



**Residential Experience at Celtic Harmony Camp
Programmes Evaluation Report
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Abstract

This report provides evaluation of the ‘residential experience delivered by Celtic Harmony to year 3 and year 4 pupils from 8 schools – St Nicolas, St Catherine’s, Shenley Primary, Holy Trinity, Cumnor House, Soaring High, Henry Whipple and Britannia Village. The visits took place in May-July and Sept-Oct 2018. For 2 of the schools (Shenley Primary and St Catherine’s) this was a return visit, the rest visited Celtic Harmony for the first time. The report analyses the experiences of pupils and teachers.

Following the visit, the pupils’ scoring indicated improvement in all, but 1, aspects of their self-assessment, especially in self-efficacy, and well-being. The students enjoyed the programme and the learning from the activities.

There was also a significant improvement in pupils’ reporting of their mood following participation in the residential programmes.

All activities undertaken by pupils, and most of the facilitators were rated highly by the teachers. The teachers also commented on good organisational aspects and exceptional approach to teaching delivered by the programmes.

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Introduction

In May to Oct (with exception of August) 2018, 342 pupils and 14 teachers from 8 schools attended a range of residential programmes at Celtic Harmony camp in Hertfordshire:

- Prehistory Explorer
- Prehistory Adventure
- Go Tribal

St Nicolas, St Catherine's, Shenley Primary, Holy Trinity, Cumnor House and Britannia Village participated in a 2-day 1-night Prehistory Explores programme. Soaring High and Henry Whipple participated in Go Tribal Transition and Prehistory Adventure (respectively) 3-days 2-nights programmes. During the programme they took part in several educational and team-building activities, and stayed overnight in authentically constructed roundhouses. The residential programmes provide pupils with an opportunity to stay overnight with their classmates and to gain greater understanding of the past, and learn about more sustainable way of living.

Pupils' evaluation

Methodology

Upon arrival pupils filled a questionnaire consisting of different statements regarding their school performance, social contacts, and ability to cope with everyday problems. The pupils were asked to assess every statement using one of the three stickers – sad face (☹), indifferent face (☺) and happy face (☺). These were translated to disagree, neutral and agree (respectively)

Upon leaving the pupils were asked to evaluate the same statements and additionally, using the same measurement, to assess their stay at Celtic Harmony. 342 questionnaires were collected upon arrival and 336 upon leaving

The results of both sets of questionnaires are presented in percentage terms (%) in Table 1.

In addition the pupils were asked about their mood on arrival and before departure. The results presented in Table 2.

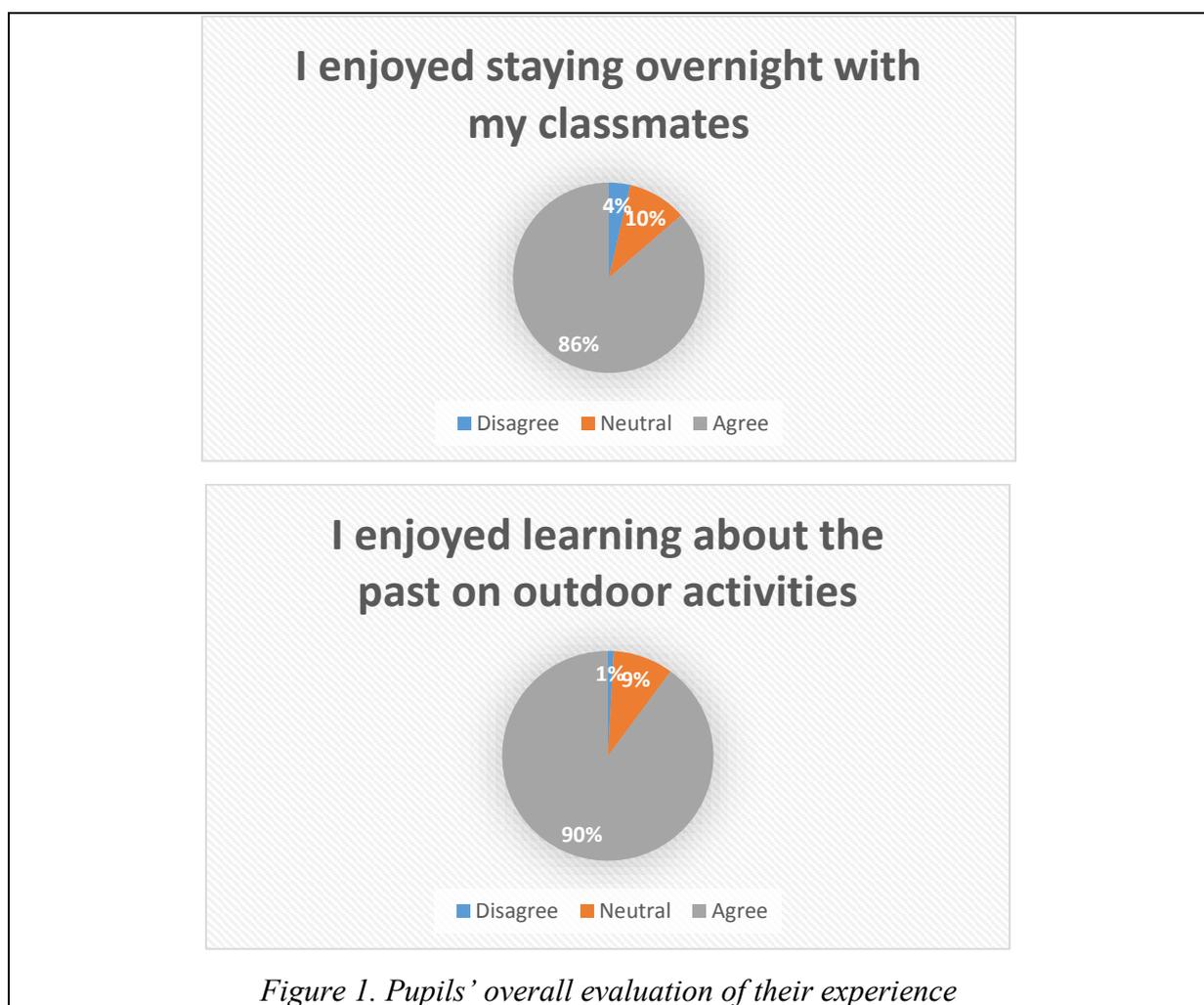
Results

The results demonstrate improvements in most of the aspects which pupils were asked to evaluate. The biggest improvement was in pupils' confidence – nearly 12 percentage points (pp). Another improvement was in pupils' anxiety level – reduction of over 6 pp of pupils agreeing with the statement 'I worry a lot about what might happen'. The only negative change was in pupils' perception of relationships – a small decrease of 4.77 pp in those agreeing with the statement 'I get on well with my friends and classmates'. All other statements saw increase of between 2.54 pp to 7.36 pp.

Statement	Pre-Visit (%)			Post-Visit (%)		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
I do well at school	1.46	24.27	74.27	1.49	19.94	78.57
I get on well with my friends and classmates	0.88	16.37	82.75	1.49	20.54	77.98
I am confident in my ability to do most things	3.22	28.95	67.84	1.85	18.46	79.69
I can work well in a team	2.05	21.70	76.25	2.08	16.67	81.25
I am good at solving problems	4.69	39.00	56.30	3.27	33.04	63.69
I felt happy most of the time	2.05	22.22	75.73	0.89	20.83	78.27
I worry a lot about what might happen	36.75	37.05	26.20	53.43	26.27	20.30
I know what to do when I get stuck	9.97	34.31	55.72	7.57	32.81	59.62
I enjoyed staying overnight with my classmates	-	-	-	3.64	10.00	86.36
I enjoyed learning about the past on outdoor activities	-	-	-	0.90	9.25	89.85

Table 1. Pupils' pre- and post-visit evaluation of the residential experience

There was a small decrease in one aspect - pupils’ perception of friendships. This is worrying and needs to be explored further; however, this needs to be considered in conjunction with the fact that 86% said “I enjoyed staying overnight with my classmates”. Overall most pupils enjoyed their residential experience. 86.36% pupils enjoyed staying overnight with their classmates, and 89.85% enjoyed learning about the past from outdoor experience (see figure 1)



Majority of pupils felt happy upon arrival (77.35%). And their participation in the programme led to a significant increase (of 15.3 pp) in the proportion of those who were happy upon departure.

Mood	Arrival (%)			Departure (%)		
	Negative	Neutral	Positive	Negative	Neutral	Positive
	3.24	19.41	77.35	3.37	3.99	92.64

Table 2. Pupils’ pre- and post-visit evaluation of their overall feeling

Teachers' evaluation

Methodology

The teachers completed 2 sets of questions. Set 1 evaluating several questions on a scale from 1 (not at all true) to 4 (exactly true) in order to gauge their perception of impact of the programme on pupils. Set 2 evaluating each activity and assessing each instructor on a scale from 1 (lowest) to 5 (highest). In addition, the teachers were asked to provide qualitative comments about their experience of the programme.

Results

6 schools participated in Explorer, 1 school in Go Tribal and 1 school in Adventure residential experiences. The teachers ranked contribution to pupils and their own pedagogical practice highly, demonstrating high level of satisfaction with the programme (see Table 3).

'Hands on experiences, children had to take responsibility for themselves, the roundhouses were great, staff friendly and knowledgeable, gained knowledge, wide range of experiences and age appropriate'.

'Links with topics and core subject to enhance learning [benefitted my pedagogical practice]'.

'Fantastic experience for the children - the highlight of their year for many I am sure'.

'Authentic experience to hook our pupils into pre-history, knowledgeable teaching, very clear teaching content'.

	Motivated to learn about Prehistory	Increased confidence	Increased wellbeing	Develop teamwork skills	Develop understanding of the world	Inspire creative and innovative teaching
Explorer	3.83	3.91	3.92	4	4	3.83
Go Tribal	4	4	4	4	4	4
Adventure	4	4	4	4	4	4

Table 3. Teachers' evaluation of programmes benefits to children

Overall pupils took part in 30 activities, which were ranked by 14 teachers from 8 schools. The activities undertaken by different schools varied; therefore, averaging those scores is not statistically significant and is presented for general information only (see table 4).

Activity	Average score	No. of scores
Fire Lighting Intro	4.42	12
Den Building	4.71	14
Gathering and Cooking	3.50	4
Hunting and Gathering	4.44	9
Flint Knapping and Hunting	4.25	4
Soap Knapping	4.44	9
Trading and Trading Game	4.36	10
Field Games	4.33	12
Pottery	4.31	13
Orienteering	4.83	12
Team Building	4.33	3
Marshmallow Roasting	4.64	14
Bat Walk	4.57	14
Story	4.38	13
Firewood Collection	4.18	11
Making Brigid's Eyes	4.00	8
Quest	4.69	13
Headbands and Face Painting	4.71	14
Archery	4.79	14
Warrior Demo	4.77	13
Weaving Challenge	4.64	11
Cooking and Dyeing	4.67	6
Watling	4.67	3
Fire Cooking	4.50	1
Tree ID	4.00	1
Camo Game	5.00	1
Pizza Making	4.00	1
3D Archery	5.00	1
Quern Stone Grinding	4.67	3
Zero Footprint Shelters	4.50	2

Table 4. Teachers' activity evaluation

Similarly to the activities' scoring, the number of teachers scoring each facilitator varied. The results are presented below, in Table 5

Facilitator	Average score	Number of scorers
Manachar	5	14
Arian	4.75	8
Owen	5	6
Enya	5	10
Ganna	5	7
Maeve	4.71	7
Kara	5	2
Esus	4.8	10
Enid	4.5	4
Morgana	3.5	4
Lavina	4.25	4
Waylin	5	2
Breta	3	1
Aela	5	1

Table 5. Teachers' evaluation of facilitators

All teachers indicated that the pupils gained life skills, such as independence and confidence from participating in residential experiences, and the learning from various activities and from spending time outdoors. Most teachers indicated timing/pacing of activities was excellent. When asked about areas for improvements several teachers stated *'nothing'* and teachers for whom this was a return visit praised the improvements made since the previous visit. Booking systems and pre-visit information were commended - *'excellent'*, *'very good'*, *'fantastic'*. Fewer teachers commented on food; those who did found the food *'brilliant, very accommodating and helpful catering for all'*, they stated that there was *'plenty of it and good variety'* and that *'...teachers loved the hot drink'*.

Some suggestions for improvements related to the security aspect of the residential *'lock the gates'* and *'lighting the paths'*. Other suggestions related to non-structured time *'more resources to play with at free time'*, *'[you] could have asked children to do more like sweeping roundhouses so got a sense of what they would do in those times. Also needed a wind down time before bed, possibly an earlier bedtime'*.

Overall the teachers indicated high degree of satisfaction with the residential experience. As one teacher indicated in response to the question about improvement: *'Nothing- None of us can think of anything!'*

Summary

The analysis of both qualitative and quantitative data gathered from questionnaires completed by pupils and teachers it is evident that the residential programmes provided very enjoyable learning experiences. The pupils enjoyed learning from the past from outdoor activities and the overnight stay with their classmates. The teachers thought that the experience benefitted the children and contributed to their own pedagogical practice. Both pedagogical and organisational aspects of the programme were rated highly by the teachers. Most members of staff were seen as exceptional, and the returning teachers noted the improvement made following their previous feedback.

Acknowledgements

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