



**Celtic Harmony
Impact Report
2020-2021**

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Abstract

The current report provides a summary of the feedback collected from participants in the Celtic Harmony experiences over 2 years – 2020-2021. The experiences included mostly day trips but also overnight trips by primary school children.

In addition, this report also includes summary of online experiences delivered to a number of schools during the Covid pandemic.

This is also the first report that includes feedback from families' visits.

The responses continue to indicate an overwhelmingly positive experience of pupils, teachers and families.

The visits were especially valued for their educational contribution, and for providing a unique experience of Prehistory.

The camp was seen as Covid-ready, the visitors enjoyed the facilities and the food.

The leaders continue to attract high praise and satisfaction ranking.

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1. Introduction

Celtic Harmony is an education charity which provides themed activities to school aged children, which are aimed to educate the students about a way of living in the Stone, Bronze, and Iron Age Britain.

When, as a result of the COVID -19 the country went into the lockdown in March 2020 and into subsequent lockdowns throughout 2020-21, and the hygiene requirement related to the pandemic, Celtic Harmony had to adapt their offering in order to remain viable.

The current report evaluates the work of the charity in 2020 and 2021. In that period the number of single-day visits increased, while a number of residential visits decreased. Celtic Harmony offered on-line delivery of some of the content. Additionally, this is the first report that evaluates family visits and looks into the social media responses.

This report draws on feedback from those participating in these activities to evaluate student, teacher and families experience, based on responses to questionnaires related to one-day and residential school programmes, and families' visits.

2. Part I - Day Trips

a. Teachers' Feedback

2.1 Methodology

We have reviewed the responses of the teachers in the following categories:

1. General evaluation of the experience, which included evaluation of the admin and support, and assessment of children's experience and learning.
2. Evaluation of specific experience (day/overnight).
3. Rating specific activities undertaken during their visit. Those were rated on a scale of 1 to 5 (1 the lowest and 5 being the highest rank)
4. Rating the leaders of the activities

2.2 Findings

In 2020-21 the number of School Day trips increased. Overall, there were 179 day trips (119 in 2020 and 60 in 2021). Majority of those (85%) were repeat visits, which demonstrates great confidence from schools in the Celtic Harmony's offerings. The pre-visit admin remains very good, with overwhelming majority (98%) stating they found the booking system good, and 97% found the teachers' pack helpful.

There were 318 individual respondents (223 in 2020; 95 in 2021) in total, of which 273 (86%) indicated interest in returning to Celtic Harmony. Additionally, 173 (54%) indicated an interest in other daytrips, and 107 (34%) were interested in a residential visit. This demonstrates a very high degree of satisfaction with their visit.

The teachers were asked to evaluate the visit according to two parameters: what the visits enabled the students to gain and what the visit contributed to the teachers' experience.

Teachers' feedback in 2021 indicates that overwhelming majority (90%) of teachers felt that taking part in one of the Celtic Harmony Day trips helped them engage their students with the topic of Prehistory. Additionally, 80% felt the trip enabled them to learn new skills and 90% stating it helped their students learn to work as a team.

As chart 1.1 demonstrates, the greatest contribution of the visit was to the children's hands-on learning of Prehistory, learning of new skills, enjoyment of being outdoors and working as a team. The percentages are similar across the 2 years. Smaller number of teachers indicated that the trips enabled children to improve their communication skills and develop in confidence. There is a greater (unexplained) discrepancy between 2020 and 2021 in the latter parameter with a much lower agreement rate in 2020 (47%) compared to 2021 (68%). Similarly, there is a (smaller) discrepancy in the agreement with improvement of communication skills – 42% in 2020 vs 53% in 2021.

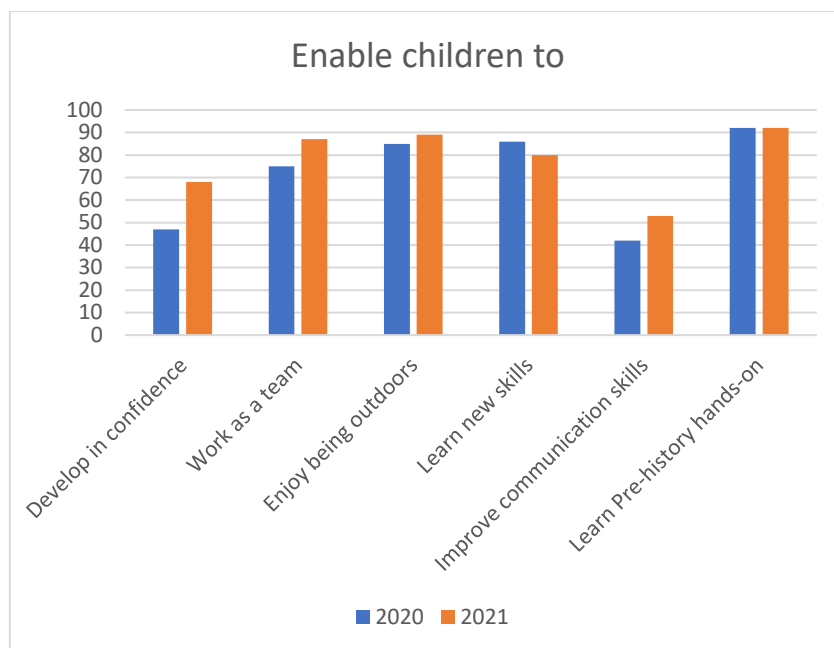


Chart 1.1 Children’s experience

The lower rate of agreement with these two statements is not surprising, as these two skills are more difficult to develop and witness in a single-day trip.

Another aspect of contribution of the visits we examined, was whether the visit contributed to their teaching and engagement with the students. The responses are summarised in Chart 1.2. It is evident that in both years majority of teachers agreed that the visit contributed to their teaching of Prehistory, and allowed for greater engagement with the topic. The lower rate of agreeing with the statement about creating rapport with the students is not surprising, as it is best achieved over time, rather than in a single day.

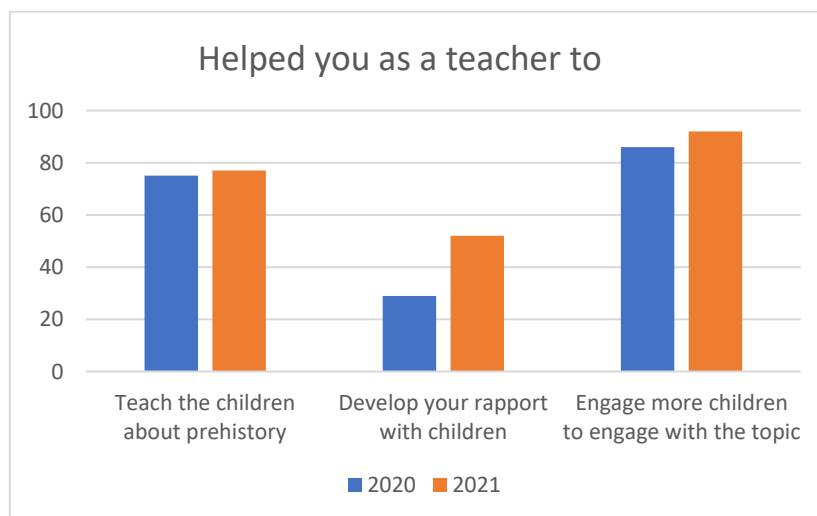


Chart 1.2 Teachers’ experience

Not all teachers availed themselves of the opportunity to provide overall comments; however, these were mostly complementary:

'A great way to have a 'WOW' start to history lessons. We'll use it to refer back to as we look at being historians and the changed that occurred (sic) through the Stone, Bronze and Iron ages'

'What a brilliant day!'

'We love the trip but notice each year it becomes even better as you refine what you do, it's amazing. The children's faces say it all.'

There were several suggestions:

'More active activities the better. Something they create and take home'

'Photos for classroom. Ideas for crafts'

'Possible, day in the life of ..., story at beginning (sic) or end'

It is important to note that the suggestions were about additional activities rather than an improvement of the current provision.

The teachers were asked to provide their views on the possibility of adding warm indoor areas, exhibitions and artefacts, primitive skills or an open day and their view about toilet facilities.

The teachers suggested that a warm indoor area would be welcome as it would allow/improve visits in colder months and improve children's concentration:

'Would not be weather dependent'

'Improve chn's engagment (sic) and make it easier for us to come in Jan/Feb when we always teach this topic!'

Exhibitions and artefacts prospect was also welcome

'They'd enjoy seeing artefacts, understanding prehistoric materials'

'Help us as we only have limited resources at school'

Most teachers expressed interest in primitive skills or open day, with majority just stating 'yes', without specifically indicating inclination towards one or both.

The question about toilet facilities attracted a wide range of answers from ‘Yes’ or ‘Greatly’, to ‘Toilet facilities were great’. It is suggested that in order to better understand this point, the question is asked in a more specific/direct way, rather than a simple rubric entitled ‘Toilet facilities’

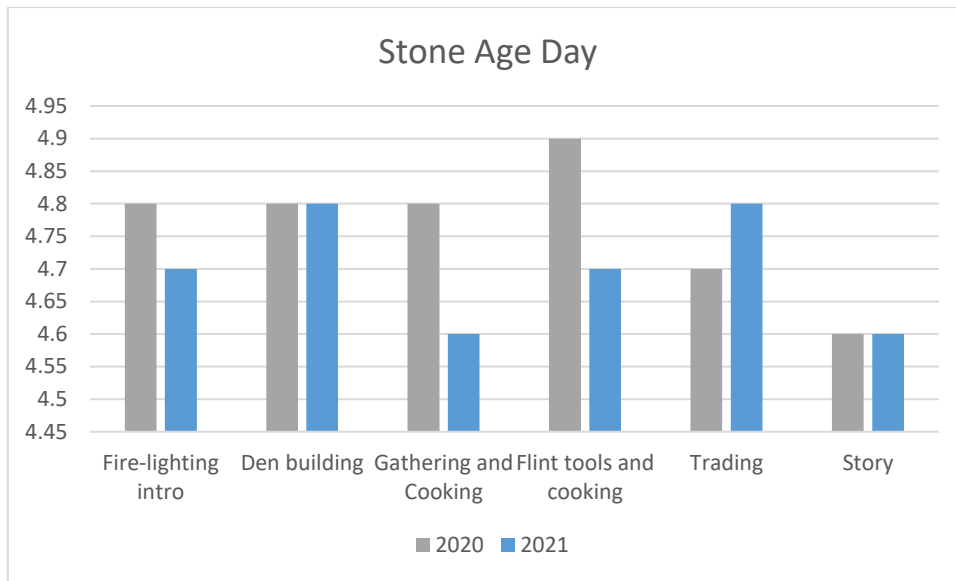
2.3 Specific day rankings

The children participated in 8 types of experience:

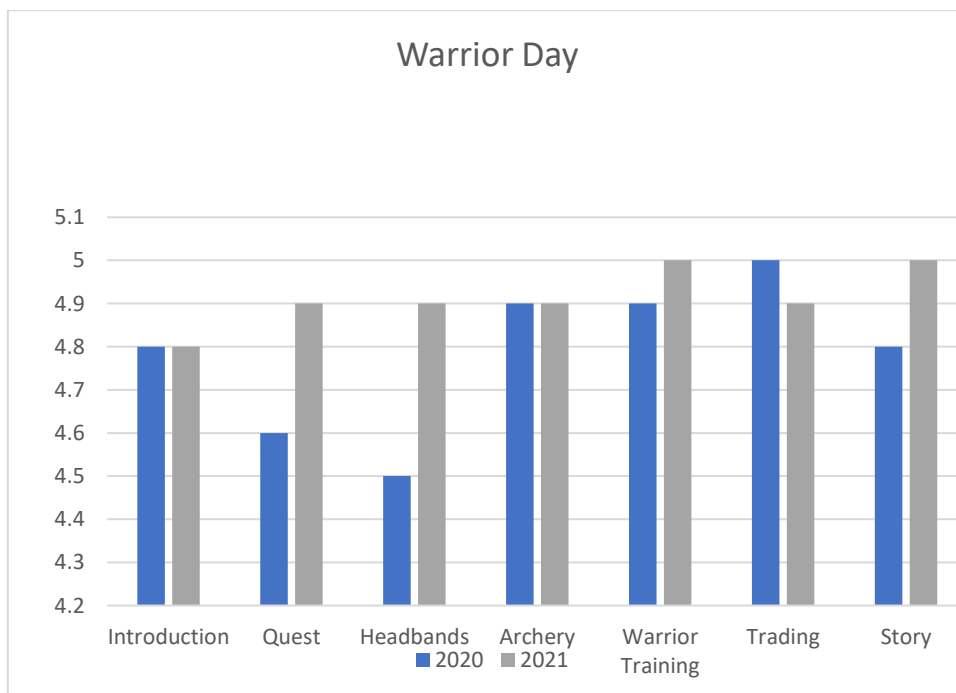
- Stone Age Day
- Warrior Day
- Prehistory Experience
- Woodsman
- Farmer Day
- Hunter Day
- Chieftain Day
- SID Stone to Iron Age Day (10 am – 8pm)

The summary of the responses is presented in the charts below. The participants were asked to rank activities from 1 to 5, with 1 being the lowest and 5 being the highest. It is evident that all activities have been very enjoyable, with ranking ranging 4.5-5.0. These are outstanding results. It is encouraging to see a large number of activities ranking at the very top of the range. Although there are some differences between different days, these are not comparable, as for some of the days the number of participants/respondents was significantly different from the others.

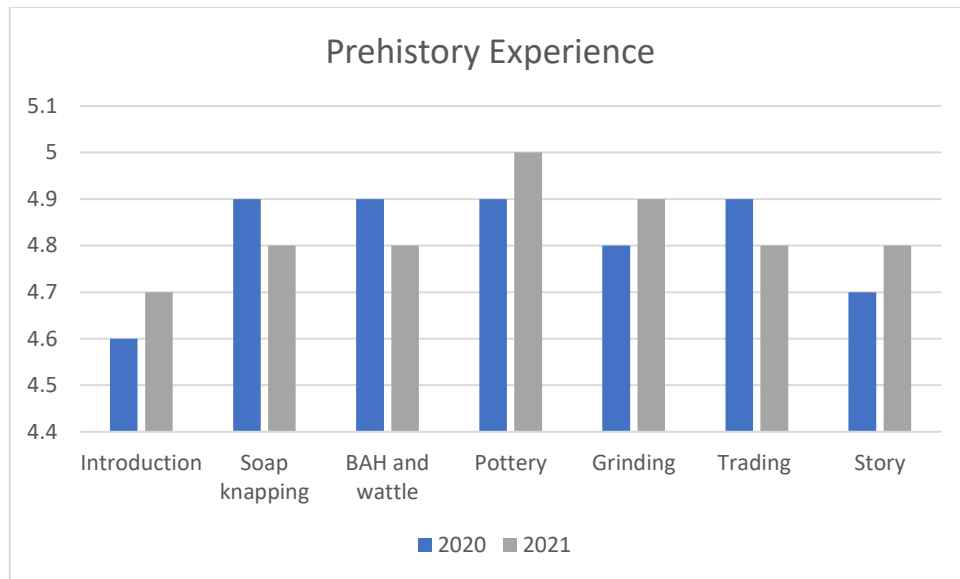
Individual day experiences attracted fewer comments, but most of those were encouraging.



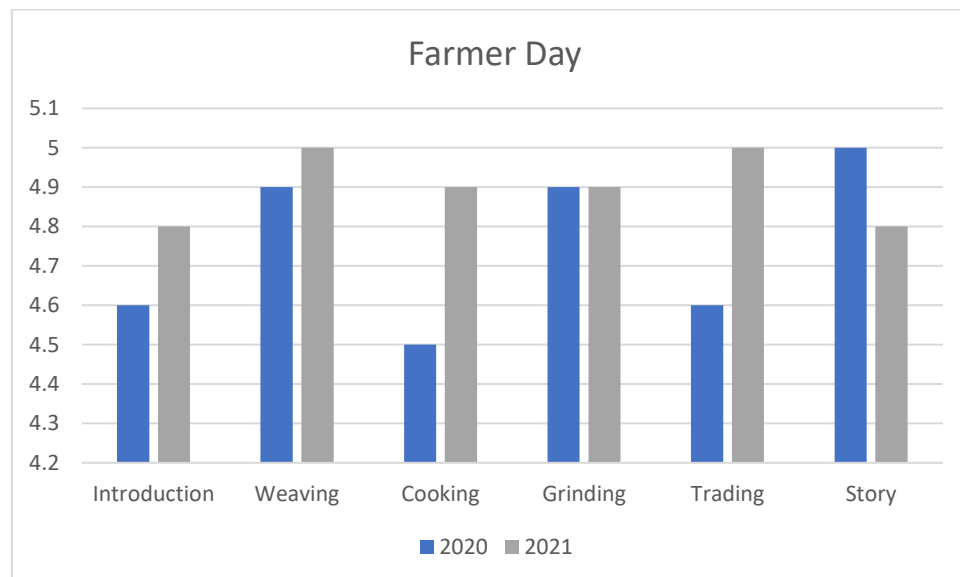
*‘Very engaging! Chn (sic) loved the day. One child said "Miss this is the best trip ever!"
THANK YOU!’*



‘Really enjoyed all acitivites (sic), just intro and headbands weren't as beneficial as other activities’



‘Thank you! Amazing!’



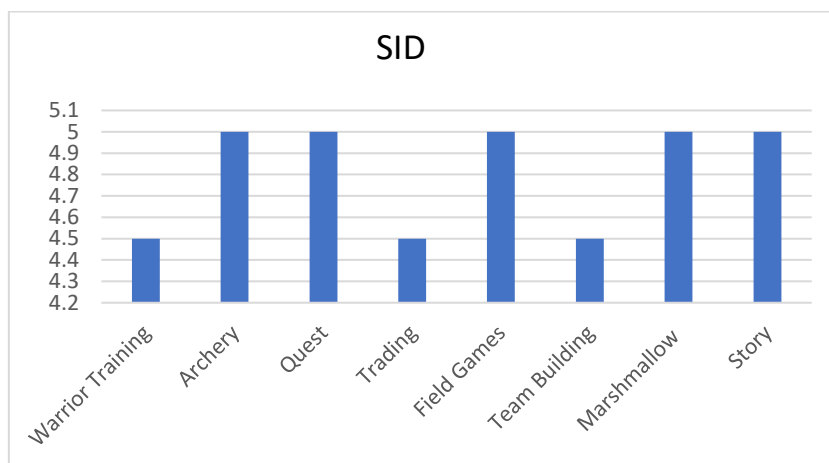
‘Fantastic day’

Woodsman – one visit in 2020 (ranking 4 and 5 for various activities) and 2 in 2021 (scoring all 5 from both schools).

Hunter Day – only one school took part in this experience in 2020 and 1 in 2021. Both visits attracted a score of 5 across all activities.

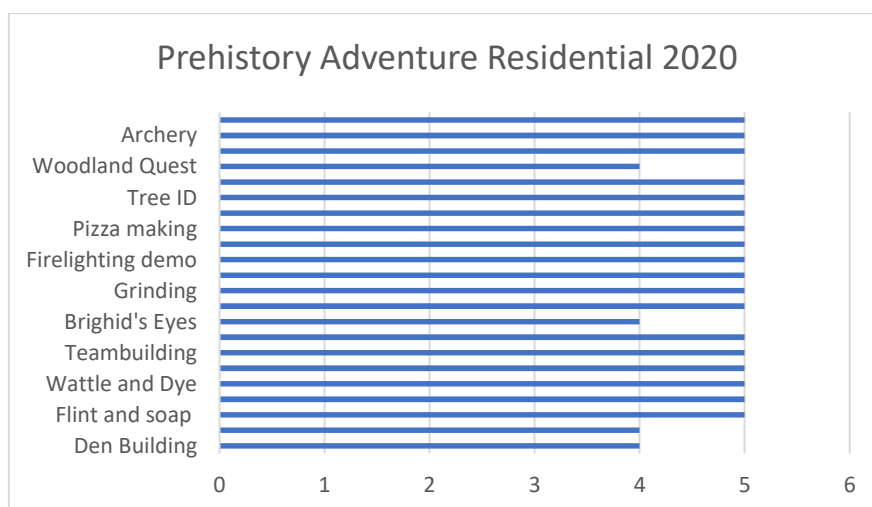
Chieftain Day – only one school participated in this experience in 2021. The respondent scored 4.3-4.8 for the day’s activities.

Additionally, there were 4 school SID (Stone to Iron Age Day) visits in 2021 (none in 2020). This visit consists of a longer day (10am to 8pm), which includes dinner and evening activities. This day trip was introduced as a response to the request from schools that were not ready for residential trips, but wanted a longer day experience. The results are presented below. Comparable to other days all activities scored very highly, ranging 4.5-5.0.

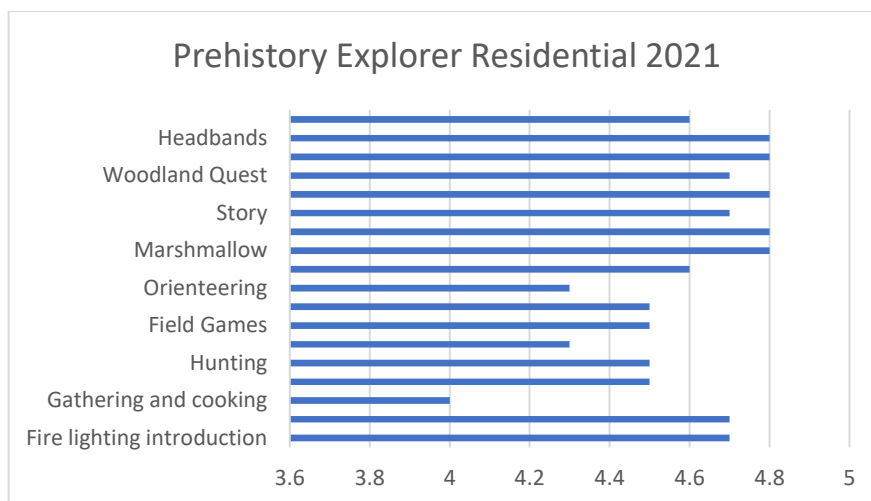


2.4 Residential trips

As alluded earlier there was a small number of overnight visits during 2020-21. In 2020 1 school participated in Prehistory Adventure Residential. And in 2021 1 school participated in Prehistory Explorer Residential. The results are presented below. Both visits were successful with activities scoring 4-5.



‘It has been an excellent experience where Mason has facilitated a really relaxed time albeit well paced, covering a truly diverse range of activities’



2.5 Leaders' assessment

The teachers were asked to rank the leaders of the activities on a scale of 1 to 5 with 1 being the lowest and 5 the highest rank. The rankings of 4.3-5.0 in 2020 and 4.7-4.98 in 2021 indicate a very high degree of satisfaction with the leaders. As there was inconsistency between the number of responses for each of the leader, it was inappropriate to present the results in a comparative format.

b. Pupils' Feedback

2.6 Methodology

The children were given a token before the trip and asked to place it on a smiley, straight or sad face, with the process repeated after the trip. The data from this 'mood survey' was collated, and the results were presented by school. Increase in 'happy faces' were recorded as a positive change, and a decrease as a negative change.

2.7 Findings

Changes in the children's responses are summarised in in the Chart 3.1 below

2020

Questionnaires were collected from children from 62 schools. The results demonstrate an overwhelmingly positive response to the visit. 45 (73%) schools had a positive change following the visit, 8(13%) no change, and 9 (15%) negative change. It is important to note

that out of the 8 no-change schools 2 had a 100% pre- and post- ‘happy face’ rating, so no positive change could occur. 5 out of 9 negative change indicated bad weather in the comments.

2021

Out of 109 schools’ responses only 1 (!) school had negative changes, and 5 had no change, while 1 of them scored 100% ‘happy faces’ pre-visit. The only negative change indicated bad weather in their comments.

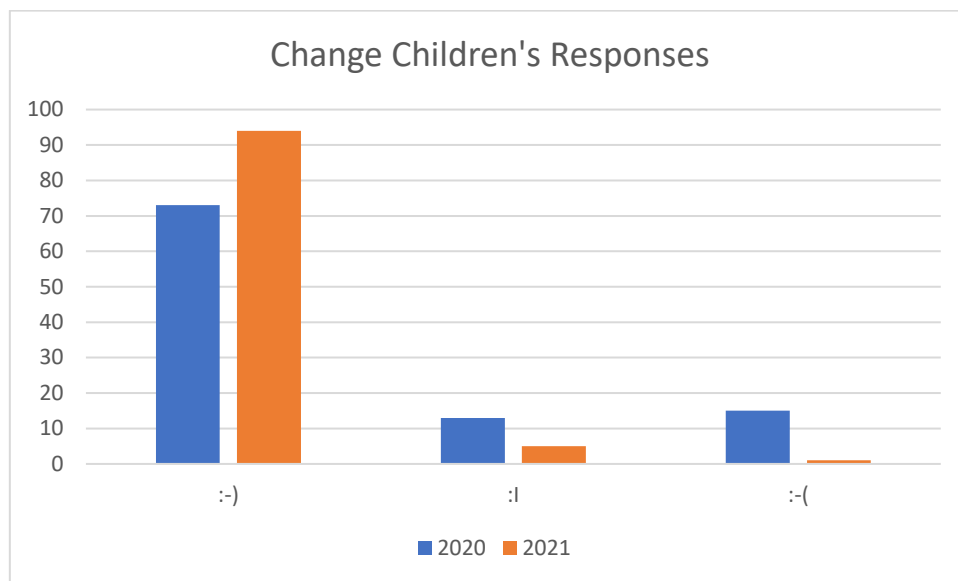


Chart 3.1 Change in children’s responses summary

For day trips, children did not provide additional comments on the day. However, some sent letters following the trips, to express their enjoyment from the visits. Excerpts from those letters can be seen in Appendix A.

3. Part II - Remote Learning

During the pandemic Celtic Harmony developed online delivery courses to carry on with their educational aims. During that time 20 schools and 2 home educates availed themselves of this offer. 19 participated in Stone Age and 3 in Prehistory Experience.

Participants were invited to fill out the questionnaires about their and the children's experience of the sessions. 18 participants responded (response rate 82%). The small number of questionnaires is not conducive to statistical analysis; however, due to high response rate it was possible to reach general conclusions about this initiative.

The online delivery responses demonstrate a very successful adaptation of the material and delivery to the new medium.

All 18 respondents – 100% - agreed that the remote learning met their prehistory objectives; were happy with the pre-session communication and booking system and agreed that the lesson plans were comprehensive.

Out of 18, 17 (94%) respondents, ranked the education officer as 'Good' or 'Very Good'. 17 stated that the video quality was 'good' or 'very good', and all 18 stated that audio quality was 'good' or 'very good'.

17 participants ranked the children's enjoyment from the session on the scale of 1 to 5 (1- lowest; 5 – highest). The average rate of enjoyment was 4.6 (10 ranked enjoyment at 5, 7 at 4).

All (100%) respondents indicated that they would be interested in another remote session with Celtic Harmony and were interested in an online session about different period in Prehistory.

Teachers' comments provided greater insight into their experience. Those indicated that the session contributed to the learning and engagement with the topic of study, and clarified the concepts covered in class, whether by recapping what they just covered, or enhancing the topic of Prehistory/Stone Age that was just introduced in their teaching.

Teachers highlighted the sessions' contributing to the pupils' enthusiasm to learn more, and to holding their attention and interest. Practical demonstrations and interactive nature of sessions brought the topic to life.

'It really brought what we'd done before lockdown to life for them'

'They were able to see a real life person in Stone Age clothes - they did think we were actually contacting someone who was in the Stone Age!'

12 follow up e-mails to reiterate enjoyment and positive learning experience

'I just wanted to say a huge thank you for our Stone Age introduction lesson this morning. It was fantastic- so informative and the children loved hearing the answers to their questions. I think meeting 'sausage' (Wild Boar Skin J.F) and seeing the stone age tools were some of the highlights for the children in school.'

Part III - Families' Feedback

This report covers, for the first time, the responses to the family visits. The results will be presented separately for day and overnight visits.

5.1 Day visit

The day trips attracted visitors from various areas. Most of the visitors came from Hertfordshire/Buckinghamshire, yet there were also visitors from as far north as York and from Kent in the south. 109 visitors responded to the questionnaires about their experience at Celtic Harmony. The responses indicate an overall excellent experience of the families (see Chart 5.1 below).

Great satisfaction with the visits is also evident in the responses to the question about what can be improved. In the main the answer was: 'Nothing'. There was a suggestion for a slightly greater food variety. But in general, the answers for the food question were positive '2 thumbs and a foot up!'

Additionally, an evidence of the great enjoyment from the visit is an interest in overnight stay. A great majority (88, 80%) indicated their interest in the overnight visit, and some said they had already booked an overnight stay.

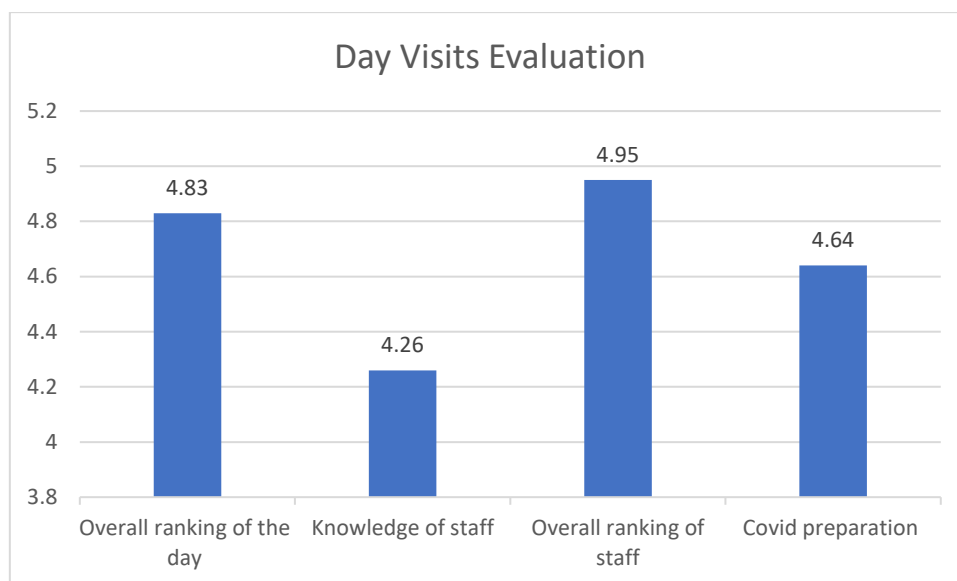


Chart 5.1 Day visits evaluation

5.2 Families' Overnight stay

Following the families' overnight stay, there were 70 filled questionnaires. As with the day visits, most came to Celtic Harmony from the local area - St Albans, Harpenden, Watford, and other places in Hertfordshire and Bedfordshire, and London, but there were also visitors from Nottingham and Wimbledon. 17 of the responded had visited Celtic Harmony before; however, it was not specified whether for a day trip or an overnight visit.

The families enjoyed the overnight stay, giving an amazing overall 4.81/5 rating. Chart 5.2 summarises the ranking of the individual activities. Those were also give a very high 4.71-5.83 out of 5. It is very encouraging to see that the staff were rated nearly a perfect score, 4.95 out of 5.

Covid preparation scored 4.74 out of 5.

The response to the question of returning is also very high – 66 (95%) indicated they would like to return to Celtic Harmony

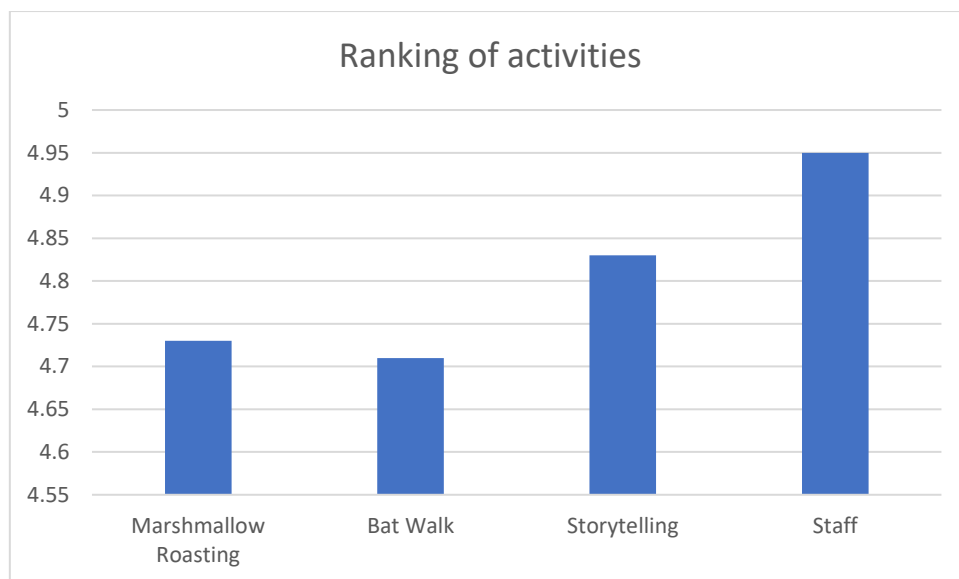


Chart 5.2 Breakdown of overnight stay scores

'Roundhouse was an overall very enjoyable experience'

'Very enjoyable, different but good'

'A uniqie (sic) experience, It was great'

Many said no improvements were needed. Those that were mentioned included 'modern' comforts – more towels, power sockets and heating in the roundhouse, night light, 2nd pillow and a choice of dinner. One responded conveyed the general feeling *'No (improvements), perfect day!'*

Overall positive response to food, especially breakfast. Families appreciated Celtic Harmony accommodating allergies. The dinner was received less enthusiastically *'A bit disappointed with quality of meat at dinner but everything else was excellent'*, although these comments were not overwhelming, it is worth noting that a greater choice for children would have been appreciated.

In general comments section – those who filled in highlighted the staff – *'Excellent team'*.

5.3 Impact survey

Overall, 70 participants responded to the impact survey, whose aim was to ascertain to what extent the families' visit to Celtic Harmony contributed to certain areas of learning and family dynamics. The respondents were asked to answer a yes/no to each of the parameters indicated. Overall, there was an excellent response to most of the parameter, as demonstrated in Chart 5.3. 'Enjoy being outdoors' and 'Spending time together attracted the highest percentage of positive responses (95.7% and 91.4% respectively). New learning attracted 62.9% to 74.3% of positive answers. The only low rate of positive answers was attached to 'Develop in confidence' (24.3%). This low rating is understandable, as confidence development is a longer-term process, and it is possible that it was not the aim of families' visit.

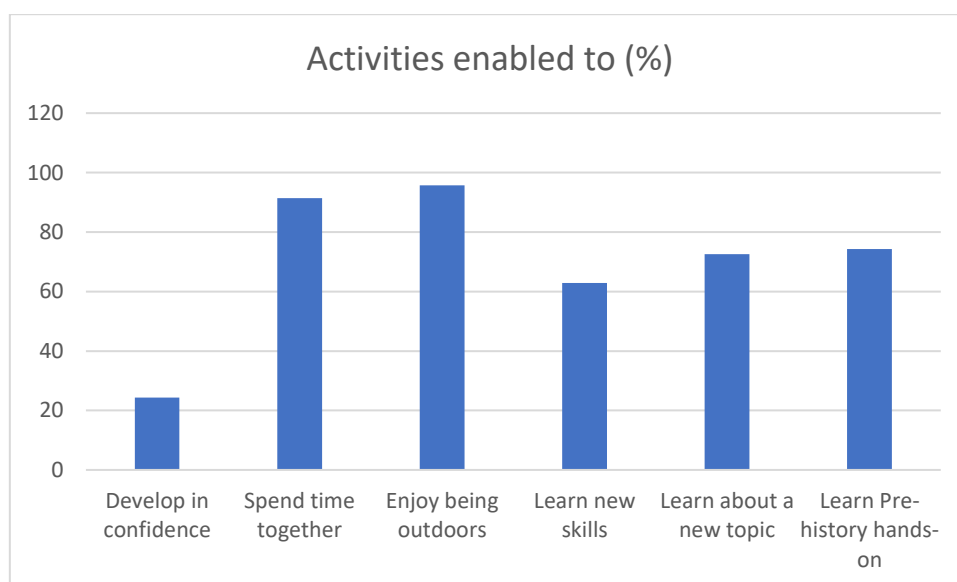


Chart 5.3 contribution to learning and family dynamics

In response to the consultation about the development of a warm indoor area with exhibition space, 55 (79%) would welcome exhibitions and artefacts.

Many (47, 67%) would have welcomed a warm indoor area, many mentioned it would 'Encourage winter visiting' and 'It could help focusing'. But as summarised by one participant 'Would be good, but hard to keep authentic'.

5.4 Social media

In 2021 Celtic Harmony began capturing social media responses to the visit. The number of responses is still low; however, it is still productive to look at the qualitative comments left by the visitors.

There were 49 responses collected on social media:

- 17 Tripadvisor
- 18 Facebook
- 8 Twitter
- 3 Google
- 3 Instagram

Overwhelmingly positive, excited reviews

'We absolutely loved our visit 😊👏 Thanks for having us'

'Absolutely fabulous day from start to finish. We took our granddaughters aged 6 and 8 yrs, and we all had the most amazing time'.

'The staff are knowledgeable, enthusiastic and engaging'.

Only 3 negative reviews, 2 were from the same family on different sites and related to hog roast.

There were also 8 responses to Mailchimp. Those give an overall average rating of 4.88. Two (2) respondents visited before, and 3 out of 8 said they would visit again. Staff rating was an excellent 5/5. Improvement in knowledge was given a ranking of 4.5/5, with one respondent indicating that lack of knowledge gained was due to the previous visit, which contributed highly to their knowledge.

Covid precautions attracted a rating of 4.13 out 5.

If, following comments the menus are revised, it is worth remembering that pizza was a highlight of meals.

6.0 Summary

The 2020-21 report summarises two years of operations during the global Covid pandemic.

The report summarises school as well as families' responses to their visits.

Despite the challenges of the pandemic, once again Celtic Harmony delivered enjoyable visit, providing complementary learning and development activities. Celtic Harmony harnessed their capabilities and delivered a very high quality online experiences.

Many of the visitors had visited the camp previously, which demonstrates great confidence of the participants in Celtic Harmony. It is encouraging to learn that those on repeat visit noticed the improvements and that the comments in the previous years were taken seriously.

The report demonstrates great satisfaction with the visit and staff.

It is also encouraging to see the summary of quantitative responses, where average rating for all questions remains above 4 out of 5.

Qualitative comments were also overwhelmingly positive.

Based on the evaluation we would like to make the following recommendations:

1. The online provision was well received. Further development of this offer has a potential of great contribution to the Celtic Harmony portfolio.
2. Development of a warm area would be a welcome addition and a potential selling point to attract visitors during colder months.
3. The food offer seems an important component, especially for the families' visit. It is worth having a look at the evening meal offering.

To sum up, Celtic Harmony delivered excellent experience to the visitors in 2020-21.

Appendix A

Excerpt from Children's letters 2021

“Thanks for a super super fun day at Celtic Harmony. My favourite bit was the training with spears. I only got one in but it was still fun and I liked when Sulis made fire with friction.”

2021 Panshanger Primary School

“My favourite thing that I did is the quest and hunting, even if there was hail, rain and thunder I still loved it” 2021 St Edmunds Prep

“I loved having fun with the activities because of all of the care, excitement and teamwork.”

2021 St Edmunds Prep

“All the facts you presented us with were brilliant. They really helped us with our Celtic learning!” 2021 STAH Prep

“Sleeping in the round houses was really fun and we enjoyed staying over with our friends. The night was amazing and warm, it was lovely, and it was well decorated. We also learned lots. We loved making the Brighid's Eye it was so fun and calming” 2021 St Albans High School Prep

“When we slept in a roundhouse it really felt like we were celts!” 2021 STAH Prep

“We also enjoyed all of the other activities especially the bat-walk, because it was so cool seeing the bats close up... Do you mind coming to pay us a visit to liven up school a bit because we're getting a little bored without your really fun celtic activities and games!” 2021 STAH Prep

“Since we returned to the modern age, it seems a bit weird doing math and english and not collecting food or making new trousers for Waylin. Making Brighid's Eye, clay pots, woven headbands and putting woad face paint on each other was so much fun” 2021 STAH Prep