



**Funded Residential Experiences at Celtic
Harmony Camp Programmes Evaluation Report
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Abstract

Celtic Harmony' education programme (day trips and residential experiences) were created with an aim to improve wellbeing through an emotive experience in the natural setting of ancient Britain, giving children the confidence to try new things and mix with new people, through overcoming challenges of experiencing different environment, giving the children the opportunity to learn and grow and become well rounded citizens for the future.

This report provides evaluation of the residential experience delivered by Celtic Harmony to year 3 and year 4 pupils from 26 schools – 19 self-funded schools, and 7 schools were funded by The Ernest Cook Trust, The Garfield Weston Foundation, Hertfordshire Community Foundation, Bedfordshire and Luton Community Foundation and the Robert Kiln Charitable Trust. The visits took place in May-July and Sept-Oct 2019. Out of 8 schools visiting last year 7 returned, and for 2 of the schools (Shenley Primary and St Catherine's) this was a third 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 the most part of their self-assessment, especially in self-efficacy, and well-being. The pupils enjoyed the programme and the learning from the activities.

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Introduction

In 2018 the University of Hertfordshire conducted a second annual Impact research. The analysis showed that following Residential Trips 86% 'enjoyed staying overnight with classmates' and 90% 'enjoyed learning about the past through outdoor activities'. 80% agreed with the statement 'I am confident in my ability to do most things' following the trip, compared to 67% before, reflecting increased confidence.

In 2019 Celtic Harmony saw a significant increase in residential visits. 982 pupils from 25 schools (compared to 342 pupils from 8 schools in 2018) attended a range of residential programmes at Celtic Harmony camp in Hertfordshire.

In 2019, 7 schools with pupils from disadvantaged backgrounds were able to attend the residential experiences due to generous contributions from funders. Pupils from 6 schools attended residential experiences; one school attended a day trip.

During the programme the children took part in several educational and team-building activities, and stayed overnight in reconstructed roundhouses. The residential programmes provide pupils with an opportunity to improve wellbeing in all five areas indicated by Mind (2019):

- Connect – through teamwork with others and staying overnight with their classmates;
- Be active – achieved by active, hands on engagement with various experiences;
- Take notice – experienced facilitators guide the pupils through various activities, including storytelling;
- Learn – by gaining greater understanding of the past, and learning about more sustainable way of living;
- Give – throughout the camp the children learn to support others and to participate in community life.

The report is divided into three parts. Part 1 describes the methodology of producing this report, Part 2 focuses on 7 funded schools, providing case studies for each school, as well as aggregate data for the 7 schools. In part 2 we analyse the findings for the self-funded schools. Part 3 provides analysis for all 26 schools taking part on residential experience in 2019.

Part 1 –Methodology

For each of the funded schools we collected primary and secondary data. The primary data consisted of questionnaires, distributed to pupils upon arrival and at the time of departure, and interviews with senior leaders from three of the participating schools. One externally-funded school only participated in the day trip, and mood survey data regarding the general impression of the experience was collected.

The analysis of the self-funded schools' data was based on the pre- and post visit pupil questionnaires and feedback forms from teachers. The questionnaires for both externally-funded and self-funded schools were identical.

The questionnaires consisted 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 by circling one answer – agree, don't know and disagree – that was 'most truthful' to them. Each pupil was given a number to protect their anonymity. Upon leaving the pupils were asked to evaluate the same statements. The findings for each of the schools is presented in a table indicating a number of pupils ticking each answer, rather than in percentages, due to small number of pupils (in most cases) to be statistically significant. Questions 1-7 were the same in pre- and post-visit questionnaires. Questions 8 - 10 differed slightly:

Pre-visit	Post-visit
1. I do well at school	1. I do well at school
2. I get on well with my friends and classmates	2. I get on well with my friends and classmates
3. I am confident to try new things	3. I am confident to try new things
4. I can work well in a team	4. I can work well in a team
5. I feel happy most of the time	5. I feel happy most of the time
6. I feel worried most of the time	6. I feel worried most of the time
7. I know what to do when I get stuck	7. I know what to do when I get stuck
8. I am excited to be staying overnight with my classmates	8. I enjoyed staying overnight with my classmates
9. I'd rather be playing indoors than outdoors	9. After this trip, I'd play outdoors more
10. I enjoy learning about prehistory	10. I have enjoyed learning about prehistory

The answers represent each pupil's perception at the time of filling the questionnaire, and as such are given to interpretation, which will be provided, based on all data available.

The interviews were conducted by an external researcher, recorded and transcribed. To preserve the anonymity of the interviewees, no names are mentioned in the report.

Additionally, desk-top research was conducted to provide context for the schools' environment and their stakeholders.

Each school carried out a mood survey to reflect how the children felt at the beginning and end of their residential trip. The data collected for pre- and post-visit emotions were expressed by smiley (😊), indifferent face (😐) or sad face (☹️) emoji.

A note on statements and analysis

Statement 1 and 10 relate to the pupils' school work. S1 relates to their perception about overall attainment at school, and S10 asks about enjoyment of learning a specific topic. While a change in direction for S1 does not necessarily mean a change in the same direction following the visit; similar change in answer to statement 10 signifies relation between the visit and the enjoyment of the topic.

Statements 2 and 4 are related to the pupils' perceptions regarding social relationships. S2 is specific to the social connections with the classmates, and statement 4 is more general regarding ability to work in a team. Negative perception about statement 2 does not necessarily exclude positive perception regarding statement 4. However, for the age group in attendance, there may be a positive correlation between the two. Additionally, a negative direction of change (from 'agree' pre- to 'don't know' or 'disagree' post-visit) to statement 2 may suggest a more mature attitude following the visit. Similarly, change for statement 4 may suggest a positive change in maturity. Change of direction for statement 4 is also indicative of this change being impacted by the visit.

Statements 3 and 7 relate to pupils' confidence. The statements have a slight variation in focus. S3 focuses on a child's self-assurance, and S 7 on problem-solving skills. The development of the former is a long-term, continual process, the latter can be acquired quicker. Change in direction for S3 is more difficult to achieve than the change in S7. However, similarly to S2, negative direction of change for S7, may be indicative of increase in self-awareness.

S5 and 6 attempts to assess pupils' emotional wellbeing pre-and post visit. The questions are not mutually exclusive, yet for this age group, there may be a negative correlation between the two.

S8 checks the perception before the visit against the experience itself.

S9 is the only statement that cannot be discussed in terms of 'direction of change'. However the change from 'agree' in pre-visit questionnaire to 'agree' in post-visit questionnaire, will indicate positive change following the visit.

Part 2 - Funded Schools

The following three case studies were produced using primary and secondary research, including interviews, questionnaires and desk-top research.

Bedwell Primary School

Pupils

1.5 form entry (45 students) primary school in Stevenage, Hertfordshire. Stevenage District has a higher proportion of benefit claimants than Hertfordshire and East of England. According to the latest available data 15.6% of children under 16 in Stevenage live in poverty, compared to Hertfordshire average of 10.6%

Location

The school is located in a deprived area (Bedwell Ward), with a high proportion of pupil premium (government grant allocated to disadvantaged children) – nearly half of the children, compare with a national average of 13.7%. Additionally, the proportion of pupils who have Special Educational Needs (SEN) and/or disability is more than twice than national average. Bedwell Primary School was given a ‘requires improvement’ rating at the latest Ofsted inspection (May 2018). One of the areas highlighted by Ofsted was pupil not making good enough progress in history. The school’s work to promote children’s wellbeing was cited as ‘good’.

Objectives

Most children have very little experience outside of school, and had not attended overnight camp prior to Celtic Harmony ‘*Also for lots of them, it's their first residential, so actual skills of like, brushing their teeth, changing their shoes, getting ready for bed without their parents there. Most haven't done that before*’.

The school offered the trip to Yr 3-4 pupils, thanks to the grant they were given, which allowed the school to heavily subsidise the visit. There were some parents who could not pay even the subsidised costs, in which case the school paid the difference, in order to allow all children who wanted to attend to be able to join their classmates. The school’s expectations from the visit related to learning, social and emotional needs of pupils.

‘It fits with the curriculum... it's local but also fits with what the children learn. [The aim was] to bring the history alive to the children, I would say, to make it a, you know, a real experience for them’.

Outcomes

The interviewees agreed that the goals were achieved. In addition to bringing history to life for the pupils, they developed life skills – independence, teamwork and maturity, especially those in year 4. Despite many children never having been to a sleepover, that aspect was successful, although it was difficult for some children to settle down *‘It’s just the...they were yeah...over- excited’*.

Below are the pre- and post- mood survey results

	Pre-visit	Post-visit
: -)	21	28
: -|	8	4
: -(	3	0

Conclusion

The children enjoyed the experience and continue to talk about it, *'it's one of their highlights [for the year]'*

The children gained knowledge of history, and two months after the trip they still remember various aspects of their visit fondly – experience of tools and live of that era, the sleepover with their friend, being away from their parents,

great food. The parents were happy with the visit. Teachers also highlighted the particular attention given to pupils with special educational needs (SEN), which allowed everybody to enjoy the trip.

The school was very happy with the residential trip and would like to offer it in the future; however, without the subsidy they believe they would not be able to ask parents the full cost.



The pupils' evaluation of the trip is summarised below

	Pre-visit			Post visit		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
1 I do well at school	1	8	22	2	10	19
2 I get on well with my friends and classmates	2	7	22	2	11	18
3 I am confident to try new things	2	7	22	1	9	21
4 I can work well in a team	3	9	19	5	11	15
5 I feel happy most of the time	6	9	16	4	10	17
6 I feel worried most of the time	18	7	6	21	6	4
7 I know what to do when I get stuck	4	7	20	3	3	25
8 I am excited to be staying overnight with my classmates	0	7	24	3	4	24
9 I'd rather be playing indoors than outdoors	21	8	2	1	14	16
10 I enjoy learning about history	4	7	20	1	3	27

In light of the schools expectations from the visit (learning, bringing history to life, social and emotional needs of pupils, and life skills – independence, group work and maturity), it is encouraging to see improvement in the number of children who have enjoyed learning about prehistory. Increase in the number of pupils whose emotional wellbeing improved as evaluated by statement 5 and especially in statement 6, also suggests that the trip was successful. The achievement of the final expectation – life skills – is so not clear-cut.



The decrease in the number of pupils agreeing with statement 2 and increase in the ‘don’t know’ replies to statement 24 may seem like a decrease in those who are able to work well in group. However, it can be argued that the figures represent the change in perception rather than the change in ability to work in a group. This change in perception, as well as significant increase in those agreeing with statement 7, signifies increase in overall self-awareness (one of the aspects of maturity) of the cohort.

In reviewing the individual responses there were only two pupils who demonstrated consistent negative change in perception across most of the statements. Otherwise there was no correlation between the types of change in individual pupil’s perception across different statements.

William Davis Primary**School Pupils and location**

A small (154 pupils) school in Bethnal Green (East London, borough of Tower Hamlets) with single form entry. Although the median household income in Tower Hamlets is slightly more than London average and significantly more than rest of England (£30,760; £30,700 and 28,211 respectively), the school is located in the more deprived area of the borough. Over 50% of the pupils qualify for pupil premium (compared to 13.7% National average). According to the latest available data the proportion of those born outside of the UK is increasing, and is now over 40%. 8.4% of the pupils in Tower Hamlets were born outside of the UK. For many pupils of this school English is not their first language. William Davis is an inner London school whose pupils are not accustomed to open green spaces, and many have not visited beyond the area they live. Prior to visit to Celtic Harmony, many children had never stayed overnight outside of their home, not even with friends.

Objectives

The aim of the trip was two-fold: providing an exciting learning opportunity and developing children's resilience '*the resilience to be away from family in an unknown context*'. Initially the school opened the registration for the trip to pupils from years 3 and 4. They encouraged participation in the residential as there is a close alignment between the school's focus on communication skills, hands on learning and living history and what Celtic Harmony residential trip offered. Some of the parents felt uncomfortable about allowing their children staying away overnight.

Yeah, so we were offered funded, fully funded places which we were delighted about. These opportunities don't come along very often, especially nowadays because, you know, our budget is reducing, sadly, so yeah, the children in my class who didn't come were the children whose parents didn't give consent.

As a result the offer was extended to yr 5 pupils. 38 pupils across the three forms attended.

The experience Celtic Harmony offered fit well with the school curriculum

the offer for Celtic Harmony fitted with our topic of looking at the Iron Age in the context especially of the shifting from the hunter-gatherers into becoming farmers and growing food, so that was the focus of our topic that had already been planned.

Another aim was to provide the children with the unique experience of space and nature '*having a sense of space and freedom which they don't get in their local area, which they don't always get in school*'.

Outcomes

The girls were housed in one Roundhouse. During the visit there was an issue with a small group disrupted sleep for the rest of the girls, and teachers had to get involved. Despite that the children had a fantastic time.

I think in retrospect having come back and talked to them about it after they'd sort of had a bit more sleep and kind of recovered, you know, the conversations that I've had with them have been largely positive, so I think when they reflect on it, they've come up with lots and lots of positive memories and positive experiences but I think in terms of the time that we were there I think, you know, lots of the children you could see they were just relishing every moment, relishing every opportunity. [There} were the children who kind of seemed to just spend the whole time with a smile on their face.

The accompanying teachers were well provided as well *'It was glamping, wasn't it really, you know, paid hundreds of pounds for that if it was like a hen do or something, you know! No, it was lovely'*.



The school leaders believe the trip benefitted the children and the original aims were achieved. The teachers found the activities appropriately pitched. The children enjoyed the trip *'the children loved [it] and they talked with excitement about the pottery and weaving'*, they came excited after the trip, and the parents were excited for them.

The school would like to take the children to the trip in the future, as the children benefited hugely from it, but cannot afford to do that without the grant they were given, as parental contribution cannot be relied on for their pupils.

Conclusion

The pupils' evaluation of the trip is summarised below. Only 19 of 38 pupils completed the questionnaires. One pupil did not complete 2 statements.

		Pre-visit			Post visit		
		Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
1	I do well at school	2	6	10	0	4	14
2	I get on well with my friends and classmates	2	2	15	2	2	15
3	I am confident to try new things	2	4	13	1	4	14
4	I can work well in a team	4	8	7	2	6	11
5	I feel happy most of the time	4	4	11	1	7	11
6	I feel worried most of the time	11	6	1	11	4	3
7	I know what to do when I get stuck	6	4	9	3	4	12
8	I am excited to be staying overnight with my classmates	0	3	16	8	2	9
9	I'd rather be playing indoors than outdoors	9	6	4	5	5	9
10	I enjoy learning about prehistory	5	7	7	8	4	7

The trip contributed to the development of teamwork, as demonstrated by positive change in replies to statement 4. As mentioned above, a core group of Yr 5 pupils kept the group awake during the night, which is reflected by the low number of those not enjoying staying overnight with their classmates. Testimonial from children:

"I would like to stay for longer and would like to get more sleep."

There was a significant improvement in the children's perceptions regarding their school attainment (S1) and confidence (S7).

The improvement in confidence is evidenced in significant positive change in replies to statement 7 and some positive

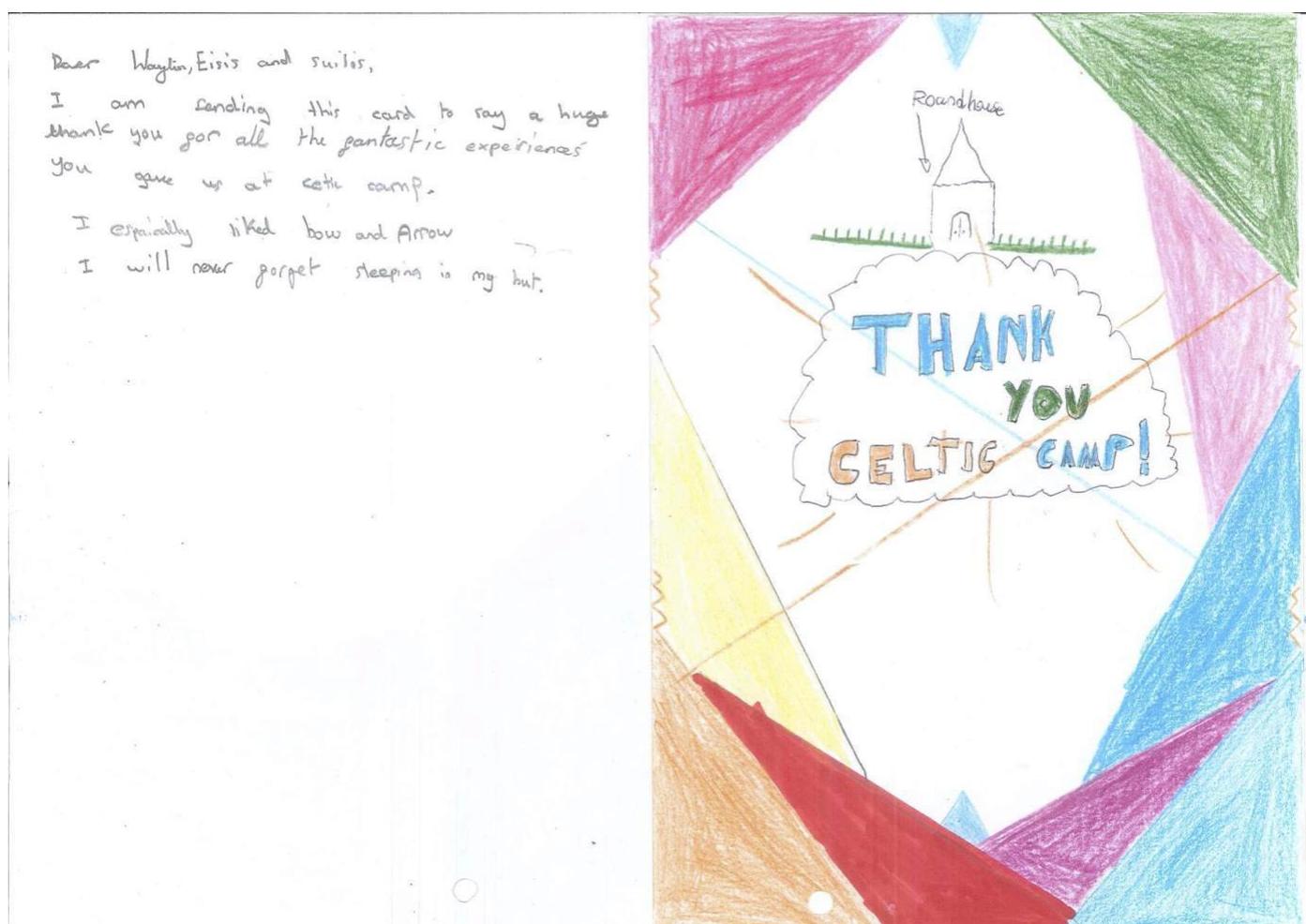


change in replies to statement 3.

Four of the pupils indicated positive change in attitude towards playing outdoors, from preferring to play indoors to intending to play more outdoors. Additionally, nearly half of the pupils said they would play more outdoors, which demonstrated a positive outcome of the visit.

In analysing individual responses to the questionnaires, there was no correlations between types of change across individual pupils.

Letter from William Davis pupil



A Hackney Primary (anonymised)

Pupils and Location

A 340-pupil, larger than average, two-form entry school in an area of Hackney that has not gone through gentrification. The number of residents claiming out-of-work benefits decreased markedly over the last few years. This may be a result of a large number of young professionals moving into the area. However, this is not reflected in the composition of this school. Over 60% of pupils attract pupil premium funding. This is much higher than the national.

The proportion of pupils who have SEN and/or disabilities is well above the national average. Almost all pupils are from ethnic backgrounds other than White British. This is also not representative of the area, with over 36% from White British, according to the latest Census. The major groups are of African, Bangladeshi, Turkish, Caribbean and Indian heritage. The majority of the pupils speak English as an additional language and this proportion is above the national average. A very small proportion of pupils are at the early stages of learning English. Despite quite a high proportion of pupils from other countries, with many pupils having travelled across the world, paradoxically some of the children are not exposed to what London has to offer.

Objectives and Outcomes

The 2-day residential was seen as an opportunity to provide an experience contributing to the development of the more 'rounded' pupils. This was offered to yr 5 pupils (48 in total), of which 41 went on a trip.

In 2017 Ofsted rated this school as 'requiring improvement'. The current leadership team is keen to address Ofsted recommendations.

The experience that Celtic Harmony offers is closely aligned with the bespoke school curriculum, which focuses on holistic experience of their pupils. The main goal of the trip was *'to be able to work ... as a cohort. Mixing the two cohorts together'*, in preparation for year 6, when they are taught in mixed groups. The aim was to offer them a good, kind experience and the school feels that the residential achieved that fully.

The staff felt that the experience contributed to the development of social-emotional skills – ability not to be scared of new things, working together, as well as the new skills expected from every curriculum – physical development, creativity, problem-solving, speaking and listening. All of which provided a positive ending for year 5. The head teacher agreed that the

goals were achieved.

I would think that the trip has added to the whole package they've had of, you know, of the sociability, of...also ability to take, not be scared of learning new skills, scared of new things, I mean even going upto the fire pit and going up and having to get a stick and putting your marshmallow in.

The staff reported observing the children's development over the two days. The children loved the experience, having an adventure, in a very safe environment. A senior member of staff was 'blown away, seeing them happy and calm, like a calming balm over those children'.

The trip also contributed to positive parental engagement.

The school sees a great value in offering this residential to year 5 pupils which would provide a solid preparation for year 6, in a holistic way. However, without the grant, this would not be feasible.

	Pre-visit	Post-visit
: -)	31	35
: -|	10	6
: -(	0	0

Mood surveys pre- and post- visit

Conclusion

	Pre-visit			Post visit		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
1 <u>I do well at school</u>	1	3	36	2	3	35
2 <u>I get on well with my friends and classmates</u>	3	9	28	1	9	30
3 <u>I am confident to try new things</u>	0	11	29	1	8	31
4 <u>I can work well in a team</u>	4	4	32	2	4	34
5 <u>I feel happy most of the time</u>	7	8	25	5	5	30
6 <u>I feel worried most of the time</u>	28	5	7	29	2	9
7 <u>I know what to do when I get stuck</u>	7	8	25	5	5	30
8 <u>I am excited to be staying overnight with my classmates</u>	1	9	29	4	11	24

9	<u>I'd rather be playing indoors than outdoors</u>	20	11	9	7	14	19
10	<u>I enjoy learning about history</u>	6	8	26	1	6	33

There was a marked improvement in the learning-related statement (10) following the visit. The vast majority demonstrated enjoyment from learning about prehistory. Markedly, 5 of the 7 children stating positive change, changed their opinion from disagreeing with the statement to agreeing; and the only negative change was demonstrated by changing from agreeing to 'don't know'. Testimonial from the children.



"I feel that Celtic Harmony is amazing ...the advisers are very sweet and caring. Also the activities are very fun."

"I had a great stay but I didn't sleep well."

"I had a great trip however I had the WORST sleep."

Both confidence and (3 and 7) and well-being (5) improved significantly following the visit. The most striking was the large proportion – one half – of pupils who, before the visit, stated they would rather play indoors. It is exciting to see that 10 of those agreed with 9 'after the trip, I'd play outdoors more' – a significant positive change in 50% of those respondents.

One of the main aims of the trip was to prepare the children for their next school year,



specifically by focusing on social cohesion. The first social aspect of the questionnaire of the demonstrated some improvement. Overall number of students agreeing with statement 2 increased slightly, 7 pupils stated positive change. All 4 who stated a negative direction, changed their perception from 'agree' to 'don't know' – a less significant change. Similar level

of improvement was observed in responses to S 4. 5 children stated positive direction of change, of whom 3 indicated a significant change (from 'disagree' to 'agree'). Negative direction of change was less significant (from 'agree' to don't know') and was stated by 3 children in total.

Although on aggregate 5 fewer pupils agreed with statement 8 post visit, analysing the

individual responses demonstrates interesting and encouraging results. 5 children indicated positive change of direction in their responses.

For 6 of the 9 students indicating negative direction of change, that change was less significant (from being excited pre-visit to 'don't know' about their overnight stay with classmates).

One child indicated significant change in direction for all three statements related to social aspect. There was no correlation between answers across the three statements across the rest of the cohort. In analysing individual responses to the questionnaires, there was no correlations between types of change across individual pupils overall.



Children taking part in team games.

The following 4 case studies were produced using questionnaires and desk-top research. No interviews were conducted with the school representatives.

Farley Junior School

Background

Farley Junior School is located in Luton. The school is larger than the average-sized primary school, with 348 pupils.

Luton has a slightly higher than the national average unemployment rate (4.2% vs 3.9% respectively). Luton's benefit claimant proportion is somewhat higher than the UK average (2.2% vs 1.9%) and is significantly higher than the Eastern regions (1.5%).

The town's ethnic composition also differs significantly from the national average. There is also a significantly lower White British population (44.6%) than the rest of the country (80.5%). This corresponds to the composition of the pupils. The proportion of pupils from minority ethnic backgrounds is well above the national average, as is the proportion of pupils whose first language is not English. The proportion of pupils eligible for support through the government's pupil premium funding is well above the national average. The proportion of pupils who have SEN and/or disabilities and those who have a statement of special educational needs or an education, health and care plan is above the national average.

The latest Ofsted inspection rated Farley Junior as 'requires improvement'. The Ofsted report aligns with the poor SAT' results – failing to address teaching quality and supportive needs of students has resulted in poor student behaviour and classroom performance. Farley Junior's results fell well below the expected standards across the board, with only 32% of students meeting the expected standards in reading, writing and maths.

Outcomes

The findings point to an overall positive pre-visit perception of the majority of the 24 residential camp participants. Therefore, the variations we see

across all statements between pre- and post visit responses are not great.

There was a significant change in the number of pupils reporting enjoyment from learning about prehistory, although all of those changed their

response from 'don't know' to 'agree'. There was also a slight improvement in responses to statement 1. Summary of responses to both statements 2 and 4 indicates a slight negative



change. However, detailed review of individual responses, demonstrates that all changes in responses to statement 2 (4 pupils) and to statement 4 (3 pupils) were towards the ‘don’t know’, i.e. minimal change.



In both statements related to confidence - 3 and 7 – some improvement is evident. Here too the majority of change is towards ‘don’t know’. 1 pupil changed his perception about self-sufficiency from ‘disagree’ to ‘agree’.

The most significant improvement was in responses to S5 and 6, assessing pupils’ emotional well-being. Although here too the change was

minor (towards or from ‘don’t know’), it is encouraging to learn that all change in responses to statement 6 was positive.

Testimonials from the children.

“Everyone was kind”

“It was a lovely place to be learning. I enjoyed sleeping with close mates.”

“It was very fun meeting you guys.”

Most pupils enjoyed staying overnight with their friends (S8), and the negative change was minor, similar to previous statements.

There was no significant change in responses to statement 9.

Below is the summary of the pupils’ responses.

	Pre-visit			Post visit		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
1 <u>I do well at school</u>	2	3	19	0	5	19
2 <u>I get on well with my friends and classmates</u>	2	3	19	1	5	18
3 <u>I am confident to try new things</u>	3	4	17	0	4	20
4 <u>I can work well in a team</u>	0	2	22	0	3	21
5 <u>I feel happy most of the time</u>	1	7	16	2	3	19
6 <u>I feel worried most of the time</u>	10	8	5	15	6	2
7 <u>I know what to do when I get stuck</u>	2	7	15	2	4	18

8	<u>I am excited to be staying overnight with my classmates</u>	0	3	21	0	5	19
9	<u>I'd rather be playing indoors than outdoors</u>	14	7	3	2	8	14
10	<u>I enjoy learning about history</u>	0	6	18	0	1	23

	Pre-visit	Post-visit
: -)	22	31
: -|	9	0
: -(	0	0

Mood surveys pre- and post- visit

Larkspur Academy

Background

The Tower Primary school, which was given an 'inadequate' rating by Ofsted in March 2017, was ordered to convert to academy status by the Secretary of State for Education.

The Larkspur Primary Academy, formerly the Tower Primary School on Tower Road, Ware, East Hertfordshire, reopened on September 1st 2018 for pupils with its new name and a new uniform. A small - 129 pupils – school, with relatively little secondary information available.

East Hertfordshire has a predominantly white population (94.7%), significantly higher than national proportion (86%), with other ethnicities forming only 5.3%.

The population of East Hertfordshire is relatively affluent. It has significantly lower unemployment (2.3%), compared with both East (3%) and national (3.9%) averages. Similarly, the proportion of main benefits claimants is lower (4.2% vs 6.6% and 8.4% respectively).

The school has a lower than National proportion of pupils with English as a second language (11.7% vs 21.2%), and lower than the National average of pupils with special education needs (SEN) (10.2% vs 12.6%). It seems that the school draws pupils from a low economic background. 42.9% of pupils are eligible for free school meals, nearly double the National average of 23%. Nearly 40% of pupils (49 out of 129) attract a student premium.

There is no Ofsted report for the school in its new format. The latest SATs results indicate lower than average results compared to the Local Authority and National results across the board. Out of 12 state-funded primary schools in Ware, Larkspur was ranked in 11th place, representing 14,147th place in the UK; the best school in Ware was ranked 2,497th in the UK. It is evident the Larkspur's pupils would benefit from extracurricular activities and, thanks to external funding, they were able to attend a residential camp at Celtic Harmony.

Outcomes

A Small cohort of children attending the residential camp with the responses indicating overall positive pre-visit perception of the vast majority of the 13 pupils. Therefore, the variations we see across all statements between pre- and post visit responses are minor.



Any changes that were expressed by the pupils were towards/from the ‘don’t know’ answer. It is worth highlighting that, although minor, there was positive change in all responses related to confidence. Similarly, the change in one pupil’s response to S 1 was positive, and there was one significant change from agreeing to S 9 pre-visit to agreeing with the post visit part of the statement.



Summary of the pupils’ response is presented in the table below.

	Pre-visit			Post visit		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
1 <u>I do well at school</u>	0	3	10	0	6	7
2 <u>I get on well with my friends and classmates</u>	0	4	9	0	4	9
3 <u>I am confident to try new things</u>	0	7	6	0	4	9
4 <u>I can work well in a team</u>	0	5	8	1	3	9
5 <u>I feel happy most of the time</u>	0	4	9	0	5	8
6 <u>I feel worried most of the time</u>	11	2	0	6	7	0
7 <u>I know what to do when I get stuck</u>	1	5	7	1	4	8
8 <u>I am excited to be staying overnight with my classmates</u>	1	1	11	1	0	12
9 <u>I'd rather be playing indoors than outdoors</u>	7	4	2	1	4	8
10 <u>I enjoy learning about history</u>	0	1	12	0	2	11

	Pre-visit	Post-visit
: -)	12	13
: -|	1	0
: -(	0	0

Mood surveys pre- and post- visit

Woodlands Academy – London

Background

Smaller than average primary school (186 pupils) located in the borough of Ealing, London. It converted to academy status in September 2016 and is sponsored by The Grand Union Multi-Academy Trust. The trust has oversight of one primary school and one secondary school in the area. The school serves a diverse community, with pupils coming from a variety of different backgrounds.

Unemployment rate in Ealing is 5.6%, significantly higher than the UK (3.9%), and London (4.6%). 9.6% of Ealing residents claim main benefits, in line with London (9.3%) and lower than Great Britain (11%).

26.9% of the population of Ealing define themselves as White British. There is a significant proportion of Indian (13.8%) and Other Asian (11%) population, compared to 2.5% and 5% respectively in England and Wales and to 18.5% of all Asian ethnic backgrounds in London.

The proportion of disadvantaged pupils in Woodlands Academy is well above the national average. Nearly 60% of the pupils (106 out of 186) attract pupil premium. The proportion of pupils with SEND is also well above that found nationally. The proportion of pupils who speak English as an additional language is well above average. In June 2019 23 of the 31 year 6 pupils were identified as speaking English as a second language. Most of the pupils at the early stage of speaking English are in the early years. A higher proportion of pupils than that found nationally join or leave the school at times other than the start of the academic year.

Outcomes

Another small cohort of children attending the residential camp with the responses indicating overall positive pre-visit perception of the vast majority of the 17 pupils. Therefore, the variations we see across all statements between pre- and post visit responses are minor.

Similarly to the responses from another small cohort, changes that were expressed by the pupils were towards/from the 'don't know' answer. For this cohort of pupils most of the statements attracted positive direction of change.

Testimonials from the children.

"I enjoyed raft building, archery and hide and seek."

"I would like to come again because it was a great experience and I loved the activities and staff."

"I would like to say that this has been the best 3 day stay that I've ever had. I think that nothing should be changed, it was perfect."

Somewhat surprisingly the statement that attracted negative change was S 7, despite positive change for all pupils for S 3. Additionally, there was a positive direction of change in all changed responses to S 4, 6 and 10. There was one significant change from agreeing to S 9

pre-visit to agreeing with the post visit part of the statement.

Summary of the pupils' response is presented in the table below.

	Pre-visit			Post visit		
	Disagree	Don't Agree	Know	Disagree	Don't Agree	Know
1 <u>I do well at school</u>	1	4	12	0	6	11
2 <u>I get on well with my friends and classmates</u>	0	1	16	0	1	16
3 <u>I am confident to try new things</u>	0	2	15	0	0	17
4 <u>I can work well in a team</u>	1	4	12	1	1	15
5 <u>I feel happy most of the time</u>	1	3	13	0	3	14
6 <u>I feel worried most of the time</u>	12	4	1	14	2	1
7 <u>I know what to do when I get stuck</u>	1	1	15	1	4	12
8 <u>I am excited to be staying overnight with my classmates</u>	0	1	16	1	0	16
9 <u>I'd rather be playing indoors than outdoors</u>	11	3	3	1	5	11
10 <u>I enjoy learning about prehistory</u>	0	2	15	0	0	17

	Pre-visit	Post-visit
: -)	13	17
: -|	3	0
: -(	1	0

Mood surveys pre- and post- visit

Torriano Primary School – Kentish Town

Location and Pupils

Torriano Primary is a larger than average (448 pupils) school, located in Kentish Town, Camden, London. The school opened in September 2015, following the amalgamation of the infant and junior schools.

Unemployment rate in Camden is 4.5%, comparable with England (4.4%) and slightly lower than London (5.2%). In December 2019 the Claimant Count as a proportion of population in Camden was 2.3%, lower than London (3%) and Great Britain (2.9%)¹.

Every part of Camden has areas of relative affluence alongside areas of relative poverty. The average rank summary measure for local authorities, the Indices of Deprivation, ranks Camden 139th most deprived out of 317 districts in England. Kentish Town specifically, has a large number of the more deprived neighbourhoods.

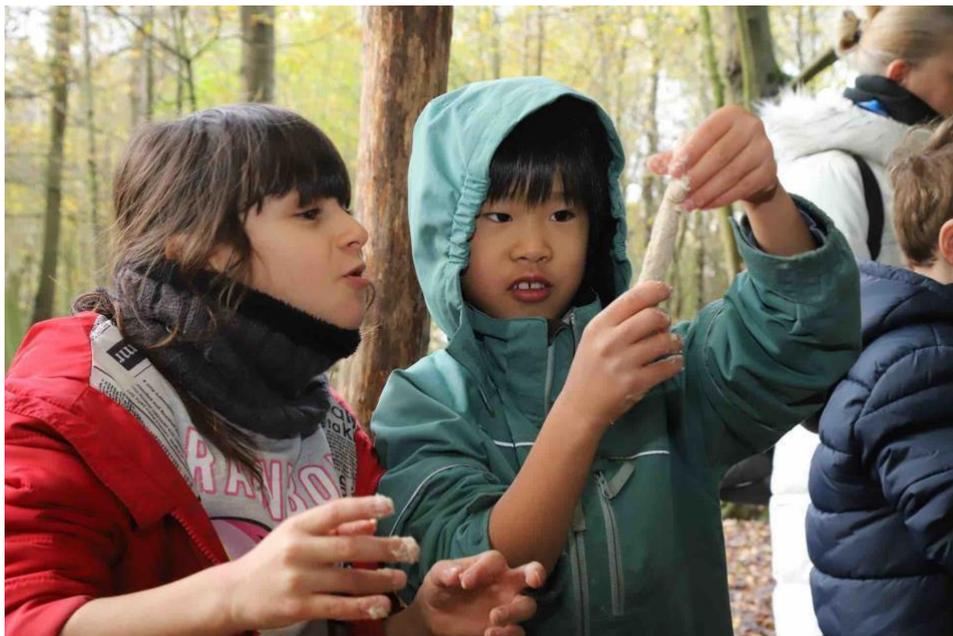
Camden's population is ethnically diverse. The latest ONS data (2011) showed that 34% of Camden residents were from black or minority ethnic groups (increased from 27% in 2001). In common with other inner London boroughs, there are small but growing communities of migrants who are refugees or seeking asylum, as well as migrants resulting from EU enlargement.

Torriano Primary school achieved very good SATs results and the OFSTED report ranked the school 'outstanding'. The proportion of pupils who speak English as an additional language is higher than the national average. 38% of pupils (169) attract pupil premium. The proportion of pupils known to be eligible for free school meals is well above the national average.

This school attended a day camp and the data collected only for overall pre- and post-visit emotions expressed by smiley (☺), indifferent face (😐) or sad face (☹) emoji.

Below is the summary of their responses.

	Pre-visit	Post-visit
☺	31	51
😐	20	4
☹	8	4



The overall results demonstrate significant improvement of the pupils' feeling following the visit.

¹Claimant Count' is a combination of Jobseekers Allowance (JSA) and those in receipt of unemployment-related Universal Credit. There are other components of Universal Credit, therefore, the overall rate of major benefit recipients would be higher

Summary

This part presented short case studies for seven externally funded schools. Many of the schools are located in the areas of high deprivation. All schools have higher than National average of pupils attracting pupil premium, for six of the schools the proportion of pupils for whom English is a second language is higher than National. The school leaders we spoke to stated that the school would not have been able to provide the children with the Celtic Harmony experience without the external benefactors.

	Pre-visit			Post visit		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
<u>I do well at school</u>	7	27	109	4	34	105
<u>I get on well with my friends and classmates</u>	7	25	112	6	32	106
<u>I am confident to try new things</u>	7	35	102	3	29	112
<u>I can work well in a team</u>	12	32	100	11	28	105
<u>I feel happy most of the time</u>	19	35	90	12	33	99
<u>I feel worried most of the time</u>	90	32	20	96	27	19
<u>I know what to do when I get stuck</u>	21	32	91	15	24	105
<u>I am excited to be staying overnight with my classmates</u>	2	24	117	17	22	104
<u>I'd rather be playing indoors than outdoors</u>	82	39	23	17	50	77
<u>I enjoy learning about prehistory</u>	15	31	98	10	16	118

Summary of funded schools responses

The questionnaires results indicate overall enjoyment from experience, improvement in confidence and team-working skills for majority of the respondents. Significant increase of number of pupils who enjoyed learning about prehistory is another benefit from the visits. There was also an improvement in the number of pupils who indicated improvement in their wellbeing.

In the interviews conducted several weeks after the visit to Celtic Harmony the senior leaders were very happy with the trips *'It was probably the highlight of most of the children's year'*. For many children it was the first time of staying overnight away from home. For each of the

school the goals of the visit differed, leaders from the three schools stated that their goals were achieved: Another added benefit from the visits was increased parents' engagement.

All interviewees also praised Celtic Harmony for their attention to detail, ease of booking, taking great care of children and accompanying adults.

All interviewees stated they would like to continue taking children to residential trips at Celtic Harmony. Those trips provided a very positive experience to the children who needed it most, but could not afford it without the external grant.

Part 3 – Self-Funded Schools

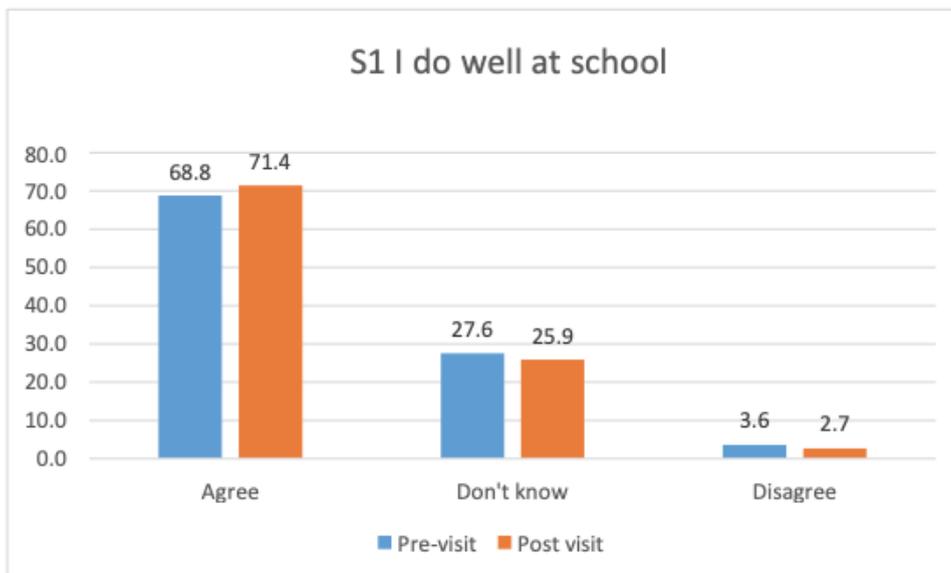
835 children from 19 schools attended residential camps at Celtic Harmony throughout 2019. 8 children did not fill out the questionnaires. 827 questionnaires were analysed. The summary of the results is presented in the tables below.

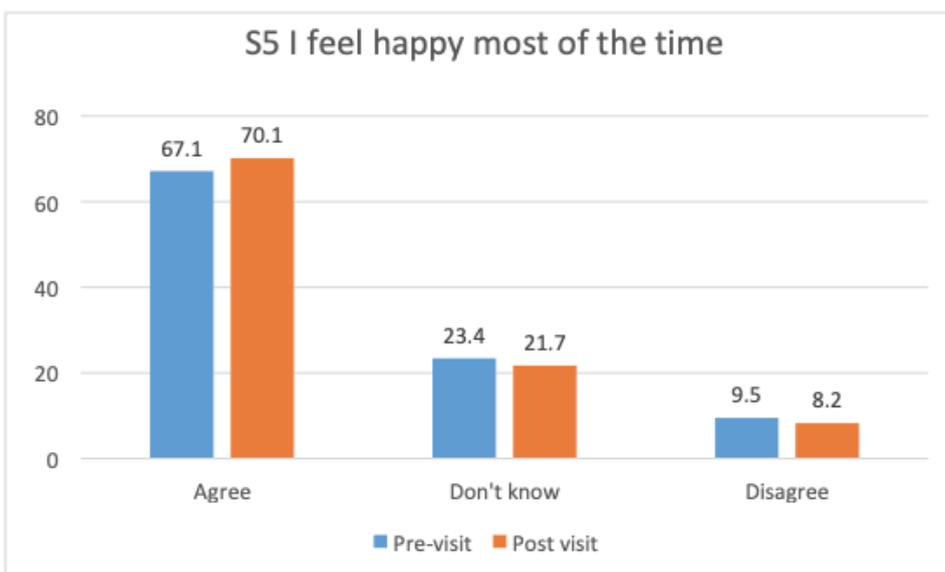
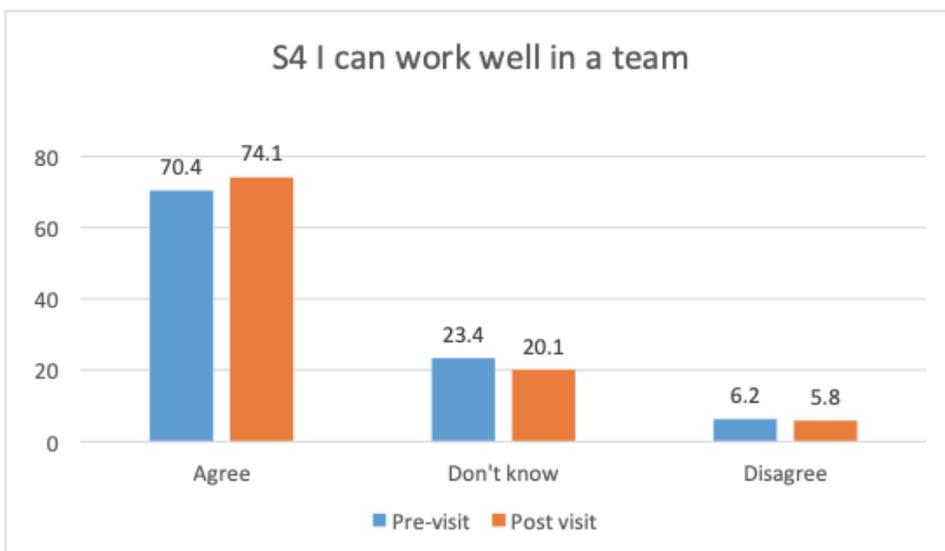
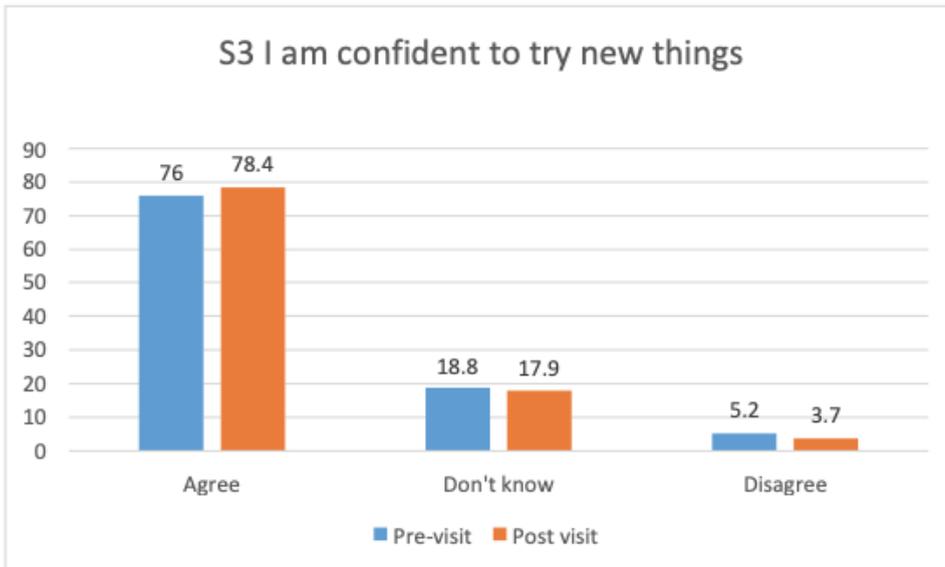
The data indicate that the percentages of the pupils agreeing with the positive statements and disagreeing with a negative statement were high pre-visit – over 81%, for example, said there were getting well with their friends, 76% were confident to try new things, and over 87%



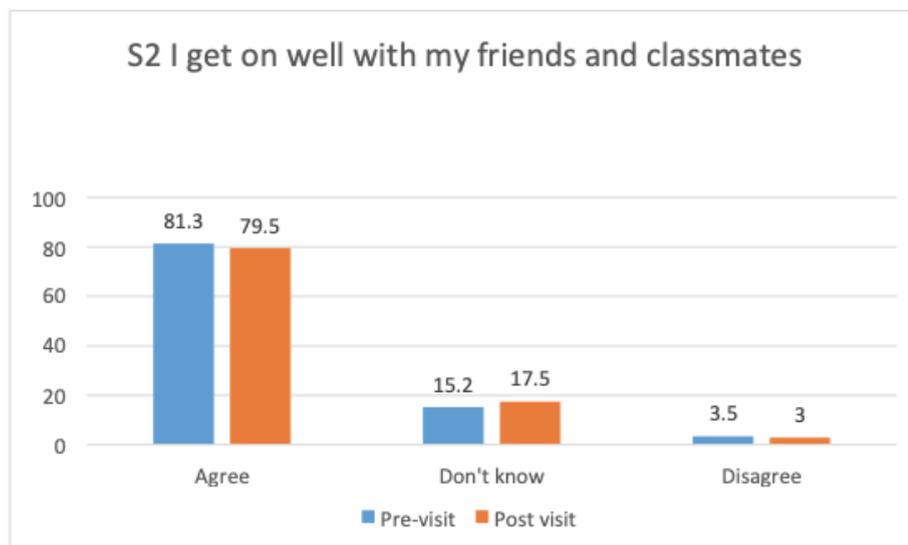
were excited to be staying overnight with their classmates. There were only two slightly worrying pre-visit indicators. Firstly, 15% of pupils indicated they felt worrying most of the time; further, nearly 20% said they'd rather be playing indoors than outdoors.

In comparing pre- and post visit results we see improvement in results over all, but 2 statements. Due to the high levels of positive answers pre-visit the improvements in agreeing with statements are mostly in single percentage points. Below are the comparison charts for those statements.

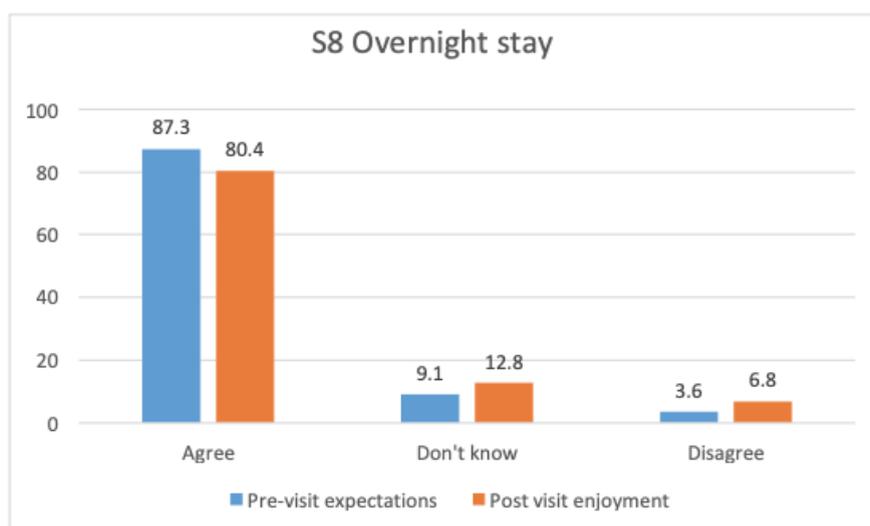




The negative direction of change was in S2 and S8. The reduction in agreement with S2 was less than 2 percentage points



A greater reduction – nearly 7 percentage points - was in agreement with S8.



80% of pupils enjoyed staying overnight with their classmates. However, since this statement had the highest percentage of 'agree' responses pre-visit, we assume that the high levels of expectations could not be met in practice, and as a result the percentage of agreeing decreased. This assumption is corroborated by the qualitative statements, with the negative statements related overwhelmingly to the overnight stay – both the social and the physical aspect of the sleepover.

‘It was really good and I would definitely do this again. The only small problem was I was a bit cold’

‘Don’t [want to] sleep with same person’

‘My roommates were to (sic) loud’

‘I wish I [could] get more sleep’

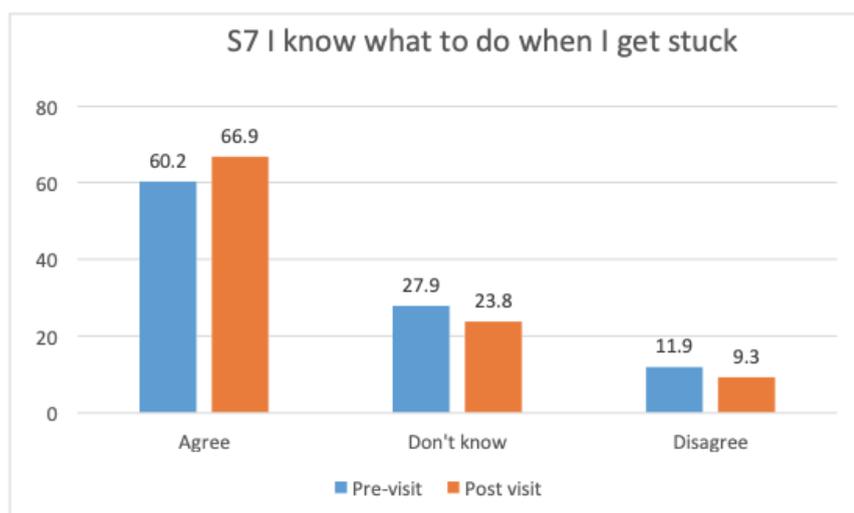
‘Let kids choose their own group so they’re with friends’

I had a lot of fun doing the activities but you might be able to be with who you want’

‘I enjoyed everything but the sleep. I would rather sleep on bunk (sic) beds or just beds’

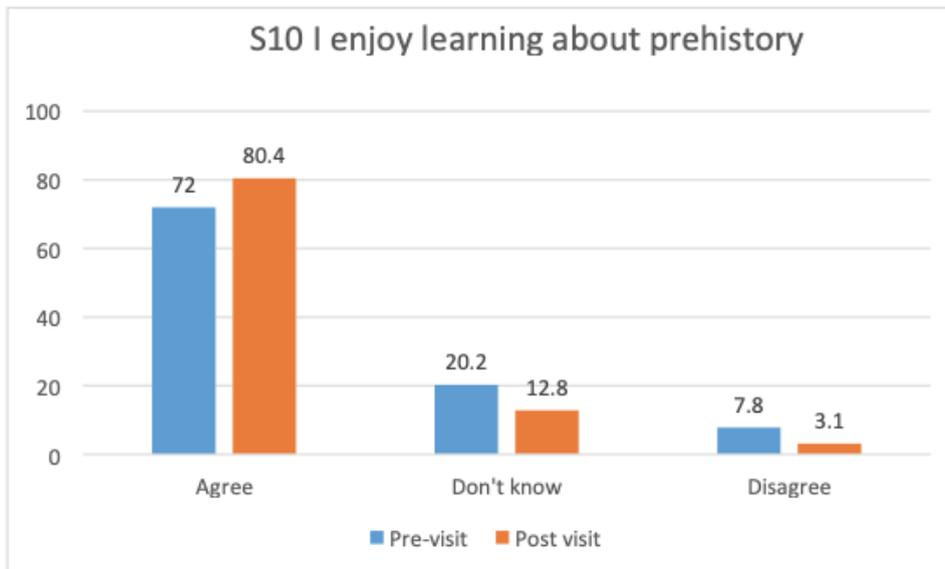
Having said that, a significant proportion of pupils - over 80% - enjoyed staying overnight with their classmates.

The most significant changes were in answers to S7 and S10.



As mentioned in the methodology, this statement assessed pupils’ perception of their problem- solving skills. Combined with positive direction of change in S3, this indicates an improvement in the participants’ confidence.

The most significant change was in the pupils’ enjoyment in learning about prehistory.



It is evident, that hands on, experiential learning is effective and fun way of learning.

Summary

The residential trips were a beneficial and fun experience for the majority of participants, as is evident by the quantitative data and qualitative comments.

‘I liked the trip a lot and I would like to come back’ ‘This is the best best best best trip’ (sic)

‘It was fun here’ ‘The funnest!’

‘It was an amazing experience’

‘Nothing different please!!!!!! I loved it!!!!!!!’

‘[I would change] nothing. Too fun!’

‘I liked the outstanding activities’

‘My first residential & probably my best’

Summary of the qualitative data

‘I liked when we sat round the campfire specially when we made smores’

‘I really liked the story or the bat walk and the smores. Basically everything’.



The table below summarises the qualitative data collected.

	Pre-visit			Post visit		
		%		%		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
1. I do well at school	3.6	27.6	68.8	2.7	25.9	71.4
2. I get on well with my friends and classmates	3.5	15.2	81.3	3.0	17.5	79.5
3. I am confident to try new things	5.2	18.8	76.0	3.7	17.9	78.4
4. I can work well in a team	6.2	23.4	70.4	5.8	20.1	74.1
5. I feel happy most of the time	9.5	23.4	67.1	8.2	21.7	70.1
6. I feel worried most of the time	66.1	18.9	15.0	68.3	20.0	11.7
7. I know what to do when I get stuck	11.9	27.9	60.2	9.3	23.8	66.9
8. I am excited to be staying overnight with my classmates	3.6	9.1	87.3	6.8	12.8	80.4
9. I'd rather be playing indoors than outdoors	57.8	22.8	19.5	9.3	22.7	68.0
10. I enjoy learning about prehistory	7.8	20.2	72.0	3.1	10.0	86.9

The overwhelmingly positive experience of the majority of the participants is encouraging. The statements about learning, confidence and well-being indicate improvement in the children's perceptions. We would recommend to continue focusing on social cohesion, perhaps in cooperation with schools' senior leaders and participating staff.



Acknowledgements

The author of this report would like to thank Bradley Salih for support in data analysis

Letters from children (Appendix 1).

Dear Celtic Harmony,

I enjoyed everything because I like History and the activities were absolutely amazing. I really enjoyed it and I want to go again. Thank you all of the staff for making my day bright. Did you like us coming? My favourite activity was Path of the druids. It was also Archery because it was really fun. I'm so happy because I like sleepovers. What was your favourite activity? You might be asking why am I sending and it's because I want to get out of school for once. That's encouraged me to not stay indoors for everything. I was extremely happy! (thumbs up)

Yours

sincerely,
Noah Codron



Sycamore Class,
Ashwell School,
Silver Street,
Ashwell, Baldock.
HERTS
SG7 5QL

Thursday 6th June 2019

Dear Brata ☺

I am writing to say a huge thank you & well done for looking after & dealing with my tribe. I really felt like I'd gone back in time.

On the first day I enjoyed watching the fire making, flint napping, den ~~making~~ building, hunting training, pottery & Brigid's eyes. Also I liked the games, roasting marshmallows & the Story.

The next day or day 2 I enjoyed the archery, weaving, breakfast, following the pre paths & the braiding with warpaint & the Shop

Once again, I'd like to give you a hugmonous thank you for my pre-history adventure & fun at Celtic Harmony

Keep smiling

from

Amy & the brats ☺☺

☺☺

p.s I will be an
archaeologist