



# Shenley Primary School Residential at Celtic Harmony Camp: Programme Evaluation Report

February 2018

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## Introduction

This report presents an evaluation of a 2 day 1 night residential trip run by Celtic Harmony charity to 33 school aged children and 4 teaching staff from Shenley Primary School in the United Kingdom in July 2017. The residential programme provides an overnight experience of sleeping in roundhouses and a greater understanding of primitive skills and a more sustainable way of life.

### Pupils' Evaluations – Residential Programme

Pupils that took part in this programme were presented with different statements about their school performance, social contacts, and abilities to cope with everyday problems before taking part in the programme and at the departure. They were also asked at the arrival and departure about their mood. When leaving, the pupils were also asked to evaluate their experience with two statements concerning their stay at the site and learning experience. The numbers of the pupils that agreed, disagreed, or neither agreed nor disagreed with the statements are presented in the table below. Comparing to the arrival, more pupils evaluated their mood as positive comparing to neutral. The vast majority of the pupils agreed that they enjoyed the whole stay on site and their interactive learning experience.

Another part of the evaluation of the residential programme was the assessment of each activity and instructor by the teacher on a scale from 1 to 5. All the activities were evaluated highly between 4 and 5, except for archery (2) and marshmallow roasting (3). The performance of all the three instructors was evaluated highly between 4 and 5.

## Results

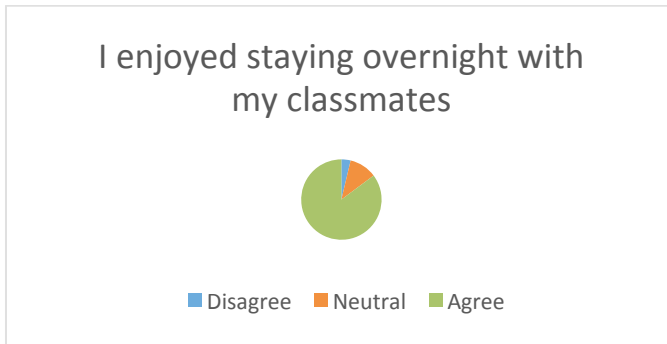
### Pupils

Pupil evaluations show that for some of them there was an increase in their self-efficacy following their residential, the table shows that more of them felt positive about doing well at school after the visit. That data also shows that pupils enjoyed staying overnight with their classmates and learning about the past through outdoor activities. Pupils were also positive about most of the activities undertaken and felt that the instructors' performance was excellent.

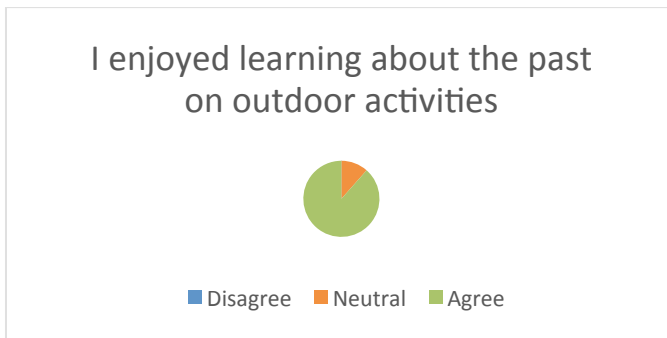
Table 1. Pupils' pre-visit and post-visit evaluation of the residential programme

Statement	Pre-visit (N=28)			Post-visit (N=30)		
	Disagree (N)	Neutral (N)	Agree (N)	Disagree (N)	Neutral (N)	Agree (N)
I do well at school	1	11	16	0	8	22
I get on well with my friends and classmates	0	10	18	0	12	18
I am confident about my ability to do most things	1	10	17	0	13	17
I can work well in a team	2	8	18	4	7	19
I am good at solving problems	4	7	17	2	11	17
I feel happy most of the time	1	4	23	0	7	23
I worry a lot about what might happen	7	11	10	11	8	11
I know what to do when I get stuck	4	8	16	4	11	15
I enjoyed staying overnight with my classmates	---	---	---	1	3	23
I enjoyed learning about the past on outdoor activities	---	---	---	0	2	25

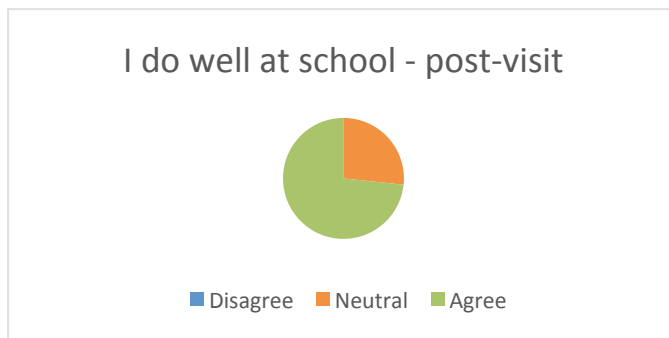
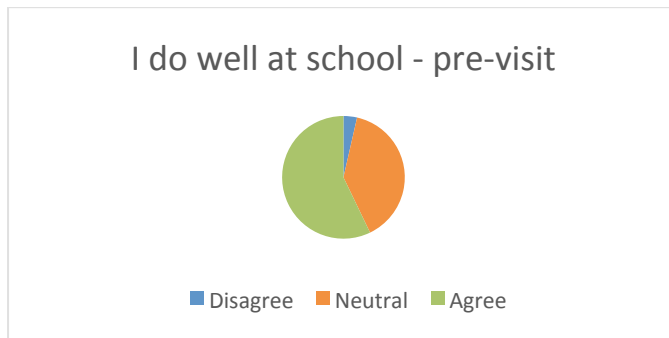
### Pupils' thoughts on the residential aspect



### Pupils' thoughts on learning from outdoor activities



### Pupils' perception of ability at school



## Testimonials

**“Recent residential trips have met my expectation in every way! For example the Celtic Harmony Prehistory trip promoted independence, teamwork, communication and organisation skills gained by simply staying away from home. The excellent leaders, great information, good food and sleeping arrangements combined to create a fantastic experience”**

- Katy Longley, Headteacher of Shenley Primary

**“It was a different adventure, using their senses and imaginations away from electronics allowing us all to engage in a new experience”**

- Jo Henman, Parent Family Advisor at Shenley Primary

**“I loved Celtic Harmony I felt like I was back in time. I missed my family and I was a bit scared about sleeping there but I’m glad I went”**

- Year 4 Pupil, Shenley Primary

Amanda Spielman, Her Majesty’s Chief Inspector of Ofsted, released a report regarding safety culture and outdoor learning in schools in August 2017. Amanda discusses how ‘over the years an over-cautious culture has developed...that often tries to wrap children in cotton wool’, which ‘deprives children of rewarding experiences, of the opportunity to develop resilience and grit’. Also mentioned was the menace of inactivity and how this relates to ‘an overzealous approach to health and safety’, ‘as children are deterred from more vigorous outdoor exercise in favour of “safer” indoor activity’. Amanda concluded the report by urging teachers that ‘trying to insulate your pupils from every bump, germ or bruise won’t just drive you to distraction, it will short-change pupils (of the) opportunity to take advantage of the freedom of childhood, and to explore the world around them’.