Natural Connections Demonstration Project, 2012-2016: Analysis of the key evaluation questions part 1

NATURAL
ENGLAND

Foreword

Natural England commission a range of reports from external contractors to provide evidence and advice to assist us in delivering our duties.

Background

The Natural Connections project was intended to:

- Stimulate the demand from schools and teachers for learning outside the classroom in the local natural environment.
- Support schools and teachers to build learning outside the classroom in the local natural environment into their planning and practices.
- Stimulate the supply of high quality learning outside the classroom in the natural environment services for schools and teachers.

This report is Annex 1 of the final project report, NECR215, that was published in 2016 and presented the key findings from the Natural Connections Demonstration Project.

These reports, and other evidence, have been used by Natural England and a wide range of partner organisations to shape the design of the demonstration project.

The project was funded by the Department for the Environment, Food and Rural Affairs (DEFRA), Natural England and Historic England, commissioned by Natural England, and delivered in South West England by Plymouth University.

This report should be cited as: GILCHRIST, M., PASSY, R., WAITE, S., BLACKWELL, I., EDWARDS-JONES, A., LEWIS, J. & HUNT, A 2017*) Natural Connections Demonstration Project, 2012-2016: Analysis of the key evaluation questions* Natural England Commissioned Reports, Number 215 Annex 1. York.

Contents

Note: KEQs 38-43 form the project assessment which is covered in the Natural Connections Demonstration Project, 2012-2016: Final Report

Authors: GILCHRIST, M., PASSY, R., WAITE, S., BLACKWELL, I., EDWARDS-JONES, A., LEWIS, J. & HUNT, A.

Introduction

This report is Natural England Commissioned Report NECR215 Annex 1. It includes the evaluation framework that was used to structure data collection and analysis, and the different analyses underpinning the Natural England Commissioned Report NECR215, *Natural Connections Demonstration Project, 2012-2016: Final Report*. The aim of this report is to bring these analyses together in a way that will enable other researchers to interrogate the findings in more detail, and to assess the underpinning evidence from the demonstration project.

Full details of the Natural Connections project design and its development are set out below.

Project Principles and Purpose

The long-term aim of the initiative outlined in The Natural Choice White Paper[1] was to enable all children within England to benefit from learning experiences in their local natural environments. The Natural Connections Demonstration Project was described in the project Invitation To Tender document as the first phase of realising this ambition. The aim of Natural Connections was to develop understanding of what was needed to engage schools with learning outside the classroom in the natural environment (LINE) and enable a culture change within schools, so that teachers embraced both the concept and the practice of taking curricular learning outside. If successful in both stimulating and meeting the apparent latent demand in schools, it was intended that the project could be replicated and amplified more widely, and that subsequent phases might have different foci such as outdoor play or health outcomes.

Project principles

The following principles were applied in defining the requirements of the Natural Connections project:

- **Scale** – the scale of delivery must be appropriate to enable effective testing of all the required elements of the demonstration project.
- **Targeted** – focus should be where the need is greatest, supporting primary and secondary schools in areas of multiple deprivation that provided little or no learning in natural environments.
- **Local** – activity should enable use of green spaces within walking distance of school, including but not limited to school grounds.
- **Scope** – focus should be on activities shaped to meet individual schools' needs and priorities by providing them with the most effective ways to support inspiring and effective learning in local green spaces, across the curriculum.
- **Enabling** – activity must add value by providing schools with independent support to access the full range of existing, quality learning LINE opportunities, resources and champions available locally. This should include opportunities that related to local parks and gardens, farms and nature reserves, local businesses and environmental

---

[1] HM Government (2011) *The Natural Choice: securing the value of nature*, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228842/8082.pdf.

organisations, informal and formal volunteering infrastructure, other schools, and local people. Natural England expected that the demonstration project would add value by building on existing resources and infrastructure.

- **Capacity building** – activity should look to provide schools (and local practitioners/providers) with expert and independent face-to-face advice to build awareness, understanding and confidence in LINE and to test the potential of formal and informal volunteering in building support in and around schools.
- **Sustainable change in practice** – the delivery model should aim to embed a sustainable change in practice, both in how schools approached LINE and in the nature of the services available to them to ensure a legacy for those involved beyond the life of the project.

Project elements

These principles informed the expectations for each of the four core elements of the project, which were to:

- Establish an independent brokerage between schools and the range of opportunities and support that exist to support schools and progress local LINE. The target number of schools to be involved in the project was 200.
- Establish a volunteer development programme to test the role that volunteering might play in the menu of support services made available for schools in the delivery of LINE. The estimated target number of volunteers was 200-500.
- Establish a participatory web service to signpost and enable better use of existing LINE assets and resources.
- Evaluate the effectiveness of the delivery model; to provide ongoing evidence to shape and develop the delivery model and to capture outputs and outcomes for the key beneficiaries such as schools, teachers, children, local communities and providers.

Project purpose

The purpose of the demonstration project, therefore, was to establish and test the effectiveness of the four required elements in achieving the project's aims and objectives and provide clear recommendations for future activity and development.

LINE was defined as learning that took place outdoors in natural environments either within school grounds or within walking distance from school. The focus was on primary, special and secondary schools (maintained and academy) in areas of high multiple deprivation. The project model was to be tested over three years, with three months allowed for project up set-up (September – December 2012) and three months to complete the final report once project delivery had effectively ceased (January – March 2016).

As this was a demonstration project, evaluation was central to informing delivery and to capturing project outputs and outcomes. The evaluation was designed to:

- Inform ongoing project design and delivery through monitoring progress, successes and challenges in all project elements.

- Monitor the scale and scope of the project as it changed over time.
- Evaluate the effectiveness of the structures and processes put in place by project teams in meeting the aims of the project.
- Monitor the impact of the project on participating schools, organisations and individuals.
- Monitor project outputs.
- Monitor and report on the financial sustainability of the project brokerage model.
- Monitor and report on the central team's targets related to income generation.
- Capture the project learning in order to make evidence-based recommendations for the design of future programmes aimed at improving the supply, demand and simple evaluation of effective school-based LINE.

Project Delivery Model and Structure

Plymouth University devised a distributed model of responsibility, operating at four levels:

the central team➔hub leaders ➔ beacon schools ➔ cluster schools.

The concept was to build local networks in which the local brokerage agencies ('hub leaders') would first recruit and enhance the work of schools that were already successful in LINE ('beacon schools') and who would, in turn, support other schools ('cluster schools') in developing their LINE practice.

The vision behind the model was a 'needs-led' approach, building sustainable LINE that was responsive to local circumstances, enabling participation and collaboration among schools, and with clusters of schools being supported to become autonomous groups that continued to work together after project funding ceased.

The central team directed, managed and monitored project activity, including making processes visible and replicable. They also provided direct support for professional development, evaluation, volunteering, communications, marketing, web service and other on-line infrastructure development.

The central team recruited hub leaders in five locations with areas of high multiple deprivation (Bristol, Cornwall, North Somerset, Plymouth and Torbay) to undertake local brokerage. The original target for the five hubs was that they would each support around 40 schools, initially recruiting and supporting five beacon schools that were able and willing to support a local cluster of a further five – seven schools (per beacon school) that had limited experience of LINE at the time of recruitment.

A LINE lead was selected within each beacon school who became the main contact for the project. Supported by the hub leader, the LINE lead recruited cluster schools and helped organise the collaboration and sharing of expertise.

All project schools were asked to build a 'LINE team' of up to seven people, including senior management, a governor, parent, teachers and other staff to ensure that LINE responsibility was shared. This team approach was essential to ensure that expertise would not be lost if individual staff members left the school.

The intention was that the beacon schools would demonstrate success in and benefits from teaching and learning across the curriculum through LINE. This would then encourage other schools to take part and create mutually supportive communities, which could be responsive to local priorities, needs and strengths. Over time, as cluster schools developed their expertise, the aim was that they might also become beacon schools and provide support for other local schools willing to engage with LINE. The intention therefore was that this approach would develop a sustainable model through local peer support and that it might expand both internally throughout each individual school and externally across schools as the clusters grew in confidence and expertise. The overarching aim was for a cultural shift in participating schools towards embedding LINE in their policies and embracing LINE as part of their everyday practice.

A metaphor of strawberry runners was used to describe the model, reflecting that support and growth was intended to be horizontal rather than top-down, to enable innovation and independent development of LINE at a local level, with transfer of information and learning across all levels. The project organisational structure is summarised in Figure 1 below.
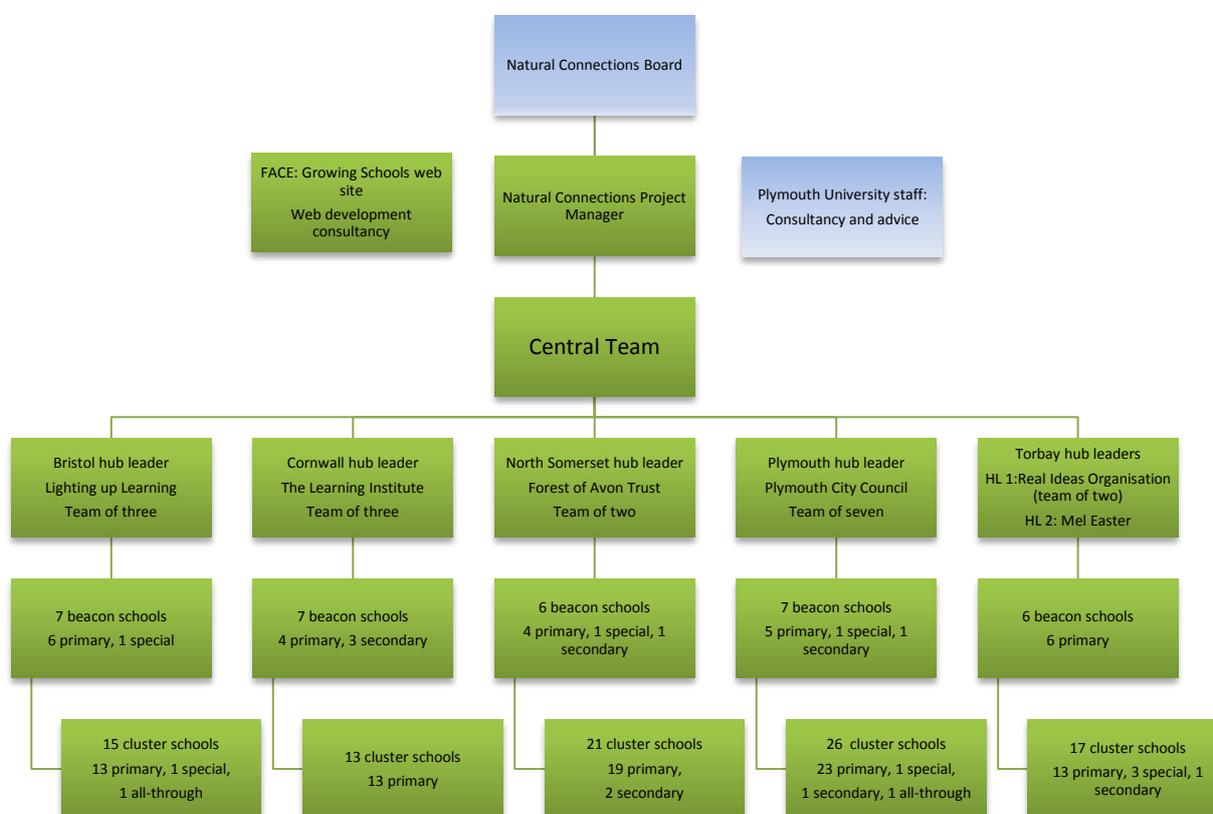
Figure 1: Project structure

Evaluation Design and Methods

As this was a demonstration project, evaluation of Natural Connections was complex and wide-ranging. It had two principal aims:

- To evaluate whether and how the project was successful in stimulating LINE activity in project schools over three years (January 2013 – December 2015)
- To assess the impact of the project on participants.

This would allow return of evidence-led conclusions about the model and its replication, and was balanced with the need for the evaluation to be manageable and realistic for schools. This research was embedded from the start of the project and was allocated approximately 20 per cent of the total budget, reflecting the need for a comprehensive and responsive evaluation of processes, outcomes and impact.

The following sections discuss the evaluation design and instruments, data collection and analysis, and highlight the evaluation successes and challenges.

Evaluation Design

The evaluation was designed around a framework (see Appendix 2) developed and agreed between Natural England and Plymouth University. This was designed to support monitoring of key project processes, the relative success of each project element, degrees of change in LINE activity at school level, and to provide a comprehensive understanding of project development as a whole.

The framework enabled each of the four core project elements (brokerage, web service, volunteering and evaluation) to be systematically tested against a number of underpinning assumptions. One hundred key evaluation questions (KEQs) were designed to capture the scale, scope, processes and impact of the project, and to inform research design and data analysis. The main part of this document is summaries of the findings for each KEQ, in which the KEQs are reported in 36 separate analyses.

The complexity of the project, that had three aims, four core elements and a distributed model of responsibility in five areas across the South West of England, meant that a mixed method approach was most appropriate. According to Pommier et al (2010, p.3)[2] this approach '(1) provides strengths that offset the weaknesses of both quantitative and qualitative research; (2) provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone; (3) helps answer questions that cannot be answered by qualitative or quantitative approaches alone; (4) encourages researchers to collaborate; (5) encourages the use of multiple worldviews or paradigms; (6) and is 'practical' in the sense that the researcher is free to use all possible methods to address a research problem'. The research design was that of triangulation (Pommier et al, 2010): its purpose was to obtain complementary data from different project sources in order

---

[2] Pommier, J., Guevel, M.-R. & Jourdan, D. (2010) 'Evaluation of health promotion in schools: a realistic evaluation approach using mixed methods'. *BMC Public Health*, 10:43.

to understand the project's design, delivery and impact as fully as possible, and to ensure the validity of findings, analysis and recommendations.

Data collection and management
Data collection instruments included:

Reflective surveys were employed with:
- LINE leads in schools to capture school level information and longitudinal change with respect to LINE, and included perception of impact.
- LINE providers to understand their views, the nature of services provided to schools and any change in the nature of these services.
- Volunteers, pupils and parents to gain their views of LINE

Interviews were conducted with:
- Central team staff to understand project processes, successes and management of risk.
- Hub leaders to gain knowledge of hub developments. This included hub leader methods of implementation together with their successes/challenges and project adaptations to a fast-changing educational environment.
- School staff (including teachers, TAs and support staff), volunteers and pupils, all during case-study visits. Interviews with individuals in case-study schools provided information to allow an understanding of LINE implementation in schools, including perceptions of and motivations for LINE activity.
- Farming and Countryside Education C.E.O. and the project's web development consultant to gain their views on the web service development.

Activity logs (a subset of the surveys) were used to capture a snapshot of activity twice a year (June and November) to understand longitudinal and seasonal change.

On-line data. Website analytics were used to monitor website, blog and Twitter use; Department for Education performance tables and school websites were consulted for background information on participating schools.

Figure 1 below provides an overview of the evaluation instruments designed to answer the KEQs set out in the evaluation framework.
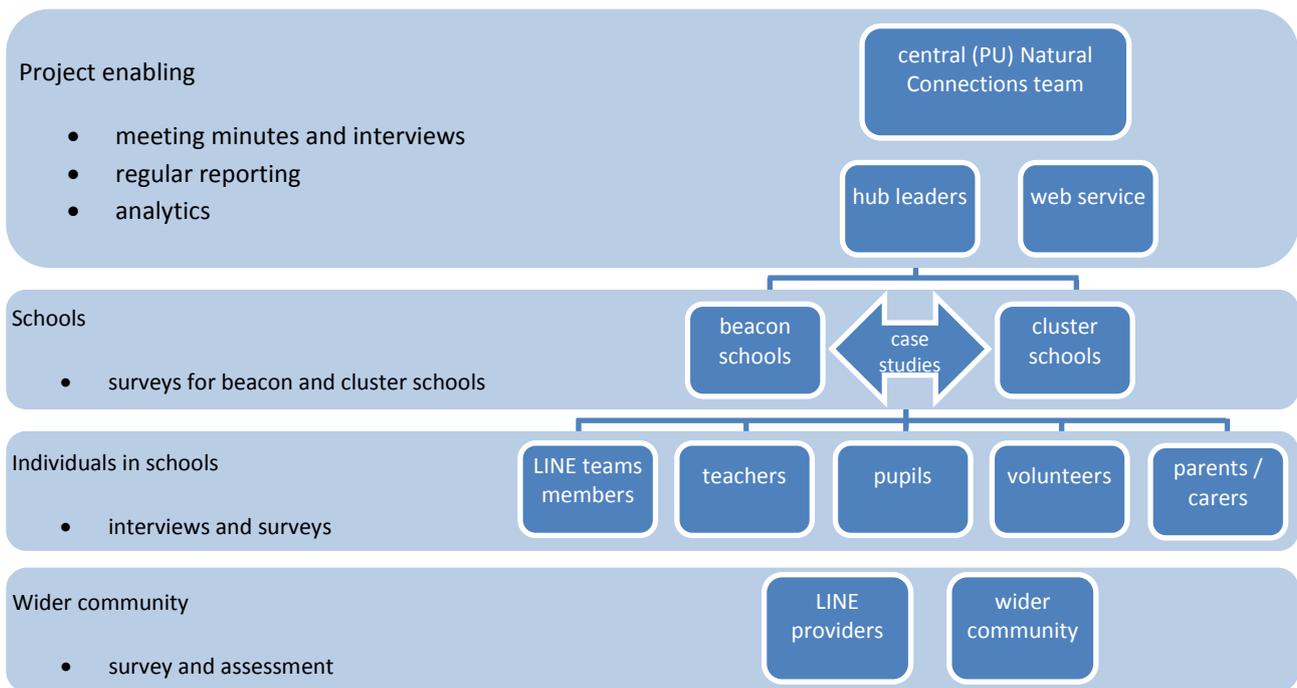
Figure 1: Overview of evaluation audience and research methods

Modifications to the data collection instruments were made during project delivery in response to:

- Feedback from project participants (e.g. reducing length of surveys).
- Low evaluation return rates (e.g. reducing frequency of activity logs and surveys).
- Project delivery and development (e.g. reducing hub leader interview frequency to capture change more efficiently).
- Data analysis (e.g. question refinement/replacement to better inform the evaluation).

Table 1 below sets out how the evaluation instruments were used to evaluate project scale, scope, impact and processes across the project elements of brokerage, volunteering, web service and evaluation.

Table 1: Research instruments

	BROKERAGE	VOLUNTEERING	WEB SERVICE	EVALUATION
SCALE	• hub leader (HL) interviews • school surveys • LINE provider survey	• HL interviews • school surveys • school activity log (School AL) • school case studies (SC-Ss)	• School AL • Google analytics • Hootsuite	• central team instruments
SCOPE	• HL interviews • School AL • school profile information • LINE provider survey	• HL interviews • School AL • SC-Ss • volunteer survey and interviews	• School AL • SC-Ss • Google analytics • Hootsuite	• central team instruments
IMPACT	• HL interviews • school surveys • School AL • SC-Ss • pupil and parent surveys • LINE provider survey	• HL interviews • school surveys • School AL • SC-Ss • volunteer survey and interviews	• HL interviews • SC-Ss • Google analytics • Hootsuite	• HL interviews • SC-Ss
PROCESS	• HL interviews • school surveys • SC-Ss • central team instruments	• HL interviews • SC-Ss • central team instruments	• central team instruments • FACE interview web consultant interview	• HL interviews • SC-Ss • central team instruments

Data collected over 2½ years included:
- 3,083 survey returns from 15 different surveys to schools, volunteers, LINE providers, pupils and parents. Details of the different surveys can be found in Appendix 3.
- 35 semi-structured interviews with hub leaders.
- 24 case-study visits to schools that included semi-structured interviews with 119 school staff, 11 LINE volunteers and 167 pupils.
- Notes and minutes from 52 central team meetings; 16 central team staff interviews. Monthly website analytics; semi-structured interviews with the Farming and Countryside Education C.E.O. and the project's web development consultant
- Department for Education performance tables.
- Internet searches for school documents and information.

Surveys were initially hosted on a bespoke website as generic survey software did not have the complexity needed for recording all the requested information. However simplification of the survey requirements together with the need for greater flexibility in adapting surveys to project feedback meant that all surveys were transferred to SurveyMonkey software in 2014. Interviews were conducted face-to-face and transcribed into templates designed to capture the information needed. Qualitative survey data was coded thematically. Quantitative survey

data was cleaned and then given to the International Centre for Statistical Education (ICSE) at Plymouth University, where the statistical tests were carried out.

All survey data was used to calculate the proportions for comparison between different survey points; this approach was taken to ensure that no data was discounted and that comparisons were possible, as information was not available on all schools at the different survey points. Pearson's chi-squared test was used to assess changes in proportions over the course of the project. For the 'change in time spent on LINE' calculation, a non-parametric (Mann-Whitney U) test was performed on the baseline and May 2015 median of reports of time spent. The significance threshold for all tests was set at 0.05.

A full list of research instruments used and copies of the surveys and interview templates are given in Appendix 3.

KEQ analysis
Interviews and observation notes were reviewed and summarised onto templates as the first stage of analysis. At this point they were quality assured by between the research team to ensure consistency in method and trustworthiness. During the first year all transcripts were checked and after this, three quarters of all transcripts were quality assured in this way.

All first stage analysis data and the results of statistical tests were entered into QSR NVivo 10 software and coded against the 100 KEQs for detailed thematic analysis. The original intention was that all KEQs were standalone questions that would be written up individually. In practice not all KEQs were answered in this way as some became redundant as the project progressed; for example 'What are the patterns of the video and image library use?' became irrelevant as this element of the web service was not developed. Other KEQs were amalgamated to provide a better analysis of the issues surrounding particular elements of the project such as volunteering.

The International Centre for Statistical Education (ICSE) at Plymouth University advised on criteria for selection of appropriate data for statistical analysis based on requirements to address each KEQ.

The final report combines and synthesises the detailed KEQ analyses set out in this document to give an overall picture of the project's development, successes and challenges.

KEQ numbering
Where KEQs were amalgamated during the analysis process, the lowest numbered KEQ is used as the section heading (e.g. KEQs 35, 36 and 37 are headed KEQ 35.)

Sections within each KEQ, Figures and tables are numbered by the KEQ heading e.g. Table 35.1, 35.2 etc.

Ethics

The research was scrutinised and passed by the faculty of Health, Education and Society Research Ethics Committee at Plymouth University. Only Natural Connections team members had access to the data during the course of the project. Survey data will be anonymised and published through the Natural England Access to Evidence catalogue at http://publications.naturalengland.org.uk/category/6143124934492160 in agreement with the ethical procedures agreed with the Ethics Committee. Qualitative data from interviews will not be available to ensure confidentiality and anonymity of research participants.

Appendix 1: List of acronyms

CEO – chief executive officer
CPD – continuing professional development
DBS – Disclosure and Barring Service
DfE – Department for Education
FACE – Farming and Countryside Education
FoAT – Forest of Avon Trust (North Somerset hub leaders)
FSM – free school meals
GP – general practitioner (medical)
GS – Growing Schools
ICSE – International Centre for Statistical Education
IT – information technology
ITE – initial teacher education
KEQ – key evaluation question
KS1 – Key Stage 1
KS2 – Key Stage 2
LA – local authority
LINE – learning outside the classroom in the natural environment
LUL – Lighting up Learning (Bristol hub leader)
MoU – memorandum of understanding
OL – outdoor learning
PATOL – Priorities Assessment Tool for Outdoor Learning
PCC – Plymouth City Council (Plymouth hub leader)
PPA – planning, preparation and assessment
PT(F)A – Parent Teacher (Friends') Association
PU – Plymouth University
QA – quality assurance
RIO – Real Ideas Organisation (first Torbay hub leader)
RSPB – Royal Society for the Protection of Birds
SATs – standard assessment tests
SDP – school development plan
SEN – special educational needs
SLE – specialist leader of education
SLT – senior leadership team
SMSC – spiritual, moral, social and cultural development
TA – teaching assistant
TES – Times Educational Supplement
VB – Volunteer Bristol
VC – Volunteer Cornwall
VDO – Volunteer Development Officer

Appendix 2: Evaluation Framework

Project Element	Project Objective	Assumption being tested	KEQ	Key Evaluation Questions	Data Sources
BROKERAGE	Stimulate demand for LINE activities in schools	There is a latent demand for LINE in schools that the brokerage element of the project can stimulate	1	What is baseline LINE activity?	School baseline survey July 2015 school survey June 2014 school activity log May 2015 activity survey
			2	How did baseline activity change during the project lifetime?	School baseline survey July 2015 school survey June 2014 school activity log May 2015 activity survey
		LINE is an effective tool for teaching and learning and a sufficiently compelling case can be made to recruit schools to the project	3	What were the key factors in, and the pieces of evidence for, creating a compelling case for schools?	Central team instruments Hub leader interviews School baseline survey
		LINE is an effective tool for teaching and learning and a sufficiently compelling case can be made to retain schools in the project	4	What were the ongoing impacts of LINE on teaching and learning in schools	July 2015 school survey School case studies

	5	Did schools consider that investment in LINE was time and money well spent?	Hub leader interviews July 2014 school survey July 2015 school survey School baseline survey
	6	Was LINE used for all areas of the curriculum?	June 2013, November 2013, June 2014, November 2014 activity logs May 2015 activity survey School case studies
	7	Was LINE used in School improvement in project schools?	Hub leader interviews July 2015 school survey School baseline survey School case studies
	8	Did LINE align with schools' core purpose of raising standards, measured by Ofsted reports and examination results?	Case-study schools' Ofsted reports School case studies
	9	Does LINE benefit all involved in the project?	July 2015 school survey Parent / carer survey Pupil survey School case studies

		10	Was LINE enjoyable and inclusive?	Pupil survey School case studies
LINE is an effective tool for teaching and learning and a sufficiently compelling case can be made to ensure practice will continue beyond the life of the project		11	Was any increase in demand for LINE sustained?	July 2014 school survey July 2015 school survey School baseline survey
		12	Was LINE activity embedded into school practice?	Hub leader interviews July 2015 school survey June 2014 activity log May 2015 activity survey School baseline survey School case studies
		13	Did LINE activities improve the school's relationships with the community?	Central team instruments Hub leader interviews Press cuttings for Natural Connections case study schools School case studies
Schools are willing to pay for LINE services		14	Did schools show a commitment to LINE by paying for related services?	Hub leader interviews July 2014 school survey

				July 2015 school survey School baseline survey
	The cascade model of delivery will stimulate demand for LINE as schools learn about its benefits from others already involved	**15**	What role did brokerage play in stimulating demand? What worked well and what worked less well?	Hub leader interviews July 2015 school survey School baseline survey School case studies
Support schools in building LINE into their planning and practices	The brokerage element can support schools in identifying their needs and requirements	**16**	Were schools satisfied that the project made a good assessment of their needs?	Hub leader interviews July 2015 school survey
		17	Did any themes or patterns of school demand or need emerge?	July 2015 school survey School baseline survey
	The brokerage element can match schools' ongoing needs with supply, leading to increased LINE activity	**18**	What were the satisfaction rates within the project of: Beacon Schools? Cluster Schools?	July 2015 school survey
		19	Did the profile of LINE activities change over time?	July 2015 school survey June 2013, November 3013, June 2014, November 2014 activity logs

					May 2015 activity survey School baseline survey School case studies
			20	Which hub leader models worked well / less well? What factors influenced this?	Central team instruments Hub leader interviews July 2015 school survey June 2013, November 3013, June 2014, November 2014 activity logs School baseline survey School case studies
			21	What characterised a school most likely to engage with LINE?	Hub leader interviews School profile information
			22	How well were school CPD demands met?	July 2014 school survey July 2015 school survey School baseline survey
		The brokerage element can help schools overcome real and perceived challenges to engaging with LINE	**23**	What were the real and perceived challenges to LINE in schools? Were there any patterns within or across hubs?	Hub leader interviews July 2014 school survey July 2015 school survey School baseline survey

				School case studies
				'Time for LINE' school survey
		24	To what extent were schools supported in overcoming any barriers they faced when attempting more LINE activities?	Hub leader interviews
				July 2014 school survey
				July 2015 school survey
				School baseline survey
				School case studies
	The brokerage element encourages practices to become embedded	**25**	Did schools sustain increased levels of LINE activity?	Hub leader interviews
				July 2014 school survey
				July 2015 school survey
				June 2013, November 3013, June 2014, November 2014 activity logs
				May 2015 activity survey
				School baseline survey
				School case studies
		26	What new practices in LINE did teachers and schools develop?	Beacon school LINE action plans
				Hub leader interviews

					School case studies
			27	What factors were important in supporting changes in LINE activity?	Hub leader interviews
					July 2015 school survey
					July 2015 school survey
					School baseline survey
					School case studies
			28	What roles did the various parts of the Natural Connections model play in supporting LINE within and between hubs?	Central team instruments
					Hub leader interviews
					Web service data
			29	What was the role of CPD?	Hub leader interviews
					July 2014 school survey
					July 2015 school survey
					School baseline survey
					School case studies
	Stimulate supply of LINE services for schools that meet their needs	In order to meet increased demand the brokerage element will facilitate an increased supply of LINE services	**30**	Did the supply of LINE services to schools increase?	July 2015 school survey
					School baseline survey
					Initial LINE provider survey
					Autumn 2015 LINE provider survey

			31	Was there a development or change in the nature of LINE provider services delivered locally to meet school needs?	Hub leader interviews Initial LINE provider survey Autumn 2015 LINE provider survey
			32	Did schools feel that LINE providers were meeting their needs?	Hub leader interviews July 2014 school survey July 2015 school survey School baseline survey School case studies
		The brokerage element can support LINE providers in meeting schools' needs	33	Did LINE providers feel that the project supported them in understanding schools' needs better?	Autumn 2015 LINE provider survey
			34	Did LINE providers change their services in response to school needs?	SEE KEQ 31
	Project deliverables	The brokerage element is being delivered in line with planned milestones	35	Was delivery in line with planned milestones? Was the recruitment / project structure in line with the planned time and budget?	Project audience engagement log Project board reports Project in-kind contributions log
			36	What were the successes / challenges?	
			37	What were the risks?	

					Project milestones document
					Project publicity log
					Project risk register
					Project team minutes
	Project assessment	The cascaded brokerage model is effective in meeting the aims of the project	38	What were the key outputs in each hub? Which hub models were effective / failed to deliver?	KEQs 1-37
			39	What were the key delivery channels used by each hub and how effective were they?	KEQs 1-37
			40	How effectively did hub leaders support beacon schools?	KEQs 1-37
			41	How were beacon schools supporting their clusters? How effective were the processes to share LINE knowledge and information?	KEQs 1-37
			42	How effective were LINE leads in delivering the aims of the project?	KEQs 1-37
		The brokerage model brings added value to the project	43	What kind of added value did the brokerage model bringing to the project?	KEQs 1-37

VOLUNTEERING	Stimulate demand for LINE activities in schools	Motivated and skilled volunteers will demonstrate that volunteers can support LINE	44	Did volunteers play any role for stimulating demand for LINE and, if so, how?	Hub leader interviews
	Support schools in building LINE into their planning and practices	Volunteers are an untapped resource that can support LINE in schools	45	Did schools recruit volunteers? What was the profile of volunteers recruited to support LINE in schools?	July 2015 school survey School baseline survey June 2013, November 3013, June 2014, November 2014 activity logs
		Volunteers increase schools' capacity to deliver the curriculum through LINE	46	What was the scope of the volunteering programme offered by schools?	School case studies Volunteering reports from Plymouth and Bristol hub leaders
			47	What was the scale of the volunteering programme offered by schools?	Volunteer surveys and Principal Motivations of Natural Connections Project Volunteers: A Pilot Investigation by David Buckland (PU student).
			48	Did schools believe that volunteers have an impact on LINE delivery?	
		There is a full range of volunteering opportunities available	49	What was the nature of the volunteering programme offered by schools?	
		The cascade model can deliver a sound, reflective volunteering programme that meets schools' needs	50	What were the key factors in managing a school-based volunteer programme for LINE? What infrastructure and resources were needed?	

			51	How effective was the central team volunteering support for beacon schools?	
			52	How effectively did the beacon schools support cluster schools in volunteer management?	
			53	What marketing, recruitment and selection tools and techniques for volunteers were used and which were effective?	
			54	Were there any key outcomes and outputs that could be directly attributed to the volunteer programme for schools	
		The cascade model can deliver a sound reflective volunteering programme that meets volunteer needs	55	What were the most important factors in retaining volunteers? Did volunteers feel their needs and expectations were met? Were volunteers' skills and expertise recognised and utilised in schools?	
			56	Were there key outcomes and outputs that could be directly attributed to the volunteer programme for volunteers?	

		57	To what extent did the scale and scope of the volunteering element increase within and between hubs?	
	The volunteering element will gather momentum			
Stimulate supply of LINE for schools	It is possible that volunteers can stimulate the supply of LINE services for schools	58	Did any volunteer types or roles (e.g. those recruited from third party providers, fundraising roles or local employee schemes) play any role in stimulating supply of volunteering or other services and resources into schools?	
		59	What role (if any) did volunteers play in establishing a sustainable LINE programme?	
Project deliverables	The volunteering element is being delivered in line with planned milestones	60	Was delivery of the volunteering element in line with planned milestones?	KEQs 1-37 and 44-59
Project assessment	The cascade model delivers an increased number of volunteers to support LINE in schools	61	Did the scale of volunteering increase?	KEQs 1-37 and 44-59
	Schools have increased capacity to manage volunteers	62	Did schools manage volunteers effectively?	KEQs 1-37 and 44-59
	volunteers have a positive impact on LINE delivery	63	What was volunteers' contribution to LINE delivery?	KEQs 1-37 and 44-59

		Volunteering is a positive experience for volunteers	64	How satisfied were volunteers with their role in schools?	KEQs 1-37 and 44-59
WEB SERVICE	Stimulate demand for LINE activities in schools	Social media can play a role in raising demand	65	What role did social media play in creating 'buzz' around the project and encouraging involvement with LINE?	Growing Schools google analytics Hub leader interviews Interviews with FACE C.E.O. and project IT consultant Natural Connections digital media review (March 2015) School case studies Twitter analytics
		The discussion forum can play a role in raising demand	66	What role didthe TES discussion forum play in creating 'buzz' around the project and encouraging involvement with LINE?	
		Publicising training events, local LINE providers and places to visit on the web service can raise demand	67	How were these media used?	
			68	What perceptions did LINE providers and others have of the impact of advertising their services etc. on the web service?	
		Enabling access to local spaces can raise demand	69	What were the patterns for use for the 'places to visit' and 'outdoor learning venues' pages?	
		Web service campaigns can raise levels of web service use	70	What was the response to email campaigns relating to new web service functions / LINE event?	

	Support Schools in building LINE into their planning and practices	The web service offers a 'one-stop shop' where schools can easily find the information they need	**71**	Were the web service key words set up accurately to ensure high visibility?	
			72	Was the web service's functionality intuitive and easy to use?	
			73	Was there sufficient information to ensure the web service meets schools' and individuals needs?	
			74	What were the content areas or functions that are in most / least demand?	
		The web service offers a 'one-stop shop' where schools can easily find the resources they need	**75**	What were the patterns of resource directory use?	
			76	What were the patterns of the video and image library use?	
			77	What were the patterns of the case study library use?	
			78	Did users contribute resources to the web service (e.g. case studies)?	
			79	Did visitors access these contributions?	

		80	Did users respond to the 'contact us' form to offer critique and practical suggestions e.g. Links?	
		81	Did the number and range of resources increasing?	
	The web service will foster a community of users that is instrumental in developing and delivering LINE services	82	Did a community of practice develop around the web service? If so, used it?	
		83	Were those people involved in shaping project development? In what ways?	
		84	Didthe web service serve any role for volunteering opportunities e.g. Web service management	
Stimulate supply of LINE for schools	The web service can play a role in raising the supply of LINE services by stimulating demand	85	What role did the web service play in encouraging involvement of LINE providers?	
Project deliverables	The web service element is being delivered in line with planned milestones	86	Did the service meet the minimum access specified by government?	
		87	Was the web service set up and delivered in line with planned	

				milestones (functionality, time & budget)?	
	Project assessment	What role does the web service play in project delivery? How does it interact with the other core elements?	88	Which aspects of the web service were most effective and why? Did it fail to deliver any aspects?	KEQs 1-37 and 65-87
			89	Was there any difference between hubs in levels of web service use? If so, why?	KEQs 1-37 and 65-87
			90	What do these findings mean for subsequent development and delivery?	KEQs 1-37 and 65-87
	Financial sustainability	The web service plays a role in its own financial sustainability	91	What level of funding could the web service generate through sponsorship / advertising / donations / membership fees / setting up challenges?	KEQs 1-37 and 65-87
		The web service plays a role in the project's financial sustainability	92	What level of funding could the web service generate for the project through sales of resources and services?	KEQs 1-37 and 65-87
EVALUATION	Stimulate demand for LINE activities in schools	Project data feedback can help stimulate demand from schools	93	How did project feedback contribute to the development of LINE in schools?	Evaluation framework; central team progress reports

Project deliverables	The evaluation is being delivered in line with planned milestones	94	Was the evaluation programme (instrument development, delivery and analysis) in line with planned milestones?	All KEQs.
Project assessment	The evaluation is providing information of the right quality to enable an informed assessment of the project's progress	95	Did the evaluation framework and quarterly progress reports stand up to peer review?	
	Are the data collection instruments answering key questions set out in the framework?	96	Analyse capacity to assess scale and scope, impact and process across all four elements	
		97	Did the data collection instruments provide the information that allowed the team to evaluate the project progress and shape ongoing and future delivery?	
		98	Did the evaluation programme balance collecting sufficient and appropriate evidence with placing reasonable demands on project participants and the evaluation team?	
	The project will deliver recommendations for developing a future evaluation framework for LINE in schools	99	Which were the most significant impacts to monitor for LINE in schools?	

			100	How should these be measured?	

Appendix 3: **Research instruments and data sources**

Below is a list of the research instruments and data sources used in the production of the KEQ documents. The research instruments highlighted in bold are reproduced in full below.

1. **Parent / carer survey**
2. **Pupil survey**
3. School surveys
   a. **Beacon school baseline survey**
   b. **Cluster school baseline survey**
   c. **July 2014 school survey**
   d. **July 2015 school survey**
4. School case study interview schedules and templates
   a. **Head teacher interview schedule**
   b. **LINE team interview schedule**
   c. **Teachers interview schedule**
   d. **Volunteer interview schedule (also used for individual volunteer interviews)**
   e. **Pupil interview schedule**
5. **School activity logs**
   a. June 2013; Nov 2013; June 2014; Nov 2014
6. '**Time for LINE' school survey**
7. **May 2015 activity survey**
8. Hub leaders
   a. **Set up interview schedule**
   b. **Regular interview schedule**
   c. **Exit interview schedule**
9. Central team instruments
   a. Central team progress reports
   b. Project audience engagement log
   c. Project Board reports
   d. Project in-kind log
   e. Project milestones document
   f. Project publicity log
   g. Project risk register
   h. Project team minutes
   i. **Project team progress interview schedule**
10. LINE providers
    a. **Initial LINE provider survey**
    b. **Autumn 2015 LINE provider survey**
11. Web service data
    a. Growing Schools Google analytics
    b. Twitter analytics
    c. Interviews with FACE CEO and project IT consultant

Natural Connections Parents and Carers Survey

The Natural Connections project is working to encourage schools across the south west with learning outside the classroom in the natural environment.

We would like pupils in schools to do this quick survey lasting under 5 minutes that will ask you about what you think of your child(ren) learning outside. This information will be an important part of understanding the effect LINE is having on schools. Parents and carers views are very important to schools.

Taking this survey is voluntary. If you complete this survey we understand you are happy for your answers to be used for Natural Connections Project evaluation research. You can stop at any point if you change your mind about taking part.

We will be sharing the results of this survey in an anonymised form with project funders and schools. It will not be possible for any individual to be identified.

If you have any questions or comments about this survey , please contact naturalconnections@plymouth.ac.uk.

If you do complete this survey, thank you very much for your time and support.

If you have more than one child and you want to do more than one survey please feel free to do so

Natural Connections Parents and Carers Survey

Your Child

* 1. Where does your child go to school?

○ Bristol

○ Cornwall

○ North Somerset

○ Plymouth

○ Torbay

○ other

other

[   ]

* 2. Which school do they go to?

[   ]

* 3. Are they a boy or a girl?

○ boy

○ girl

* 4. Which year are they in at school?

○ reception

○ year 1 or 2

○ year 3, 4, 5, or 6

○ year 7, 8 or 9

○ year 10 or 11

○ other

Other (please specify)

[   ]

Natural Connections Parents and Carers Survey

Your Opinions

* 5. Does your child enjoy learning outside when at school?

○ a lot

○ quite

○ not sure

○ not really

○ not at all

* 6. Please tick the box with the best answer for you.
Lessons outside help my child to...

	strongly agree	agree	neither agree nor disagree	disagree	strongly agree	not sure
enjoy school	◯	◯	◯	◯	◯	◯
want to learn more	◯	◯	◯	◯	◯	◯
learn more effectively	◯	◯	◯	◯	◯	◯
achieve more	◯	◯	◯	◯	◯	◯
stay healthy and happy	◯	◯	◯	◯	◯	◯
behave well	◯	◯	◯	◯	◯	◯
get on well with people at school	◯	◯	◯	◯	◯	◯

* 7. Would you like your child to spend more time learning outside the classroom?

◯ yes, a lot more

◯ yes, a little more

◯ don't know

◯ no

Natural Connections Parents and Carers Survey

Thank you

Thank you for completing the survey. Your help is really appreciated. All the answers you have provided will be held securely and anonymously at Plymouth University and will only be used by the Natural Connections team for the project evaluation. It will not be possible for any individual to be identified.

If you have any questions or would like further information please contact naturalconnections@plymouth.ac.uk

The Natural Connections project is working to encourage schools across the south west with learning outside the classroom in the natural environment.

We would like pupils in schools to do this quick survey lasting under 5 minutes so we can understand what you think about learning outside.

Taking this survey is voluntary. If you complete this survey we understand you are happy for your answers to be used for Natural Connections Project evaluation research. You can stop at any point if you change your mind about taking part.

We will be sharing the results of this survey in an anonymised form with project funders and schools. No-one will be able to tell who you are.

If you have any questions or comments about this survey, please contact naturalconnections@plymouth.ac.uk.

If you do complete this survey, thank you very much for your time and support.

Natural Connections Pupil Survey

Your Details

* 1. Which area is your school in? (please tick one)

◯ Bristol

◯ Cornwall

◯ North Somerset

◯ Plymouth

◯ Torbay

◯ other

other

[   ]

* 2. What is the name of your school?

[   ]

* 3. Are you a boy or a girl?

○ boy

○ girl

* 4. Which year are you in at school?

○ reception

○ year 1 or 2

○ year 3, 4, 5, or 6

○ year 7, 8 or 9

○ year 10 or 11

○ other

Other (please specify)

_____

Natural Connections Pupil Survey

Your Opinions

* 5. Please tick the box with the best answer for you.
How do you feel about lessons outside?

	a lot	a bit	not sure	not really	not at all
I enjoy lessons outside	○	○	○	○	○
I learn better in lessons outside	○	○	○	○	○
I learn more in lessons outside	○	○	○	○	○
I feel I achieve more in lessons outside	○	○	○	○	○
I feel healthy and happy in lessons outside	○	○	○	○	○
I behave well in lessons outside	○	○	○	○	○
I get on better with people at school during lessons outside	○	○	○	○	○

6. What are the two best things about having lessons outside?

7. What are the two worst things about having lessons outside?

8. Please name up to three things that you have learnt in lessons outside

Thank you

Thank you for completing the survey. It is really appreciated. All the answers you have provided will be held securely and anonymously at Plymouth University and will only be used by the Natural Connections team for the project evaluation. It will not be possible for any individual to be identified.

If you have any questions or would like further information please contact naturalconnections@plymouth.ac.uk

Welcome to this survey of Learning in the Natural Environment (LINE) activity in your school. As part of the Natural Connections project it is helpful to understand the status and use of LINE in your school at the outset of your involvement in the project. By doing so, the Natural Connections team will be better placed to identify and understand any changes that may take place in relation to LINE over the course of the initiative. Please take a moment to read this page as it contains some important information and definitions to help complete the survey.

Your answers will help us understand the issues that schools face and will help you to assess your own LINE needs. The information you submit as part of this log will be used to evaluate the effectiveness of the Natural Connections Demonstration Project and the impact that it has had for its funders (Natural England, DEFRA and English Heritage). The information may be shared with the funders in an anonymised form so that it is not possible for your school to be identified.

Please be aware that most questions will require an answer even if that means entering a zero for some of the numbers.

Please try and complete the survey in one go. However, if you need to exit the survey part-way through, questions answered on each page will be saved by clicking on the 'next' button, and you will be returned to the point you left previously. If you do this, please note you will need to complete the survey on the same machine on which you started.

Definitions to assist with completion:

LINE = 'Learning in the Natural Environment'. This refers to curriculum or cross-curriculum related learning that takes place outdoors, either within school grounds or in greenspaces that you walk to with the pupils.

Greenspace = in the context of this project a local green place such as a school grounds (including garden, playing field and wildlife areas), local park, nature reserve or woodland, rather than a 'hard landscaped' area such as a tarmac surfaced sports area, playground or courtyard. This definition includes 'blue space', such as the sea, shoreline, riverside and ponds.

CPD = Continuing Professional Development of school staff and volunteers related to the delivery of LINE. This could be around specialist curriculum knowledge or involve increasing transferrable skills such as risk assessment, first aid, managing groups outdoors, etc. It includes a wide variety of activities, including skills sharing, observation, attending training events, mentoring, networking and on-line learning.

LINE provider = any organisation or individual who provides a LINE service to the school (whether paid or unpaid). This may include, but is not limited to, teaching sessions, lesson plans, activities and advice on any aspect of setting up and delivering LINE.

Volunteer = anyone who contributes their time to the school without being paid by the school (except out of pocket expenses). Governors are considered volunteers in this context.

For further information please contact naturalconnections@plymouth.ac.uk

Natural Connections School Baseline Survey

* 1. Which Natural Connections 'hub' is your school in?

◯ Plymouth

◯ Torbay

◯ Cornwall

◯ North Somerset

◯ Bristol

* 2. Please insert your full school name and postcode

School name [ ]

Postcode [ ]

3. Please provide an e-mail contact for LINE in your school

[ ]

* 4. Please describe the role of your school in the project

◯ Beacon School

◯ Cluster School

5. If you are a Cluster School please insert the name of your Beacon SChool

[ ]

* 6. What influenced you to join the Natural Connections demonstration project? (please select all that apply)

- [ ] personal commitment

- [ ] school priority

- [ ] word of mouth

- [ ] research evidence

- [ ] another school's example of using LINE

- [ ] Natural Connections project information

- [ ] Other (please specify)

  [   ]

Natural Connections School Baseline Survey

* 7. What types of LINE activities have your school been engaged in during the last 12 months? (please indicate all that apply)

- [ ] school-time curricular activity

- [ ] after-school and lunch time activities

- [ ] community and weekend activity

- [ ] none

8. If you are unable to provide weekly figures for question 9 below you may provide a 'per term' total here.

the Autumn term (terms 1 & 2) [   ]

the Spring term (terms 3 & 4) [   ]

the Summer term (terms 5 & 6) [   ]

9. On average, how many hours per week does your school
spend in delivering the curriculum with LINE activities during:

the Autumn term? (terms 1 & 2)

[   ]

the Spring term? (terms 3 & 4)

[   ]

the Summer term? (terms 5 & 6)

[   ]

* 10. What other types of outdoor learning has your school been engaged in during the last 12 months?

[ ] residential stays

[ ] day trips

[ ] none

Other (please specify)

[   ]

11. If you are unable to provide weekly figures for question 12 below you may provide a per term total here

Autumn term (terms 1 & 2)   [   ]

Spring term (terms 3 & 4)   [   ]

Summer term (terms 5 & 6)   [   ]

12. On average, how many hours per week does your school
spend in delivering the curriculum with types of outdoor learning
that do not fall within the definition of LINE (e.g. residential
stays and day trips) during:

the Autumn term? (terms 1 & 2)

[   ]

the Spring term? (terms 3 & 4)

[   ]

the Summer term? (terms 5 & 6)

[   ]

* 13. For how many pupils does your school receive the pupil premium?

```

```

* 14. Has your school spent any pupil premium on LINE in the last 12 months?

○ Yes

○ No

15. If you have answered yes to the previous question please indicate how much pupil premium in total was spent on LINE.

```

```

* 16. Does your school have an outdoor learning policy?

○ Yes

○ No

* 17. Is LINE referenced in any strategic school documents e.g. School Development Plan?

○ Yes

○ No

18. If you answered yes to question 17 please indicate which document(s)

```

```

* 19. Please indicate up to 5 current main challenges that you have experienced that have restricted or prevented your school from learning in the natural environment during the last 12 months

☐ none

☐ access to lesson plans and teaching resources

☐ lack of funding

☐ unsuitable condition of greenspace

☐ unsuitable pupil clothing and footwear for outdoor use

☐ lack of necessary equipment

☐ need for extra volunteers to support school staff when learning outside

☐ expert help needed with LINE but not available

☐ lack of time

☐ outdoor learning not valued by staff

☐ concerns over health and safety or risk assessment

☐ staff lack confidence in working outdoors

☐ staff uncertain of how to relate LINE to curricular requirements

Other (please specify)

[   ]

Natural Connections School Baseline Survey

* 20. Overall, would you say that the school staff's attitude towards delivering the curriculum through LINE is generally..

○ very negative

○ negative

○ neither negative nor positive

○ positive

○ very positive

○ no opinion formed

Please explain your answer here

[   ]

* 21. Do you have any specific aspirations that you hope to achieve from increased LINE?

○ Yes

○ No

If yes, please describe

[ ]

* 22. How many teachers work at the school?

total number

[ ]

number involved with LINE delivery

[ ]

* 23. How many teaching assistants work at the school?

total number

[ ]

number involved in LINE delivery

[ ]

* 24. How many other staff work at the school?

total number

[ ]

number involved with LINE delivery

[ ]

25. If you indicated 'other' members of staff worked on LINE in question 24, please describe the nature of their role role in school (e.g. caretaker, lunchtime staff etc)

[ ]

Natural Connections School Baseline Survey

44

As a reminder, the definition of greenspace is: a local green place such as school grounds (including garden, playing field and wildlife areas), local park, nature reserve or woodland, rather than a 'hard landscaped' area such as a tarmac surfaced sports area, playground or courtyard. This definition includes 'blue space', such as the sea, shoreline, riverside and ponds

26. Does your school have access to any of the following green or blue spaces within the school grounds or nearby?

	Yes/No	Do you use this greenspace for LINE?	If not, why not?
school field			
school wildlife area			
school garden			
other green/blue spaces within the school grounds			
green/blue space within 10 mins walk or approx. 300m from the school grounds			
green/blue space more than 10 mins walk or further than 300m from the school grounds, but still within walking distance			
other green/blue space			

Where 'other' is indicated as a reason why you are unable to use a particular space, please explain in the box below.

As a reminder, the definition of a volunteer is: anyone who contributes their time to the school without being paid by the school (except out of pocket expenses). Governors are considered volunteers in this context.

* 27. Volunteers

Overall, how many volunteers currently help out at the school, with all school activities?

[   ]

How many of these volunteers are involved with LINE activities?

[   ]

How many of these LINE volunteers have regularly (3+ times) been involved with LINE over the last 12 months?

[   ]

* 28. How important are LINE volunteers in supporting the school's LINE activities?

( ) very unimportant

( ) unimportant

( ) neither important nor unimportant

( ) important

( ) very important

Please explain your answer here

[   ]

Natural Connections School Baseline Survey

This survey will be completed by a number of schools including some very large ones who may have need of all the rows. Just use the number you need for your school. As a reminder, the definition of CPD is: Continuing Professional Development of school staff and volunteers related to the delivery of LINE. This could be around specialist curriculum knowledge or involve increasing transferrable skills such as risk assessment, first aid, managing groups outdoors, etc. It includes a wide variety of activities, including skills sharing, observation, attending training events, mentoring, networking and on-line learning.

29. Please provide details of any Continuing Professional Development relating to LINE undertaken within the last 12 months

CPD provider/leader	Who attended the session?	Number of attendees	How was the CPD delivered?	Topic of CPD activity (if more than one, choose the most prominent topic and then use the 'comment' box at the end of the question to provide more detail)	Did you pay for the LINE CPD?	Were there indirect costs for the CPD? e.g. supply teacher costs etc	How satisfied were you with this CPD?
session 1							
session 2							
session 3							
session 4							
session 5							
session 6							
session 7							
session 8							
session 9							
session 10							
session 11							

CPD provider/leader	Who attended the session?	Number of attendees	How was the CPD delivered?	Topic of CPD activity (if more than one, choose the most prominent topic and then use the 'comment' box at the end of the question to provide more detail)	Did you pay for the LINE CPD?	Were there indirect costs for the CPD? e.g. supply teacher costs etc	How satisfied were you with this CPD?

session 12

session 13

session 14

session 15

session 16

session 17

session 18

session 19

session 20

Where other has been identified within any column, please specify here:

As a reminder, the definition of LINE provider is: any organisation or individual who provides a LINE service to the school (whether paid or unpaid). This may include, but is not limited to, teaching sessions, lesson plans, activities and advice on any aspect of setting up and delivering LINE.

* 30. Has the school used external LINE providers to support or lead curriculum delivery within the last 12 months e.g. Wildlife Trust, local rangers, artists, Forest School leaders, specialist teachers from other schools etc

◯ yes

◯ no

31. If you have answered no to the previous question, please indicate the reasons below

☐ don't know

☐ unaware of local LINE providers

☐ cost

☐ no suitable LINE providers

☐ reluctance to use external personnel

☐ time

Other (please specify)

If you have answered yes to Q27, please provide details in the following sections:

32. If yes to Q30, please provide details below

Name of LINE provider #1

[   ]

Name of LINE provider #2

[   ]

Name of LINE provider #3

[   ]

Name of LINE provider #4

[   ]

Name of LINE provider #5

[   ]

33. LINE provision details

	Payment to Provider	Service provided	How satisfied were you with this provision?
#1			
#2			
#3			
#4			
#5			

34. Do you have any other comments you would like to make in relation to participating in the Natural Connections project or about LINE generally?

[   ]

Natural Connections School Baseline Survey

Thank you for completing the survey. It is really appreciated. All the answers you have provided will be held securely and anonymously at Plymouth University and will only be used by the Natural Connections team. Data will not be

given to other organisations

If you have any questions or would like further information please contact Martin Gilchrist, Natural Connections research assistant via naturalconnections@plymouth.ac.uk

Welcome to this survey of Learning in the Natural Environment (LINE) activity in your school. As part of the Natural Connections project it is helpful to understand the status and use of LINE in your school at the outset of your involvement in the project. By doing so, the Natural Connections team will be better placed to identify and understand any changes that may take place in relation to LINE over the course of the initiative. Please take a moment to read this page as it contains some important information and definitions to help complete the survey.

Your answers will help us understand the issues that schools face and will help you to assess your own LINE needs. The information you submit as part of this log will be used to evaluate the effectiveness of the Natural Connections Demonstration Project and the impact that it has had for its funders (Natural England, DEFRA and English Heritage). The information may be shared with the funders in an anonymised form so that it is not possible for your school to be identified.

Please be aware that most questions will require an answer even if that means entering a zero for some of the numbers.

Please try and complete the survey in one go. However, if you need to exit the survey part-way through, questions answered on each page will be saved by clicking on the 'next' button, and you will be returned to the point you left previously. If you do this, please note you will need to complete the survey on the same machine on which you started.

Definitions to assist with completion:

LINE = 'Learning in the Natural Environment'. This refers to curriculum or cross-curriculum related learning that takes place outdoors, either within school grounds or in greenspaces that you walk to with the pupils.

Greenspace = in the context of this project a local green place such as a school grounds (including garden, playing field and wildlife areas), local park, nature reserve or woodland, rather than a 'hard landscaped' area such as a tarmac surfaced sports area, playground or courtyard. This definition includes 'blue space', such as the sea, shoreline, riverside and ponds.

CPD = Continuing Professional Development of school staff and volunteers related to the delivery of LINE. This could be around specialist curriculum knowledge or involve increasing transferrable skills such as risk assessment, first aid, managing groups outdoors, etc. It includes a wide variety of activities, including skills sharing, observation, attending training events, mentoring, networking and on-line learning.

LINE provider = any organisation or individual who provides a LINE service to the school (whether paid or unpaid). This may include, but is not limited to, teaching sessions, lesson plans, activities and advice on any aspect of setting up and delivering LINE.

Volunteer = anyone who contributes their time to the school without being paid by the school (except out of pocket expenses). Governors are considered volunteers in this context.

For further information please contact naturalconnections@plymouth.ac.uk

* 1. Which Natural Connections 'hub' is your school in?

○ Plymouth

○ Torbay

○ Cornwall

○ North Somerset

○ Bristol

* 2. Please insert your full school name and postcode

School name

Postcode

* 3. Please provide an e-mail contact for LINE in your school

* 4. Please insert the name of your Beacon School

* 5. What influenced you to join the Natural Connections demonstration project? (please select all that apply)

☐ personal commitment

☐ school priority

☐ word of mouth

☐ research evidence

☐ another school's example of using LINE

☐ Natural Connections project information

☐ Other (please specify)

* 6. What types of LINE activities have your school been engaged in during the last 12 months? (please indicate all that apply)

☐ school-time curricular activity

☐ after-school and lunch time activities

☐ community and weekend activity

☐ none

7. On average, how many hours per week does your school spend delivering the curriculum with LINE activities during: (please give your best estimate)

the Autumn term? (terms 1 & 2)

[   ]

the Spring term? (terms 3 & 4)

[   ]

the Summer term? (terms 5 & 6)

[   ]

* 8. What other types of outdoor learning has your school been engaged in during the last 12 months?

☐ residential stays

☐ day trips

☐ none

☐ other

(for other - please specify)

[   ]

9. On average, how many hours per week does your school spend delivering the curriculum with types of outdoor learning that do not fall within the definition of LINE (e.g. residential stays and day trips) during: (please give your best estimate)

the Autumn term? (terms 1 & 2)

[   ]

the Spring term? (terms 3 & 4)

[   ]

the Summer term? (terms 5 & 6)

[   ]

* 10. Does your school have an outdoor learning policy?

◯ Yes

◯ No

* 11. Is LINE referenced in any strategic school documents e.g. School Development Plan?

◯ Yes

◯ No

12. If you answered yes to question 11 please indicate which document(s)

☐

* 13. Please indicate up to 5 current main challenges that you have experienced that have restricted or prevented your school from learning in the natural environment during the last 12 months

☐ none

☐ access to lesson plans and teaching resources

☐ lack of funding

☐ unsuitable condition of greenspace

☐ unsuitable pupil clothing and footwear for outdoor use

☐ lack of necessary equipment

☐ need for extra volunteers to support school staff when learning outside

☐ expert help needed with LINE but not available

☐ lack of time

☐ outdoor learning not valued by staff

☐ concerns over health and safety or risk assessment

☐ staff lack confidence in working outdoors

☐ staff uncertain of how to relate LINE to curricular requirements

Other (please specify)

☐

* 14. Overall, would you say that the school staff's attitude towards delivering the curriculum through LINE is generally..

○ very negative

○ negative

○ neither negative nor positive

○ positive

○ very positive

○ no opinion formed

Please explain your answer here

[ ]

* 15. Do you have any specific aspirations that you hope to achieve from increased LINE?

○ Yes

○ No

If yes, please describe

[ ]

* 16. How many teachers work at the school?

total number

[ ]

number involved with LINE delivery

[ ]

* 17. How many teaching assistants work at the school?

total number

[ ]

number involved in LINE delivery

[ ]

* 18. How many other staff work at the school?

total number

[ ]

number involved with LINE delivery

[ ]

19. If you indicated 'other' members of staff worked on LINE in the previous question, please describe the nature of their role role in school (e.g. caretaker, lunchtime staff etc)

As a reminder, the definition of greenspace is: a local green place such as school grounds (including garden, playing field and wildlife areas), local park, nature reserve or woodland, rather than a 'hard landscaped' area such as a tarmac surfaced sports area, playground or courtyard. This definition includes 'blue space', such as the sea, shoreline, riverside and ponds

20. Does your school have access to any of the following green or blue spaces within the school grounds or nearby?

	Yes/No	Do you use this greenspace for LINE? (yes/no)
school field		
school wildlife area		
school garden		
other green/blue spaces within the school grounds		
green/blue space within 10 mins walk or approx. 300m from the school grounds		
green/blue space more than 10 mins walk or further than 300m from the school grounds, but still within walking distance		

As a reminder, the definition of a volunteer is: anyone who contributes their time to the school without being paid by the school (except out of pocket expenses). Governors are considered volunteers in this context.

* 21. Volunteers

Overall, how many volunteers currently help out at the school,
with all school activities?

[   ]

How many of these volunteers are involved with LINE
activities?

[   ]

How many of these LINE volunteers have regularly (3+ times)
been involved with LINE over the last 12 months?

[   ]

* 22. How important are LINE volunteers in supporting the school's LINE activities?

( ) very unimportant

( ) unimportant

( ) neither important nor unimportant

( ) important

( ) very important

Please explain your answer here

[   ]

Natural Connections Cluster School Baseline Survey

**As a reminder, the definition of CPD is: Continuing Professional Development of school staff and
volunteers related to the delivery of LINE. This could be around specialist curriculum knowledge
or involve increasing transferrable skills such as risk assessment, first aid, managing groups
outdoors, etc. It includes a wide variety of activities, including skills sharing, observation,
attending training events, mentoring, networking and on-line learning.**

* 23. Have staff or volunteers undertaken any Continuing Professional Development relating to LINE in
the last 12 months?

( ) yes

( ) no

24. If you have answered yes to the previous question please provide details of this Continuing
Professional Development, please include which staff, whether you paid for it and what the topic was.

[   ]

25. Overall, how satisfied are you with the Continuing Professional Development relating to LINE in the last 12 months?

○ very satisfied

○ satisfied

○ neither satisfied or unsatisfied

○ unsatisfied

○ very unsatisfied

Natural Connections Cluster School Baseline Survey

As a reminder, the definition of LINE provider is: any organisation or individual who provides a LINE service to the school (whether paid or unpaid). This may include, but is not limited to, teaching sessions, lesson plans, activities and advice on any aspect of setting up and delivering LINE.

* 26. Has the school used external LINE providers to support or lead curriculum delivery within the last 12 months e.g. Wildlife Trust, local rangers, artists, Forest School leaders, specialist teachers from other schools etc

○ yes

○ no

27. If you have answered no to the previous question, please indicate the reasons below

☐ don't know

☐ unaware of local LINE providers

☐ cost

☐ no suitable LINE providers

☐ reluctance to use external personnel

☐ time

Other (please specify)

☐

28. If you have answered yes to Q28, please provide details. Please include who the provider was, whether you paid for the service and what the service was.

☐

29. Do you have any other comments you would like to make in relation to participating in the Natural Connections project or about LINE generally?

Thank you for completing the survey. It is really appreciated. All the answers you have provided will be held securely and anonymously at Plymouth University and will only be used by the Natural Connections team. Data may be shared with the funders in an anonymised form so that it is not possible for your school to be identified.

If you have any questions or would like further information please contact Martin Gilchrist, Natural Connections research assistant via naturalconnections@plymouth.ac.uk

Natural Connections School Survey - Summer 2014

Introduction

Welcome to the survey of learning outside the classroom in the natural environment (LINE) activity in your school. As part of the Natural Connections project we are keen to understand how and why school involvement and engagement in LINE changes over time. Your answers will help you address your own LINE needs and will help us understand the issues that schools face and how these might change over the course of the project.

All the answers you provide will be held securely and the information that you submit as part of this survey will be used to evaluate the effectiveness of the Natural Connections Demonstration Project and the impact that it has had for its funders (Natural England, DEFRA and English Heritage). The information from this survey may be shared with the funders in an anonymised form. It will not be possible for your school (or any individual class) to be identified.

Thank you very much for taking part in the Natural Connections project.

If you have any questions or woule like any further information please contact naturalconnections@plymouth.ac.uk

Natural Connections School Survey - Summer 2014

Your school

* 1. What is the name of your school?

* 2. Which Natural Connections hub is your school in?

( ) Bristol

( ) Cornwall

( ) North Somerset

( ) Plymouth

( ) Torbay

( ) Other (please specify)

[   ]

Your school

* 3. How many classes are in your school?

number of classes [   ]

* 4. How many teachers work at the school?

total number [   ]

number involved in LINE delivery [   ]

* 5. How many teaching assistants work at the school?

total number [   ]

number involved in LINE delivery [   ]

LINE delivery

LINE = 'Learning in the Natural Environment'. This refers to curriculum or cross-curriculum related learning that takes place outdoors, either within school grounds or in greenspaces *that you walk to* with the pupils.

* 6. What are your current aspirations for LINE?

* 7. Have your aspirations changed since the last Natural Connections survey?

◯ yes

◯ no

◯ don't know

8. If your aspirations have changed, please explain

Natural Connections School Survey - Summer 2014

LINE delivery

* 9. Do you feel that LINE has had an impact on your pupils' enjoyment of lessons?

- ( ) positive impact
- ( ) no impact
- ( ) negative impact
- ( ) don't know

* 10. Do you feel that LINE has had an impact on your pupils' engagement with learning?

- ( ) positive impact
- ( ) no impact
- ( ) negative impact
- ( ) don't know

* 11. Do you feel that LINE has had an impact on your pupils' amount of learning?

- ( ) positive impact
- ( ) no impact
- ( ) negative impact
- ( ) don't know

* 12. Do you feel that LINE has had an impact on your pupils' attainment?

- ( ) positive impact
- ( ) no impact
- ( ) negative impact
- ( ) don't know

* 13. Do you feel that LINE has had an impact on your pupils' health and wellbeing?

○ positive impact

○ no impact

○ negative impact

○ don't know

* 14. Do you feel that LINE has had an impact on your pupils' behaviour?

○ positive impact

○ no impact

○ negative impact

○ don't know

* 15. Do you feel that LINE has had an impact on your pupils' social skills?

○ positive impact

○ no impact

○ negative impact

○ don't know

16. Do you feel that LINE has had any other impact on your pupils?

○ positive impact

○ no impact

○ negative impact

○ don't know

please specify any other area of impact

[   ]

* 17. Overall what do you feel has been the main impact of LINE on pupils in the school? Please explain:

Natural Connections School Survey - Summer 2014

LINE delivery

* 18. Do you feel that LINE has had an impact on the teaching practice of your staff?

○ positive impact

○ no impact

○ negative impact

○ don't know

* 19. Do you feel that LINE has had an impact on the teaching performance of your staff?

○ positive impact

○ no impact

○ negative impact

○ don't know

* 20. Do you feel that LINE has had an impact on the professional development of your staff?

○ positive impact

○ no impact

○ negative impact

○ don't know

* 21. Do you feel that LINE has had an impact on the job satisfaction of your staff?

○ positive impact

○ no impact

○ negative impact

○ don't know

22. Do you feel that LINE has had an impact on your staff in any other area?

○ positive impact

○ no impact

○ negative impact

○ don't know

please specify any other area of impact

[   ]

* 23. Overall what do you feel has been the main impact of LINE on staff in the school? Please explain:

[   ]

Natural Connections School Survey - Summer 2014

LINE delivery

* 24. Please indicate upto 5 current main challenges that you have experienced that have restricted or prevented your school from learning in the natural environment since your last LINE survey

☐ none

☐ lack of necessary equipment

☐ concerns over health and safety or risk assessment

☐ access to lesson plans and teaching resources

☐ need extra volunteers to support school staff when learning outside

☐ staff lack confidence in working outdoors

☐ lack of funding

☐ expert help needed with LINE but not available

☐ staff uncertain of how to relate LINE to curricular requirements

☐ unsuitable pupil clothing and footwear for outdoor use

☐ lack of time

☐ outdoor learning not valued by staff

☐ other (please specify)

```
┌─────────────────────────────────────┐
│                                     │
└─────────────────────────────────────┘
```

Natural Connections School Survey - Summer 2014

LINE resources

Greenspace = in the context of this project a local green place such as a school grounds (including garden, playing field and wildlife areas), local park, nature reserve or woodland, rather than a 'hard landscaped' area such as a tarmac surfaced sports area, playground or courtyard. This definition includes 'blue space', such as the sea, shoreline, riverside and ponds.

Have there been any *structural changes* that have increased or decreased the way you use greenspaces in the school

grounds or nearby? (e.g. new pond created, new garden area dug, area of school grounds built on)

25. Type of greenspace and description of change

School field

School wildlife area

School garden

Other greenspaces within the school grounds

Other greenspaces outside the school grounds that you use

Natural Connections School Survey - Summer 2014

Volunteers

Volunteer = anyone who contributes their time to the school without being paid by the school (except out of pocket expenses). Governors are considered volunteers in this context.

* 26. How many volunteers help out at the school

...with all activities?

...with LINE activities?

...with LINE activities and are new to volunteering with the school since the last Natural Connections survey?

* 27. To what extent have volunteers enabled your school to deliver more curricular LINE?

○ a lot

○ a bit

○ no difference

○ don't know

Natural Connections School Survey - Summer 2014

CPD

CPD = Continuing Professional Development of school staff and volunteers related to the delivery of LINE. This could be around specialist curriculum knowledge or involve increasing transferrable skills such as risk assessment, first aid, managing groups outdoors etc. It includes a wide variety of activities including skills sharing, observation, attending training events, mentoring, networking and on-line learning.

* 28. Have staff or volunteers from your school undertaken any CPD related to LINE since the last Natural Connections survey?

○ yes

○ no

○ don't know

29. Please provide details of any Continuing Professional Development at the school relating to LINE undertaken since the last Natural Connections survey

	CPD provider / leader	Who attended the session	CPD topic	Did you pay for the LINE CPD	How satisfied were you with the CPD?
session 1					
session 2					
session 3					
session 4					
session 5					
session 6					

* 30. Overall do you think your CPD needs for LINE have been met since your last survey?

◯ yes

◯ no

◯ don't know

Natural Connections School Survey - Summer 2014

External help

LINE provider = any organisation or individual who provides a LINE service to the school (whether paid or unpaid).
This may include, but is not limited to, teaching sessions, lesson plans, activities or advice on any aspect of setting up and delivering LINE.

* 31. Has the school used external LINE providers to support or lead curriculum delivery since your last survey (e.g. wildlife trust, local rangers, artists, forest school leaders, advice on school grounds)?

○ yes

○ no

32. If you have used LINE providers since the last Natural Connections survey, please provide details of the LINE providers you have worked with

LINE provider #1

LINE provider #2

LINE provider #3

LINE provider #4

LINE provider #5

33. .

	Payment to provider?	Service provided	How satisfied were you with this provision?
# 1			
# 2			
# 3			
# 4			
# 5			

34. If you have not used LINE providers since your last Natural Connections survey, please indicate any reasons why you have not worked with LINE providers (tick all that apply)

☐ don't know

☐ unaware of local LINE providers

☐ cost

☐ no suitable LINE providers

☐ reluctance to use external personnel

☐ time

☐ Other (please specify)

[   ]

Natural Connections School Survey - Summer 2014

Spending on LINE

* 35. Have you spent funds from the school budget on LINE since the last Natural Connections survey?

◯ yes

◯ no

◯ not sure

36. If you have answered yes what is the approximate value of this spend

◯ £0 - £100

◯ £101 - £500

◯ £501 - £1000

◯ £1000+

* 37. Have you received any funding or in-kind support for LINE since the last survey?

☐ no in-kind support or funding recieved

☐ grant funding

☐ donations

☐ sponsorship

☐ in-kind contribution (e.g. materials or labour)

☐ other (please specify)

[   ]

38. If you have answered yes, what is the approximate value of this spend?

◯ £0 - £100

◯ £101 - £500

◯ £501 - £1000

◯ £1000+

Natural Connections School Survey - Summer 2014

Natural Connections demonstration project

* 39. Are you a beacon or cluster school?

◯ beacon

◯ cluster

Natural Connections School Survey - Summer 2014

* 40. How effective is the Natural Connections project in helping you to overcome your challenges to LINE?

○ very ineffective

○ ineffective

○ neither ineffective nor effective

○ effective

○ very effective

please explain your answer here

```


```

* 41. How effective is the working relationship with your hub leader in relation to developing LINE?

○ very effective

○ effective

○ neither effective nor ineffective

○ ineffective

○ very ineffective

please give brief examples of good practice and areas for improvement in this relationship

```


```

* 42. How effective is the working relationship with your Natural Connections project cluster schools in devleoping LINE?

◯ very ineffective

◯ ineffecive

◯ neither ineffective nor effective

◯ effective

◯ very effective

please give brief examples of good practice and areas for improvement in this relationship

[   ]

* 43. How effective has the development of LINE been within your cluster since you joined the project?

◯ very effective

◯ effective

◯ neither effective nor ineffective

◯ ineffective

◯ very ineffective

please give brief examples of good practice and areas for improvement

[   ]

Natural Connections School Survey - Summer 2014

cluster schools

* 44. How effective is the Natural Connections project in helping you to overcome your challenges to LINE?

( ) very ineffective

( ) ineffective

( ) neither ineffective nor effective

( ) effective

( ) very effective

please explain your answer here

[   ]

* 45. How effective is the working relationship with your beacon school in relation to support and delivery of LINE activities?

( ) very effective

( ) effective

( ) neither effective nor ineffective

( ) ineffective

( ) very ineffective

please give brief examples of good practice and areas for improvement in this relationship

[   ]

* 46. How effective is the working relationship with other schools within your Natural Connections project cluster in relation to support and delivery of LINE activities?

○ very ineffective

○ ineffective

○ neither ineffective nor effective

○ effective

○ very effective

please give brief examples of good practice and areas for improvement in this relationship

[text box]

Natural Connections School Survey - Summer 2014

Comments

47. Do you have any other comments about any aspect of the project and / or LINE?

[text box]

Welcome to this survey of Learning in the Natural Environment (LINE) activity in your school. Please take a moment to read this page as it contains some important information and definitions to help you complete the survey.

Your answers will help us understand the issues that schools face and will help you to assess your own LINE needs. The information you submit as part of this survey will be used to evaluate the effectiveness of the Natural Connections Demonstration Project and the impact that it has had. It will also be used to report to funders (Natural England, DEFRA and English Heritage). The information may be shared with the funders in an anonymised form so that it is not possible for your school to be identified.

Please be aware that most questions will require an answer even if that means entering a zero for some of the numbers.

Definitions to assist with completion:

LINE = 'Learning in the Natural Environment'. This refers to curriculum or cross-curriculum related learning that takes place outdoors, either within school grounds or in greenspaces that you walk to with the pupils.

Greenspace = in the context of this project a local green place such as a school grounds (including garden, playing field and wildlife areas), local park, nature reserve or woodland, rather than a 'hard landscaped' area such as a tarmac surfaced sports area, playground or courtyard. This definition includes 'blue space', such as the sea, shoreline, riverside and ponds.

CPD = Continuing Professional Development of school staff and volunteers related to the delivery of LINE. This could be around specialist curriculum knowledge or involve increasing transferrable skills such as risk assessment, first aid, managing groups outdoors, etc. It includes a wide variety of activities, including skills sharing, observation, attending training events, mentoring, networking and on-line learning.

LINE provider = any organisation or individual who provides a LINE service to the school (whether paid or unpaid). This may include, but is not limited to, teaching sessions, lesson plans, activities and advice on any aspect of setting up and delivering LINE.

Volunteer = anyone who contributes their time to the school without being paid by the school (except out of pocket expenses). Governors are considered volunteers in this context.

For further information please contact naturalconnections@plymouth.ac.uk

* 1. What is the name of your school?

* 2. Which Natural Connections hub is your school in?

◯ Bristol (Lighting up Learning)

◯ Cornwall (Learning Institute)

◯ North Somerset (Forest of Avon Trust)

◯ Plymouth (Plymouth City Council)

◯ Torbay

◯ Other (please specify)

3. School information

number of classes in school

number of teachers in school

number of teachers involved in LINE delivery

number of teaching assistants in school

number of teaching assistants involved in LINE delivery

number of volunteers helping in school

number of volunteers involved in LINE delivery

4. To what extent have volunteers enabled your school to deliver more curricular LINE?

◯ a lot

◯ a bit

◯ no difference

◯ don't know

Natural Connections School Survey - Summer 2015

LINE delivery

LINE = 'Learning in the Natural Environment'. This refers to curriculum or cross-curriculum related learning that takes place outdoors, either within school grounds or in greenspaces *that you walk to* with the pupils.

5. Overall, would you say that the school staff's attitude towards delivering the curriculum through LINE is generally..

○ very negative

○ negative

○ neither negative nor positive

○ positive

○ very positive

○ no opinion formed

Please explain your answer here

[ ]

6. What are your current aspirations for LINE?

[ ]

7. Have your aspirations changed since the last Natural Connections survey?

○ yes

○ no

○ don't know

8. If your aspirations have changed, please explain

[ ]

Natural Connections School Survey - Summer 2015

school policies

9. Does your school have an outdoor learning policy?

○ yes

○ no

10. Is LINE referenced in any strategic school documents e.g. School Development Plan?

○ yes

○ no

If you answered yes please indicate which document(s)

[ ]

* 11. Do you feel that LINE has had an impact on your pupils'

	positive impact	no impact	negative impact	don't know
enjoyment of lessons?	○	○	○	○
engagement with learning?	○	○	○	○
attainment?	○	○	○	○
health and wellbeing?	○	○	○	○
social skills?	○	○	○	○
behaviour?	○	○	○	○
engagement with and understanding of nature?	○	○	○	○

please comment on any other impacts not covered above

[ ]

12. Do you feel that LINE has had an impact on your teachers'

	positive impact	no impact	negative impact	don't know
teaching practice?	○	○	○	○
teaching performance?	○	○	○	○
professional development?	○	○	○	○
job satisfaction?	○	○	○	○
health and wellbeing?	○	○	○	○

please comment on any other impacts not covered above

Natural Connections School Survey - Summer 2015

LINE delivery

* 13. Please indicate upto 5 current main challenges that you have experienced that have restricted or prevented your school from learning in the natural environment since your last LINE survey

☐ none

☐ lack of necessary equipment

☐ concerns over health and safety or risk assessment

☐ access to lesson plans and teaching resources

☐ need extra volunteers to support school staff when learning outside

☐ unsuitable condition of greenspace

☐ staff lack confidence in working outdoors

☐ lack of funding

☐ expert help needed with LINE but not available

☐ staff uncertain of how to relate LINE to curricular requirements

☐ unsuitable pupil clothing and footwear for outdoor use

☐ lack of time

☐ outdoor learning not valued by staff

☐ other (please specify)

Greenspace = in the context of this project a local green place such as a school grounds (including garden, playing field and wildlife areas), local park, nature reserve or woodland, rather than a 'hard landscaped' area such as a tarmac surfaced sports area, playground or courtyard. This definition includes 'blue space', such as the sea, shoreline, riverside and ponds.

Have there been any *structural changes* that have increased or decreased the way you use greenspaces in the school grounds or nearby? (e.g. new pond created, new garden area dug, area of school grounds built on)

* 14. Does your school have any of the following spaces in the school grounds or nearby?

	no	yes, but we don't use it for outdoor learning	yes, and we use it for outdoor learning
school field	☐	☐	☐
school wildlife area	☐	☐	☐
school garden	☐	☐	☐
other natural spaces in the school grounds	☐	☐	☐
natural space within walking distance (less than10 mins walk from school)	☐	☐	☐
natural space within walking distance (more than 10 mins walk from school)	☐	☐	☐

15. Have you made any structural changes to your school grounds since your last Natural Connections survey?

◯ yes

◯ no

please describe

_____

CPD = Continuing Professional Development of school staff and volunteers related to the

delivery of LINE. This could be around specialist curriculum knowledge or involve increasing transferrable skills such as risk assessment, first aid, managing groups outdoors etc. It includes a wide variety of activities including skills sharing, observation, attending training events, mentoring, networking and on-line learning.

16. Have staff or volunteers from your school undertaken any CPD related to LINE since the last Natural Connections survey?

○ yes

○ no

○ don't know

17. Overall do you think your CPD needs for LINE have been met since your last survey?

○ yes

○ no

○ don't know

18. If your school CPD needs have not been met since the last survey, why not? (please tick all that apply)

☐ too expensive

☐ cannot find the time

☐ cannot find the CPD needed

☐ other (please specify)

Natural Connections School Survey - Summer 2015

External help

LINE provider = any organisation or individual who provides a LINE service to the school (whether paid or unpaid). This may include, but is not limited to, teaching sessions, lesson plans, activities or advice on any aspect of setting up and delivering LINE.

19. Has the school used external LINE providers to support or lead curriculum delivery since your last survey (e.g. wildlife trust, local rangers, artists, forest school leaders, advice on school grounds)?

○ yes

○ no

20. If you have answered yes to the previous questiion, please provide details. Please include
- who the provider was
- whether you paid for the service
- what the service was
- how satisfied you were with the service

21. If you have not used LINE providers since your last Natural Connections survey, please indicate any reasons why you have not worked with LINE providers (tick all that apply)

☐ don't know

☐ unaware of local LINE providers

☐ cost

☐ no suitable LINE providers

☐ reluctance to use external personnel

☐ time

☐ other (please specify)

Natural Connections School Survey - Summer 2015

Spending on LINE

* 22. Have you spent funds from the school budget on LINE since the last Natural Connections survey?

○ yes

○ no

○ not sure

23. If you have answered yes what is the approximate value of this spend?

○ £0 - £100

○ £101 - £500

○ £501 - £1000

○ £1000+

* 24. Have you received any funding or in-kind support for LINE since the last survey?

☐ no in-kind support or funding recieved

☐ don't know

☐ grant funding

☐ donations

☐ sponsorship

☐ in-kind contribution (e.g. materials or labour)

☐ other (please specify)

[   ]

25. If you have answered yes, what is the approximate value of this support?

○ £0 - £100

○ £101 - £500

○ £501 - £1000

○ £1000+

Natural Connections School Survey - Summer 2015

Natural Connections demonstration project

* 26. Are you a beacon or cluster school?

○ beacon

○ cluster

Natural Connections School Survey - Summer 2015

Beacon schools

* 27. How effective is the Natural Connections project in helping you to overcome your challenges to LINE?

○ very ineffective

○ ineffective

○ neither ineffective nor effective

○ effective

○ very effective

please explain your answer here

[ ]

* 28. How effective is the working relationship with your hub leader in relation to developing LINE?

○ very effective

○ effective

○ neither effective nor ineffective

○ ineffective

○ very ineffective

please give brief examples of areas for improvement or good practice in this relationship

[ ]

* 29. How effective is the working relationship with your Natural Connections project cluster schools in developing LINE?

○ very ineffective

○ ineffecive

○ neither ineffective nor effective

○ effective

○ very effective

please give brief examples of areas for improvement or good practice in this relationship

[ ]

Natural Connections School Survey - Summer 2015

cluster schools

* 30. How effective is the Natural Connections project in helping you to overcome your challenges to LINE?

( ) very ineffective

( ) ineffective

( ) neither ineffective nor effective

( ) effective

( ) very effective

please explain your answer here

[ ]

* 31. How effective is the working relationship with your beacon school in relation to support and delivery of LINE activities?

( ) very effective

( ) effective

( ) neither effective nor ineffective

( ) ineffective

( ) very ineffective

please give brief examples of areas for improvement or good practice in this relationship

[ ]

* 32. How effective is the working relationship with other schools within your Natural Connections project cluster in relation to support and delivery of LINE activities?

( ) very ineffective

( ) ineffective

( ) neither ineffective nor effective

( ) effective

( ) very effective

please give brief examples of areas for improvement or good practice in this relationship

[ ]

33. Do you have any other comments about any aspect of the project and / or LINE?

Thank you for completing the survey. It is really appreciated. All the answers you have provided will be held securely and anonymously at Plymouth University and will only be used by the Natural Connections team. Data may be shared with the funders in an anonymised form so that it is not possible for your school to be identified.

If you have any questions or would like further information please contact Martin Gilchrist, Natural Connections research assistant via naturalconnections@plymouth.ac.uk

HEADTEACHER INTERVIEW SCHEDULE

Background information
- Name, length of time at the school; involvement / connection with LINE in the school; length of time using LINE in the school

Use and views of LINE
- Why are you using LINE? What do you think it brings to the school?
    i. Have you been using LINE to support particular academic / non-academic school priorities?
    ii. What is your long-term strategy for LINE?

- What is the area you think that LINE has the biggest impact on in the school? Why do you think this?

- How would you describe the culture of LINE in the school? Has it changed since you've been here? How? Why do you think this is?

Natural Connections project
- How is the project working for the school? What is working well / not so well?

- Has being involved with the project led to any collaboration with other schools, either inside or outside the project?

- Do you find the project information useful? Please explain

- Do you know about the project web site http://www.growingschools.org.uk/? If so, do you have any comment on the site? Do you use twitter? What other websites do you use to access LINE resources? Does your hub leader have a site that you use?

Practicalities
- Levels of support (if not known already):
    i. amount from school budget spent on LINE
    ii. value of funding / in-kind support given to the school
    iii. how this funding has been used

- What do you think about working with volunteers to support LINE? Are volunteers part of your vision for LINE in the school?

- Managing volunteers: have you set up / altered your system of managing volunteers? What's working well / not well?

- Scope/nature of LINE provider involvement; do you use LINE providers' services? Do you believe that LINE providers understand your school's needs? How do they support you? Could their support be improved? (please describe)

SCHOOL LINE TEAM FOCUS GROUP SCHEDULE

Background information
- Name, role and length of time at the school; involvement / connection with LINE in the school; length of time using LINE in the school

Use and views of LINE
- How have you been using LINE in teaching and learning? What kinds of activities / projects have you set up / been undertaking since joining the project? Have you made any changes to your school grounds /facilities? (if not known already)

- What is the area you think that LINE has the biggest impact on in the school? Why do you think this?

- How would you describe the culture of LINE in the school? Has it changed? How? Why do you think this is?

Natural Connections project
- What is working well / not so well for your school with the project? Why? Where do you need more support?

- How is the beacon / cluster model in supporting LINE working? What's working well / not well?

- What is your experience with volunteers?
    i. From where have you recruited them?
    ii. How effectively have they been supporting LINE in your school?
    iii. Has you achieved anything that couldn't have been done without volunteers?
    iv. What do you think are the key factors in retaining your volunteers?

- Do you find the project information useful? Please explain

- Do you know about the project web site http://www.growingschools.org.uk/? If so, do you have any comment on the site? Do you use twitter? What other websites do you use to access LINE resources? Does your hub leader have a site that you use?

Practicalities
- Managing volunteers: have you set up / altered your system of managing volunteers? What's working well / not so well?

- Have you been employing LINE providers' services? Do you believe that LINE providers understand your school's needs? How do they support you? Could their support be improved? (please describe)

Future

- Future plans for LINE in the school / for own role(s)

STAFF FOCUS GROUP SCHEDULE

Background information
- Name, role and length of time at the school; involvement / connection with LINE in the school. Do you know about the Natural Connections project?

Use and views of LINE
- How would you describe the school teaching and learning culture in relation to LINE? Why is this? Has it changed? If so, how and when?

- How much do you use LINE in delivering the curriculum? Which areas do you use it most for? Why is this? Could you provide some examples of how you use LINE?

- Has the amount you use LINE changed? How has your practice changed? Why is this?

- What impact does using LINE have on teachers?
    i.   e.g. teaching practice, performance, professional development, job satisfaction? Can you illustrate why you think this?

- What impact does using LINE have on pupils?
        e.g. attitude to learning, amount of learning, attainment, health and wellbeing, behaviour, social skills. Can you illustrate why you think this?

- Could you sum up how LINE contributes to the quality of teaching and learning in your school? Is it time and money well-spent?

Natural Connections project
- How is the beacon / cluster model working for your school? What's working well / not so well?

- Are you involved in any wider project activities / do you have any project responsibilities? How is that working?

- Do you find the project information useful? If so, in what ways?

- Natural Connections web service: Do you know about the project web site http://www.growingschools.org.uk/? If so, do you have any comment on the site? Do you use twitter? What other websites do you use to access LINE resources? Does your hub leader have a site that you use?

Practicalities
- CPD: have you been to any LINE CPD sessions this year / last year? If so, what did you think of their quality / relevance to your needs?

- LINE providers:
    i. Have you worked with LINE providers? Were they helpful at the time? Will you work with LINE providers in future?
    ii. Have these experiences informed your practice? If so, in what ways?

- Have you worked with volunteers in your lessons to support LINE?
    i. How is your school system for managing volunteers working?
    ii. How well do you think volunteers support you during / outside lessons? What kind of things do they do?
    iii. Have you achieved anything that couldn't have been done without volunteers?
    iv. What challenges do you have with volunteers?

Future
- What are your future plans for LINE / your own role in LINE? Why is this?

VOLUNTEER FOCUS GROUP/INTERVIEW SCHEDULE

1. *Background information*
   - Age – 16-19, 20-29, 30-39, 40-49, 50-59, 60+, prefer not to say
   - Gender – male / female
   - Current situation – full time employment, part time, not currently working, other, prefer not to say
   - Ethnicity
   - Highest qualification (or equivalent) – degree +, A levels, GCSEs, no formal qualification, prefer not to say
   - School at which you have been volunteering
   - Frequency of volunteering in the school
   - Approximate number hours of volunteering from March 2013Why were you attracted to volunteering in this school?
   - How did you hear about it?
   - What were your expectations from volunteering?

2. *Use and views of LINE*
   - Can you describe the ways you have been volunteering in the school?
   - What skills / expertise are you able to bring to the school?
   - What has been successful about volunteering in school?
   - What has been less successful / challenging about volunteering in school?
   - What impact do you think your volunteering has had on pupils? Staff? The school?
   - Do you think learning outside the classroom is valued in this school? Why do you think this?
   - What would you change about your current volunteering arrangements if you could?

3. *Natural Connections project*
   - Are you aware of the Natural Connections Demonstration Project? If so, what can you tell us about it?

4. *Practicalities*
   - What kind of support (personal and/or training) have you received? Do you have any training planned?
   - How well have your expectations for volunteering been met at this school?
   - Has volunteering had any wider effects for you (new skills, meeting new people)? If so, please describe

5. *Future*
   - How do you see your role in the school in future? Do you have any plans for career progression following on from what you have done in the school?
   - If you met someone interested in volunteering to support schools with LINE activities, what would you say to them?

PUPIL FOCUS GROUP SCHEDULE

1. Background information
- Name, age, year group, length of time at the school of all pupils

2. Experiences of LINE
- How much do you learn outside? Has this changed from when you first came to the school?

- Can you tell me about some of your lessons that have taken place outside the school buildings?
    i. What was/were the lesson(s) about?
    ii. Did you have to wear any particular clothes?
    iii. What did you do?
    iv. How did you do it?
    v. What did you learn?
    vi. Which adults were with you? What did they do?

- What did you think the first time your teacher told you that the lesson was going to be outside? What did you think about the lesson when it was over?

3. Attitudes to LINE
- What do you think / feel now when your teacher says you are going to be learning outside? Why?

- What do you like best about it? Why?

- What don't you like about it? Why?

- In what ways is learning outside the same / different to learning inside? Why is that?

- In what ways do you feel the same / different when you are learning outside?

- Do you think you could do more lessons outside? Why/not?

Natural Connections – School Weekly Activity Log - data collection sheet

This sheet is to help you collect the information you need to complete the online weekly activity log. If you prefer to collect it in a different way please do so. Page 1 is a table that lists all the information that you will need to collect for each class on weekly basis (you do not need to record the information session by session). The second page lists the options for the boxes where appropriate, and these will be in the form of tick boxes on the web form for you to choose from

If you organise your LINE by group rather than class, please use a consistent name for each group and indicate which year groups were involved

Some definitions to help with completion

LINE = 'Learning in the Natural Environment'. This refers to curriculum or cross-curriculum related learning that takes place outdoors, either within school grounds or in green & blue spaces that you walk to with the pupils.

Greenspace = in the context of this project a local green place such as a school grounds (including garden, playing field and wildlife areas), local park, nature reserve or woodland, rather than a 'hard landscaped' area such as a tarmac surfaced sports area, playground or courtyard. **Blue space** refers to areas of water e.g. beach, lake etc

Volunteer = anyone who contributes their time to the school without being paid by the school (except out of pocket expenses).

If you have any questions or comments please contact Martin Gilchrist – martin.gilchrist@plymouth.ac.uk or 07825 174918

School name…………………………..   Week number……………………………

Class name Please identify each class with a unique number/name and use this throughout the academic year	Year group Please record all year groups that apply	Number of LINE sessions this week	Total time spent on LINE this week (to the nearest half hour)	Total number of children / young people from this class involved in LINE this week	Curriculum area(s) covered (select all that apply)	How useful has LINE been in delivering the curriculum this week?	Where did the activities take place? (select all that apply)	Have there been any limiting factors on LINE activities this week?	Which adults were present for the sessions? (select all that apply)	Who led the activities? (select all that apply)	Total number of volunteer hours contributed to LINE in your class this week (to the nearest half hour)	Was there preparation for the LINE sessions in the classroom?	Was there follow up work undertaken in the classroom?	Have you used any part of the Natural Connections web service this week?
					See list of options on page 2	See list of options on page 2	See list of options on page 2	See list of options on page 2	See list of options on page 2	See list of options on page 2		See list of options on page 2	See list of options on page 2	See list of options on page 2

Curriculum area(s) covered (select all that apply)	How useful has LINE been this week?	Where did the activities take place (select all that apply)	Have there been any limiting factors on LINE activities this week?	Which adults were present for the sessions? (select all that apply)	Who led the activities? (select all that apply)	Was there preparation for the LINE sessions in the classroom?	Was there follow up work undertaken in the classroom?	Have you used any part of the Natural Connections web service this week? (select all that apply)
English	Not useful	School Field	Weather	Teacher	Teacher	Yes	Yes	Web based resources
Maths	Quite useful	School Wildlife Area	Staff shortage	Teaching Assistant	Teaching Assistant	No	No	Discussion forum
Primary Science	Very useful	School Garden	Volunteer shortage	Governor	Governor			Social media
Biology		Other greenspace within the school grounds	Equipment shortage e.g. Coats, wellies, bugpots	Volunteer	Volunteer			Not used any part of web service
Chemistry		Other space in the school grounds	Lack of time	External Expert	External Expert			
Physics		Greenspace outside the school grounds you walked to	Other	Other	Other			
Geography		Bluespace outside the school grounds you walked to	None					
History		Other						
Art								
Music								
PE / Sport								
Drama								
ICT								
Religious studies								
Citizenship								
Modern foreign language								
PSHE								
Early Years Foundation Stage								
Design & Technology								
Other								

The Time needed for LINE

This is a quick survey for schools who are part of the Natural Connections project. The evaluation so far from surveys and case studies has indicated that time is a key challenge for teachers and LINE. We recognise there are many reasons why additional time might benefit LINE in schools and we are keen to explore this in more detail. The issues below are the main ones that have arisen from our evaluation work to date. We understand the demands on your time and have kept the survey short - it will take you around five minutes to complete - and would be grateful if you could return your views as soon as possible or by Friday 27th March at the latest. Thank you very much.

Your answers will help us understand this challenge in more detail and the information you submit will also contribute to the overall evaluation of the Natural Connections Demonstration Project. The information may be shared with the project funders and the hub leaders in an anonymised form so that it is not possible for any individual school to be identified.

As a reminder:

LINE = 'Learning in the Natural Environment'. This refers to curriculum or cross-curriculum related learning that takes place outdoors, either within school grounds or in greenspaces that you walk to with the pupils.

For further information please contact naturalconnections@plymouth.ac.uk

* 1. Which Natural Connections area is your school in?

◯ Bristol (Lighting up Learning)

◯ Cornwall (The Learning Institute)

◯ North Somerset, Wiltshire & BANES (Forest of Avon Trust)

◯ Plymouth (Plymouth City Council)

◯ Torbay

* 2. What is the name of your school?

* 3. Schools in the Natural Connections project have reported that time is a challenge to doing more LINE. Why is time important to your school with respect to LINE?

	very important	important	neither important nor unimportant	unimportant	very unimportant	not sure
to develop confidence in teaching outdoors (e.g. behaviour management and working safely)	○	○	○	○	○	○
to develop professional practice / understanding of LINE	○	○	○	○	○	○
to plan and prepare for lessons	○	○	○	○	○	○
to organise extra / new resources	○	○	○	○	○	○
to align with goverment priorities (e.g. emphasis on particular curriculum areas)	○	○	○	○	○	○
to align with school priorities (e.g.fit in with school specialisms, school plays, etc)	○	○	○	○	○	○
to fit in with the rest of the day's work	○	○	○	○	○	○
to persuade staff of the impacts that LINE can have	○	○	○	○	○	○

other (please specify)

[ ]

* 4. Which are the most important in your school? (please indicate up to 2)

☐ to develop confidence in teaching outdoors (e.g. behaviour management and working safely)

☐ to develop professional practice / understanding of LINE

☐ to plan and prepare for lessons

☐ to organise extra / new resources

☐ to align with goverment priorities (e.g. emphasis on particular curriculum areas)

☐ to align with school priorities (e.g.fit in with school specialisms, school plays, etc)

☐ to fit in with the rest of the day's work

☐ to persuade staff of the impacts that LINE can have

☐ other (indicated above)

Thank you very much for completing this survey. Your contribution to the project evaluation is really appreciated. We will feedback the results to schools in the project soon.

Welcome to this quick survey as part of the Natural Connections project.

This survey is a replacement for the activity log and focusses on your schools LINE practice. It should only take you 5-10 minutes to fill in and will allow us to continue to track how LINE is developing in project schools.

All the answers you provide will be held securely and the information that you submit as part of this survey will be used to evaluate the effectiveness of the Natural Connections Demonstration Project and the impact that it has had for its funders (Natural England, DEFRA and English Heritage). The information from this survey may be shared with the funders in an anonymised form. It will not be possible for your school (or any individual class) to be identified.

Thank you very much for taking part in the Natural Connections project.

If you have any questions or would like any further information please contact naturalconnections@plymouth.ac.uk

* 1. What is the name of your school?

[   ]

* 2. Which Natural Connections hub are you in?

( ) Bristol

( ) Cornwall

( ) North Somerset

( ) Plymouth

( ) Torbay

* 3. What types of LINE activities have your school been engaged in during the last 12 months? (please indicate all that apply)

☐ school-time curricular activity

☐ after-school and lunch time activities

☐ community and weekend activity

☐ none

* 4. On average, how many hours per week does your school spend delivering the curriculum with LINE activities during (we know it is a hard question to answer but please give your best estimate):

the autumn term? (terms 1 & 2)

[ ]

the spring term? (terms 3 & 4)

[ ]

the summer term? (terms 5 & 6)

[ ]

* 5. What other types of outdoor learning has your school been engaged in during the last 12 months?

☐ residential stays

☐ day trips

☐ none

☐ other

☐ (for other - please specify)

[ ]

* 6. On average, how many hours per week does your school spend delivering the curriculum with types of outdoor learning that do not fall within the project definition of LINE (e.g residential stays and day trips) during (please give your best estimate):

the autumn term? (terms 1& 2)

[ ]

the spring term? (terms 3 & 4)

[ ]

the summer term (terms 5 & 6)

[ ]

LINE activity survey

Curriculum

* 7. Which curriculum areas do you use LINE for?

- [ ] PE/Sport
- [ ] Primary Science
- [ ] Maths
- [ ] English
- [ ] EYFS
- [ ] Art
- [ ] PSHE
- [ ] Design & Technology
- [ ] Drama
- [ ] History
- [ ] Geography
- [ ] Music
- [ ] Biology
- [ ] ICT
- [ ] MFL
- [ ] Citizenship
- [ ] RS
- [ ] Physics
- [ ] Chemistry
- [ ] Other (please specify)

* 8. Please indicate the top 5 areas used for LINE in your school

- [ ] PE/Sport
- [ ] Primary Science
- [ ] Maths
- [ ] English
- [ ] EYFS
- [ ] Art
- [ ] PSHE
- [ ] Design & Technology
- [ ] Drama
- [ ] History
- [ ] Geography
- [ ] Music
- [ ] Biology
- [ ] ICT
- [ ] MFL
- [ ] Citizenship
- [ ] RS
- [ ] Physics
- [ ] Chemistry
- [ ] Other (please specify)

_____

LINE activity survey

Usefulness

* 9. Do you feel that LINE is useful in delivering the curriculum?

- ( ) very useful
- ( ) quite useful
- ( ) not useful

LINE activity survey

* 10. In general, do teachers in your school prepare for LINE lessons in the classroom?

  ◯ yes

  ◯ no

* 11. In general, do teachers in your school follow up LINE lessons in the classroom?

  ◯ yes

  ◯ no

LINE activity survey

Thank you

Thank you for completing the survey. It is really appreciated. All the answers you have provided will be held securely and anonymously at Plymouth University and will only be used by the Natural Connections team. Data may be shared with the funders in an anonymised form so that it is not possible for your school to be identified.

If you have any questions or would like further information please contact Martin Gilchrist, Natural Connections research assistant via naturalconnections@plymouth.ac.uk

HUB LEADER 'SET UP' INTERVIEW SCHEDULE

Section 1: Recruitment and retention	
1: Schools approached and recruited in this reporting period. Please list:	
Total number of schools you have approached	Primary:
	Secondary:
	Special:
Number of schools that have initiated contact with you [within the Hub/ Local Authority]	Primary:
	Secondary:
	Special:
Number of schools that have initiated contact with you [from outside the Hub/ Local Authority]	Primary:
	Secondary:
	Special:
Number of potential case-study schools in hub	Primary:
	Secondary:
	Special:
2. The current Beacon - cluster schools. Please list the name of each Beacon School and their cluster schools	
Name & postcode of Beacon School.	Names & postcodes of cluster schools.

1.2 What is your model of recruitment? How is it working? What are your successes and challenges? Please give reasons for your answer.

Section 2: School engagement with LINE

2.1 What impact do you think the project is having on school engagement with LINE in your Hub?

2.2 Please tell us where Beacon Schools are beginning to work well with their cluster (what role have you played in this?)

2.3 Please describe why you feel this is working well

2.4 In what other ways are schools working together on LINE activities (e.g. with schools outside the NCDP or within clusters but without the beacon school)? Please give example(s).
2.5 Please give two examples of any notable, ambitious or exciting LINE projects being planned in either Beacon or cluster schools.
2.6 What are the challenges schools are experiencing in engaging with LINE?
2.7 How do you plan to work with schools to help them overcome barriers?
2.8 How are schools' CPD needs being assessed in your Hub?
Section 3: Sustainability
3.1 Financial sustainability: how is this developing? What models / examples do you have?
3.2 Pedagogical sustainability: how is this developing? What models / examples do you have?
3.3 What other kinds of sustainability are developing

Section 4: Project overview
4.1 After the first 3 months please provide a diagram / illustration of the delivery model in your hub (i.e. relevant individuals / organisations and their relationship with each other – please include relevant communication channels)
4.2 How effectively are the different elements of the project working in your hub? This can relate to the role of the LLFs, or the working relationships between schools, between you and the schools, and/ or between you and the Central Team.
Brokerage
Volunteering
Web service (are you using the project web service pages, discussion forum or social media – How is this working for you?)
Evaluation
4.3 How are your realationships with the central team? How do you think project implementation could be improved?

Section 5: Added value
5.1 To date what are the impacts of the project on your organisation (e.g. developing new ideas, new funding, engaging with new partners, added value to existing projects, enabled the organisation to meet targets, enhanced reputation, influencing policies, staff development, CPD needs)
5.2 Please give an approximate monetary value associated with the following aspects of your involvement in the Natural Connections project?

In-kind support you have added to the project	Funds brought into the project from other sources	In-kind support offered to you from other sources

£	£	£
5.3 Other funds attracted		

Section 6: Green Grant – please itemise below		
Please itemise amount of Green Grant spent this month?	What have you spent it on	Expected outcomes
Interviewers comments:		

HUB LEADER REGULAR INTERVIEW SCHEDULE

Recruitment and retention
- Have school partners in the Beacon - clusters changed at all? [e.g. has a new cluster school been brought in because another has dropped out?]. Please report the nature of any changes below, and explain the background to the change and action taken. Include reasons for any schools dropping out.
- Name of schools involved.
- Nature of change - please include reasons for the change and actions taken.
- Which aspects of your project development are working well and which not so well?
- Please give reasons for your answer.
- In this quarter how many schools have contacted you about the NCDP / LINE?
- Within the Local Authority area (not involved in the project) -
- Outside the Local Authority –

School engagement with LINE
- What impact do you think the project is having on school engagement with LINE in your Hub?
- Please provide some examples of Beacon Schools working well with their cluster (what role have you played in this?)
- Please describe why you feel this is working well.
- In what other ways are schools working together on LINE activities (e.g. with schools outside the NCDP or within clusters but without the beacon school)? Please give example(s).
- Please give two examples of any notable, ambitious or exciting LINE projects being undertaken in either Beacon or cluster schools.
- What are the challenges schools are experiencing in engaging with LINE?
- How do you plan to work / are you working with schools to help them overcome these challenges?
- Have there been any unexpected impacts or outcomes from schools' engagement with this Project?

School engagement with CPD
- How many LINE CPD sessions have you, as hub leader, initiated. Please list, with title of session and number of attendees.
- What do your evaluation of CPD sessions show you?
- What other CPD opportunities have the schools been involved in?

Project overview

- How effectively are the different elements of the project working in your hub? This can relate to the role of the LLFs, or the working relationships between schools, between you and the schools, and/ or between you and the Central Team.
  - Brokerage
  - Volunteering
  - Web service (are you using the project web service pages, discussion forum or social media – How is this working for you?)
  - Evaluation
- How do you think project implementation be improved?
- What evidence do you have of the impact [positive or negative] the project is having on volunteers involved?
- What evidence do you have of the impact [positive or negative] the project is having on LINE providers involved?

Sustainability
- Financial sustainability: how is this developing? What models / examples do you have?
- Pedagogical sustainability: how is this developing? What models / examples do you have?
- What other kinds of sustainability are developing? What kinds of challenges are you facing and how are you addressing these challenges?

Added value
- To date what are the impacts of the project on your organisation (e.g. developing new ideas, new funding, engaging with new partners, added value to existing projects, enabled the organisation to meet targets, enhanced reputation, influencing policies, staff development)
- Please give describe and give an approximate monetary value associated with the following aspects of your involvement in the Natural Connections project?
- In-kind support you have added to the project
- Funds brought into the project from other sources
- In-kind support offered to you from other sources
- Other funds attracted

Beacon School Money
- Please itemise the amount of Beacon School money spent this quarter
- How have you spent this?
- Expected outcomes & impact of spend

Green Grant
- Please itemise amount of Green Grant spent this quarter?
- What have you spent it on?
- Expected outcomes & impact of spend

Interviewers comments:

HUB LEADER EXIT INTERVIEW SCHEDULE

Thoughts on your own hub model
- Successes
- Challenges
- Things to do differently

Recruitment & Retention
- What are the challenges you have faced in recruiting / retaining schools and why?
- Have there been any particular successes in recruiting schools to the project?

School Engagement with LINE
- What are the key challenges to schools successfully engaging with LINE
- What school models have you seen that have been successful in delivering LINE? Why is this, the case?

School Engagement with CPD
- What are the key bits of CPD that schools need
- What are the key gaps in CPD provision for schools re: LINE

Project Overview (either hub leader experiences of delivering these aspects or thoughts on the central team support and guidance)
- What would you do differently next time? What would you repeat? Re:
  - Brokerage
  - Volunteering
  - Evaluation
  - Webservice

Sustainability
- Examples of LINE sustainability in schools
- What are the challenges to sustainability in schools
- Opinions on the sustainability of the Natural Connections Demonstration Project model

Impacts on your organisation
What have been the impacts of the project on your organisation? (anticipated and unanticipated)
- Positive
- Negative

Beacon school / green grant money

- In what ways has money given to schools enabled LINE & what have been the impacts of this spend?
- What it the money most valued for re: LINE in schools (supply / school grounds / resources etc.) and why?

For next time
- What has been the biggest barrier to your role in your view?
- What could you have done differently?
- What lessons do you think can be learned?
- What would you regard as your legacy from involvement in the project?

CENTRAL TEAM - ANNUAL PEER INTERVIEW QUESTIONS

1. How are you finding your Natural Connections role? What's working well and what is working less well for you?

2. Do you feel you understand the project and how it is developing?

3. How manageable is your role in terms of
    a. Workload
    b. Responsibility
    c. Understanding and achievability of targets?

4. How do you feel the team is working together? What could be improved?

5. What do you think about the quality of team communication – is there too much / too little / about right? What role do the following play:
    a. Weekly meetings
    b. Progress reports
    c. Email correspondence
    d. Impromptu meetings

6. Do you feel there are processes in place that enable the team to sort out problems and issues in delivery?

7. Which elements of the project do you think are the strongest / weakest? Why? What would help improve project delivery?

8. What have been the key learning points from the project in relation to your role?

9. Is the evaluation collecting the right kind of evidence to support your role? Please explain

10. What would improve your working life?

11. How far are your own training and development needs met? Do you feel there are areas of knowledge or skills that are not being addressed?

Natural Connections demonstration project

Welcome to the Natural Connections Demonstration Project LINE providers - Natural Connections initial survey.

The Natural Connections Demonstration Project is an exciting initiative funded by Natural England, Defra and English Heritage, which Plymouth University was awarded the contract to deliver. It is one of the largest outdoor learning projects in the UK and will involve around 200 schools and between 200-500 volunteers. This innovative project will operate at a local school level in five 'hubs' across tthe South West and will run until March 2016

The project was created in response to the Natural Environment White Paper (The Natural Choice: securing the value of nature) which set out the need to strengthen the connection between people and nature and gives an explicit call for every child in England to be given the opportunity to experience and learn in natural environments.

Schools, mainly in deprived communities, will be supported to use greenspaces very nearby (including thier own grounds, local parks and nature reserves) as a valuable resource to embed learning in natural environments (LINE) into their teaching and help them achieve their ambitions for learning and delivery of the curriculum.

The Natural Connections Demonstration Project is keen to establish what providers of Learning Outside the Classroom in Natural Environments currently offer, what range of providers exist and what they see as potential limitations or barriers to their practice. We would be grateful if you would complete this short survey. This will help us increase our knowledge about what is available and tailor support for both schools and LINE providers. It should take less than half an hour to complete.

The information you submit as part of this survey will be used to evaluate the effectiveness of the Natural Connections Demonstration Project and the impact that it has had for its funders (Natural England, Defra and English Heritage). It will not be possible for you or your organisation to be identified.

* 1. Name of organisation

[   ]

2. First line of address

[   ]

3. Second line of address

[   ]

4. Town

5. Postcode

* 6. How would you classify your organisation?

○ public sector

○ registered charity

○ community interest company (CIC)

○ social enterprise

○ private business

○ other - please specify

LINE providers - Natural Connections Initial Survey

LINE delivery

Learning outside the classroom in the natural environment (LINE)in the context of the Natural Connections project refers to curriculum or cross-curriculum related learning that takes place outdoors, either within school grounds or in green & blue spaces that children walk to.

Greenspace is in the context of this project a local green place such as a school grounds (including garden, playing field and wildlife areas), local park, nature reserve or woodland, rather than a hard landscaped area such as a tarmac surfaced sports area, playground or courtyard.

7. Please outline what services you provide in relation to LINE

8. Why do you provide LINE services to schools?

9. Do you feel you have a good understanding of how and where LINE can be used to deliver the curriculum?

○ yes

○ no

Please explain

[ ]

LINE providers - Natural Connections Initial Survey

LINE delivery

10. Please describe your charging policy i.e which services you charge for / which re free; variations / discounts; in -kind support etc.:

[ ]

11. Do you feel you need support engaging with or working with schools in order to provide LINE?

○ yes

○ no

If yes, what kind of support

[ ]

12. Which of your services tend to be more in-demand from schools?

[ ]

13. What percentage of the overall work of your organisation is spent supporting LINE activity in schools?

◯ 0-10%

◯ 11-20%

◯ 21-30%

◯ 31-40%

◯ 41-50%

◯ 51-60%

◯ 61-70%

◯ 71-80%

◯ 81-90%

◯ 91-100%

14. Please indicate any challenges you have experiences that have restricted or prevented you from providing LINE services in schools within the last 12 monts

☐ none

☐ lack of funding

☐ lack of demand from schools

☐ lack of available staff

☐ unsuitable condition of greenspace

☐ unsuitable pupil clothing and footwear for outdoor use (e.g no wellington boots)

☐ lack of necessary equipment (e.g clipboards, bug viewers)

☐ need extra volunteers to support staff when learning outside

☐ too many other commitments

☐ lack of time

☐ outdoor learning not valued by school

☐ concerns over health and safety or risk assessment

☐ school staff lack confidence in working outdoors

☐ school staff uncertain of how to relate LINE to curricular requirements

☐ Other (please specify)

[   ]

15. Do you carry out your own internal organisational monitoring and evaluation of your LINE activities?

○ yes

○ no

16. If yes, would you be willing to share this information in an anonymised form with the Natural Connections team?

○ yes

○ no

LINE providers - Natural Connections Initial Survey

LINE delivery

17. What media do you mostly use to engage with potential clients / collaborators and promote your services? Indicate all that apply

○ industry publication

○ newsletter

○ newspaper

○ posters

○ word of mouth

○ radio

○ facebook

○ twitter

○ own website

○ communication through networks (e.g. environmental educators association)

○ Other (please specify)

[   ]

LINE providers - Natural Connections Initial Survey

LINE resources

18. Do you have land over which you have control and / or management which you use for LINE?

○ yes

○ no

19. Do volunteers contribute to your delivery of LINE?

○ yes

○ no

If yes, in what ways do they contribute?

[ ]

20. Would you like your contact details and website address included on the Natural Connections web service, which is being hosted by Growing Schools at www.growingschools.org.uk?

○ yes

○ no

Other (please specify)

[ ]

LINE providers - Natural Connections Initial Survey

challenges

* 21. What challenges has your organisation faced in working with schools on LINE?

☐ none

☐ lack of resources (time, money etc)

☐ lack of demand from schools

☐ accessing staff in schools

☐ other

please explain

[ ]

* 22. In your experience why do schools not use LINE provider services more? (please choose up to five reasons)

☐ don't know

☐ lack of funding

☐ school staff lack confidence in working outdoors

☐ lack of time

☐ outdoor learning not valued by school staff

☐ school staff uncertain how to related LINE to curricular requirements

☐ other school priorities

☐ concerns over health & safety

☐ lack of available staff

☐ unsuitable clothing and footwear

☐ lack of necessary equipment

☐ unsuitable condition of greenspace

☐ lack of awareness of services

☐ other

please specify

```
┌────────────────────────────────────┐
│                                    │
└────────────────────────────────────┘
```

23. Thank you for completing this survey. If you have have any other comments about offering LINE services to schools please let us know below or contact naturalconnections@plymouth.ac.uk

```
┌────────────────────────────────────────────────────┐
│                                                    │
│                                                    │
│                                                    │
│                                                    │
└────────────────────────────────────────────────────┘
```

Natural Connections demonstration project

The project was created in response to the Natural Environment White Paper (2011) which set out the need to strengthen the connection between people and nature and gives an explicit call for every child in England to be given the opportunity to experience and learn in natural environments.

We are keen to understand how providers of Learning Outside the Classroom in Natural Environments work with schools in meeting this call and we would be grateful if you complete this short survey. We especially would like to know if the project has impacted on your capacity to work with schools. Please feel free to send an email if you have further comments.

The information you submit will be anonymised, and will form part of the evaluation of the effectiveness and impact of the Natural Connections demonstration project. Anonymised information may be shared with the funders. Reports will be made available for our funders and also circulated more widely. It will not be possible for you or your organisation to be identified in these. If you have any questions, or would like a copy of the report, please contact naturalconnections@plymouth.ac.uk

* 1. What is the name of your organisation?

* 2. Is your organisation a...?

- ◯ charity
- ◯ publicly funded body
- ◯ business (inc not for profit / CIC / social enterprise etc)
- ◯ other - please specify

125

* 3. Which area(s) does your organisation work in?

☐ Bristol

☐ Cornwall

☐ North Somerset

☐ Plymouth

☐ Torbay

☐ Naturally Healthy Devon Schools project area

☐ other - please specify

[   ]

* 4. Have you been involved with the Natural Connections project? (please select all that apply)

☐ no

☐ yes - have worked with the central team at Plymouth University

☐ yes - have worked with one or more hub leaders

☐ yes - have worked with a school involved in the project

☐ yes - have attended a workshop, conference, meeting or CPD event

* 5. Do you feel that the Natural Connections project is supporting you to understand schools' needs better?

◯ yes

◯ no

◯ not sure

Please explain your answer

[   ]

* 6. Have you folllowed Natural Connections on twitter (@ntrlconnections)?

◯ yes

◯ no

7. Have you read the Natural Connections blog (https://naturalconnectionsblog.wordpress.com)?

◯ yes

◯ no

Natural Connections - outdoor learning provider survey

8. What outdoor learning services does your organisation provide? (tick all that apply)

- [ ] school-based
- [ ] centre-based
- [ ] CPD or training
- [ ] other consultancy (non CPD or training)
- [ ] accreditation
- [ ] other

(please specify)

[   ]

9. Have the services you provide to schools changed since January 2013?

- ( ) yes
- ( ) no

If yes - please explain

[   ]

* 10. Which of your services have the highest demand from schools? (please select the three options that are in highest demand)

- [ ] school-based
- [ ] centre-based
- [ ] CPD or training
- [ ] other consultancy (non CPD or training)
- [ ] accreditation
- [ ] other

11. Has the demand from schools for the services you provide changed since January 2013?

- ( ) yes
- ( ) no

if yes please explain

[   ]

12. How do you generally work with schools?

- [ ] a fixed offer which is the same for all schools
- [ ] offer a menu of options, from which schools choose
- [ ] develop new / bespoke services and activities to a brief from the school
- [ ] other

(please specify)

13. Has the way you work with schools changed since January 2013?

- ( ) yes
- ( ) no

if yes, please explain

14. What is your charging model when working with schools?

- ( ) variable models including free and negotiable elements
- ( ) always free
- ( ) always charge

* 15. How many schools have you worked with in the last year?

- ( ) fewer than 10
- ( ) 10-50
- ( ) 51-100
- ( ) 101-200
- ( ) more than 200

Natural Connections - outdoor learning provider survey

challenges

* 16. What challenges has your organisation faced in working with schools on LINE?

☐ none

☐ lack of resources (time, money etc)

☐ lack of demand from schools

☐ accessing staff in schools

☐ other

please explain

[   ]

* 17. In your experience why do schools not use LINE provider services more? (please choose up to five reasons)

☐ don't know

☐ lack of funding

☐ school staff lack confidence in working outdoors

☐ lack of time

☐ outdoor learning not valued by school staff

☐ school staff uncertain how to related LINE to curricular requirements

☐ other school priorities

☐ concerns over health & safety

☐ lack of available staff

☐ unsuitable clothing and footwear

☐ lack of necessary equipment

☐ unsuitable condition of greenspace

☐ lack of awareness of services

☐ other

please specify

[   ]

18. Thank you for completing this survey. If you have have any other comments about offering LINE services to schools please let us know below or contact naturalconnections@plymouth.ac.uk

[   ]