



Foresters' Forest

Working with Schools

Evaluation Report

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Acknowledgements

Inevitably, this report is the result of contributions from a number of people; first among these is Sue Middleton who, together with Helen Chick and colleagues from Forestry England, has helped to guide the process from its inception. I am indebted to the teachers who took their time to complete the online questionnaire and particularly those who went on to talk to us online in the interview phase. Finally, special thanks are due to Simon Lusted, headteacher of Lydbrook Primary School together with the staff, pupils and parents who took part in the evaluation workshops – you all helped to make this task a real pleasure.

The ‘Working with Schools’ project and the range of teaching resources created would not have been possible without the expertise of multiple Foresters’ Forest project leaders and the funding provided by the National Lottery Heritage Fund.

PV
October 2021

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1 Introduction

1.1 Background

Foresters' Forest (FF) *Working with Schools* project is one of 38 linked FF projects supported by the National Lottery Heritage Fund. The projects all relate to the natural, built and cultural heritage of the Forest of Dean, (defined as the area within the boundary of the Hundred of St Briavels for the purposes of the funded programme), hereinafter referred to as 'the Forest'. The *Working with Schools* project itself covers all primary schools in the Forest and has been supported by the Foresters' Forest team, working with various project leaders to develop teaching resources.

The first section of this report outlines the evaluation brief and rationale for the evaluation methods chosen. Section 2 reports on the results of an online survey conducted in mid-2021 while Section 3 analyses the outcomes of a series of semi-structured interviews conducted with a small sample of teachers and head teachers as a follow up to the survey. As part of the evaluation methodology, two multi-stakeholder workshops were held at Lydbrook Primary School; the outcomes of these are covered in Section 4. The discussion in Section 5 synthesises all the findings from these various sources leading to a final section in which conclusions are presented.

1.2 The brief

This evaluation was designed and conducted with the following objectives in mind:

- i. To explore how effective the Working with Schools project has been in engaging Forest Primary Schools with their natural, built and cultural heritage
- ii. To determine how many local Primary School teachers are aware of, and using, the range of learning resources created by Foresters' Forest projects
- iii. To assess whether pupils and teachers think that they have learnt more about their Forest heritage by being involved with Foresters' Forest projects
- iv. To investigate how Lydbrook School immersed the whole school population (pupils, teachers, non-teaching staff, parents, governors) in their local heritage and to determine how/if this approach could be reproduced in other schools
- v. To explore how the legacy of Foresters' Forest projects and the learning resource materials can be maintained after the funding period has finished.

1.3 Evaluation framework

The Working with Schools project has a number of elements and involves a variety of stakeholders working at different levels, from headteachers to primary school pupils. In order to reflect this diversity, while keeping things manageable, the evaluation has been guided by an approach based on Cultural historical activity theory that explores the project as a single unit or system of activity. An

'activity system' comprises a number of elements (Fig. 1).

1.3.1. A Tour of the Activity System

For the purposes of this evaluation, the **Subject** of the system is seen as the schools involved in the project; these work on the **Object** (in this case, their pupils), which in turn contributes to **Outcomes**.

To reach the pupils, the schools use a range of **Tools**; these are the range of resources provided by the Foresters' Forest team.

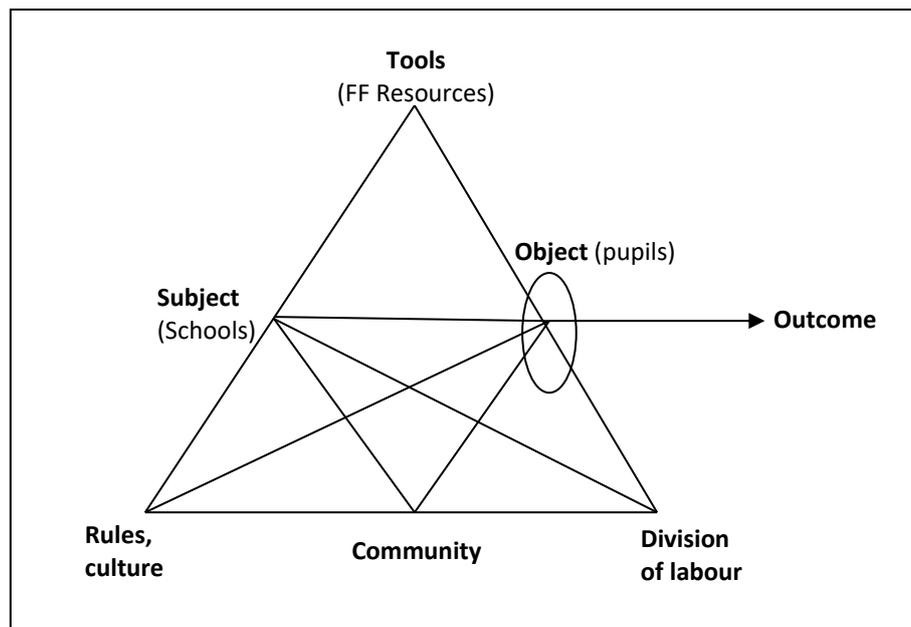


Fig. 1 An Activity System

Every activity system has its own way of doing things; this is covered by **Rules** (explicit and implicit) and is informed by the prevailing **Culture** of the system. Activity systems normally involve a number of actors and there will necessarily be a **Division of labour** among these while the activity is also supported by a wider **Community**, which in this case may involve parents, volunteers and others who become involved from time to time.

The reason for looking at any activity in this way is to understand how it operates and to explore whether any of these different elements contradict each other. This is not simply a fault-finding approach for it is through resolving contradictions that systems learn and improve. Therefore, by using this approach, the evaluation sets out to identify learning opportunities and possible points for improvement as well as addressing the more familiar 'what happened?' and 'did it work?' questions.

1.3.2 A note on data gathering

The formal 'Project Outcomes' listed in the original 'Working with Schools proposal are framed in terms of numbers (i.e. how many children and adults who will learn, become involved and volunteer). By contrast, the evaluation brief emphasises a range of aspects that are open to interpretation and unforeseen outcomes. Apart from the 'how many' question under the second

item, this brief requires the gathering and analysis of qualitative data. This is reflected in the approaches chosen in order to gather evidence.

Three data collection 'instruments' are used in this evaluation:

- *An online survey (using the higher education JISC service)*
This is useful for gathering quantitative data to provide a snapshot of aspects such as awareness and use of the Foresters' Forest materials; as such it was sent to all participating schools (see Section 2)

- *Semi-structured interviews with individuals and pairs of teachers*
These allow for in-depth discussions to explore the situation behind some of the trends seen in the survey results as well as other unforeseen aspects of the project (see Section 3)

- *A multi-stakeholder workshop*
Using the activity-system as a framework, this facilitated an in-depth exploration of the approach taken at Lydbrook Primary School. Parents, governors, pupils and teachers joined the headteacher, the programme manager and the external evaluator for two after-school workshops (see Section 4).

2 Survey results

2.1 The survey sample

There were 32 responses to the survey; although more than one teacher may have responded from one school in some cases, with 25 schools inside the Hundred of St Briavels, it seems likely that some responses came from schools surrounding the Forest; all will have been located inside the Forest of Dean District Council area. Exactly half of the responses came from teachers with six headteachers, seven senior management team (SMT) members, two teaching assistants (TAs) and one 'other' (with widening curriculum responsibility) responding.

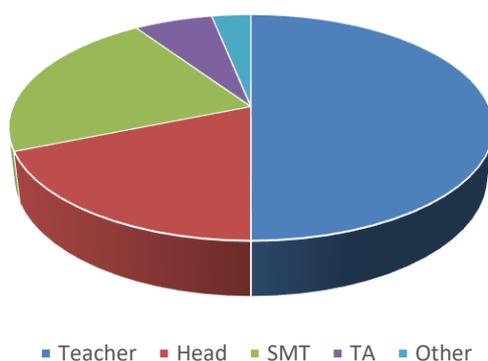


Fig. 2 Survey respondents

The full set of survey results are available under Appendix 1.

2.2 Use of the local area before the project

Ten respondents claimed to have used aspects of the Forest heritage (natural, built or cultural) in their teaching before the Foresters' Forest programme. All ten gave short examples citing subjects (Geography and History), specific curriculum areas (mining, kings and queens of England), the 'natural environment' and visits to named locations such as Clearwell Caves, the Dean Heritage Centre and a local playing field (see Q. 7 under Appendix 1).

2.2 Awareness of the Foresters' Forest resources

Initially respondents were asked whether they had heard of the Foresters' Forest programme and the free teaching resources that they have provided to schools in the Forest of Dean. Of the 31 responses to this question only five returned a 'No'. With 26 claiming to have heard of the programme this suggests over 80% recognition – a very positive result.

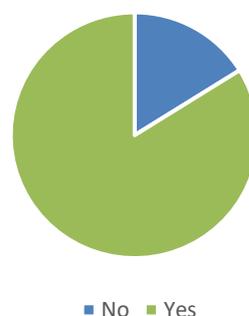


Fig. 3 Awareness of Foresters' Forest Resources

2.3 Use of the resources

The second question sought to discover the level of use of specific Foresters' Forest school resources. This involved twelve sub-sets of questions, one set each for the following resources:

1. History Scheme of Work
2. History timeline
3. Natural Heritage Scheme of Work
4. Ranger in a Bag Rucksacks
5. Hidden Heritage of the Dean app
6. Coleford's Hidden Heritage app
7. Archaeology Pack
8. Reading the Forest
9. Reading the Forest timeline
10. Voices from the Forest
11. Foresters' Forest colouring page
12. Love Your Forest anti-littering and recycling

For each of these, respondents were asked to indicate whether the resource had been used:

- by the whole school
- in more than one class
- by one class only
- was in the school but not used, or
- never heard of it.

Responses in relation to the History Scheme of Work (Q2.1) are shown below as they appear in the survey results:

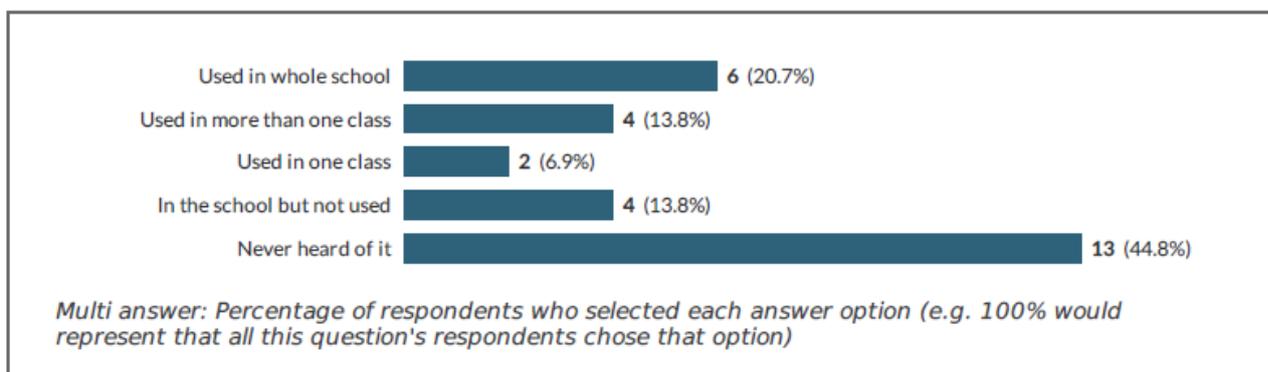


Fig. 4 Use of Foresters' Forest resources

This is typical of the spread of responses for each resource except that this particular resource has been used by the whole school in six cases whereas most other resources have been used in one or more classes but rarely by the whole school. Understandably, higher levels of recognition are registered for those resources that were produced earlier in the project cycle.

There is a fairly consistent level (12-14) of respondents who claim to have never heard of each resource. We cannot tell from the survey totals whether these are all from the same schools but these responses suggest that while 'brand recognition' of FF is very high at over 80%, the resources themselves have, in most cases been used by just over half of the schools surveyed.

The Foresters’ Forest project team found it difficult to speak to teachers and get them to come to launches of new teaching resources as in each case multiple emails and phone calls had to be made to each school. Whilst this is unavoidable given the very busy and pressured life of a teacher, it represents a barrier to the use of the Tools (the resources) by the subject (the Schools) to get to the Object (the pupils). In future, it may be that the West Gloucestershire Schools Partnership has a key role in getting Headteachers on board with the use of Foresters’ Forest resources so that they will be incorporated into school curriculums when the Foresters’ Forest funded period has finished.

While the Foresters’ Forest resources clearly reflect the programme’s priorities in terms of promoting the heritage of the Forest of Dean, schools have their own priorities in terms of supporting children’s learning and meeting the requirements of the school inspection service, Ofsted. The survey therefore asked (Q. 3.1) whether respondents had been able to use the FF resources in order to “meet the OFSTED requirements to deliver a curriculum which reflects our local context” (Fig. 4).

All 32 respondents answered this question with the majority (19) agreeing that the resources were of value in relation to Ofsted. The 13 who answered ‘Don’t know’ or indicated levels of disagreement with the statement in Q 3.1 corresponds with the number who did not recognise the FF materials in their schools. This suggests that these answers relate more to the lack of familiarity with the resources than to their potential value (or lack thereof) in helping to meet Ofsted requirements.

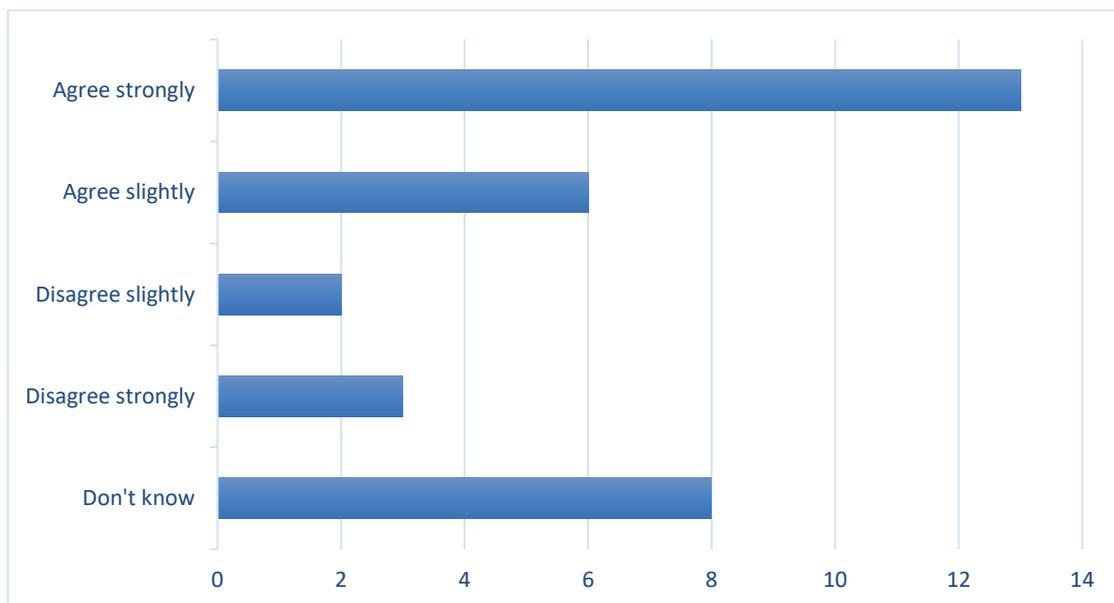


Fig. 5 Use of Foresters’ Forest resources to meet Ofsted requirements (Q.3.1)

2.4 Impact of using the resources

The pattern of response to Q3.1 is repeated for other questions in this section of the survey that asked respondents whether:

- they feel that the resources, being locally tailored, help children engage in their learning
- any resources that help them understand the area are useful
- having resources focused locally helped the whole family to get involved
- the resources help children understand why the Forest of Dean is special

This is unsurprising as the project has been based on well-founded assumptions concerning place-based learning and its potential for engaging learners and by extension, their families.

Responses to the question relating to whether the resources had increased the use of outdoor learning around the school were split 50:50 in terms of agreement: disagreement/don't know. This may well reflect the difficulty that many schools have faced over the project period due to the COVID pandemic and related lockdowns (see Section 3).

The apparently sporadic use of the resources is also explained in large part by the fact that just over a third of respondents (11) claimed to have been unable to use the resources 'due to other commitments'. Again, COVID may well be behind much of this. Only two respondents felt that the resources were not relevant to them at all; these may be from schools located outside of The Forest.

2.5 Interest in learning more

Suggested options for learning more about the project, via newsletters, INSET days, school exchanges, demonstrations and site visits attracted varying degrees of interest (from 30 to 50%). Over 50% of respondents (17) expressed the need for more expert help to access the resources, a theme that also emerges from the interview data.

2.6 Comments on teachers' use of the teaching resources

The survey included a free text box for respondents to make comments on their use of the FF resources (Q. 6). All of these are presented below.

Most respondents are enthusiastic about their use of the materials and other resources:

- We are very grateful for these resources and the expert knowledge. Thank you
- We have used contacts within the Foresters' Forest team, such as natural history experts and also Dean scribblers.
- The Roman pottery has been a real hit with our children. Excellent resource with really good accompanying information.
- Great for the children to learn more about their own community.
- They make the teaching and learning we do in history and geography relevant to the children and allow them to further explore our wonderful forest!
- Minibus Tour was extremely well received.
- I use the timeline a lot - it's really useful.

Some comments explain the lack of awareness or use of the resources:

- Due to COVID, we have not been able to utilise the pack in the way that it could be used - sorry!
- I've not used any but these would fit so well with one of my themes!
- Temp Teacher new to the area so not familiar with your resources.

One comment offers advice in the form of a request:

- It would be useful to have the resources available to download.

Many of these issues emerge as themes in the interview data discussed in Section 3.

3 Teacher interviews

3.1 The sample

Interviewees volunteered by responding to a request built in to the online survey. Timetabling of interviews proved challenging and out of nine positive responses, five online interviews were held between 11th June and 13th July 2021. These were conducted with seven teachers (including two headteachers), from five primary schools within the Forest.

Where possible the programme manager and external evaluator conducted the interviews together although one involved just the manager and another two were held with only the evaluator present. All interviews were recorded with the permission of the interviewees to aid subsequent analysis.

The question schedule or interview guide is provided under Appendix 2. This reflects the survey initially as it seeks to gauge the level of awareness and use of FF resources. Subsequent questions are guided largely by the activity system model outlined in Section 1.3 and explore the interviewees' use of the local area and community links as well as the use and impact of the resources across the school.

Analysis of the interviews involves watching and re-watching the interviews, going back to transcribe passages that reflect significant or emerging themes, which are discussed below.

3.2 Emerging themes

As far as possible this report uses extracts from the interviewees' own words; interviewees are labelled A to G (all are teachers with various leadership roles while two are headteachers).

3.2.1 *Use of locality before the Foresters' Forest project*

Schools appear to have made limited use of the forest before this project, as one teacher puts it:

"Nothing consistent, maybe bits and bobs." (E)

Another mentioned how their school had:

"...for science lessons ... one-off lessons – usually; what a forest is, signs of animals..." (C)

Specific reference was made to history classes visiting Hopewell Colliery, one school's Clearwell Caves visit and another's work on mining in Year Three. This piecemeal use of the locality by a minority of teachers represents a missed opportunity, as this headteacher explains:

"It's sad that the children just don't know what's on their doorstep." (F)

Interestingly, opportunities are also missed within the staff; another headteacher described how:

"One or two teachers in particular have a deep knowledge of the local area but others have not been able to learn much from them." (A)

This reflects the difficulties of transferring knowledge across staff members. Schools are busy places and teachers are isolated from each other for much of day; without a concerted effort it is unlikely that knowledge and experience will be shared effectively.

3.2.2 *Integrating Foresters' Forest into school life*

One highly impactful activity appears to have been the minibus tour provided by the project:

“The tour of the Forest was definitely what tipped the balance – that’s a great inset day.” (F)

One headteacher suggested making a minibus tour the setting for a staff meeting as a means of kickstarting the project in her school.

Another school was “trying to contribute to the community in some way” when they were introduced by Foresters’ Forest to a community project that was being developed. In this way the project can be seen to be tapping into existing needs and motivations. A similar point was made by this headteacher:

“Part of our vision is belonging ... How can you belong if you don’t feel like you know anything about your community and surrounding area.” (F)

Building links between the programme and the school also includes mainstream curriculum work:

“We start with the National Curriculum and the child themselves and then look out and link to the forest to make it link to them. (G)

Over time this strategy has led to the situation where in this school “the curriculum is just under-pinned everywhere through Foresters’ Forest”. (F) This headteacher claims that all the teachers at this school are using FF and she explained how virtually all of the FF resources, including:

“The Love your Forest trash converter – we’re due to have it in after COVID restrictions are lifted.” Plus, they are “...sending the colouring page home over the holidays.”

“I have to say, hand on heart, the curriculum is alive here, it’s fantastic and it is all through FF.” (F)

Elsewhere the changing nature of the National Curriculum can be seen as a challenge:

“It’s gone away from being task driven to being objectives driven, so yes, we really focus on those objectives” (D)

Even so, the project has something to offer:

“The national curriculum is a bit vague isn’t it, you know, so this helps.” (D)

While there has clearly been effective work on the part of the FF staff to introduce resources to teachers in ways that appear relevant to them, once teachers have seen the value of the programme, they often take it upon themselves to find ways of using the available resources to support the objectives and even the values and ethos of their school.

3.2.3 *Impacts on children*

The FF resources are varied in character and contain a vast array of messages. Schemes of work and the timeline are mentioned as having value to teachers but when it comes to impacts on children, as one might expect, it is the introduction to resources beyond the classroom that appear to have made the greatest impression. This goes well beyond site visits; those schools that have had (or have

taken) opportunities to contribute to practical learning have reported very positive responses from their pupils:

“The children really could see the value in what we were doing ... Not just learning a few things for ourselves, we can do that at school... but we were able to help.

“It all contributes to a great sense of wellbeing and accomplishment” (E)

For another school, the task of designing a roof for the bandstand was a classroom-based activity following a site visit but this meant that:

“they totally understood their learning, why they were doing it, it’s an on-going project and they were quite enthusiastic about it. It just meant that that hook they had to their learning was purposeful...” (G)

That said, simply being outdoors can have immense value:

“It’s not like a bunch of worksheets you can just print off, it’s an actual physical place that you can go to, the sights, the smells, the sounds, it’s a very stimulating environment and it’s just about providing those really rich learning opportunities for the pupils...” (E)

A project with such a strong focus on the local area carries the danger of adding to a sense of insularity, particularly in places such as the Forest of Dean that might be viewed as a being ‘a world apart’ by communities living beyond its boundaries. The testimony of these teachers put paid to that notion, even when it was raised directly with teachers:

“It’s about giving them the history to show how people around here have impacted on our lives – it’s not just insular, it’s about linking it to the wider world.” (F)

The value of materials that focus on local writers was seen as having particular value:

“Children sometimes don’t believe they can do these things, so actually picking out you can be a doctor or scientist or poet or an author and it’s people from this area it’s *really* empowering I think.” (D)

For this teacher, a sense of empowerment or agency was clearly important; she also valued the project for giving her pupils a range of experiences that she saw as crucial in building social capital.

Officially, the Government (and thus Ofsted inspectors) emphasise subject knowledge over experience so outdoor or project-based learning is unlikely to be viewed favourably by inspectors unless benefits are registered in terms of literacy, numeracy and curriculum-based knowledge. It is significant therefore that one teacher raised this specifically:

“And they can talk about it now and are becoming more articulate with their own subject knowledge of where they are.” (G)

Here and in other schools, a deeper engagement in their local area appears to have enhanced pupil engagement in their school work more widely:

“When you see the children learning and you see their enthusiasm and see the results, it’s quite inspiring.” (G)

This in turn has an impact on the enthusiasm of teachers, an aspect that is covered in the next theme.

3.2.4 *Impacts on teachers/school*

Inevitably the teachers in most schools will include those with strong local knowledge and others who know little about the area. It is clear that the FF programme has had an impact on staff as well as pupils, as this headteacher explains:

“They [local staff] think that other teachers have learnt more about their Forest heritage by being involved with Foresters’ Forest projects.” (A)

Her counterpart elsewhere reports a similar story:

“Maybe if a teacher had been personally enthusiastic but now it’s across the school.”

“There are members of staff who are more knowledgeable about the forest and everyone is willing to help out to throw in ideas to try and make it work...” (F)

For a teacher in another school who has less local knowledge, the FF resources are equally valuable:

“I’m not local so these resources are useful for me – I know enough but not enough to embed these things into a curriculum, I know snippets so a podcast like Voices of the Forest, that would be great for me.” (D)

In this case, the teacher recognises how further resources can enhance her learning and actually help her access the materials that have already been made available. This is a theme that we return to under ‘challenges’ (3.2.5).

Another aspect where schools have registered an impact is in their community links, chiefly in the form of parental involvement. Those teachers that have been inspired by FF to make additional trips locally have had to call on parents to help out. One school found that getting parents to drop off or collect their children at the location saved on bus costs but also raised awareness more widely about where these sites are with some reporting that children have returned to sites with their families. Simply taking an initiative in this way appears to have a knock-on effect in terms of community links:

“One thing I’ve definitely found out since I started using the FF resources and looking at things more locally is how willing people are to give up their time and energy into helping the children learn – it’s actually quite spectacular, it’s actually amazing, the sense of community and how many people will give up their time to help you out to make an experience worthwhile.” (G)

In this case, the school has developed multiple links having ‘sparked an interest’ in the locality through the FF project:

“...we have run with that, it’s merged into a bigger thing. Contacts lead to contacts...” (F)

Returning to the issue of Ofsted inspections, this headteacher sees how all these aspects can be mutually reinforcing for the school:

“If you want what Government is looking for and Ofsted are looking for at the moment as to what makes your curriculum in your area unique, well I need to meet all the boxes and it’s just lovely to see the Forest kept alive now ... All that history and tradition was in danger of dying out and to see it coming alive in the children and to see the children informing their parents ... it’s brilliant.” (F)

3.2.5 Challenges

COVID-19

The impact of the COVID pandemic has clearly been detrimental to the project and for school objectives more widely. As this headteacher reports:

“Quite a few of the FF materials have been at the school for a while but have yet to be used due to COVID.” (A)

The Year Three project on mining in this school was hampered by not being able to travel and while it will always be the case that time is limited and funding is tight, the pandemic has been uniquely difficult for everyone:

“COVID has impacted massively especially on history and geography, Art, DT, Music, PE” (A)

“The nature area was let go during COVID; it should be possible to link it to FF in future.” (D)

“Everything has been held up by COVID and the lockdown.” (E)

“Community links are very difficult with COVID.” (G)

With ongoing restrictions in place such as social distancing, the range of possible solutions are further limited:

“One way around this is to make use of assemblies but that hasn’t been possible because of COVID.” (A)

Nobody has escaped these impacts of course and those schools that made an early start on the project clearly had the opportunity to visit sites and use the FF resources in ways that others did not.

Prioritising

As schools gradually find their own equilibrium, the issues of time and funding will remain; this in turn highlights the issue of priorities for schools. On the one hand, a walk to a local site is seen as time consuming but valuable in its own right:

“It’s half an hour walk for Year 6s, 45 minutes for Year 3s; it’s a really nice walk to get there along a forest track – that in itself is a sense of occasion” (E)

On the other hand, not much has been done on curriculum development because that relies on other subject leads within the school:

“I’m aware of colleagues looking at the history folder, for example, but I’m not sure how they’re using it; they all make their own decisions.” (E)

Indeed, the necessity to cover the curriculum can be seen as insurmountable:

“It’s difficult to see how to do what Lydbrook did. The curriculum is so ram packed ... some of the curriculum uses the local area but you need to include all the other stuff.” (A)

This reference to Lydbrook School, a ‘lead school’ in terms of using FF, suggests that sharing their example may not be sufficient to inspire others if the practicalities are not discussed. Even in a

school that is almost as immersed in FF as Lydbrook, there are points where the project cannot be integrated due to more pressing concerns:

“We need to get Maths correct and consistent first so no, it’s not linked to Foresters’ Forest.” (G)

Although Mathematics has yet to get the FF treatment, this school has made great strides towards its aim of creating “a unique and purposeful curriculum for the children” (F); however:

“This means that materials are not available from the internet, for example, a teacher won’t have prepped this in Liverpool.” (F)

This means that there is an extra demand on staff to make connections in order to add a local dimension to different curriculum areas.

“It’s change, and as soon as you say well it’s not a scheme that you can bring down [from the internet] you’ve got to do the research, you’ve got to make it ready, then you get that bit of, ‘well about work-life balance’.” (F)

This is where the role of the headteacher is so critical; if the head does not see this as a priority for the school, then there will be little time or space for other staff to do more than piecemeal project work around their core duties.

The wealth of available information

Linked to the issue of limited time, even where the project is prioritised, the richness of the FF materials themselves can be a barrier:

“It’s a bit overwhelming at times, all the resources ... can be off-putting at first.” (G)

Sharing as much material as possible about the built, natural and cultural heritage of the Forest of Dean is clearly a priority of the project; however, this needs to be translated into a format that is readily digestible by busy teachers. Statements from two teachers working in different schools make it clear that they recognise the wealth and potential of the materials but face similar difficulties:

“The only meaty challenge is that the resources are a bit clunky. Looking through them as a teacher, they don’t flow. Especially the archaeology one, it’s amazing, don’t get me wrong I’m looking through it and I’m like wow, wow, wow, but trying to find something that you need, it’s a little cumbersome.” (D)

“One issue is that the resources are fantastic and the team are very enthusiastic and provide great resources but they are sometimes almost too complicated ... for the amount of time that teachers may have to read through, for example the archaeology pack, I cannot find the time to sit and read through that. I need someone to come and show me – and I’ll learn by doing.” (G)

Whether or not the archaeology materials have been singled out unfairly, there is a general message concerning the need to make the materials more accessible. Another example is the ‘Ranger in a bag’ resource:

“Everyone is so willing to come in and talk to you ... it needs someone to come in and talk you through it.” (G)

Suggestions such as these suggest that accessibility can be enhanced without changing the materials themselves. Further suggestions are provided below.

3.2.6 *Beyond the project*

In schools

The interviewees recognise the need to do more themselves, whether this is “hoping to build links with specific places” (C) or aiming “to get it planned into our curriculum.” (A)

The environment is of course a living thing, as this teacher recognises:

“As the site matures, we will mature with it. There’s always jobs to be done and it will always be new to each generation of pupils.” (E)

Developments may include incorporating resources beyond those provided by FF such as the use of local authors such as Bernard Kear as well as other writers who are featured by the project. The West Gloucestershire Schools Partnership (WGSP) is likely to make use of the Harvey Centre at Minsterworth.

Next steps for Foresters’ Forest Working with Schools project

This seems to be best summed up by two words ‘show’ and ‘tell’. Interviewees in three schools said they would like the team to visit and explain more and to show the materials – specifically to the senior leadership team in one case. Another teacher mentioned that it would be useful to introduce this to teaching assistants who are more likely to have local knowledge than many teachers.

In relation to the need to make materials more accessible to teachers as discussed above, suggestions include:

- a short video to show how to apply the resources in school
- an email with some ‘wow’ things that teachers can focus on – possibly at regular intervals to remind teachers of different resources
- alerting teachers to the website as many don’t know about this
- fostering links with other schools for fresh ideas on how they are building FF into their curriculum.

In developing the last point on school linking, it was suggested that there be a working party to develop the sharing of good practice, for example, to discuss how individuals managed to fit FF into their curriculum. The point was also made that the materials are based on the national curriculum and that this needs to be made clear to schools.

On the issue of where the FF resources might be hosted after the project ends, the West Gloucestershire Schools Partnership would be more than happy to do this.

Finally, an interviewee wished to thank the National Lottery Heritage Fund for their support saying: “we are grateful, it’s such a rich experience.” (E)

4 The Lydbrook School workshops

4.1 Rationale and process

Lydbrook Primary School formed a partnership with the Working with Schools project early on, making use of all that the project had to offer. For this reason, the evaluation brief called for a particular focus on Lydbrook School and how it went about immersing the whole school population (pupils, teachers, non-teaching staff, parents, governors) in their local heritage with a view to determining whether this school's approach could be reproduced in other schools.

From a methodological perspective, Cultural-historical activity theory involves working with stakeholders from across an activity system in workshops known as 'change laboratories' in which participants explore the internal working of their own activity system. These normally involve a series of events with opportunities between meetings to gather further evidence or 'mirror data' to inform discussions at each workshop.

This approach chimed well with the evaluation brief although given the short time frame and young age of some participants, it was agreed that we would run just two workshops which would provide opportunities for reflection on – and shared analysis of – Lydbrook School's approach to drawing on its local heritage.

The workshops themselves began with an introduction by the programme manager and then took the form of discussions facilitated by the external evaluator. The 14 participants (seven teachers, two current pupils, two ex-pupils, one governor, one parent and the headteacher) divided themselves into three groups with each group working on a series of questions posed by the facilitator. Each group prepared a flipchart (e.g. see Figs. 6 and 7) to record their discussion points before moving on to the next question.

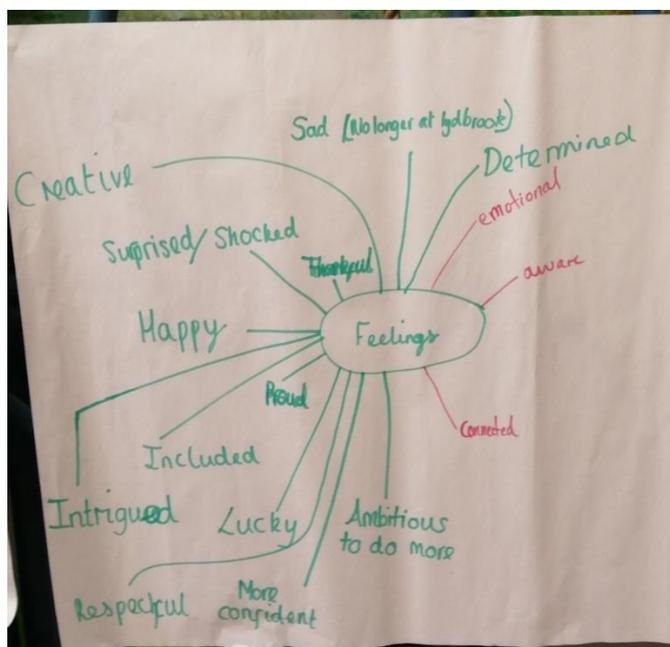


Fig. 6 A flipchart from Workshop One

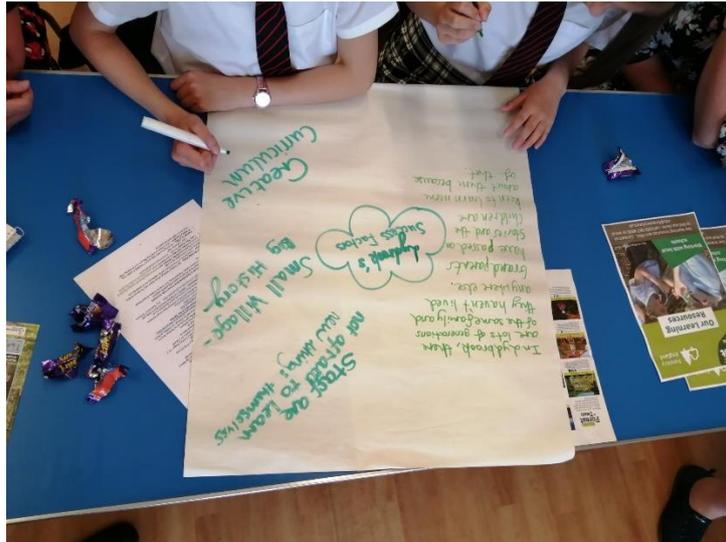


Fig. 7 Former pupils work on a flipchart with staff and parents (blood sugar support strategy in evidence)

At the first workshop, the survey results were presented as mirror data; this gave a sense of purpose to the discussions as we needed to know the story that lay behind those raw results. After the workshop participants were invited to gather information themselves to contribute to subsequent discussions. One pupil chose to write a brief account of what they had learned through the project (Fig. 8) while one ex-pupil designed a survey that revealed the limited extent to which friends at her secondary school had engaged with their own local heritage while at primary school (Fig. 9).

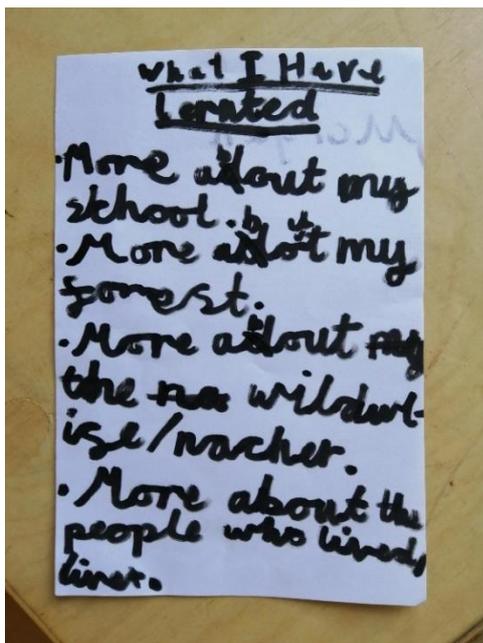


Fig. 8 "What I have learned..."

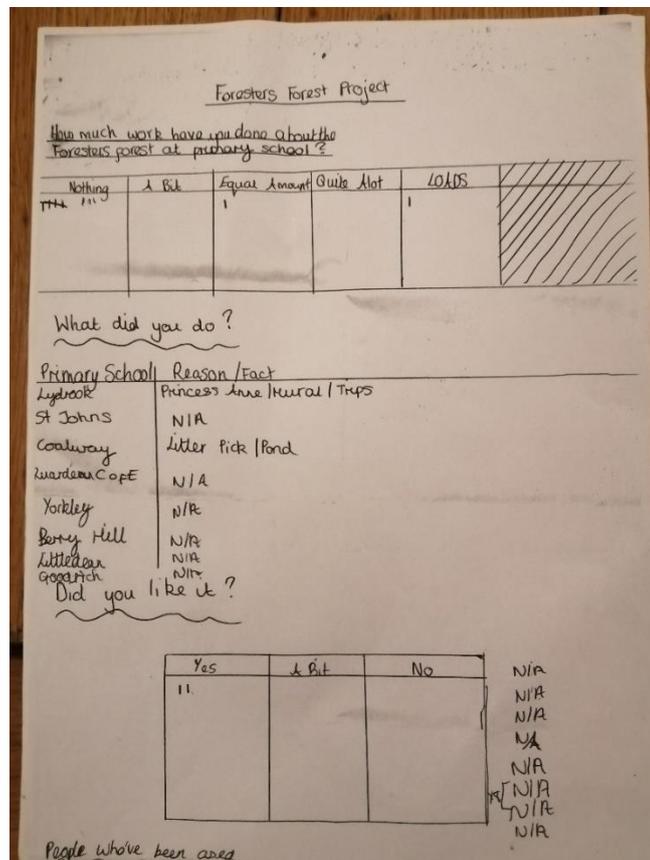


Fig. 9 Pupils' own survey

4.2 Themes from the workshops

Three broad themes emerged from the workshop (not in the order of the discussions – all flipchart results are available under Appendix 3). The themes are:

- (i) how the project became established and succeeded at Lydbrook
- (ii) the impacts of the project including how it felt to be a part of it
- (iii) how this work might be sustained beyond the life of the project.

4.2.1 *The project at Lydbrook*

Discussions revealed that an important early step was an ‘immersion trip’ to local heritage sites; this inspired the motivation to learn more and generated a number of questions from the pupils themselves about what they wanted to learn. Questions would be used to start new lessons and at the end of any enquiry topic pupils presented their learning at school assemblies. Crucially parents (who made voluntary contributions to help pay for the immersion trip) formed a key part of the audience at the assemblies. We heard how not everyone learns the same thing and it was interesting to see how classes of different aged children reported back on the same trip.

Key factors in the success of the project at Lydbrook include the disposition of the staff; they are learners themselves and are not afraid to learn alongside their pupils (it is probably no coincidence that in the recent past, Lydbrook has taken a whole school approach to adopting Carol Dweck’s growth mindset approach to learning). One comment on a flipchart explains this clearly:

“Staff not afraid to say to pupils that they don’t know everything and they are learning at the same time makes children less afraid to learn.” (Workshop 2)

The interest of parents, including financial support, is mentioned in particular and this works the other way as the school was proactive in involving parents, carers and governors.

Specific structures were set up so that, as well as partnership with Foresters’ Forest, key staff had a role to play and ultimately all staff became involved in the planning process to enrich the curriculum. This appears to be a creative process with the curriculum continually developing and drawing on the full range of 38 projects under the FF programme.

This openness to learning and the forging of strong links with the community meant that the school was also able to benefit from particular features of the village itself:

“In Lydbrook, there are lots of generations of the same family and they haven’t lived anywhere else. Grandparents have passed on stories and the children are keen to learn more about them because of that.” (Workshop 2)

As another flipchart comment puts it, “Small village, big history.” Local interest had been generated by the school’s centenary and pupils in turn have become interested in their community.

The lesson here is that this is more than simply providing resources. The teaching staff have been responsible for developing a highly engaging pedagogy and the school has capitalised on the wider range of Foresters’ Forest activities. These have included opportunities to visit senior citizens in local care homes, presentations to other schools by pupils and teachers, featuring on local radio and the television programme ‘Country File’ plus a royal visit in which a Forest dialect poem was recited for Princess Anne. This is a whole school approach that understands ‘school’ as inseparable from the social and physical environment in which it is located.

4.2.2 Impacts on the school

When asked in Workshop 1 to reflect on the feelings that involvement in their local heritage had generated, participants produced three flipcharts with remarkably similar ideas. Recurring features were pride – in the local area and the role of the school within it – as well as excitement, joy and curiosity.

When considering the longer term impacts of this work, perhaps some of the more significant words to feature on the flipcharts were ‘connected’, ‘respectful’ and ‘included’. This leads directly to the next theme.

4.2.3 How this might be sustained

The first workshop emphasised the new experiences that had been enjoyed through the project whereas the second posed the question of how all this might be sustained. The suggestions fall into three categories.

Firstly, it will live on in the memories of all involved. There is a risk that by emphasising the continuation of project processes or artefacts, we overlook the richness of experience that can never be erased but rather lives on the memories of all involved. This is no small matter. The children of Lydbrook school clearly hold a deep affection and respect for their local heritage in its varied forms. This will play out in unforeseen ways for at least a generation regardless of whether FF materials continue to be used in future.

The second group of suggestions can be described as professional practice. The way teachers use the local environment, the enriched curriculum, the timetable of community-based activities, all are woven into the fabric of the school and its culture. Again, this will take some considerable time to dislodge even in the improbable event of there being no further engagement with FF.

The third category is not overly emphasised but involves external funding for activities. Some thought is given to how to court and convince donors of the value of their contribution to the school. This could be seen as an unwelcome legacy of donor-funded projects where schools are left trying to replace the resources that have been lost but in light of the emphasis given to the first two categories, this has the feel of ideas for added ‘icing on the cake’. Many of the FF resources should be available in digital form for years to come regardless of funding while many of the links made to external groups and places will continue.

What could be lost is the on-going relationship with the central driving force of FF and the continual improvement and further development of new and relevant resources. This lies beyond the scope of any one school but if FF is to find a home within WGSP, then the views and advocacy of all schools will have a part to play in its success. It is likely that Lydbrook and any other school that immerses itself in its local heritage in this way, will be chief among those calling for WGSP to build on, rather than simply ‘house’ the FF legacy.

5 Discussion in relation to the evaluation brief

This section provides a synthesis of the evidence presented above in order to address the questions posed by the evaluation brief.

5.1 How effective has the Working with Schools project been in engaging Forest Primary Schools with their natural, built and cultural heritage?

Where the project has been able to engage primary schools in a meaningful sense, it has been very effective indeed. The testimony of the teachers interviewed, supported by the evidence gathered at the Lydbrook workshops, suggests that this project has achieved a powerful and lasting impact on teachers, pupils and in some cases the wider community linked to the school. There is a different emphasis across schools between natural, built and cultural heritage but in most cases, there is involvement in more than one aspect and certainly an aspiration to deepen engagement in all three.

Where schools have yet to engage fully in the project, there is still much to do but awareness levels are high and there is a palpable willingness on the part of teachers to learn more.

There is never a good time to be subject to a global pandemic and for this project, the imposition of lockdown restrictions came at a particularly damaging time. Those schools that were able to take advantage of the project before the pandemic are now strong advocates for the approach as well as the resources themselves. In the remaining months of the project there is an opportunity to reach the other schools and it appears that in most cases their doors are open.

5.2 How many local primary school teachers are aware of, and using, the range of learning resources created by Foresters' Forest projects?

The survey suggests that there is a very high level of awareness of the project with 26 out of 32 respondents claiming to have heard of it. Over half of these have used the learning resources to a varying extent. As stated above, COVID disrupted the take up of resources but there is an eagerness to learn more both for its own sake and for the benefits that this project might offer in relation to providing aspects of the curriculum that are now subject to Ofsted inspection.

In some schools there is a risk that when a teacher(s) who have been the main contact/advocate for Foresters' Forest move on, then use of those resources will lapse. However, if more staff within each school become familiar with the resources and their content is embedded in the whole school curriculum, their continued use is more likely to be assured.

5.3 Have pupils and teachers learned more about their Forest heritage through their involvement with Foresters' Forest projects?

Where schools have engaged with the project materials they have learned a great deal and still have much to gain. There is a huge learning opportunity here, not so much from any one specific resource but rather from the habit that it stimulates in terms of making the most of local resources. Once teachers begin to learn about the local heritage it can become infectious; the key is to extend this enthusiasm beyond the individual to ensure the whole school is equally engaged.

5.4 How did Lydbrook School immerse the whole school population in their local heritage and can this approach be reproduced in other schools?

The experience of Lydbrook demonstrates that where a school makes a commitment to a programme like Foresters' Forest, it stands to gain huge rewards. It is not an easy task and may not be for every school but a strength of the FF project is that schools can make use of one, several or all of the wide range of varied resources.

What Lydbrook did above all was take a *whole school approach* to engaging with its local heritage. Senior staff had specific roles and all staff were soon involved in a creative process of curriculum development. Community links were forged, initially through parental involvement, and it now seems hard to envisage how Lydbrook School could *not* be immersed in its local heritage.

That said, each school and setting is unique so this is not something to be replicated as such, rather it is a valuable lesson from which to learn. The general principles of decisive leadership, enabling structures, openness to learning (and to not knowing) and a willingness to engage with others are all critical ingredients. The specifics of immersive trips at the start of enquiry topics and the parental support it attracted should apply elsewhere but each school will need to build from its own start point.

Initial opportunities elsewhere have involved enlarged nature reserves, the resurrection of a bandstand, visiting Forestry operations or a nearby archaeological dig. In each case people have been open to the opportunity and have organised, either at class or school level, to ensure that something happens. In each case, those involved speak highly of the support and inspiration provided by the FF team and project leaders.

5.5 How can the legacy of Foresters' Forest projects and the learning resource materials be maintained after the project funding period?

A significant part of the Foresters' Forest legacy is already in place; it is to be found in the memories of those who have engaged with the FF projects. In terms of maintaining access to the materials for schools – and possibly developing them further – the West Gloucestershire Schools' Partnership (WGSP) appears to be ready to provide the new home.

What is critical for the future of FF, in whatever form it takes, is the need to be proactive in:

- (a) introducing the materials to teachers in an accessible manner (see 3.2.6)
- (b) explaining how the resources might be used with examples of what others have done
- (c) making links with additional local resources and opportunities as they arise, cultivating an outward-looking habit so that the collection is never static.

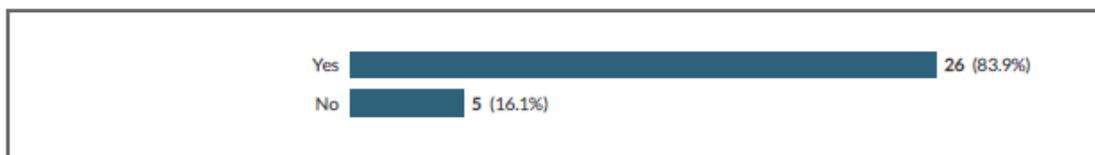
5.6 Concluding remarks

Given the project's emphasis on producing educational resources, it is understandable that the survey, and even the interviews, began with a checklist of which materials had been seen and then used. These materials are evidently valued by teachers for their quality, variety and the wealth of information that they contain. What emerges from this evaluation process however, is that the true value of the project lies not in any one or combination of its resources but in the habit of mind that the project has inspired in terms of helping teachers see the rich learning and personal development opportunities that lie at the doorstep of *any* school. Our heritage is everywhere, it is a part of us and this project has helped to bring that home to many who have the potential to reach many more.

The Forest of Dean is indeed a special place; its heritage speaks for itself if only we take a closer look. This project has inspired teachers to take that look; having done so, it seems evident that colleagues will be inspired to follow. The young people whom they teach will be richer for that and their heritage all the more secure.

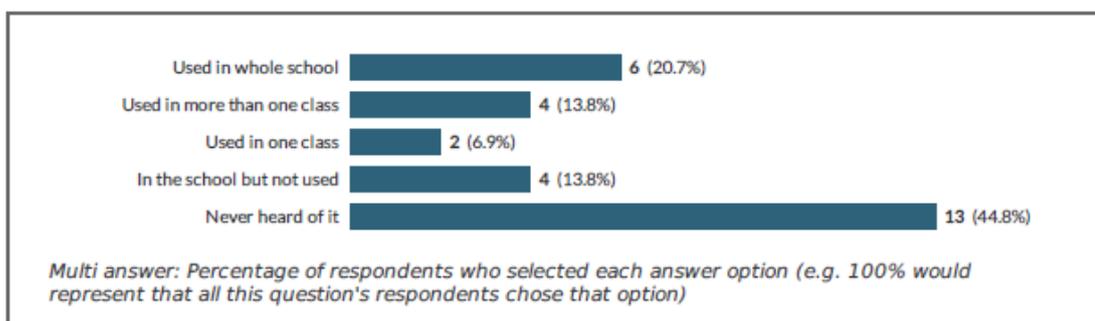
Appendix 1: Survey Results

- 1** Have you heard of the Foresters' Forest programme and the free teaching resources that they have provided to schools in the Forest of Dean?

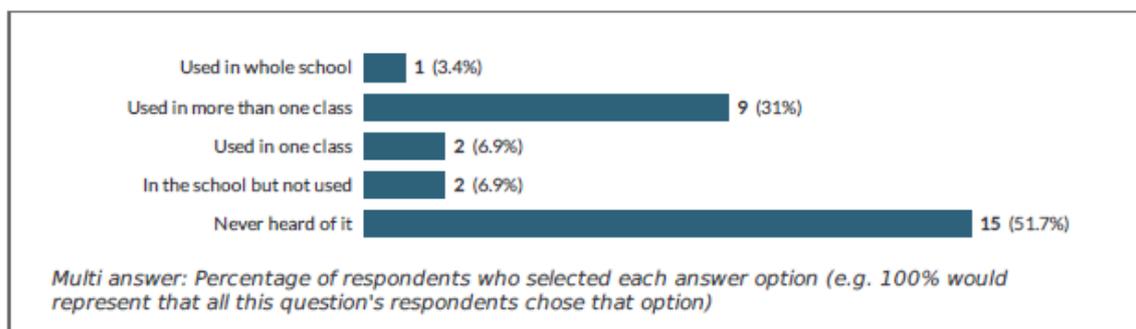


- 2** For each item that Foresters' Forest has created, please indicate how much you have used this teaching resource within your school?

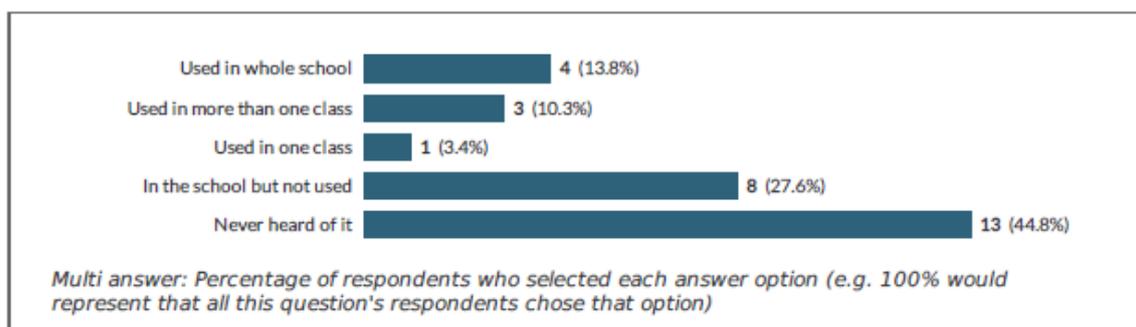
2.1 History Scheme of Work



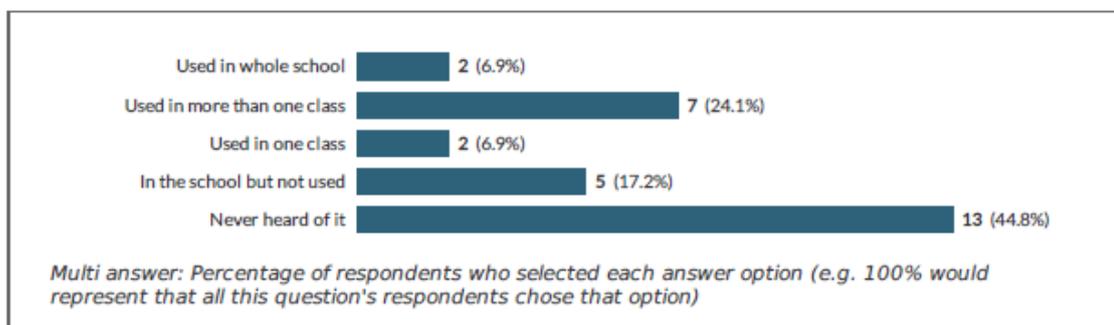
2.2 Foresters' Forest History timeline



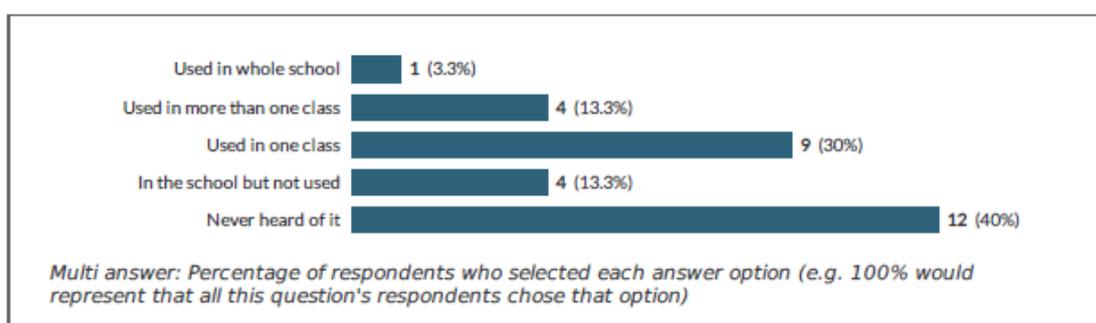
2.3 Natural Heritage Scheme of work



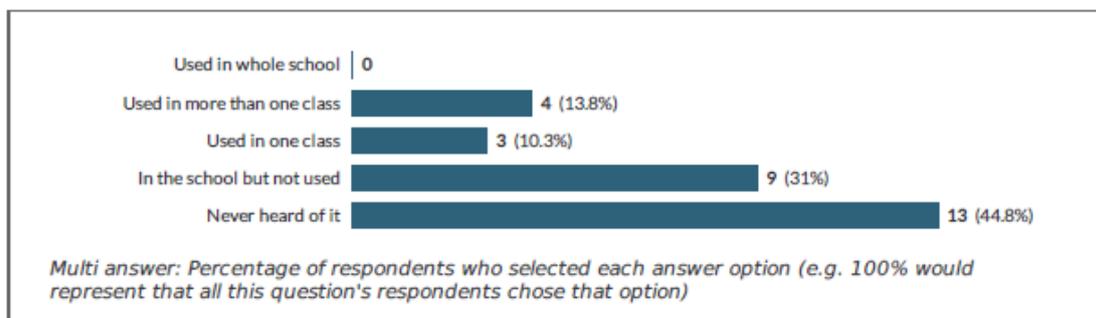
2.4 Ranger in a Bag Rucksacks



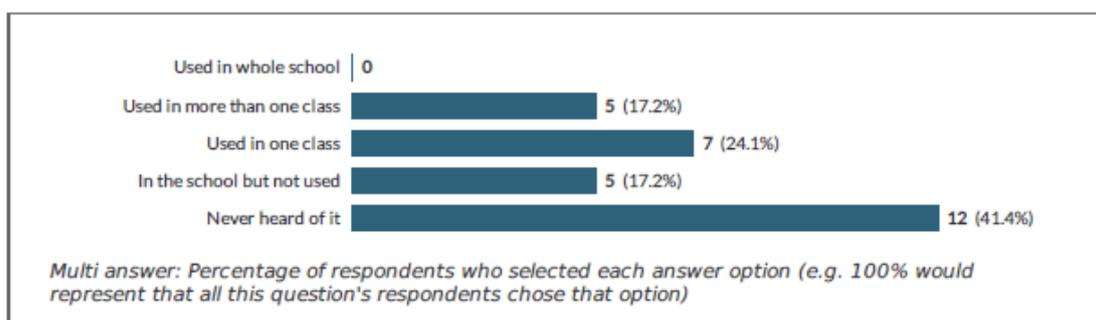
2.5 Hidden Heritage of the Dean app



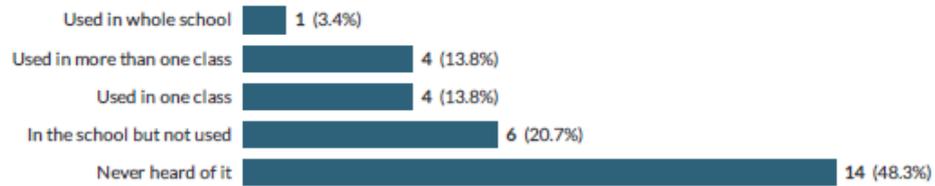
2.6 Coleford's Hidden Heritage app



2.7 Archaeology pack

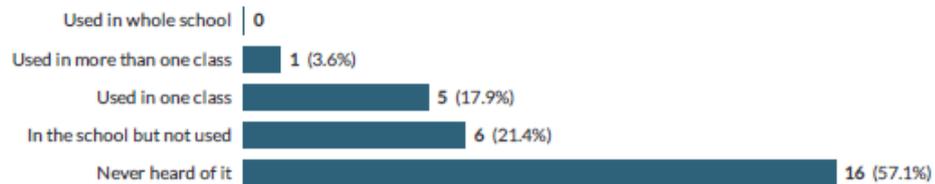


2.8 Reading the Forest resources



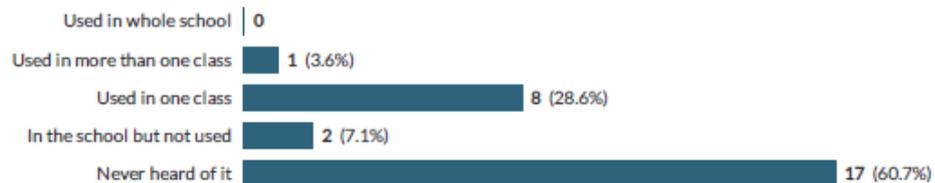
Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

2.9 Reading the Forest timeline



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

2.10 Voices from the Forest resources



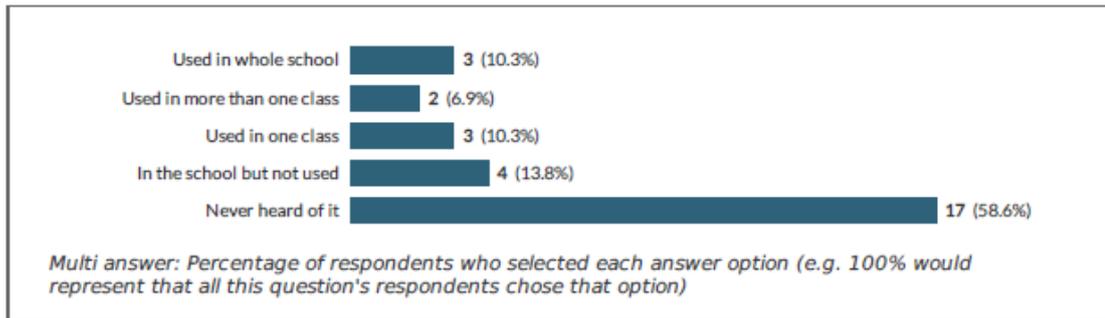
Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

2.11 Foresters' Forest colouring page



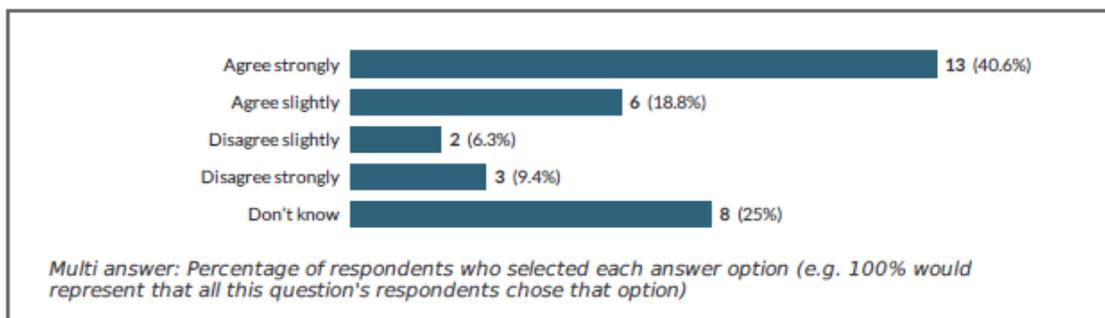
Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

2.12 Love Your Forest anti-littering and recycling

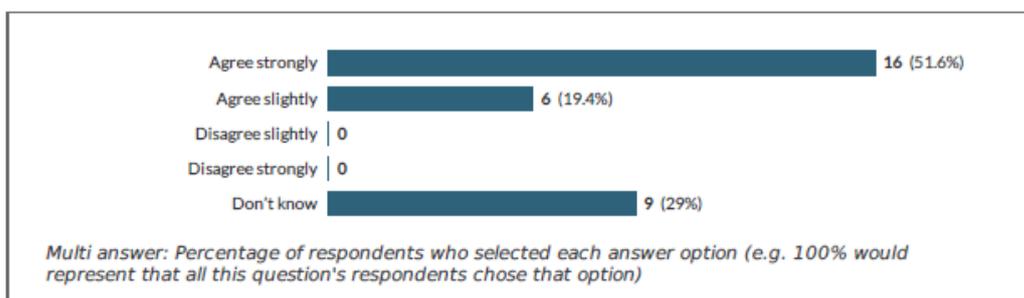


3 About your use of the Foresters' Forest resources

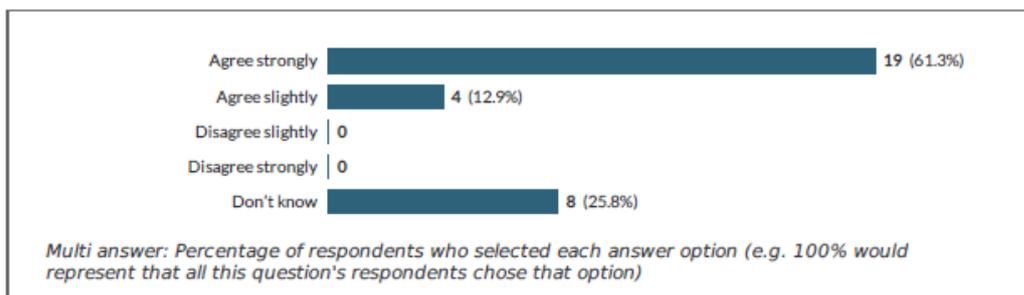
3.1 I've used Foresters' Forest resources to meet the OFSTED requirements to deliver a curriculum which reflects our local context



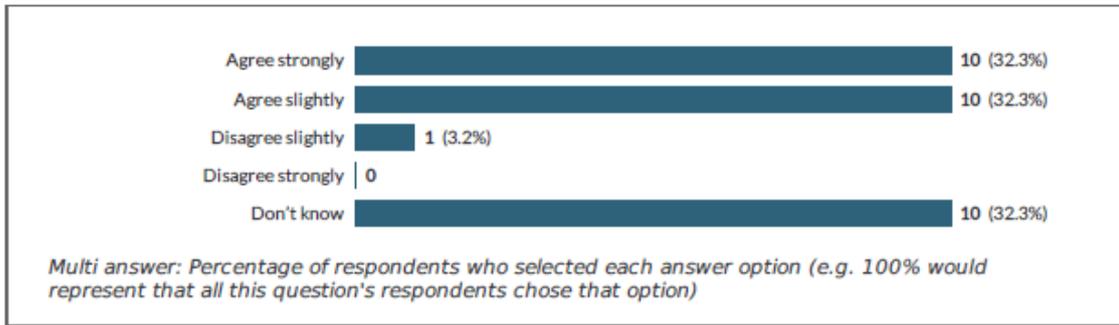
3.2 I've found the resources, being tailored to local sites, helps children engage in their learning



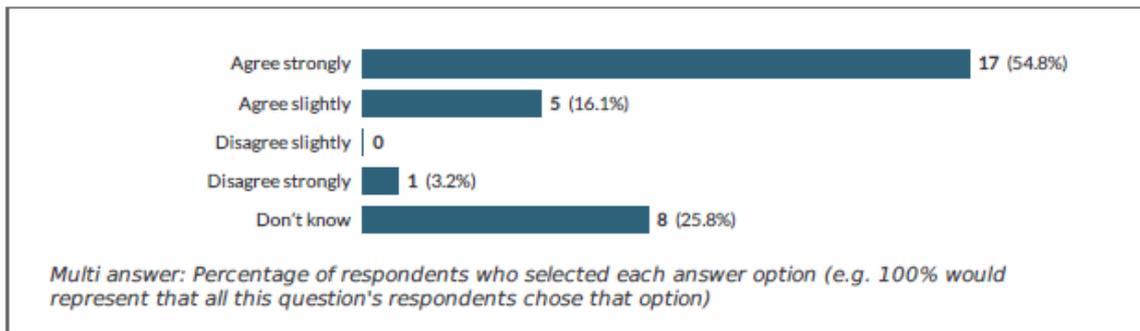
3.3 Any resources that help me understand the area are useful



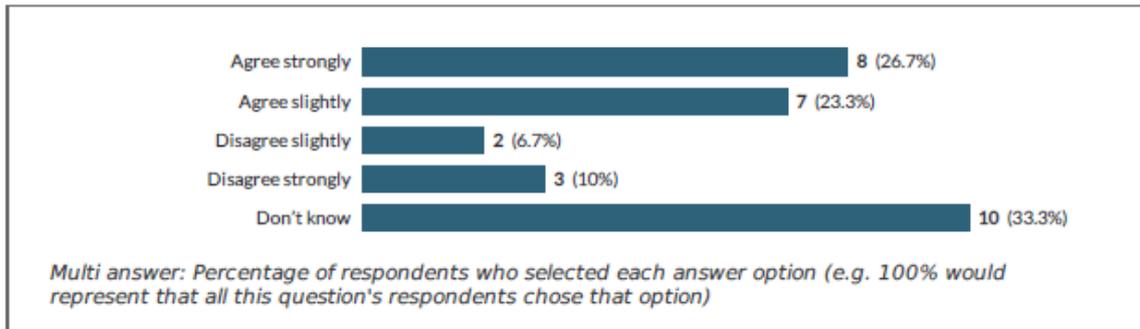
3.4 The resources are useful because when learning is focused locally, the whole family gets involved



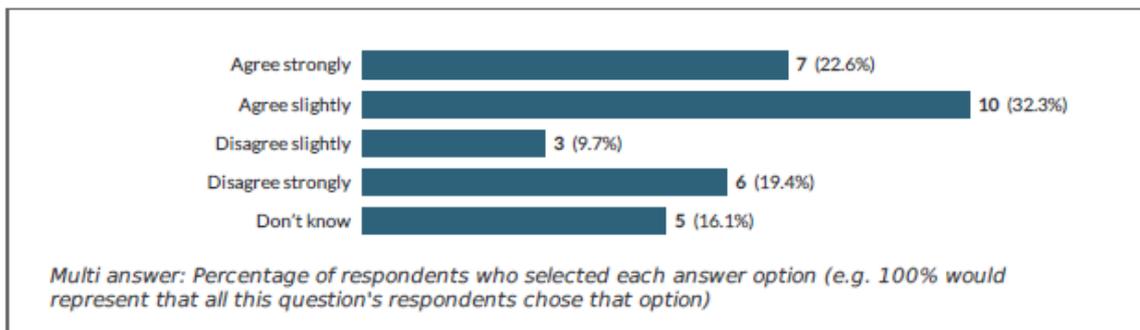
3.5 The resources help children understand why the Forest of Dean is special



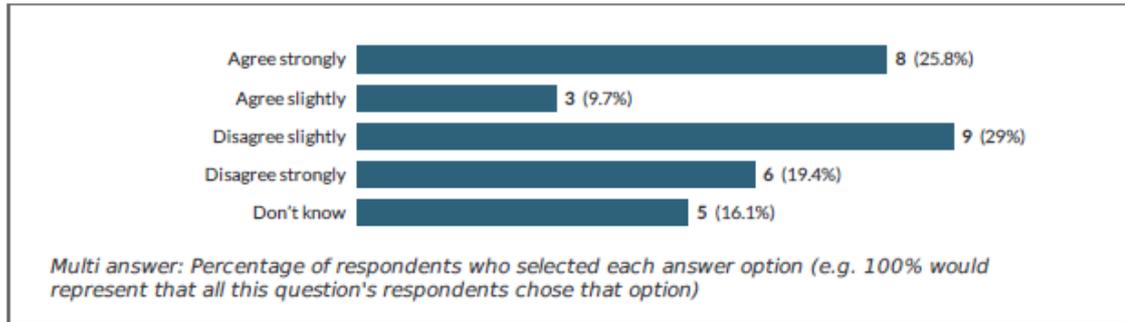
3.6 These resources have increased our use of outdoor learning in the area around the school



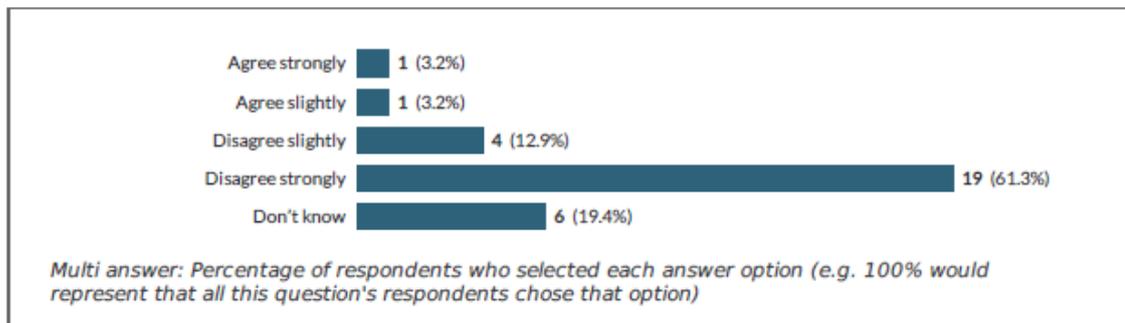
3.7 I need more expert help to make the most of these resources



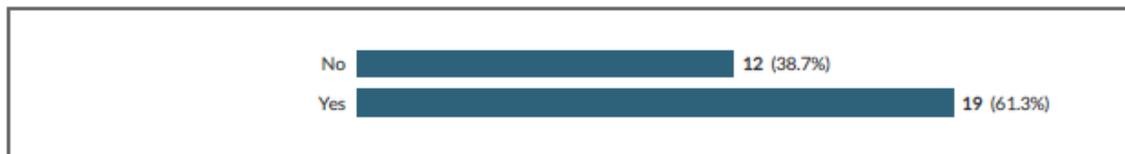
3.8 At the moment I've been unable to use the resources due to other commitments



3.9 I don't find the resources relevant at all



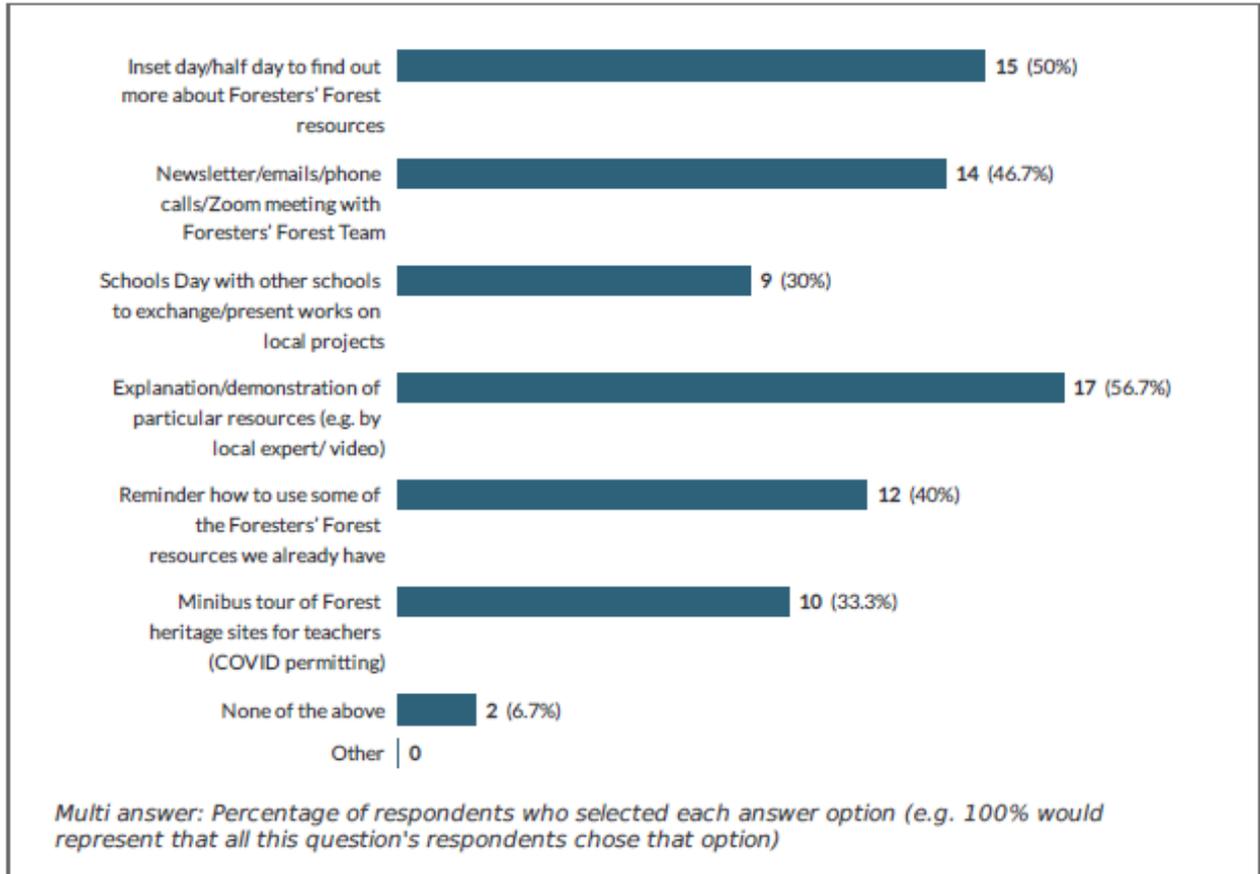
4 Would you like to find out more about the Foresters' Forest range of free resources and how to use them in your teaching?



4.a Please provide an email address where we can contact you:

(NB 15 responses received to this request)

5 Which, if any, of the following would you like to be involved with in future? (NB These depend on available staff and resources)



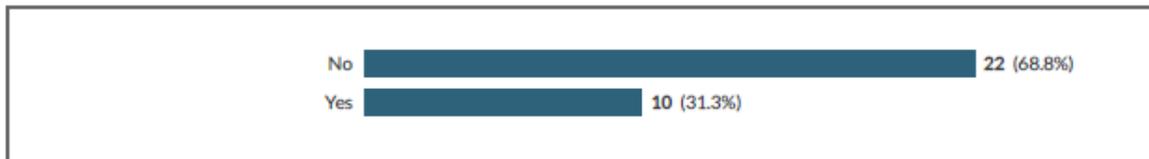
5.a If you selected Other, please specify:

No responses

-
- 6** If you have used any of the Foresters' Forest teaching resources and would like to make any comments about them, please write in here:

Showing all 11 responses
We are very grateful for these resources and the expert knowledge. Thank you
I've not used any but these would fit so well with one of my themes!
We have used contacts within the Foresters' Forest team, such as natural history experts and also Dean scribblers.
It would be useful to have the resources available to download.
The Roman pottery has been a real hit with our children. Excellent resource with really good accompanying information.
Great for the children to learn more about their own community.
Temp Teacher new to the area so not familiar with your resources.
Due to COVID, we have not been able to utilise the pack in the way that it could be used - sorry!
They make the teaching and learning we do in history and geography relevant to the children and allow them to further explore our wonderful forest!
Minibus Tour was extremely well received.
I use the timeline a lot - it's really useful

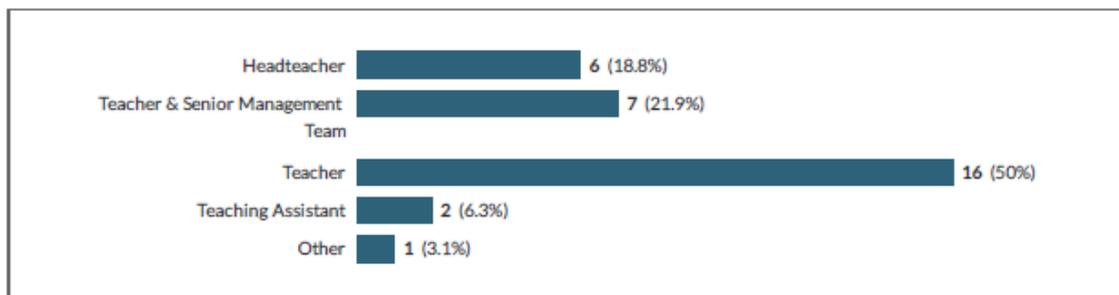
7 Did you use aspects of Forest heritage (natural, built or cultural) in your teaching before the Foresters' Forest programme?



7.a If yes, please give details:

Showing all 10 responses	
I've not used it personally but things have been used in school.	
History and geography curriculum has local links.	
Within humanities lessons and making the curriculum more relevant and meaningful/	
Visiting areas of the forest for science lessons; visiting local castles or industrial sites for history, art or literacy stimuli	
History of mining, visits to local area for geography curriculum, visits to local attractions to support learning (eg Dean Heritage Centre).	
As a visitor to the area, visited many attractions locally	
Visited Clearwell caves and the round houses. Woorsgreen nature reserve to support science. Angus Buchanan Recreation Ground.	
We tried to make the learning more relevant to the area.	
natural environment	
Teach Kings and Queens through understanding the heritage of the Royal Forest of Dean	

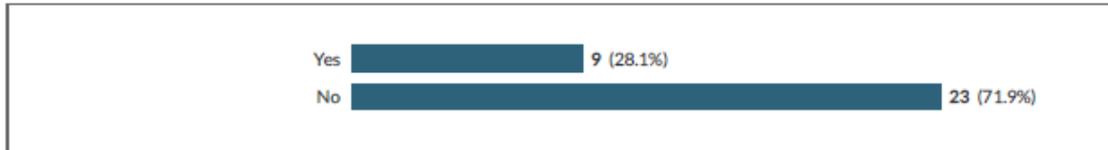
8 Please describe your role in the school



8.a If you selected Other, please specify:

Showing 1 response	
Widening curriculum responsibility	739739-739730-77618787

9 Lastly, we would like to have a chat (online) about the Foresters' Forest programme with a few individuals from different schools. Would you be happy to talk to us at a time convenient to you?



9.a Please provide an email address where we can contact you:

Appendix 2: Question schedule for semi-structured interviews

1. Introductions (to each other and the purpose of the evaluation workshop, i.e. discovering the *value* of the programme)
2. The Foresters' Forest resources (finding out broadly who knows – or has done – what) [Maybe mention the survey here and that this adds a bit more detail for one school]
Check specific use of list of items (ever used, not just in last year):

- History Scheme of Work
- History Timeline
- Natural Heritage Scheme of Work
- Ranger in a bag rucksacks
- Hidden Heritage of the Dean app
- Coleford's Hidden Heritage app
- Archaeology Pack
- Reading the Forest resources (incl podcasts)
- Reading the Forest Timeline
- Voices from the Forest resources (incl podcasts)
- Foresters' Forest colouring page
- Love Your Forest anti-littering and recycling

How did you use these resources – just one-off opportunities as identified by class teacher

Part of comprehensive review of curriculum for whole school, orienting delivery to local context of the Forest wherever possible?

How often do they do whole review of curriculum?

3. Did you already use the Forest to learn about our natural, built and cultural heritage before Foresters' Forest?
4. What was your purpose in using the Foresters' Forest resources?
(Was there one major objective or was it to fit with the multiple objectives of different teachers/lessons – bit of both?)
5. What difference has FF made at your school?
(i.e. Were the objectives above met and what other impacts were registered?)
6. Who else has been involved in the use of the resources as well as the teachers?
(TAs, parents, governors, others... and in what way?)
7. Have the materials helped the school to forge or strengthen links with its wider community?
8. Have there been any challenges or contradictions between 'normal' school and making best use of the FF resources?
(Are there any ways in which the FF resources are different to what normally happens in school?)
9. Is there anything in particular that you would like to tell the funders about the programme at your school?
10. How could the Foresters' Forest team help teachers at your school use the resources more in future?

Appendix 3: Flipcharts from the Lydbrook School workshops

Workshop 1

Question: “Which resources? activities do you recall in relation to this project?” [Tools]

1. Resources

- Forestry England Advice
 - Trips
 - Risk Assessments
 - Helpers
- Port-a-loo
- Tent
- Rucksacks – 2 types
- Science Scheme / History Scheme
- Acc. arch. Sites/digs [accessing archaeology sites]
- Local historic sites – trips
 - Dean Heritage Centre
 - Puzzle wood
 - Clearwell caves
 - St Briavels Castle
 - Hopewell Colliery
- Quarry and stone works (Cannop)
- Naghead Nature Reserve/ Woorgreen Reserve
- Cattle
- Rotary Club – Art competition inspired by history of forest
- Maps for Darkhill (Indust. Heritage) Apps to family use (Hidden Heritage)
- Visitors to school
- Rock collection / History photos and maps of area
- Poetry / writers/ country dancing (linking schools)
- Teacher trips of sites

2. Resources

- Hidden forest
- Resource folder
- Whole school immersion trip
 - Puzzlewood
 - Hopewell Colliery
- Ranger Backpack
- Dean Heritage Centre
- Countryfile episode
- Presentation to Historical Society in Bream
- Remembrance services
- Hall mural
- Performing ‘forest miner’ poem
 - Mitcheldean library
 - To Princess Ann

- Hopewell Colliery
- Anthology (war)
- Coombs care home – talk to residents about war memories for performance at school
- Sophie and Daniel went to Five Acres High for Foresters – forest recap
- BBC Gloucestershire
- Book donation on forest history

Question: “How did it make you feel when working on this project?” [Object]

Feelings

Pupils	Teachers
Excited – places pupils have never visited before	Proud of local area
Interested	Curious and interested
Happy – trips – fun to learn out and in class	Proud of our school input
Encourage our families to visit same sites	Determined to visit as many sites as possible
Seeing ‘magical’ place with friends	Inspired class base activities: <ul style="list-style-type: none"> • Writing • Science • Art • Facts • History • Geography
	Immersed - tasks
	New opportunities to try new things

Feelings

- Sad (no longer at Lydbrook)
- Creative
- Surprised/shocked
- Thankful
- Determined
- Emotional
- Aware
- Connected
- Happy
- Proud
- Included
- Intrigued
- Ambitious to do more
- Lucky
- Respectful
- More confident

Feelings

- Proud
- Excited
- Joyful
- Curious
- Connected
- Determined
- Emotional
- Amazed
- Inspired

Question: *“What was new about the project; something you hadn’t done before?” [Tools/Outcome]*

Our Experiences

- TV
- Radio
- Trips
- More understanding
- Parent engagement
- Growing love for forest
- Been able to go to Hopewell Colliery and met a Free Miner and do lots of other things there
- Watching children do presentations etc is always a proud moment but watching them talk with pride and respect about where they live and their history/roots is extra special
- Doing these amazing things gives us as students more confidence and knowledge for the future
- Children would always have learnt about Industrial revolution but they got to learn about the revolution in the Forest of Dean and how that directly impacted where they live and their families

Never (done) before!

- Strong links with Forestry England
- Local trips to link key knowledge
- Local history soc.
- Visiting/linking with the elderly at The Coombes Euroclydon
- Taking part archaeology Digs
- Royal visit!
- Poetry
- Remembrance Day, Focus on local heroes
- Radio Glos
- Country File
- Class Assembly
- Mural on walls in the school hall (history time time)
- Pupils presenting to other schools
- Teachers presenting to other schools
- Lead school writing history and science schemes based upon local resources / sites/ people
- River Festival Video

New Experiences

- Staff development
- Intergenerational opportunities and working with care homes
- Archaeological dig
- Reciting a forest poem for Princess Anne
- Clearwell Caves
- Rewriting our schools history curriculum
- Media opportunities – TV/Radio
- More opportunities for parent engagement
- More opportunities for presentational skills for children

Question: “What else would you like to know/do as a result working on this project?” [Outcomes]

Need to know

- Improved literacy
- Oracy (assemblies) – confidence
- Made learning more fun and therefore made children more eager to learn and they paid more attention
- Children were learning without realising
- Forest History
 - What happened?
 - War
 - Revolution
 - Last 100 years
- Involve FAHS (Five Acres High School)

What can we share?

- Children are more aware of UK history but linked to the local area, pride in their local area and heritage
- All writing of history in Lit. activities have a real context. Children are engaged through local / real experiences
- Science more exciting by exploring habitats and discovering wildlife in locality e.g. adders, beaver, cattle, Herdwick sheep, bats, etc.
- Survey not sent around staff involved or not completed
- Is it a true picture?

Extra

- Princess Anne’s visit – recognition
- Ofsted recognition
- Relevant and real – life, purposeful learning
- Links to other areas of learning e.g. especially writing
- Raising awareness of our special local area
- Better understanding/awareness of the past and local area
- Better understanding of chronology
- Providing special moments – as a teacher – watching my class with care home residents

Workshop 2

Question: “What is it about Lydbrook that made this project a success?” [Exploring elements of the activity system]

Lydbrook

- Commitment from SLT and drive
- Team work from teaching staff
- Awareness of project
- Strong leads with Sue/Foresters’ Forest
- Curious children and parents
- The history of our school
- Family links – e.g. World Wars
- Planning / resources – accessible
- Local environment lends itself to the learning / experience
- Belief in the project
- Bringing History to life
- Initial funding

Why Lydbrook?

- Centenary – interest generated
- Whole school interest and involvement – creative planning to enrich learning
- Key staff to set up initial structure
- Outward – looking ‘can do’ staff attitude
- Evolving and continually developing curriculum (the 38 funding projects)
- Financial support and interest through the parent body

Lydbrook’s Success Factors

- Formed a partnership with the Foresters Forest and took the opportunity. Amazed and proud to be the lead school
- Staff are not afraid to learn new things themselves
- Small village, big history
- In Lydbrook, there are lots of generations of the same family and they haven’t lived anywhere else. Grandparents have passed on stories and the children are keen to learn more about them because of that
- Great curriculum
- Engaging community / parents/ carers
- Excellent staff – want to learn as much as students
- Staff not afraid to say to pupils that they don’t know everything and they are learning at the same time makes children less afraid to learn

Question: “What will be maintained beyond the project and how will we sustain this?
[Outcome]

What will carry on?	How?
The curriculum	Through long term planning
Links with professionals <ul style="list-style-type: none"> • Visits • experiences 	Links
Engagement from parents	Communication
Memories – e.g. artword/mural	Built in school. Fabric of the building
Resources	Utilised in school
Presentations	Curriculum
Knowledge and skills	Established teaching staff Collection of work /memories produced by the children

What will carry on?	How?
Memories and the experience	Charity work, local charities
Engagement	Embedded into our curriculum
Legacy	In classroom rather than trip – learn through play
Immersion tasks	Parent engagement
Curriculum of the forest	Presentations to show funding companies what their money is being used for and how it is affecting children’s lives and education
Parent engagement	Passing it on
Inspiration to do more work about forest	Getting more volunteers

What will carry on?	How?
Curriculum themes	Long term plan in place
Trips and visitors	Links with some of the 38 projects (signposting)
Community links	Schemes of Work for history and natural heritage in place and learning resources
Catering for children curiosity and thirst for knowledge	Involvement at all levels (immersion tasks and presentations)
Memories stored up for life	Fundraising and allocation of budget to support
	Exciting and innovative activities and displays, plus assemblies
	Discussion, families, photos, community events, visual legacy etc