

River and Rowing Museum Audience Development Plan Evaluation Report

'Love the glass - lots of light. Spacious area - nice and bright for the children..' (parent)

'This museum is one of the best museums we have been to. Works on many different levels and works for all generations' (parent)



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The 08-09 Foundation Stage and Primary Schools Programme and the 08-09 Secondary Schools Programme are attached at the end of the report.

1.0 Summary

The Audience Development Plan for the River and Rowing Museum was completed in September 2005 to inform the strategic development of audiences using the new Education Centre which opened in May 2006.

The plan was evaluated in relation to its three main aims:

1.1 To meet the Museum's quantitative targets i.e. more than doubling the overall number of users.

The Museum Education Department has *exceeded* its quantitative targets in terms of user numbers for specific groups (informal, and formal).



1.2 To increase the use of the Museum by smaller, marginal groups.

From April 2006 the Museum has proactively developed and is still developing relationships with various groups, networks and organisations from young carers projects to day centres and respite homes for children. The Museum now has detailed information about these groups which cover a wide geographical spread (Oxfordshire, Buckinghamshire and Berkshire).



1.3 To improve the quality of the visitor experience, particularly through the new building which specifically deals with the physical problems identified by visiting groups.

Overall participants in the evaluation felt that the quality of their visit was high and all gave a top rating when asked about their enjoyment. Nearly all individuals (who answered this question) rated the suitability of the environment for the activity as good or very good. The new building which specifically deals with the physical problems identified by visiting groups has greatly contributed to this.

In 2006 the Education Department was awarded a Waterways Renaissance Award 2006 for Paint me a River and in 2007 a Sandford Heritage Education Award in recognition of their outstanding contribution to heritage education and learning within the historic environment.

The evaluation found that without exception individuals were extremely positive about the new Education Centre:

- *'The Education Centre was a marvellous venue for the Creative Writing course I attended last year - light, airy, warm (eventually!) and well furnished'* (adult)
- *'Much more room, able to accommodate more than one group at a time, good to have a base for students to leave bags etc and to have toilet facilities and eating space'* (community group)
- *'One teacher, who visited last week from the Elangeni school, had been to the museum before the extension and was amazed at the transformation. She said she could not recognise it and commented on what a beautiful, light and open space it offered'* (Museum Tutor)



2.0 Introduction and context

In 2005 the HLF awarded a £680k grant to expand and refurbish the Arbib Education Centre to enable the service to grow and to meet the needs of 20,000 users by 2011. The new Education Centre opened in May 2006 to include two spaces, one for more messy activities and the other more suitable for seminars. The foyer encompasses an informal meeting and learning space for large groups and provides space to eat packed lunches.



'Centres such as this and museum-based learning generally provide children and young people with access to a wealth of new experiences, experiences that go well beyond anything that can easily be communicated in the classroom.' (Lord Puttnam opening the Education Centre in 2006)

The Audience Development Plan for the River and Rowing Museum was completed in September 2005 to inform the strategic development of audiences using the Education Centre.

The majority of visitors are school groups attending one of nearly twenty curriculum related courses, which are delivered by specialist part-time qualified teachers. The informal programmes are aimed at people of all ages and interests e.g. there is a weekly pre-school group for carers and children, half term and holiday activities for children and families and lectures, workshops and courses for adults.

The Education Department provides learning activities for more disadvantaged groups through a number of activities e.g. the current 'Breaking Barriers' Project is a collaborative project with adults with sensory, physical and intellectual disabilities and impairments.

This project aims to improve access, understanding and enjoyment of museum galleries by people with sensory, physical and intellectual disabilities and impairments. It aims to encourage repeat visits from such groups and individuals and their families, create materials to be used by groups who visit the Museum (free of charge under the Community Group membership scheme being developed for organisations that work with disabled individuals) and build the capacity of the Education Department to

work with adults with sensory, physical and intellectual impairments through knowledge and skills development.

This report aims to evaluate the plan in relation to its three main aims:

- 2.1 To meet the Museum's quantitative targets i.e. more than doubling the overall number of users.
- 2.2 To increase the use of the Museum by smaller, marginal groups.
- 2.3 To improve the quality of the visitor experience, particularly through the new building which specifically deals with the physical problems identified by visiting groups.

3.0 Approach and methodology

This report sums up the evaluation process which took place between December 2008 and March 2009.

A qualitative approach was taken and the evaluation tools used were one-to-one interviews and feedback forms (please see appendix 6.3).

The evaluation report covers findings from:

- Adults participating in lectures
- Children and families with SENs (through schools, under 5s activities and family activities)
- Families (informal learning)
- People with physical and sensory impairments
- Pre-school children and carers
- Primary schools
- Secondary schools

A total of fifty-five individuals/families were consulted. Staff members were also consulted.

The evaluation also included an investigation of the suitability of the building project to achieve the aims and objectives of the Audience Development Plan.

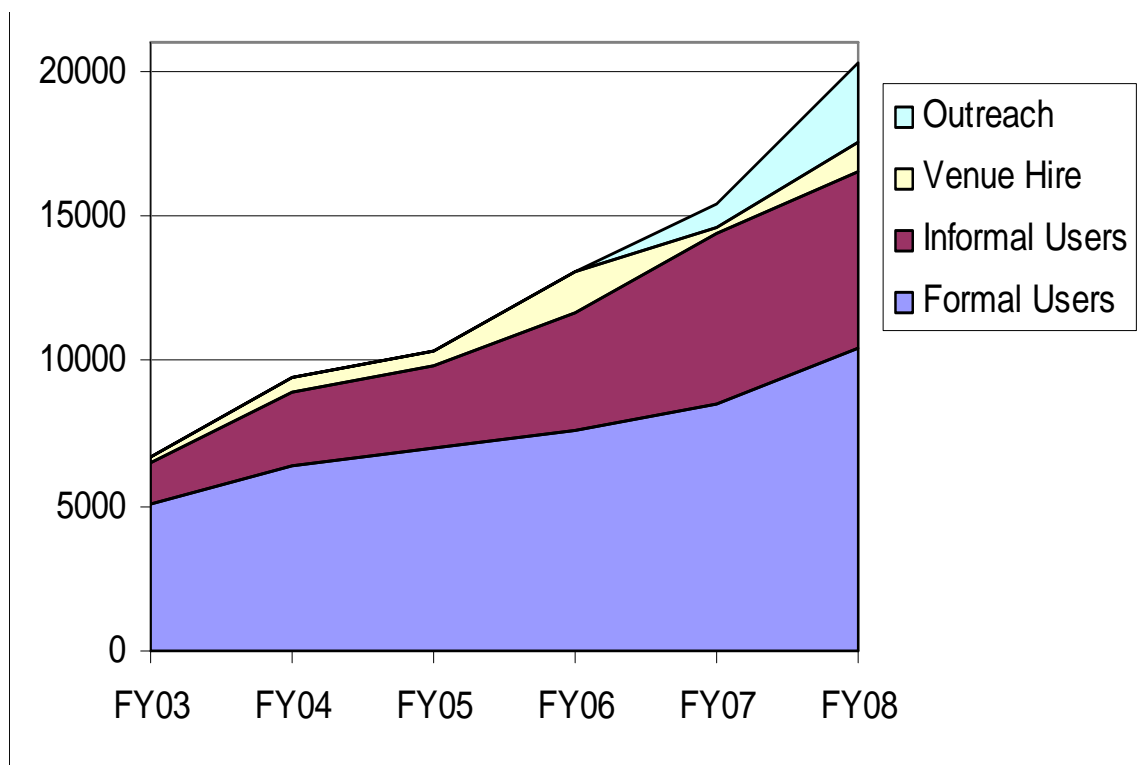
4.0 The extent to which the Audience Development Plan has met its main aims

4.1 To meet the Museum's quantitative targets i.e. more than doubling the overall number of users.

For planning purposes the Museum breaks down its audiences into formal and informal users. The intention was to double the utilisation of services over a 3 year period (from 2003) and be self-sustaining in year 4.

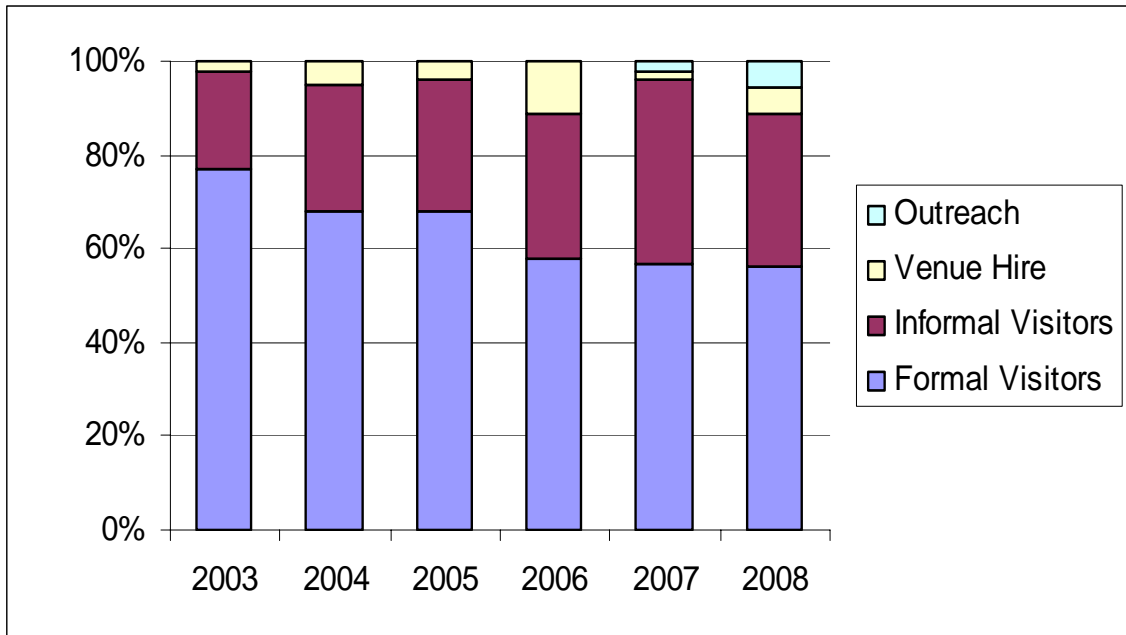
The Museum Education Department has exceeded its quantitative targets in terms of user numbers for specific groups (informal, and formal).

Education Visitor Growth



FY = financial year

Proportion of different visitor types



4.2 To increase the use of the Museum by smaller, marginal groups

The Museum has proactively developed and is still developing relationships with various groups, networks and organisations.



4.2.1 Community Groups

The part time Audience Development Officer was proactive in developing relationships with a variety of local community groups from young carers projects to day centres from April 2006. The Museum now has detailed information about these groups which cover a wide geographical spread (Oxfordshire, Buckinghamshire and Berkshire) (please see appendix 6.1 for a list of community groups).

Of the community groups who participated in this evaluation six out of nine groups said they intended to visit the Museum again and three said they might visit again. The Museum had organised an outreach session to one community group during the summer of 2008 (young parents and children on a low income). This group are now '*thinking about a group trip to the museum*'. Another community group (family learning) has now visited the Museum four times since the summer of 2007 and are planning to come again this summer. One group working with disadvantaged families with young children said they would like to bring their '*Dad's club*'.

A community group membership scheme is being developed for organisations that work with disabled individuals. Through the current Breaking Barriers project materials are being created to be used by groups who visit the museum free of charge under this scheme.

The new Education Centre is also available to community groups in the town and surrounding area as a meeting room in the evening or at other times when not in use by the Museum. One user said: '*the Education Centre was a marvellous venue for the Creative Writing course I attended last year - light, airy, warm (eventually!) and well furnished. The meeting of the Commercial Group of the Henley Partnership that I held there on 15th January was special because of the attention and support of the gentleman responsible for security*'.

Seven out of the nine community representatives who participated in the evaluation said their expectation was '*more than met*' or '*exceeded*'. Two said their expectation was '*met*' (see sections 4.2.1 and 4.2.2) e.g. '*the visit was well planned and co-ordinated to meet the needs of the age group (under 5's) and our particular clientele, not only in the level the visit was pitched at but also in the reduced group price*'.

4.2.2. Adults

Nine out of the ten adults who participated in the evaluation said their expectation was '*more than met*' or '*exceeded*' e.g. '*excellent, clear, interesting lecture*'. One said their expectation was '*partly met*' (see sections 5.1.1 and 5.1.2).

4.2.3 People with physical and/or sensory impairments

Eight adults participated in the evaluation. The majority of these are participating in the current 'Breaking Barriers' project.

All participants had visited the Museum before (some many times) and all intended to visit again e.g. '*there is more to see and I hope to bring my children during school holidays*' and '*I would bring my relatives*'.

Four out of the eight participants said their expectations were '*more than met*'. Three said their expectation was '*met*' and one said their expectation was '*partly met*' (see sections 5.3.1 and 5.3.2) e.g. '*it's a growing thing - you want to improve it*' and '*creative activity very different from normal daily life*'.

4.2.4 Families

Thirteen families participated in the evaluation, some were first time visitors. All families intended to visit the Museum again.

Eleven out of the thirteen families who participated in the evaluation said their expectation was '*more than met*' or '*exceeded*'. One family said their expectation was '*met*' and one said their expectation was '*partly met*' (see sections 5.4.1 and 5.4.2) e.g. '*kids have enjoyed themselves, lots of resources, activities all included*' and '*always a practical activity. Maddy is a special bonus over top. Many displays are child orientated - lots of buttons and knobs they can touch and appeals to wide range of ages*'

4.2.5 Carers and pre-school children

Seven parents/carers participated in the evaluation, some were first time visitors to Taylor Tugs, the under 5s club (but had visited the Museum). All parents/carers intended to visit the Museum again.

Five out of the seven parents/carers who participated in the evaluation said their expectation was '*more than met*' or '*exceeded*'. Two said their expectation was '*met*' (see sections 5.5.1 and 5.5.2) e.g. '*has something that nowhere else has*'.

4.3 To improve the quality of the visitor experience.

The definition of a 'quality visit' was agreed with the Museum for the purposes of the evaluation.

A 'quality visit' was defined as being a rating of 4 (good) or 5 (very good) on a scale of 1☹ to 5☺ for the following elements which make up a visit: café, car parking, comfort, customer care, enjoyment, exhibitions, knowledge of staff, learning opportunities, overall accessibility, overall value for money, shop, signposting (internal and external) and suitable environment for activity.

Overall participants in the evaluation felt that the quality of their visit was high, particularly the enjoyment factor. Nearly all individuals (who answered this question) rated the suitability of the environment for the activity as good or very good.

Some felt that there were aspects regarding the café that could be improved as well as some aspects of internal and external signage.

Please see table below for a summary of findings and for more details see section 5.0.

Elements of the visit	No. of individuals rating 4 (good) or 5 (very good)	No. of individuals commenting	Points to note
Café	3 adults 3 com groups 7 people with P/SI 7 families 2 parents/carers 3 teachers	5 adults 6 com groups 7 people with P/SI 11 families 6 parents/carers 3 teachers	Some individuals thought the café was good e.g. ' <i>good selection at reasonable prices</i> ' and ' <i>lovely cakes</i> ' while some (especially families and parents/carers of under 5's) were not so impressed e.g. ' <i>not good kids stuff</i> '
	25 out of 38 individuals rated the café good or very good		
Car parking	7 adults 8 com groups 2 people with P/SI 13 families 7 parents/carers 5 teachers	7 adults 8 com groups 4 people with P/SI 13 families 7 parents/carers 8 teachers	' <i>good amount of space</i> '
	42 out of 47 individuals rated the car parking good or very good		
Comfort	7 adults 7 com groups 4 people with P/SI 13 families 7 parents/carers 6 teachers	7 adults 8 com groups 8 people with P/SI 13 families 7 parents/carers 7 teachers	' <i>airy, warm and friendly</i> '
	44 out of 50 individuals rated the comfort good or very good		

River and Rowing Museum

Customer care	6 adults	7 adults	<i>'all staff are extremely helpful at all times'</i>
	8 com groups	8 com groups	
	7 people with P/SI	8 people with P/SI	
	12 families	13 families	
	7 parents/carers	7 parents/carers	
	8 teachers	8 teachers	
	48 out of 51 individuals rated the customer care good or very good		
Enjoyment	6 adults	6 adults	<i>'Children said it was the best trip ever'</i>
	8 com groups	8 com groups	
	8 people with P/SI	8 people with P/SI	
	12 families	12 families	
	7 parents/carers	7 parents/carers	
	7 teachers	7 teachers	
	48 out of 48 individuals rated their enjoyment good or very good		
Exhibitions	5 adults	6 adults	
	6 com groups	6 com groups	
	6 people with P/SI	7 people with P/SI	
	9 families	10 families	
	6 parents/carers	6 parents/carers	
	8 teachers	8 teachers	
	40 out of 43 individuals rated the exhibitions good or very good		

Knowledge of staff	2 adults	3 adults	<i>'staff have been very helpful and informative'</i>
	7 com groups	7 com groups	
	6 people with P/SI	6 people with P/SI	
	6 families	8 families	
	6 parents/carers	6 parents/carers	
	8 teachers	8 teachers	
	35 out of 38 individuals rated the knoweldge of staff as good or very good		
Learning opportunities	5 adults	6 adults	<i>'brilliant for all the children and families'</i>
	8 com groups	8 com groups	
	7 people with P/SI	8 people with P/SI	<i>'excellent workshops'</i>
	10 families	11 families	
	6 parents/carers	6 parents/carers	
	8 teachers	8 teachers	
	44 out of 47 individuals rated the learning opportunities as good or very good.		
Overall accessibility	5 adults	5 adults	<i>'easy to get around the Museum'</i>
	8 com groups	8 com groups	
	3 people with P/SI	8 people with P/SI	Some visitors with physical and sensory impairments saw room for improvement.
	13 families	13 families	
	7 parents/carers	7 parents/carers	
	8 teachers	8 teachers	
	44 out of 49 individuals rated the overall accessibility as good or very good		

Overall value for money	6 adults	7 adults	<i>'good value for families'</i> The annual membership was often mentioned e.g. <i>'annual tickets is good and means its possible to come more than once'</i>
	7 com groups	7 com groups	
	7 people with P/SI	7 people with P/SI	
	13 families	13 families	
	5 parents/carers	5 parents/carers	
	7 teachers	8 teachers	
	45 out of 47 individuals rated the overall value for money as good or very good		
Shop	5 adults	5 adults	
	4 com groups	4 com groups	
	2 people with P/SI	3 people with P/SI	
	7 families	10 families	
	2 parents/carers	2 parents/carers	
	1 teachers	2 teachers	
	21 out of 26 individuals rated the shop as good or very good		
Signposting (external)	4 adults	6 adults	<i>'could be better'</i>
	7 com groups	8 com groups	
	3 people with P/SI	4 people with P/SI	
	10 families	12 families	
	2 parents/carers	4 parents/carers	
	6 teachers	7 teachers	
	32 out of 41 individuals rated the external signposting as good or very good		

Signposting ¹ (internal)	7 com groups 1 people with P/SI 8 families 5 teachers	7 com groups 6 people with P/SI 10 families 8 teachers	Some visitors with physical and sensory impairments saw room for improvement. Some families mentioned lack of signage to Education Centre from main entrance.
	21 out of 31 individuals rated the internal signposting as good or very good		
Suitable environment for activity	6 adults 8 com groups 7 people with P/SI 11 families 7 parents/carers 8 teachers	6 adults 8 com groups 8 people with P/SI 11 families 7 parents/carers 8 teachers	<i>'love the glass - lots of light. Spacious area - nice and bright for the children just came and got on with it'.</i> <i>'well thought through classroom area'</i>
	47 out of 48 individuals rated the environment as good or very good (re suitability for the activity).		

There has been some data gathered regarding recent school repeat visits. The geographic spread for school visits covers Berkshire, Buckinghamshire, Oxfordshire and Greater London. From January 2006 to December 2008 15 schools visited more than three times, 41 schools visited three times, 56 schools visited twice and 131 schools visited once.

¹ Adults and parents/carers were not asked about internal signage

4.4 Suitability of the building project to achieve the aims and objectives of the Audience Development Plan.



A better formal and informal learning space has been provided. This includes a second teaching area (seminar type room) and a multi-functional area which acts as a reception, lunch and break out space. These are supported by improved services e.g. better cloakroom, storage, office, WCs etc. This flexible space can be used throughout the year for a variety of activities. It is a secure and independent space so activities can take place seven days a week at convenient times.

Expanded facilities has meant the Museum can accommodate larger and more school groups and has been able to expand the scope of the overall programme.

The evaluation found that without exception individuals were very positive about the new Education Centre:

- *'Love the glass - lots of light. Spacious area - nice and bright for the children -just came and got on with it'* (family)
- *'Well thought through classroom area'* (teacher)
- *'The Education Centre was a marvellous venue for the Creative Writing course I attended last year - light, airy, warm (eventually!) and well furnished'* (adult)
- *'Much more room, able to accommodate more than one group at a time, good to have a base for students to leave bags etc and to have toilet facilities and eating space'* (community group)
- *'Yes came before new education centre. Has made a big difference - gives us another area to explore. Good for short attention spans (of children)'* (family)

- *'Has added to quality of visit for children and groups in evening - local branch of MENCAP (juniors). Granddad has come as a helper' (family)*
- *'Lovely centre - excellent for workshops' (family)*

Current and former members of staff were also positive and could see the benefits:

- *'From comments made to me and my own previous experience I would think that the experience of working in and being a part of a modern and dynamic environment would give staff and visitors a really positive attitude to learning, which increases aspiration and inspiration.... I know how motivating working in the original building was, and how being surrounded by high quality architecture can inspire and motivate (even if there were some frustrations). You feel as if you are 'somewhere'. The quality of the new centre must have had that effect all over again 'lift' everything' (Former Learning Officer)*
- *'The new education centre has greatly improved our working space. We are now able to meet and greet a much greater number of students in comfort and provide them with adequate space for cloakrooms and lunch; previously we often had to ask them to leave equipment on their coaches. The extra room allows students to transfer between areas without congestion. Moreover, the extra space and computer screens allow us to work with secondary students, to offer a plenary session at the end of courses, which brings the day to a more satisfactory and meaningful close. The conversion of the boat store has given us a new, versatile room, which has enabled us to work with smaller classes and with children with special needs, in a more appropriate space. One teacher, who visited last week from the Elangeni school, had been to the museum before the extension and was amazed at the transformation. She said she could not recognise it and commented on what a beautiful, light and open space it offered' (Museum Tutor)*
- *'The Museum is remarkable in that it can be recommended for all ages, from the youngest children to their oldest grandparents. The wide variety in its galleries, from "Wind in the Willows", to the history of rowing, to local history, and to the Thames in all its aspects, draws visitors - and their visitors - back time after time. It is a superb educational resource for the large area that it serves, lead by the expertise and enthusiasm of a dynamic staff' (Former Museum Volunteer)*

5.0 Summary of findings

5.1 Adults

Ten adults participated in the evaluation. Seven had been to the Museum before and three hadn't. The majority had visited before the new Education Centre had been built.

5.1.1 Adults were asked what they hoped to get out of their visit today.

All adults were visiting to attend a lecture so answers were directly related to this e.g. *'learn more about the Wells'*. Some were attending the lecture and looking around the Museum e.g. *'to attend the lecture, look around the shop and see the exhibition about the community of Henley'* and *'I came for the lecture but looked at the shop and Henley exhibition'*.

5.1.2 Adults were asked on a scale of 1 to 5 to what extent they felt their expectation was met?

Nine out of the ten adults who answered this question rated this 4 (expectation more than met) or 5 (expectation exceeded). One rated this 2 (expectation partly met).

When asked to explain their rating participants were very positive e.g. *'excellent, clear, interesting lecture'*. One said *'did hope for info on more local wells but info on people/dress/life in general was fascinating'*.

5.1.3 Adults were asked to rate the following:

Café

Five out of the ten adults commented on this. Three rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Two rated this 2 (poor) on a scale of 1☹ to 5☺.

Comments included: *'occasionally very good'* and *'poor selection of food'*.

Car Parking

Seven out of the ten adults commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included *'good amount of spaces'*.

Comfort

Seven out of the ten adults commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Customer Care

Seven out of the ten adults commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺ and one rated this 2 (poor).

Enjoyment

Six out of the ten adults commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺ .

Exhibitions

Six out of the ten adults commented on this. Five rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺ . One rated this 3 (average).

Knowledge of Staff

Three out of the ten adults commented on this. Two rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Learning Opportunities

Six out of the ten adults commented on this. Five rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Overall Accessibility

Five out of the ten adults commented on this. Five rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Overall Value for Money

Seven out of the ten adults commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Shop

Five out of the ten people commented on this. Five rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Signposting (getting here)

Six out of the ten adults commented on this. Four rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Two rated this 3 (average).

Suitable Environment for Activity

Six out of the ten adults commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

5.2 Community Groups

Nine community group representatives participated in the evaluation.

The community groups had visited at various times from January 2007 to February 2009. The number of times visited varied - one group had visited twenty times and one group twice. Six groups intended to visit again and three groups said they might visit again.

The Museum had organised an outreach session to one community group summer 2008 (young parents and children, low income). This group are now *'thinking about a group trip to the museum'*. Another community group (family learning) has now visited the Museum four times since summer 2007 and are planning to come again this summer.

5.2.1 Community group representatives were asked what their group hoped to get out of their last visit.

Expectations varied depending on the type of community group from *'family learning and more interaction between parents and their children'* to *'a great lunch, a beautiful location and a quiet place to talk to my guests'*.

5.2.2 Community group representatives were asked on a scale of 1 to 5 to what extent they felt their groups' expectation was met?

Seven out of the nine community group representatives who answered this question rated this 4 (expectation more than met) and 5 (expectation exceeded). Two rated this 3 (expectation met).

When asked to explain their rating comments included: *'the food was excellent, the location quiet and attractive with amazing views', 'everyone at museum is friendly and the craft was good. My children really enjoyed it', 'IT teachers worked with staff to look at how museum could be involved in IT Diploma - this will be used next year in teaching' and, 'I received a very warm welcome when I visited initially. The visit was well planned and co-ordinated to meet the needs of the age group (under 5's) and our particular clientele, not only in the level the visit was pitched at but also in the reduced group price'.*

5.2.3 Community group representatives were asked to rate the following:

Café

Six out of the nine representatives commented on this. Three rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Two rated this 3 (average) and one rated this 2 (poor).

Comments included: *'good selection at reasonable prices'* and *'staff pleasant, food good but a bit on the expensive side'*.

Car Parking

Eight out of the nine representatives commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'always plenty of easy parking'* and *'big car park but spaces not really big enough for large minibus'*.

Comfort

Eight out of the nine representatives commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'very friendly staff'* and *'airy, warm and friendly'*.

Customer Care

Eight out of the nine representatives commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'all staff are extremely helpful at all times'* and *'staff polite and friendly'*.

Enjoyment

Eight out of the nine representatives commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'it was amazing'* and *'adults and children enjoyed trip'*.

Exhibitions

Six out of the nine representatives commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'some parts could be more child friendly'* and *'enjoyed 'Wind in the Willows' and 'Winnie the Pooh'*.

Knowledge of Staff

Seven out of the nine representatives commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'Carolyn and Maddy are extremely knowledgeable'*.

Learning Opportunities

Eight of the nine representatives commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'brilliant for all the children and families'* and *'have always had positive feedback, staff are keen to improve and listen to suggestions for improvement'*.

Overall Accessibility

Eight of the nine representatives commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'easy to find and park'* and *'easy to get around museum'*.

Overall Value for Money

Seven of the nine representatives commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'good value for families'* and *'one childminder had a pass. We had a reduced rate'*.

Shop

Four of the nine representatives commented on this. Four rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Signposting (getting here)

Eight of the nine representatives commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'am local - but am always directing people - they always find it'* and *'could be better'*.

Signposting (inside the museum)

Seven of the nine representatives commented on this. Seven rated this 4 (good) on a scale of 1☹ to 5☺.

Comments included: *'I am a regular so difficult to comment'* and *'easy to see where to go'*.

Suitable Environment for Activity

Eight of the nine representatives commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'brilliant rooms'* and *'well designed'*.

5.2.5 Community group representatives were asked if their group had visited the Museum before as well as after the new Education Centre was built. If they had they were asked if or how this new space added to the quality of the group's visit.

Five out of the nine representatives commented on this.

The comments included: *' the Education Centre was a marvellous venue for the Creative Writing course I attended last year - light, airy, warm (eventually!) and well furnished. The meeting of the Commercial Group of the Henley Partnership that I held there on 15th January was special because of the attention and support of the gentleman responsible for security', 'it's a lovely Education Centre' and, 'much more room, able to accommodate more than one group at a time, good to have a base for students to leave bags etc and to have toilet facilities and eating space'.*

5.3 People with Physical and/or Sensory Impairments - Groups and Individuals

Eight adults participated in the evaluation. The majority of these are participating in the current 'Breaking Barriers' project.

All participants had visited at least three times before while some had visited six times before. All intended to visit the Museum again e.g. *'several of my clients actively ask to go there', 'I'd come again definitely. It's brilliant!', 'there are still 3 sessions remaining of the current project' and 'there is more to see and I hope to bring my children during school holidays'*.

5.3.1 Participants were asked what they or their group hoped to get out of their last visit?

Expectations mainly focused on: *'helping Henley RRM to find out what blind and partially sighted people need when going round the museum'*.

5.3.2. Participants were asked on a scale of 1 to 5 to what extent they felt their expectation was met?

Four out of the eight participants who answered this rated this 4 (expectation more than met). Three participants rated this 3 (expectation met) and one participant rated this 2 (expectation partly met).

When asked to explain their rating participants replies included: *'it's a growing thing - you want to improve it', 'creative activity very different from normal daily life' and 'enjoyed the practical element involved'*.

5.3.3 Participants were asked to rate the following:

Café

Seven out of the eight participants commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'but expensive - there are several cheaper cafes nearby', 'good atmosphere. Plenty of space'*

Car Parking

Four out of the eight participants commented on this. Two rated this 5 (very good) on a scale of 1☹ to 5☺. Two rated this 3 (average).

Comments included: *'excellent safe facilities' and 'not enough spaces on occasions'*.

Comfort

Eight out of the eight participants commented on this. Four rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Four rated this 3 (average).

Comments included: *'this is for toilet facilities - very important'* (rated 5), *'I haven't felt comfortable here yet. Compared to MERL (Museum of English Rural Life)'*, *'as I am visually impaired it is perhaps a little dark, but all in all I have no complaints'*, *'everything in no particular logical order for Blind'* and *'things in gallery are somewhat disorientated'*.

Customer Care

Eight out of the eight participants commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'when I've needed help - it's there'* and *'all staff very friendly and efficient'*.

Enjoyment

Eight out of the eight participants commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'we have all greatly enjoyed and benefited from the activities in which we have been involved'*, *'the museum is very interesting and I've enjoyed learning the history of the river and where I live'* and *'very interactive'*.

Exhibitions

Seven out of the eight participants commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'very interesting and inspiring'* and *'could be more tactile and Braille for blind and partially sighted people'*.

Knowledge of Staff

Six out of the eight participants commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'not many staff around the exhibitions to help'* and *'staff have been very helpful and informative'*.

Learning Opportunities

Eight out of the eight participants commented on this. Seven rated this 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Overall Accessibility

Eight out of the eight participants commented on this. Three rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Five rated this 3 (average).

Comments included: *'lifts and disabled ramps are very good', 'the walkways are brilliant but upstairs is quite tricky', 'for the totally blind there are a number of areas to be aware of', 'good, but a little dark in some areas' and 'no logical route - some areas confusing'.*

Overall Value for Money

Seven out of the eight participants commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'particularly as you can come back several times a year without payment' and 'there is a lot to see, you can spend a lot of time here and leave at the end of your visit with greater understanding and knowledge'.*

Shop

Three out of the eight participants commented on this. Two rated this 4 (good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'a bit on the small side' and 'not very accessible - difficult to get round - especially jewellery'.*

Signposting (getting here)

Four out of the eight participants commented on this. Three rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Signposting (inside the museum)

Six out of the eight participants commented on this. One rated this 4 (good) on a scale of 1☹ to 5☺. Two rated this 3 (average). One rated this 2 (poor) and two rated this 1 (very poor).

Comments included: *'the section on Henley is not immediately obvious', 'I didn't even know there was a museum upstairs', 'I can't really see them and don't really use them' and 'large print and Braille signs would be a great help'.*

Suitable Environment for Activity

Eight out of the eight participants commented on this. Seven rated this 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'It's not very busy when I attend which is good', 'the working environment for the group has been excellent' and 'plenty of space'.*

5.4 Families

Thirteen families participated in the evaluation. Some were first time visitors, some visit weekly, some twice a month, some two to three times a year, some four to six times a year, some twice a year and some every school holiday. All thirteen families intended to visit the Museum again e.g. *'maybe Easter (hols) or maybe weekend. Have seen advert for drop-in activity at Easter', 'got other grandchildren to bring'*.

5.4.1 Families were asked what they hoped to get out of their visit.

Reasons ranged from having *'fun'*, for *'kids to learn something'*, for the scheduled activities and to *'go round Wind in Willows endlessly'*.

One family were visiting the Museum from Oxford (main reason for their trip).

5.4.2. Families were asked on a scale of 1 to 5 to what extent they felt their expectation was met?

Eleven out of the 13 families who answered this question rated this 4 (expectation more than met) and 5 (expectation exceeded). One family rated this 3 (expectation met) and one family rated this 2 (expectation partly met).

When asked to explain their rating comments included: *'kids have enjoyed themselves, lots of resources, activities all included. Very good. Bought annual ticket', 'they love it here', 'this museum is one of the best museums we have been to. Works on many different levels, and works for all generations' and 'always a practical activity. Maddy is a special bonus over top. Many displays are child orientated - lots of buttons and knobs they can touch and appeals to wide range of ages'*

5.4.3 Families were asked to rate the following:

Café

Eleven out of the thirteen families commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Two rated this 3 (average) and two rated this 2 (poor).

Comments included: *'food can be a bit expensive', 'not big enough (coming in holidays), so lots of people', 'not good kids' stuff. Kid friendly - but posh adult stuff' and 'not as good as started off - has fluctuated over the years'*.

Car Parking

Thirteen out of the thirteen families commented on this. Thirteen rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'always free spaces'*.

Comfort

Thirteen out of the thirteen families commented on this. Thirteen rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'went to a museum recently that had coat rail - that would be good idea. Need that here at main entrance', 'used baby changes - good. Enough seats - not having to stand', 'always a funny smell in ladies (main gallery) - unpleasant. Look clean. Reduce visits to as least as possible' and 'very good'*.

Customer Care

Thirteen out of the thirteen families commented on this. Twelve rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3-4 (average to good).

Comments included: *'when we arrived (not just today) it's a bit slow to get through till - we have annual ticket - could we have been waved through?' and 'very polite staff'*.

Enjoyment

Twelve out of the thirteen families commented on this. Twelve rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Exhibitions

Ten out of the thirteen families commented on this. Nine rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'need bit more hands-on (some exhibitions are just pictures)', 'they love the Wind in the Willows', 'very good and interactive. Some interactives are next to non-interactive displays so kids still think they can play on them' and 'not much change in main museum. Limited appeal for kids'*

Knowledge of Staff

Eight out of the thirteen families commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Two rated this 3 (average).

Comments included: *'admin staff on till - I'm still a member and they can't tell from card (child minder memberships) what sort of member I am. My friend still hasn't got plastic card (only temporary card)'*.

Learning Opportunities

Eleven out of the thirteen families commented on this. Ten rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 -4(average-good).

Comments included: *'colours of pencils, no. of stairs, how much water (lots of learning activities)'*(rated 5) and *'doing what they already know - getting out (kids) - sticking, cutting and pasting'* and *'excellent workshops'*.

Overall Accessibility

Thirteen out of the thirteen families commented on this. Thirteen rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'have trouble getting in half door near entrance - problem with double buggy'* and *'very good'*.

Overall Value for Money

Thirteen out of the thirteen families commented on this. Thirteen rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'because you get 12 months'* (all admission tickets - excluding Group and some other exceptions - are valid for 12 months).

Shop

Ten out of the thirteen families commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Two rated this 3 (average) and one rated this 2 (poor).

Comments included: *'space is quite tight and can get very busy', 'used to get 10% off for being childminder (don't now and in canteen - both stopped). Have to go through to get out - only complaint. Lots of different things (why given 5 rating)', 'pain in neck - have to walk through to get out. Expensive. Rather there was a different exit. Never bought anything', 'expensive but quite good. Nice selection - no tat' and 'good for all ages'.*

Signposting (getting here)

Twelve out of the thirteen families commented on this. Ten rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Two rated this 3 (average).

Signposting (inside the museum)

Ten out of the thirteen families commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Two rated this 3 (average).

Comments included: *'Henley gallery tucked away - quite separate, mum didn't know was there', 'no sign for Education Centre but staff pointed out*

where it was' and 'friend didn't know where to come for this activity - that's why given it a 3'.

Suitable Environment for Activity

Eleven out of the thirteen families commented on this. Eleven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'love the glass - lots of light. Spacious area - nice and bright for the children just came and got on with it'.*

5.4.4 Families were asked if they had visited the Museum before as well as after the new Education Centre was built. If they had they were asked if or how this new space added to the quality of their visit.

Some families had not visited before the new Education Centre had been built. One parent/carer said *'did come before, live locally and walk along river a lot. Didn't realise this part had been built later - blends in'.*

One family who had come before said *'yes came before new education centre. Has made a big difference - gives us another area to explore. Good for short attention spans (of children)'. Another said 'has added to quality of visit for children and groups in evening - local branch of MENCAP (juniors). Granddad has come as a helper'. Another said: 'lovely centre - excellent for workshops'.*

5.5 Parents/Carers (under 5s)

Seven parents/carers of children under 5 participated in the evaluation. Four were first time visitors to Taylor Tugs (but had visited the main museum). The other three were weekly Taylor Tug visitors. All seven parents/carers said they intended to visit the Museum again.

5.5.1 Parents/carers were asked what they hoped to get out of their visit.

Expectations mainly focused on: *'arts and crafts'*, to *'do things we wouldn't do at home'*, *'entertainment'*, *'enjoyment'* and *'social -networking'*.

5.5.2 Parents/carers were asked on a scale of 1 to 5 to what extent they felt their expectation was met?

Five out of the out of the 7 parents/carers who answered this question rated this 4 (expectation more than met) or 5 (expectation exceeded). Two parent/carers rated this 3 (expectation met).

Comments included: *'she loves Taylor Tugs'*, *'every time I come it amuses me what you get out of one topic'* and *'has something that nowhere else has - Maddy is large part of that - group activity'*.

5.5.3 Parents/carers were asked to rate the following:

Café

Six out of the seven parents/carers commented on this. Two rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. Four rated this 3 (average).

Comments included: *'better since doing children's boxes. Need paper and pens on table - more kiddie friendly'*, *'facilities (needed) to heat baby food - often go after Taylor Tugs to meet friends'*, *'variety of food - more needed. Do deals, e.g. coffee and bun. Children's meal box dreadful. Lovely environment and coffee good. We come for 10 am start but can't get coffee before 10 (should open 9.45) - prefer café coffee rather than machine - would stop us all going to Starbucks'* and *'quite expensive'*.

Car Parking

Seven out of the seven parents/carers commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'helps as you get tokens at Taylor Tugs - no hassle'*.

Comfort

Seven out of the seven parents/carers commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Customer Care

Seven out of the seven parents/carers commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'Jo and Maddy - child has been poorly and they have sent presents - personal touch'*.

Enjoyment

Seven out of the seven parents/carers commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Exhibitions

Six out of the seven parents/carers commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'difficult to tell as he goes round at such a pace'* and *'Wind in the Willows for kids, bits and pieces at top fascinating. Take different routes - love the way there's a depth to archaeological stuff around'*.

Knowledge of Staff

Six out of the seven parents/carers commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Learning Opportunities

Six out of the seven parents/carers commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'Taylor Tugs - wide range', 'limited because he's 3', 'kids fascinated by water exhibit. Kids like this (water waste and science exhibits). Exceeds expectation about what you'd find in Henley - snooty reputation. Historic commerce'*.

Overall Accessibility

Seven out of the seven parents/carers commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Overall Value for Money

Five out of the seven parents/carers commented on this. Five rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'expensive. £8 a session (not sure how this compares), but popular', 'we travel with family of seven - annual ticket is good and means it's possible to come more than once. Only have to pay for anything additional, e.g. café', 'annual ticket. Becomes a no brainer! (makes it*

easier) and *'it's quite expensive - Taylor Tugs, but for what you get - good experience'*.

Shop

Two out of the seven parents/carers commented on this. Two rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Signposting (getting here)

Four out of the seven parents/carers commented on this. Two rated this 4 (good) on a scale of 1☹ to 5☺. One rated this 3 (average) and one rated this 2 (poor).

Comments included: *'could be clearer - have to be quite careful to catch it. Nothing on outskirts of Henley about museum'*, *'knew where it was. Only noticed bit at end. There are some'* and *'is it signposted? Not noticed'*.

Suitable Environment for Activity

Seven out of the seven parents/carers commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

5.5.4 Parents/carers were asked if they had visited the Museum before as well as after the new Education Centre was built. If they had they were asked if or how this new space added to the quality of their visit.

Many parents/carers had not visited before the new Education Centre had been built.

One parent/carer said *'this is smaller room but nice view now. Light to do activities. If you look at school visits etc - more space, toilets'*

5.6 Schools

Eight teachers participated in the evaluation; five teachers from primary schools, one teacher from a SEN school, one teacher from a secondary school and one teacher from an International School (primary teacher). Seven teachers intended to visit the Museum again; one teacher said they might visit the Museum again.

Comments included: *'at present waiting for it to return to class cycle', 'I am not working with the correct year group but would encourage others to visit, 'we will be visiting to do the maths related activities for KS1. We always look forward to our spring visit with Yr 1s', 'I learnt how to use the museum as a resource', 'we have 3 trips pencilled in for 2009', 'our visit to the museum has become an annual event as it matches our curriculum well for 8-9 year olds' and 'we've already booked it!'*

5.6.1 Teachers were asked what they hoped to get out of their last visit.

Expectations included: *'Rivers - Geography and Science', 'experience for children not gained in our school environment', 'understanding capacity. River art', 'a bank of ideas and for the students to enjoy their experience', 'learn about screen printing and being able to illustrate artefacts', 'children gain greater understanding of rivers and use of water' and 'experience of a real place that has flooding (knowledge)'.*

5.6.2 Teachers were asked on a scale of 1 to 5 to what extent they felt their expectation was met?

Seven out of the eight teachers rated this 4 (expectation more than met) or 5 (expectation exceeded). One teacher rated this 1 (expectation not met)^{2*}.

Comments included: *'it was well organised - resources etc.', 'all of the children learnt from both the classroom experience and the river walk and many remembered facts from the gallery', 'there are always a variety of activities to engage the children pitched at the correct age. The staff are wonderful with the children with good strategies to suit every situation', 'Camilla was excellent, facilitating each pupil to create a print. There was enough space and time for pupils to draw exhibits', 'the teacher was very good - the children had a different experience to one we could give them at school', 'staff working with the children in the classroom and on river walk very friendly and enthusiastic. Clear explanations given. Museum has interesting variety of exhibits' and 'activities were good. Museum booklet was too complicated'.*

² All of this teacher's comments were positive - so she may have misunderstood the rating!

5.6.3 Teachers were asked to rate the following:

Café

Three out of the seven teachers commented on this. Three rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'have used when visiting on my own. Superb quality', 'all have packed lunch' and 'lovely cakes!'*

Car Parking

Eight out of the eight teachers commented on this. Five rated this 5 (very good) on a scale of 1☹ to 5☺. Three rated this 3 (average).

Comments included: *'safe parking for coaches is a bonus', 'we were able to park the SEN minibus easily', 'on the day, an event was booked so the coach couldn't park' and 'difficult for coach'.*

Comfort

Seven out of the seven teachers commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'spacious areas to work in Airy', 'we were given a classroom to work in, places to hang coat etc.'* and *'not enough room for all of our students at lunch'.*

Customer Care

Eight out of the eight teachers commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'always someone available to help and answer questions', 'we got to know the staff very well' and 'all excellent. Catered for all our needs'.*

Enjoyment

Seven out of the eight teachers commented on this. Seven rated this 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'lots to keep everyone interested. Children said it was the 'best trip ever'', 'all the students were able to name something they enjoyed from the experience' and 'all excellent. Catered for all our needs'.*

Exhibitions

Eight out of the eight teachers commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'varied and interactive', 'staff explained stuff otherwise my students wouldn't have noticed', 'although some looked like they were interactive but weren't' and 'all excellent. Catered for all our needs'.*

Knowledge of Staff

Eight out of the eight teachers commented on this. Eight rated this 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'staff were able to answer all questions at a level that the children understood' and 'couldn't fault them'.*

Learning Opportunities

Eight out of the eight teachers commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'every aspect of the day provided opportunities to talk and learn' and 'they used a range of approaches, hands-on, exploration, verbal visual etc.'*

Overall Accessibility

Eight out of the eight teachers commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'all areas were easily accessed. Use of pass card made it easy'*

Overall Value for Money

Eight out of the eight teachers commented on this. Seven rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'we had a grant' and 'a little pricey for some of our students'.*

Shop

Two out of the seven teachers commented on this. One rated this 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Comments included: *'we didn't use the shop as we were on an educational trip' and 'don't give the children any access'.*

Signposting (getting here)

Seven out of the eight teachers commented on this. Six rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average).

Signposting (inside the museum)

Eight out of the eight teachers commented on this. Five rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺. One rated this 3 (average). Two rated this 2 (poor).

Comments included: *'ok, but we had staff with us so we didn't really need to read the signs'*, *'could get a bit lost!'*, and *'this was unclear, linked to booklet'*.

Suitable Environment for Activity

Eight out of the eight teachers commented on this. Eight rated this 4 (good) or 5 (very good) on a scale of 1☹ to 5☺.

Comments included: *'well thought through classroom area. Spacious gallery'*.

5.6.4 Teachers were asked if they had visited the Museum before as well as after the new Education Centre was built. If they had they were asked if or how this new space added to the quality of their groups visit.

Two teachers had not visited before the new Education Centre had been built. One teacher said it was *'excellent'* and another said that it *'would be more useful if they could cater for more students'* (secondary school teacher).

6.0 Appendices

6.1 Community groups

The part time Audience Development Officer was proactive in developing relationships with a variety of local community groups from April 2006 onwards. These include:

- Age Concern
- Berinsfield Children's Centre (mainly children under 5 years old)
- Blagdon Children's Centre (family learning for low income families with children aged 1 to 5, part of SureStart programme)
- Chiltern Centre (a respite centre for children)
- Didcot Children's Centre
- Henley Allotment Group
- Henley Childminders (a group of approximately six childminders and their charges)
- Henley Day Centre (for individuals aged 65+)
- Henley Partnership (local businesses)
- Henley Visually Impaired
- Henley Wildlife Group
- Kingswood Trust (for adults with autism)
- Meteor Club (Mencap)
- National Childbirth Trust
- Nettlebed Companions (a group of approximately thirty individuals aged 70+)
- Nomad (a youth and community project working with children, young people and families and in particular those who are on the margins of the community by reason of their social and economic status)
- Oasis (group for autistic children)
- Parenting and Family Learning Team, Oxfordshire County Council
- Prospects
- Rainbow Centre (funded by Oxfordshire County Council through the NOMAD youth community project, offering a place for children to play and information, advice and support for parents)
- Reading Association Blind
- Reading Extended Schools Programme
- Reading Surestart Children's Centre
- Reading Youth Service (young people aged 13-20 from low income families, funded by Local Authority)
- Rivertime Boat Trust (a special boat for people with disabilities)
- Rotary Club
- Rural Children's Centre project (a group of parents and children under 5 years old and older children during the holidays, very isolated families with no transport and low income, funded by Oxfordshire County Council)
- South Abingdon Children's Centre

River and Rowing Museum

- South and Vale Young Carer's Project (young carers aged between 8 and 18 plus adult carers looking for opportunities for fun and a break from their responsibilities at home)
- Surestart Whitley Children's Centre (families with children 0-5 years old and older children in the holidays)
- Swan Uppers
- Thamesfield (care facility for older adults)
- Transition Town group (adults interested in environment and energy saving)
- University of the Third Age (U3A)
- Valley Road Nursery (a group of children aged 3-4 years including some with SENs)
- Women's Institute (WI)

6.2 Audience Development Activity Plan March 2009

Target Audience: Schools & Formal Education Groups

	Done, worked, will do more / continue doing	Done, didn't work, leave for moment	Still do to	Currently doing
Reschedule courses to enable doubling up of groups from different schools (achieved)	x			
Develop new courses for science & identify other gaps in provision (achieved)	x			x
Develop programme of free teacher training sessions (achieved)	x			
Ensure all schools in BOB region receive promotional material (achieved)				x
Develop more flexible promotional material & website content including teacher email lists				x
Promote non-tutored use of Museum through Henley History, WITW visits	X (WITW)	X (HH)		
Continue providing Olympic activity sessions for schools through Marking Olympic Success	x			
Develop free school assemblies to target non-participating schools		x		
Develop resources to support the new GCSE Science curriculum			x	

Continue developing links with PGCE course providers	x			
Participate in government initiatives e.g. Cultural Entitlement & 14-19 curriculum developments	x			
Participate in Museum learning pilot for Langley Academy				x
Lead on River Thames Alliance Education subgroup project to develop links with schools				x
Participate in Thames Valley Museums Learning Group capacity building initiative	?			
Actively seek funding & partnership opportunities	x			

Ideas for new audience development action points for schools and formal education groups:

SEN Schools - programme mail out. Special rate of £50.00 for 1.5 hours of Tutor time for a group of max 12 students (*done*).

Forming links with local nurseries and promotion of Playworks course to include a season ticket for 12 months to visit the galleries for free (*done*).

Developing links with PRU and Thames Valley Partnership for children at risk.

Access Fund to subsidise transport costs for schools with more than 20% of pupils eligible for free school meals - *this is being actively promoted*.

Offer use of Museum as a venue for school cluster meetings for Heads of Subjects.

Offer use of Education Centre or website for showcase of art exhibitions and projects.

Increasing links with the Thames Gallery developments and environmental studies

Target Audience: Children & Families Informal Activities

	Done, worked , will do more	Done, didn't work, leave for moment	Still do to	Currently doing
Develop a Saturday Art Club (achieved)	x			
Consult to gather information on future provision and marketing (ongoing)	x			
Ensure workshops are full through targeted marketing & foyer display (ongoing)	x			
Consult with children's centres to develop resources	x			
Organise family event days each holiday for free or small charge e.g. Viking Fun Day	x			
Offer children's workshops to community groups such as Young Carers	x			
Develop website resources, mailing lists & e-newsletter	x		X Website resourc es)	x
Develop gallery resources e.g. binoculars, backpacks, books, trails	x			
Develop exhibitions targeted at families with Curatorial department- Activity Centre summer 2007	x			
Develop web-based resources for young rowers for Inspired by Rowing project	x			

Participate in family learning & family language, literacy & numeracy initiatives	x			
Participate in national learning initiatives e.g. Big Draw, Family Learning Week	x			
Actively seek partnership & funding opportunities	x			

Ideas for new audience development action points for children and family informal activities:

Weekend drop-in activities in the galleries manned by Visitor Assistants.
 Activities for brownies and cubs
 Employ outside groups to attract families e.g. Singing & Science from the ASE Conference or Bubble Man!

Target Audience: Pre-school children

	Done, worked, will do more	Done, didn't work, leave for moment	Still do to	Currently doing
Develop summer programme for Nomad drop-in group (achieved)	x			
Develop gallery resources for Childminder groups (achieved)	x			
Actively market Taylor Tug sessions to ensure sessions run at capacity (achieved)	x			
Market Taylor Tug style sessions to children's & community centres	x			
Consult with non-users to inform marketing & provision for other groups				x

Develop under 5s backpacks for use in galleries	x			
Investigate potential of Taylor Tug style sessions to provide parenting skills opportunities	x			
Explore use of PGCE & Social Care students to support expansion of provision				x

Ideas for new audience development action points for pre-school children:

Nursery season ticket for free gallery visits following Playworks course - *setting up with local nursery*.
 Mail out of new School Programme to nursery schools (*done*).

Target Audience: Adults

	Done, worked, will do more	Done, didn't work, leave for moment	Still do to	Currently doing
Work with the Curatorial department to expand the range of lectures	x			
Organise a third River of Words creative writing course for BCUC in 2007	x			
Organise two new modules on Drawing and Victorian art history for BCUC	x			
Marking Olympic Success- recruit speakers & develop talks for community groups e.g. Rotary Clubs etc.	x			

Develop volunteering opportunities to support formal & informal learning delivery				x
Develop use of Henley History resources for reminiscence & oral history for community groups	x			
Encourage the use by community groups of the Arbib Education Centre for lectures & events	x			

Ideas for new audience development action points for adults:

Contact local small interest groups.
Article in Henley Standard to advertise free room use for local community groups.

Target Audience: Children with Special Educational Needs

	Done, worked, will do more	Done, didn't work, leave for moment	Still do to	Currently doing
Fund raise to financially enable active marketing to SEN school groups (achieved- grant)	x			
Consult & develop partnerships with SEN schools to tailor provision to their needs (ongoing)	x			
Implement recommendations of Access Audit & apply for grant from MDO (ongoing)	x			
Develop backpacks for gallery use (begun)	x			
Consult & develop partnerships with SEN community groups to develop informal provision	x			

Ensure publications in print & online comply with DDA legislation to increase access for groups				x
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Ideas for new audience development action points for children with special educational needs:

Added text to new School Programme relating to SEN visits. Will be sending out to local SEN schools (*done*).

Target Audience: People with Physical & Sensory Impairments

	Done, worked, will do more	Done, didn't work, leave for moment	Still do to	Currently doing
Implement recommendations of Access Audit	x			
Ensure publications in print & online comply with DDA legislation to increase access for groups	x			
Consult with community groups to develop provision & partnerships	x			
Extend use of audio guides for visually impaired groups			x	
Develop gallery resources & workshops for people with impairments	x			

Ideas for new audience development action points for people with physical and sensory impairments:

Use current 'Breaking the Barriers' project as a model for future projects and extend to other Museums.
 Invite regional institutions for the Blind to trial the resources that have been made, perhaps extend to other languages?

6.3 Example of feedback form (all questions similar for each audience)

We are currently evaluating the visitor experience at the Museum and would really welcome your views. All of your feedback will help us reflect on what we currently offer as well as help us plan for the future. As a small thank you for your time if we receive your feedback by the end of Feb 09 we will send you a £5 John Lewis voucher (also valid for Waitrose). If you would rather answer the questions by telephone please call Nicky on 020 8853 0110 (voucher still applies!).



Your name and name of group/organisation _____

Address _____

1. When did your group last visit the Museum (approx.)? _____

2.1 What did you hope to get out of your visit? _____

2.2 On a scale of 1 to 5 please tell us to what extent you feel your expectation was met (please circle or underline a number):

Expectation not met	Expectation partly met	Expectation met	Expectation more than met	Expectation exceeded
1	2	3	4	5

2.3 Please explain your rating here: _____

3. If your group has visited the Museum more than once please tell us how many times (approx.) _____

4.1 Does your group intend to visit the Museum again (please circle or underline)? Yes No Maybe

4.2 Please explain your answer / give details here: _____

5. How would you rate the following (please circle or underline a number). Please explain your rating:

River and Rowing Museum

	Very poor	Poor	Average	Good	Very good	N/A Don't know	<i><u>Please explain your rating here</u></i>
Café	1	2	3	4	5	6	
Car parking	1	2	3	4	5	6	
Comfort	1	2	3	4	5	6	
Customer care	1	2	3	4	5	6	
Enjoyment	1	2	3	4	5	6	
Exhibitions	1	2	3	4	5	6	
Knowledge of staff	1	2	3	4	5	6	
Learning opportunities	1	2	3	4	5	6	
Overall accesibility	1	2	3	4	5	6	

River and Rowing Museum

	Very poor	Poor	Average	Good	Very good	N/A Don't know	<i>Please explain your rating here</i>
Overall value for money	1	2	3	4	5	6	
Shop	1	2	3	4	5	6	
Signposting (getting here)	1	2	3	4	5	6	
Signposting (inside the Museum)	1	2	3	4	5	6	
Suitable environment for activity	1	2	3	4	5	6	

6. If your group visited the Museum before as well as after the new Education Centre was built at the Museum (May 2006), please tell us if or how this new space added to the quality of your group's visit:

Thank you for filling out this form.