing what our trainee teachers do with the knowledge gained from this session.*
- *Many schools visit our museum but we have noticed that more pupils have a greater understanding of their local area and their heritage, displaying knowledge*

*of the Potteries and industrialisation, the canal network etc. We discovered that these pupils are from schools whose teachers have attended Heritage Schools CPDs and taken part in the HS programme.*

- *The key benefit of working with Heritage Schools has been the opportunity to connect with local teachers and gain valuable feedback on our school offer. This collaboration has helped us refine and tailor our programmes to better meet the needs of schools in our community. The previous twilight session was particularly successful, fostering constructive dialogue and building stronger relationships that we hope to continue developing.*
- *The key benefits were taking on advice regarding how to structure the day for a school visit to our museum to make it meaningful and interesting for schools.*

## 9. Appendix - CPD quantitative survey

Heritage Schools CPD Survey 2024/2025							
<p><b>Please complete the survey below to help us evaluate the impact of the Heritage Schools programme and develop it to support your needs. The survey is being undertaken by Qa Research, an independent research company, on behalf of Historic England and all information is anonymous and confidential.</b></p> <p>Please answer the following questions as truthfully as possible.</p>							
<p><b>1. Course date (dd/mm/yy) _____ / _____ / location (town/city) _____</b></p>							
<p><b>2. Which best describes you? (Please tick ✓ / shade one only)</b></p>							
Initial Teacher Training	<input type="radio"/> <sub>1</sub>	Newly Qualified Teacher (NQT)	<input type="radio"/> <sub>2</sub>				
KS1 Teacher	<input type="radio"/> <sub>3</sub>	Key Stage 2 Teacher	<input type="radio"/> <sub>4</sub>				
Secondary Teacher	<input type="radio"/> <sub>5</sub>	Teaching & Learning Assistant/Tutor	<input type="radio"/> <sub>6</sub>				
Heritage & Cultural Education Provider	<input type="radio"/> <sub>7</sub>	Other (please state) _____	<input type="radio"/> <sub>8</sub>				
<p><b>Please rate how much you agree with each statement using the scale below. Tick or shade one circle/score for each statement. If you are unsure mark the 'Don't Know / Not Applicable' option (DK / NA)</b></p>							
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't know / Not Applicable		
1	2	3	4	5	DK / NA		
<b>After participating in CPD or training session:</b>							DK NA
3	I have a greater understanding of the value of using local heritage in the curriculum			<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
4	I have a greater understanding of how to embed local heritage into the curriculum			<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
5	I have a greater understanding that local heritage can connect to regional, national or global history			<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
6	I am more aware of where to access useful resources			<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
7	I have developed skills that I could use in my teaching/work			<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
<p><b>8. What was most useful?</b></p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>							
<p><b>9. Any suggestions how to improve the impact and effectiveness of the CPD training?</b></p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>							
<p><b>10. What history qualifications do you have? (tick ✓ / shade)</b></p>							
No formal qualification	<input type="radio"/> <sub>1</sub>	GCSE / 'O' Level	<input type="radio"/> <sub>2</sub>				
AS / A Level	<input type="radio"/> <sub>3</sub>	Degree	<input type="radio"/> <sub>4</sub>				
MA	<input type="radio"/> <sub>5</sub>	PhD	<input type="radio"/> <sub>6</sub>				

**Research Questions**






11. How many non-Heritage Schools History training sessions have you attended in the last year? \_\_\_\_\_

12. Approximately how many young people attend the school/organisation you work in per year? \_\_\_\_\_

13. Has your school/organisation been involved in any Heritage School projects/training before the CPD today?

Yes ☐ <sub>1</sub> No ☐ <sub>2</sub> Don't know / Not Applicable ☐ <sub>3</sub>


In your opinion would learning about their local heritage have the following impact on pupils?

							DK NA
14	Raise their aspirations	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/>
15	Improve their sense of place	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/>
16	Increase their sense of pride in their local area	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/>
17	Develop their self-esteem and or confidence	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/>

18. Have you ever downloaded Historic England (HE) education resources from the HE website?

Yes ☐ <sub>1</sub> No ☐ <sub>2</sub> No, but I intend to ☐ <sub>3</sub>  
If yes, what was it?

19. How likely are you to use the Historic England activities/resources you have been provided with in the training?

 Very Unlikely	 Unlikely	 Not Sure	 Likely	 Very Likely
<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>

20. What type/format of education resources are most useful? (tick ✓/shade all the apply)

Word ☐ <sub>1</sub> PowerPoint ☐ <sub>2</sub> Films ☐ <sub>3</sub> Interactives ☐ <sub>4</sub>  
PDF ☐ <sub>5</sub> Other ☐ <sub>6</sub> Please specify

21. Which humanities websites do you and your pupils use?

22. What additional support from Heritage Schools would be helpful?

23. Any other comments?

## Project details

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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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