



Celtic Harmony Impact Report 2024

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April 2025

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1. Introduction

Celtic Harmony is an educational charity that offers themed experiences mainly to primary school children and families. The activities are designed to teach pupils about the lifestyles of people living in ancient Britain during the Stone, Bronze, and Iron Ages.

The current report evaluates the work of the charity in 2024. In that period the number of single-day visits slightly increased, compared to the previous year, whereas the number of residential visits slightly decreased.

This year we are also able to report on events aimed at private visitors. Additionally, we are able to report on the outcomes of the visit by schools receiving bursaries.

This report draws on feedback from those participating in these activities to evaluate pupils' and teachers' experience, based on responses to questionnaires related to day- and residential programmes, as well as responses by private participants.

2. School visits

2.1 Teachers' feedback

2.1.1 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 and/or overnight).

Note: some of the respondents omitted one or more questions; therefore, responses to specific questions are presented in percentage terms only.

2.1.2 Findings - Day Trips

The day trips included 8 types of days: Art in Prehistory (ART); Chieftain Day (CD); Farmer Day (FD); Prehistory Experience (PE); Stone Age Day (SAD); SID (Stone to Iron Age Experience); Warrior Day (WD); Woodsman Day (WOOD). The table below summarises the attendance of each day:

Day Type	No. of Visits	No. of Respondents
ART	3	8
CD	2	8
FD	29	39
PE	40	61
SAD	122	196
SID	2	2
WD	23	41
WOOD	2	2

Table 2.1 – Evaluation of Day Trips

Following a small decrease in visits in 2023 compared 2022, in 2024 there was a slight increase in individual day trips – 248 (242 in 2023). 219 of the schools had visited before, and for 29 schools it was the first visit. In the saturated market, this is a positive outcome of marketing efforts. On the other hand, the figures also indicate a decrease in repeat visits – 23 schools that visited in 2022 and 2023 had not returned in 2024. There might be several explanations for this, i.e. increase in cost of living, schools’ wanting to try a new experience after several years of visiting CH. Whatever the reason, the data indicates that Celtic Harmony cannot rest on their laurels and must continue with marketing activities to attract new schools and to foster relationships with school that visited before.

Out of the 458 teachers responding, 98% (449) said they would like to visit again, demonstrating recognition of benefits of the visit to children and teachers.

In response to the question regarding what benefitted the learning many of the teachers indicated all activities.

All activities have been beneficial as they are at the beginning of their topic so have learnt a lot

We really enjoyed all of the activities. they learnt lots about when stone age people ate, how they hunted since it was so interactive

*All activities. Each child took something from each activity and able to share with friends
Each aspect of the day was great and beneficial in its own way*

It was all great - it brought our classroom to life

Chance for students to take responsibility and assume role they normally wouldn't

The teachers were asked to evaluate two aspects of their visit: what the visit enabled the pupils to gain and what the visit contributed to the teachers' experience.

In response to the questions about the teachers' assessment of the trip's contribution to the pupils, the results in 2024 remain similar to those in 2023. However, this year the highest contribution was of learning prehistory hands-on (90%), with enjoyment being outdoor 'slipping' into second place with 89%.

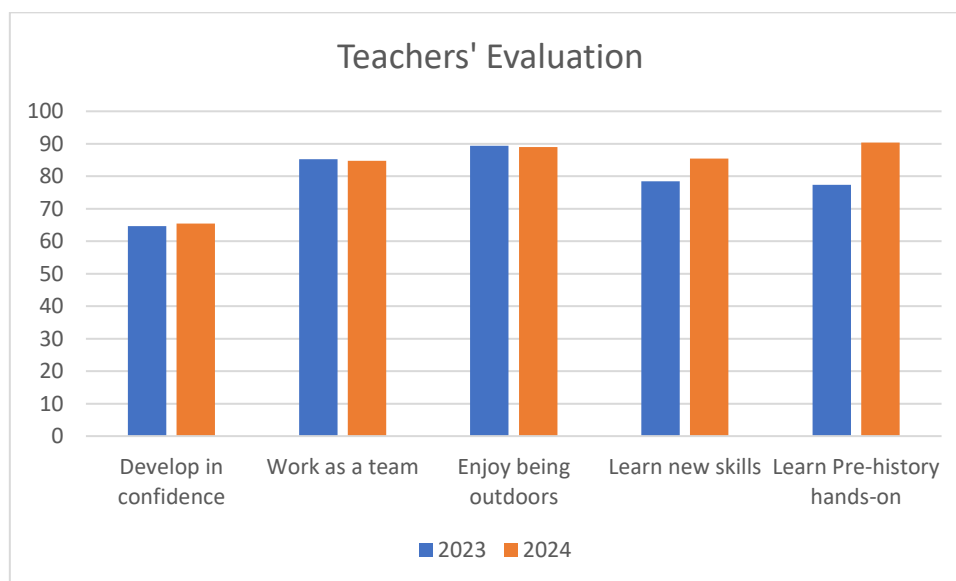


Chart 2.1.1 Teachers' assessment of children's experience

In addition to learning prehistory hands on, learning new skills also saw an increase to 85% from 78%. As well as a minor decrease of less than 0.5 percentage point, a slight decrease of 1 percentage point was recorded in working as a team parameter.

Teachers' agreeing with development in confidence increased by 0.7 percentage point, remaining significantly lower than other parameters at 65%. This was addressed in the previous reports. The recommendation remains to amend the questionnaire to assess parameters that can effectively demonstrate causal effect of a day trip.

In 2024, 357 teachers provided feedback regarding their assessment of the impact of the Day Trip the pupils' engagement Celtic Harmony aims to provide. Feedback indicates no change in teachers' evaluation of the day helping them enable more children to engage with the topic (89%). There was a slight decrease in the teachers' feeling about the day trip helping them teach the children about Prehistory 76% (80% in 2023), and 83% (86%) said the trip enabled them to engage with the children outside of classroom.

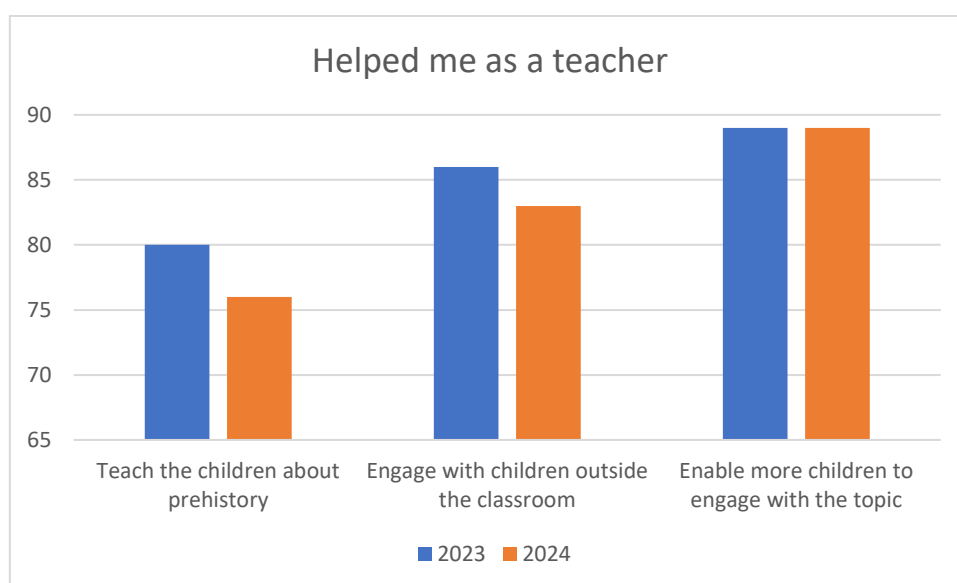


Chart 2.1.2 Contribution to teachers

The teachers were provided with an opportunity to provide comments on the Prehistory centre. They had very good experience in the warm indoor area:

It helped hugely so we were not outdoors all day

Much needed in this cold as a warm break

Perfect place to eat, assemble children and introduce the day

It is important to take into consideration the comment about incense:

Good but the insense (sic) set a child's asthma off.

It is recommended to ascertain whether there are children with asthma prior to the visit and avoid burning incense stick in those cases

Question about having interactive exhibitions and display elicited the following statements:

Great to see in person not just as an image

Helped them to understand animals & exact look of animals and weapons

It is all so interactive already - it's great to learn first-hand without any computers etc.

Exciting form them to see real life products and tools that we can't offer in school.

Regarding the indoor learning space with volunteer led artefact handling, they said:

Help children to make memories

Brings prehistory to life and helps children to understand what it would have been like

Small number of teachers provided additional comments, all positive

Thank you so much, amazing day

Thank you for another excellent day

Always lovely to see the improvements in the activities each year.

Below is a summary of teacher's feedback:

- 85% think that the trip enabled the children to Work as a team
- 89% think that the trip enabled the children to Enjoy being outdoors
- 85% think that the trip enabled the children to Learn new skills
- 90% think that the trip enabled the children to Learn Prehistory hands-on
- 89% of teachers think that the trip helped them to enable more children to engage with the topic
- 83% of teachers think that the trip helped them to Engage with children outside the classroom

2.1.3 Findings - Residential

17 Residential trips took place in 2024 (24 in 2023) The residential included 3 types of visits: Prehistory Adventure (PA); Go Tribal (GO); Prehistory Explorer (PE). The table below summarises the attendance of each residential:

Day Type	No. of Visits
PA	4
GO	2
PE	11

Table 2.2 – Evaluation of Residential

As the number of responses was low, the statistical analysis is irrelevant, and the results will be presented in a narrative form.

All schools, but one, attending residential visited before, and all, but one, indicated that they would visit again.

Similarly to the teachers on the day trips, the teachers on residential trips found all activities beneficial to learning.

All activities helped children work together, develop teamworking and independence.

All the activities are amazing!

They all did - linked into our learning before Christmas

Only 14 teachers filled the Impact questionnaire. The result is overwhelmingly positive. All state that the residential enabled children to: develop confidence, work as a team. 13 out of 14 said that the experience helped pupil learn Prehistory hands on and indicated that the children learned new skills.

When asked about how the visit helped them as a teacher 1 out of 12 said it helped them to teach children about Prehistory and it helped engage with children outside of the classroom, and 11 agreed that the visit enabled more children to engage with the topic.

When asked about Prehistory centre, all comments indicated enjoying the warm indoor area:

It was great to use at the end of the first day and really helped the children to calm down and warm up before bed. They were also completely 'wowed' to see the artefact

Perfect to warm up after a wet morning

The teachers liked interactive exhibitions and displays, especially the cave

Yes, they loved a sneaky peek in the cave

Great to understand more about life in pre-history

They also thought that the indoor learning space with volunteer led artefact handling, as a good idea

[It would] extend experience, multisensory learning is better

2.1.4 Schools receiving bursary

In 2024, 21 schools were provided with bursary to attend day trips. Celtic Harmony were interested to evaluate the impact of receiving bursary on attending the day trip.

Nearly half (10/21) indicated that bursary contributed to booking decision and 7 said they would not have been able to run the trip without bursary.

Although some of the schools said the bursary did not affect their decision to take the trip and they would have run a school trip without it, they acknowledged that the bursary had significant impact on the trip. Templewood school is an example. They have visited Celtic Harmony before. *They love coming to Celtic Harmony. It is a great venue, and they would probably book in 2024 regardless of the bursary. But the bursary made big difference. It meant that pupils were able to go on the trip. It helped to offset some of the losses [they] do occur.* When asked about the challenges in organising the trip they added *As a school we are very limited on funding, So, we do run at a loss, which isn't ideal but it is great you offer this as it certainly helps'.*

Other schools expressed similar sentiment *It allowed the children in receipt of FSM to take part in the class trip, which otherwise they may not have been able to afford. We have been able to significantly reduce the cost of the trip which helps parents to use the money elsewhere.*

Other schools, like Keys Meadow Primary School, said that the availability of bursary contributed to their booking decision. *It ensured that all children on FSM were able to attend the trip as the bursary significantly reduced the total cost of the trip. It covered the cost of the entrance to Celtic Harmony.* The difference the bursary made to the school is significant. *The bursary made a huge difference to our school, prior to receiving the bursary the cost of the trip total was approx. £35+ for every child as we also had to include the booking of a coach, this was not feasible, and we could not justify charging parents this amount. Without the bursary we would be unable to book a trip like Celtic Harmony as we cannot expect parents to pay this amount. Our school is in a highly deprived area of London and lots of our families would not have been able to pay for this trip. The bursary made this wonderful trip and experience possible for our children and families.* They added a comment *The trip to Celtic Harmony was an amazing experience for our children and we are grateful for the bursary as without this we would not be able to fund a trip like this for our children.*

2.2 Pupils' Feedback

2.2.1. Methodology

The analysis of the pupils' responses was divided into two sections:

1. Day trips.

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. Residential trips.

Pre- and post-residential visit questionnaires evaluated 6 aspects of the pupils' expectations compared to the rating of their experience.

2.2.2 Findings - Day Trips

Chart 2. 2 represents the summary of the Day Trips' overall change if the overall mood.

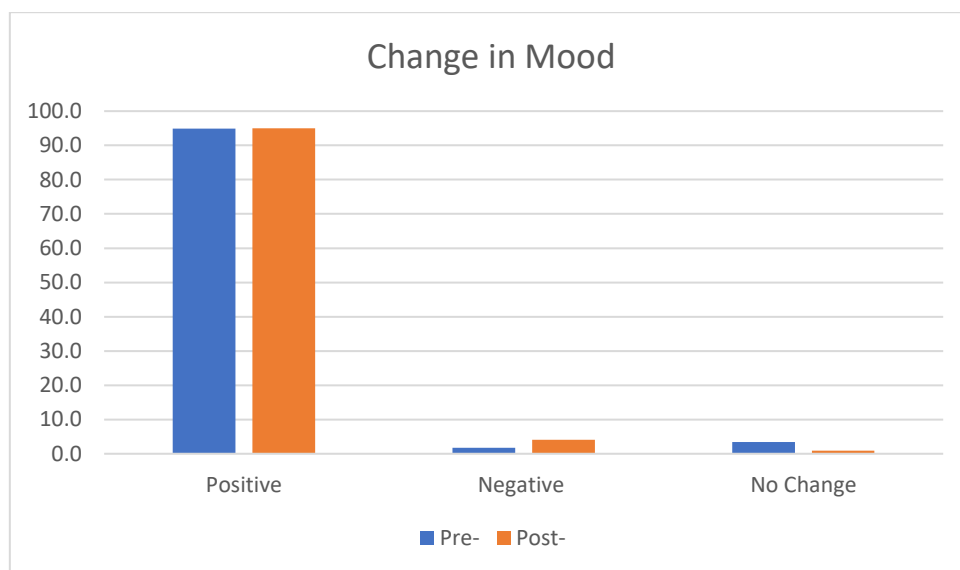


Chart 2.2 Day Trip Mood Change

In 2023 the pupils approached the Day Trip in a good mood and the changes were minor across

2.2.3 Findings - Residential

Charts 2.3.1-2.3.6 represent a comparison of the pupils' expectations prior to their visit and rating of experience following a residential visit. The parameters evaluated were: feel happy; like to help others; confident in trying new things; enjoy being outdoors; understanding prehistory; most looking forward to (pre-) compared to most enjoyed (post-) and least looking forward (pre-) compared to least enjoyed (post-).

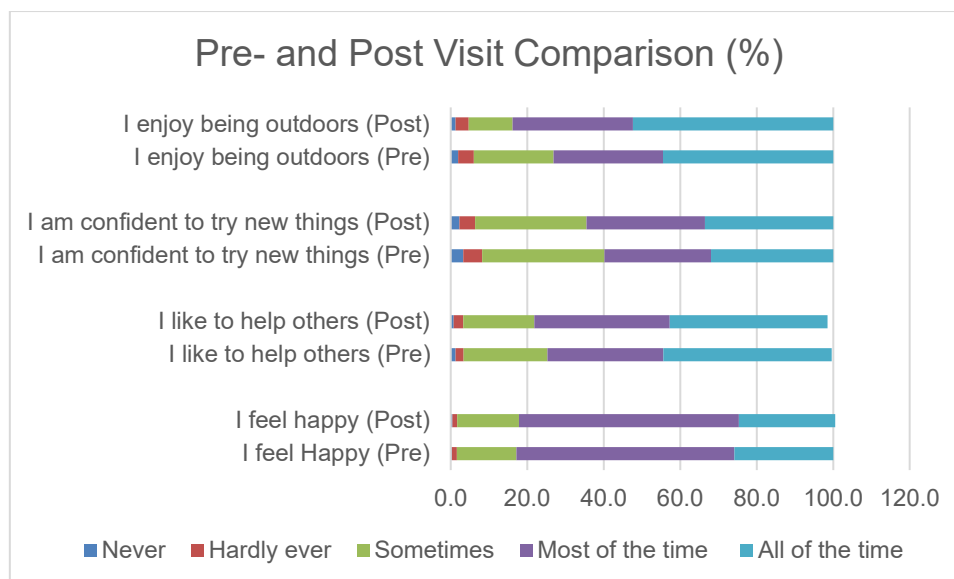


Chart 2.3.1 – Comparison between Pre- and Post – Visit responses

Chart 2.3.1 summarises and compares answers to the four questions and compares the pre- and post-visit responses. The chart demonstrates slight changes in agreeing with statements with the most obvious change in perception is of enjoying being outdoors all the time (52.3% of respondents post vs. 44.5% of respondents pre visit).

The charts below compare the change in perception from post to pre-visit responses, between 2024 and 2023. The change in each aspect is expressed in percentage points.

a. Enjoyment from spending time outdoors

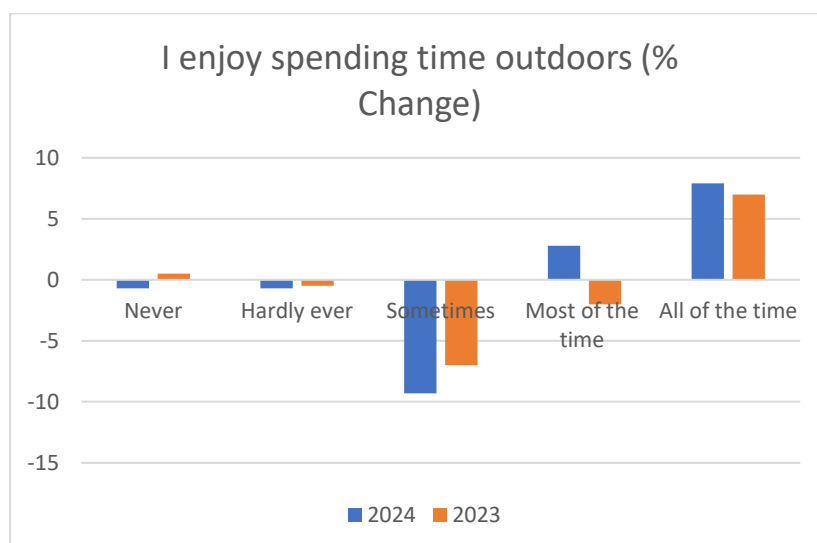


Chart 2.3.2 – enjoyment from being outdoors

In the question regarding enjoyment in spending time outdoors there was an increase in children indicating that they agree with the statement most or all of the time. Additionally, we can see that the difference in positive responses improved from 2023 to 2024

b. Confident to try new things

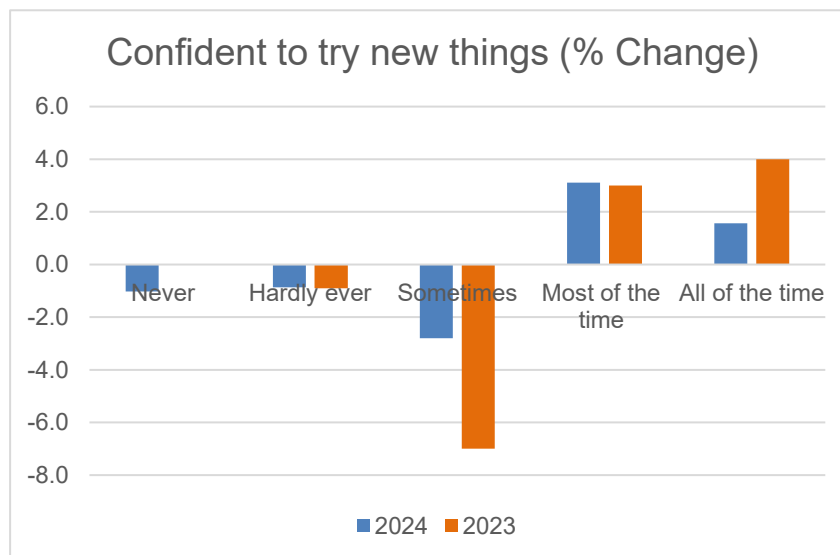


Chart 2.3.3 - Confidence to try new things

An agreement with the statement 'I am confident in trying new things' was marginal pre- and post visit in 2024. The difference between 2023 and 2024 is only significant in the change of proportion of children responding 'sometimes'. Additionally, there was a smaller change in proportion of pupils agreeing with the statement 'all the time' in 2024 compared to 2023.

c. Helping others

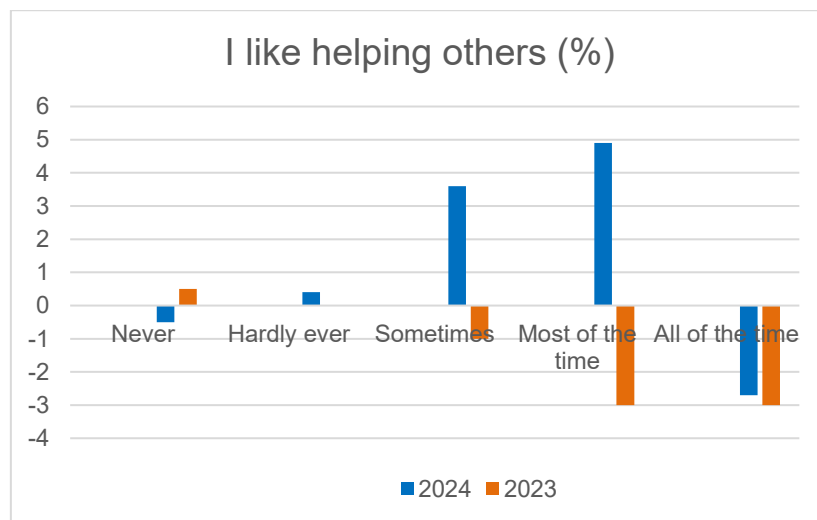


Chart 2.3.4 – Like helping others

As is evident from the chart the change in the proportion of children who enjoyed helping others pre- and post – visit is markedly different from 2023, especially for those who stated they agreed with the statement most of the time.

d. Feeling happy

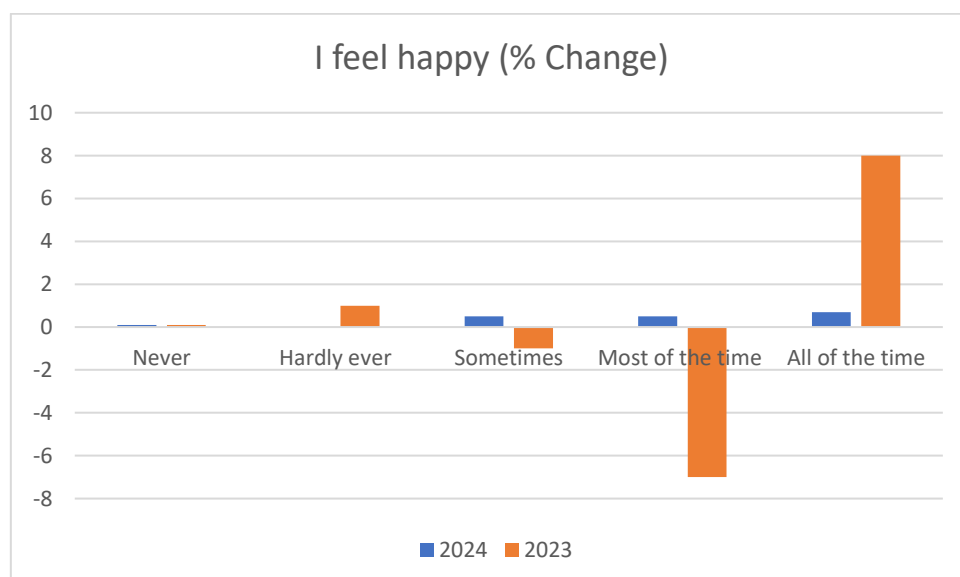


Chart 2.3.5 – Feeling happy

In this aspect there was no statistically significant shift in the change in pupils' perspective pre- and post- residential visit. Similar lack of significant changes was identified in 2022.

e. Understanding Prehistory

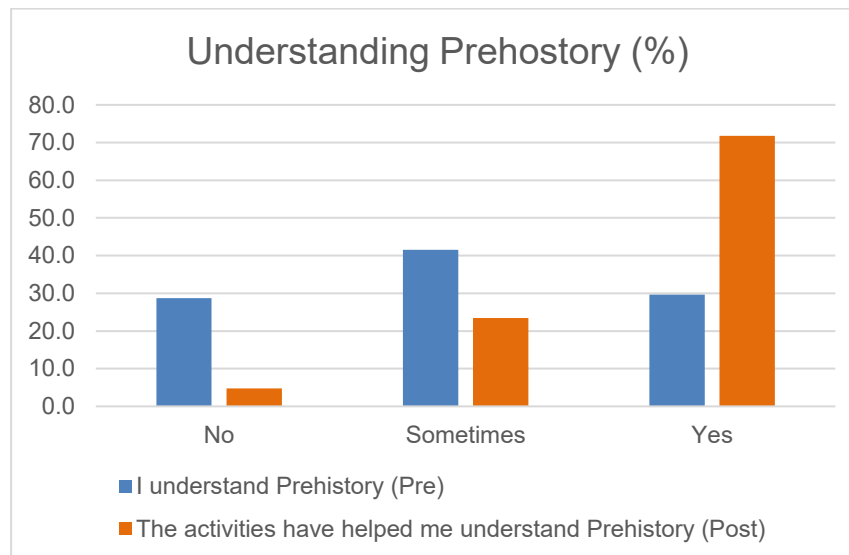


Chart 2.3.6 – Understanding prehistory

The biggest change was, as previously, in this aspect of their visit. Pre-visit nearly 30% of the children stated they did not understand the topic, this proportion decreased to less than 5% post visit. On the other hand from less than 30% stating they understood the topic, the proportion increased to over 70% - a staggering 42.1 percentage point change.

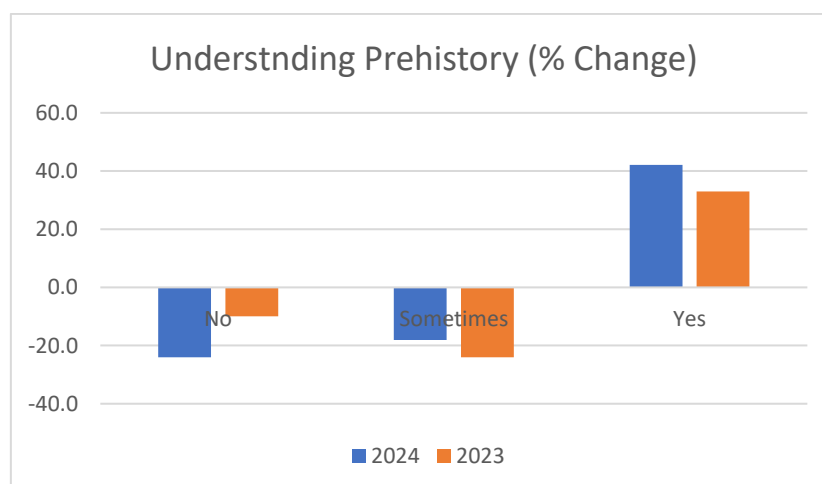


Chart 2.3.7 – Change in Understanding Prehistory

In addition to the positive trend of change in 2024 we also see an improve in the difference in the proportions of children's understanding of the topic between 2023 and 2024.

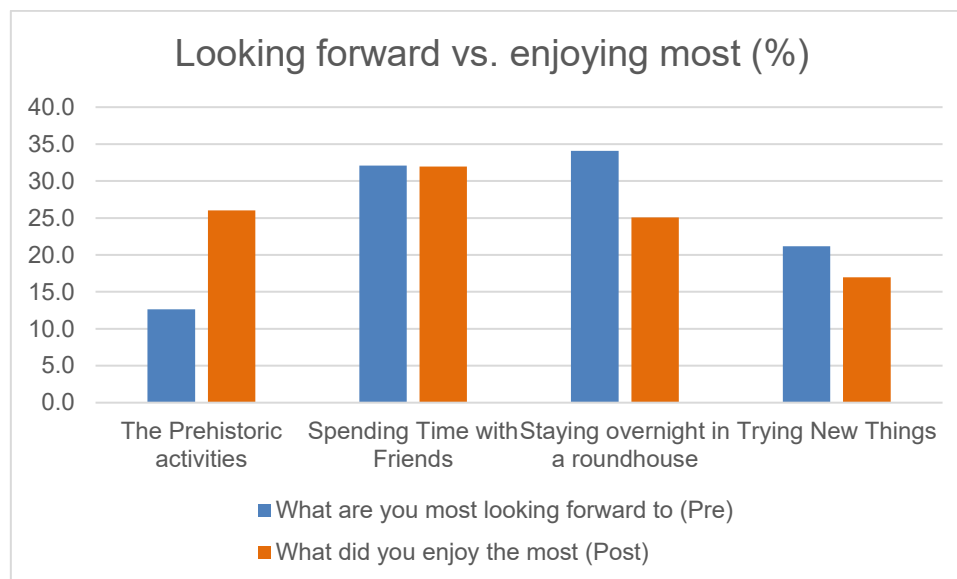


Chart 2.3.8 – Expectations vs. enjoyment

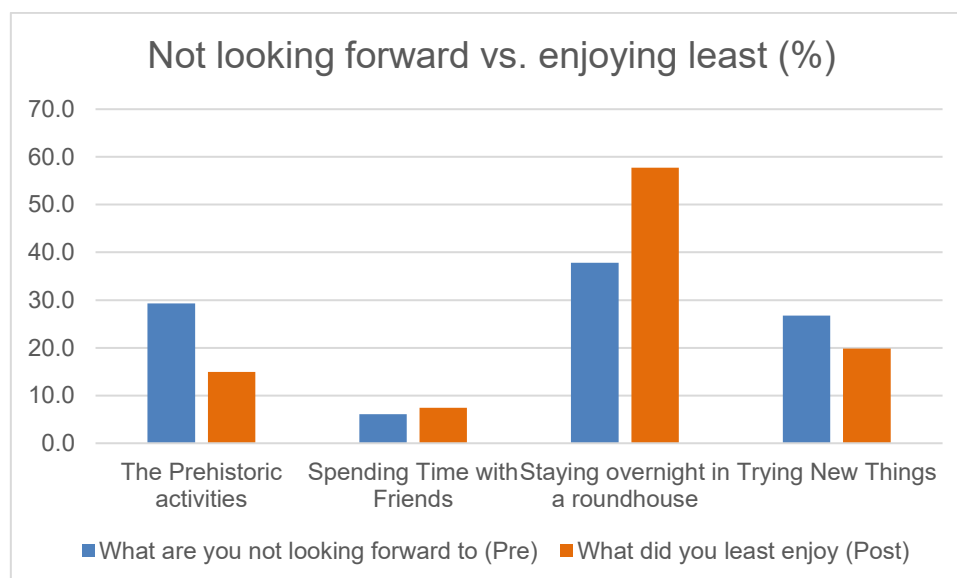


Chart 2.3.9 – Apprehension vs. negative experience

Comparing what pupils expected with their feeling about the actual experience on the day (charts 2.3.8-2.3.9) demonstrate that biggest positive change was in the expectation from the *Prehistoric activities*. Only 12% were looking forward to those vs. 26% enjoying it the most; while nearly 30% were least looking forward to these activities, with only 15% saying they enjoyed them the least.

Expectations from *spending time with friends* correlated to the following experience with both those who were most looking for this, and those who were least looking forward to being with their friend. The major difference between the groups is that expectation from spending time with friends was the highest priority among one third of the pupils and was indicated as the most enjoyable activity of all; while only 5% of all pupils were least looking forward to this activity and remained the lowest ranked least enjoyable, with only 7% choosing it.

Staying in the roundhouse was the most anticipated, with over 34% looking forward to it. It was also most dreaded, with nearly 38% not looking forward to it. Post-visit only 25% said it was the most enjoyable activity for them, and staggering 58% indicated it as their least enjoyable activity.

Trying new things was the most looking forward to and dreaded aspect of the visit for similar proportion of pupils (26%). However, post-visit smaller proportion of pupils (17%) enjoyed it the most and larger proportion of pupils (20%) enjoyed it the least.

These findings are similar to those from 2023. This year, the pupils were encouraged to provide comments regarding their stay which allowed greater insight into the figures.

Some pupils provided comments, which were overwhelmingly positive:

I liked sleeping with my friends. I want to live here!

Add camp beds instead of mats. THANK YOU!

This trip was amazing! It was better than any other school trip! I don't know how I could describe it! very good and I had a lot of fun

I loved all the workers

Best trip ever

Some of the comments were related specifically to sleeping in the roundhouses

In the roundhouse I was freezing

I would like to pick who I was in a roundhouse with

It was amazing, sleeping in a roundhouse was surprisingly comfortable

I've liked sleeping over in the round house and all of the activities

3. Events

In 2024 data was collected from 4 types of events: Easter Dragon Quest (EDQ); Home Ed Explorer Days; Samhain 2024; Samhain Storytelling.

Following are the details of each type of event.

3.1 EDQ

31 families attended this event over 5 days of Easter 2024. 14 of those had visited CH. Previously. In response to the question how much you enjoyed the day, the average ranking was 4.9 out of 5. There were multiple highlights of the day:

My children have had a fantastic day! They particularly enjoyed the den building, drumming, face painting and talk on the tools.

Slow, organised pace - quiet peaceful stroll, looking for eggs interspaced with great activities.

The drumming workshop was singled as a highlight by many of the respondents.

Increase in knowledge of Prehistory was rated 4.2 out of 5.

The staff were rated 4.9 out of 5.

The response to the question regarding meal were overwhelmingly positive

Yes. Best meal ever!

Fantastic - in keeping with the Celtic style. The jacket potato was really soft, warm and lovely to eat in a Celtic house!

19 respondents expressed interest in staying overnight in the roundhouse.

6 expressed interest in returning in the following 6 months.

4 were interested to hear about volunteering with CH.

The feedback on the Prehistory centre was also positive

It taught me and the displays were fun.

Great to have choice on a showery day, we would not like interactive exhibitions as we enjoyed a tech-free day. Handling would be beneficial.

Some took opportunity to leave additional comments

Staff were so enthusiastic!

Staying in a roundhouse may be slightly too expensive for us. Thank you for a great day!

3.2 Home Ed Explorer Day

19 families visited to engage in this experience over 2 days in August.

6 visited previously.

18 found the booking easy (the 19th received a VIP ticket).

All said they would visit again. 15 would visit again at the same time of year. One indicated that a term time would probably work well. Two said ‘*Any time*’, and one was interested to visit the roundhouses during cold weather.

In response to the question of what benefitted the learning most the answers varied

Drumming - very engaging. Den building - clear instructors with regular hands-on, experimental parts.

Drumming was amazing for my artistic daughter who struggled with other tasks. My oldest daughter enjoyed everything.

The learning with contextual activities was fantastic.

Some took opportunity to indicate activities they would like to have

Maybe a foraging/ cooking experience for something different.

Cave Painting

Making tools oneself

The chart below demonstrates rating given to various activities and educators out of 5.

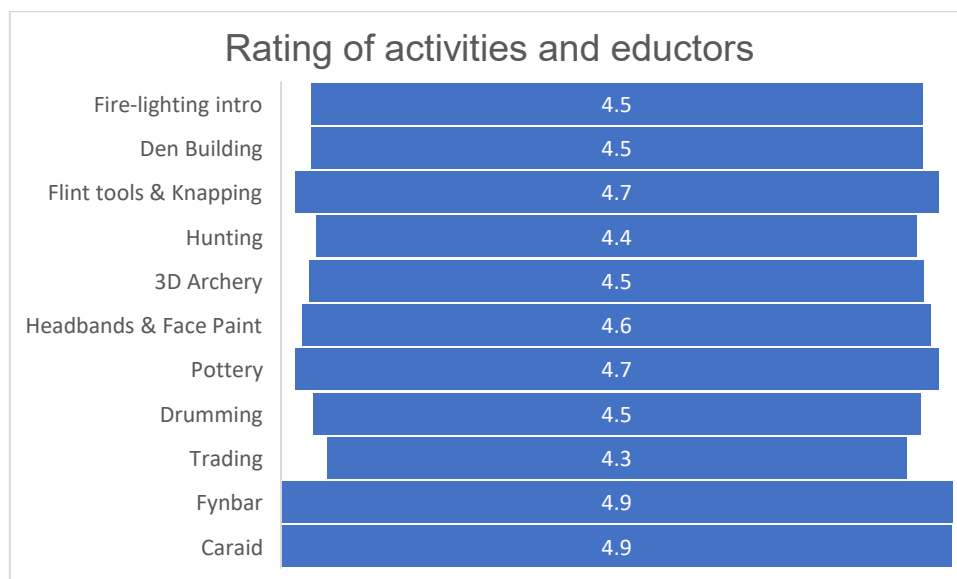


Chart 3.1 – ranging of educators and activities

All activities were ranged very high 4.3-4.5 out of 5. The two educators – Fynbar and Caraid – received 4.9 out of 5 rating.

Some left additional, very positive comments

Fyn (sic) was so patient, encouraging and helpful, adjusting to both our 3 +7 year olds' different skill levels - thank you.

Everyone was so knowledgeable, friendly and approachable. The love of history and archaeology is evident. We can't wait to come back for the Halloween sleep over event! Keep being epic! Thank you!

The only comment left on social media is a great testimony to the excellent experience CH provide

Highly recommend the home ed day!!! Jam packed full of activities for all the family! The sharing of knowledge and enthusiasm is hard to beat! I absolutely loved how encouraging staff were of the children sharing their knowledge and then building on what they either knew already or didn't quite know. Fynbar was particularly impressive!!! Such knowledge and rapport with both the adults and the children! The whole team was amazing but I feel Fyn needs a special shout out as they kept us all intrigued and engaged throughout a very long day (which actually sped by due to everything planned out for us to explore and enjoy!) This was our first trip to Celtic Harmony and won't be our last! We are really looking forward to celebrating Halloween with you all! Thank you for this epic day and the memory making.

3.3 Samhain 2024

23 Families attended the activities during the week of Samhain in 2024 (27.10-31.10).

Only 9 visited previously. Overall rating of the day was 4.6 out of 5. There was no difference in rating of the visit between returning visitors and those for whom it was the first visit.

For this event too there were several items indicated as a highlight of the visit

The variety, drumming and Celtic soup

Drumming and activity stations, it wasn't overcrowded, it was accessible and there were great staff.

All of it

When asked whether there was anything they would like to change the response was a resounding 'No!'. Some suggestion were

Make the forest scarier (flicking lights, dark, go in alone, fake blood) and more clay to make the pumpkins.

We would have liked more info on Samhain as we walked round

The participants rated their increase in knowledge about history at 3.3 out of 5.

The staff were rated at 4.9 out of 5.

Food was described as: *Yum, fantastic* and *It was amazing!*

6 participants were interested in an overnight stay. Some indicated price as a major obstacle.

10 said they plan to visit within next 6 months. And 2 were interested to hear about volunteering opportunities at CH.

A few comments were left regarding the Prehistory centre

Nice addition, the displays complimented (sic) our visit very much.

The PC was very nice, interactive exhibits would be good, especially for everyone to experience.

Both comments left on social media were complimentary.

3.4 Samhain Storytelling

There were 4 responses to this event.

All enjoyed the event

The stories and the atmosphere/setting, it was magical.

It was all really good. The setting, the fire, the tent, the quality of the story-telling and the half-time mead.

The 2 suggestions were

Glad that we brought a torch as the walk from the car park was very dark, I don't know if there's a way to light the way a little more?

Can't really think of anything. Maybe some food.

Each participant heard about the event from a different source: CH website, word of mouth/friend and Muddy Stilettos website.

All were interested at attending another event. As to the type of event the answers varied

Myth and legend, epic tales, told by talented people, just like on the night :)

The linking of the event to Samhain was pretty key - it felt special in part because it was the right time of year. So, linking the event to a calendar date or festival would make it attractive from my perspective.

Any traditional stories

The only additional comments were of further thanks for the evening.

4. Summary

This report summarises the evaluation of Celtic Harmony's activities in 2024.

As in the previous years, this year Celtic Harmony delivered enjoyable educational, developmental visits. This is evidenced by the high proportion of repeat visits. This is a positive indicator, suggesting satisfaction with previous visits and confidence in CH. Despite the saturated market, CH were able to bring several new schools and the positive responses indicate that this is an opportunity to expand their customer base.

This year CH offered a number of bursaries, which were welcomed by those schools and for some they were deciding factors for undertaking the CH Day trip.

Both teachers and pupils enjoyed the day and the residential trips. The only concern remains the sleeping in the roundhouse, which was the number one least enjoyable activity for over half of the respondents. Based on some of the comments, setting clear expectations might improve the experience.

The events offered outside of school visit were well received and demonstrate innovative thinking on behalf of CH, expanding its offerings.

In summary, 2024 was another year of delivering outstanding experience to the visitors at Celtic Harmony.

Appendix – Children’s letters

<https://acrobat.adobe.com/id/urn:aaid:sc:EU:867c022e-efea-4f2d-9164-6d47b9107d6b>