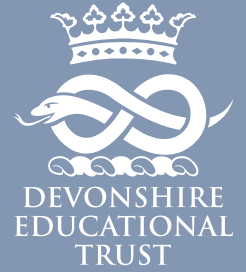


# DEVONSHIRE EDUCATIONAL TRUST



2019 ANNUAL REVIEW



**‘Making a positive difference  
to people’s lives by inspiring  
a love and understanding  
of art, heritage and the  
environment.’**

*– Our vision*

**‘We create learning  
opportunities across the  
Devonshire Group, enriched  
by the essential qualities of  
our estates, to inspire current  
and future generations and  
affect how they live in and  
think about the world  
around them.’**

*– Mission Statement*



# CHAIR'S INTRODUCTION

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2019 was a year of change and growth in our ambition for learning at Chatsworth, Bolton Abbey and Lismore Castle.

DET Trustees and Learning team members contributed to the creation of a new strategy for education across the Devonshire Group. The strategy sets out our ambition for the next ten years.

In 2019, the Devonshire Group published its commitment to our shared future – a commitment to be fulfilled through the delivery of ten goals over a ten-year period. Goal number five is to:

*enable every child in local schools to experience our estates as part of their primary education, reaching every school through physical visits onsite or our virtual presence in schools*

DET is critical to the successful delivery of this goal.

Throughout the year we engaged a growing number of schools and community groups by subsidising travel and ticket entry with our access fund. At Chatsworth, visits enabled by this fund doubled.

Our work with schools and teachers reached more participants than in previous years - I am delighted with the increased participation at Bolton Abbey in particular. We also launched our first learning campaign, *Get Drawing at Chatsworth*, to raise our profile as a provider of art education.

We have a strong commitment to delivering learning experiences for children and young people. However, as our new mission makes clear, we are committed to creating opportunities for current and future generations. It was a delight to see inter-generational groups participating in *Get Drawing*, adding value to the visitor experience at Chatsworth.

None of this could have been achieved without our funders and supporters. We are particularly grateful to the Derbyshire Charity Clay Shoot and the Chatsworth House Trust for their annual donations and for the generous support we receive from the Ernest Cook Trust and Sotheby's.

Over the last three years, our partnership with the Ernest Cook Trust enabled the delivery of an outdoor learning programme for primary schools, a new programme for students with special educational needs and disabilities (SEND) and outreach sessions with schools linked to the RHS Chatsworth Flower Show. We are delighted to be continuing our partnership with the Ernest Cook Trust in 2020 on a new project that will concentrate on the Chatsworth Garden and Landscape Engagement.

Support from Sotheby's enabled the development of an arts engagement programme that has reached almost 1,000 primary school pupils and secondary and further education students. This was a new strand of activity for DET.

This year also saw new partnership work between the University of Derby and DET. In my role as both Chancellor of the University and Chair of DET, it has been satisfying to watch the growing relationship with the University's team for Widening Participation and with the Institute of Education. The projects now in development will support the new strategic ambitions for DET, aligning with our commitment to providing inclusive and meaningful access to our estates and to supporting trainee teachers as they embark upon their careers.

I am particularly pleased that DET now operates across multiple sites: Chatsworth, Bolton Abbey and at Lismore Castle, where we have created a new arts engagement post. *Get Drawing at Lismore* will be launched at the annual *Towers and Tales* festival in May 2020. This strengthens our ambition to be a leader in arts, heritage and environment-based learning.



Lord Burlington



# AN OVERVIEW OF OUR LEARNING OFFER

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## A STEAM learning destination

Across the [Chatsworth](#) and [Bolton Abbey](#) estates, a range of learning tours and activities are available year round.

In 2019, we relaunched our programme of arts engagement and outdoor learning to support the integration of arts and creativity into STEM (science, technology, engineering, mathematics) based learning (STEM + Art = STEAM).

All learning sessions are curriculum-linked and meet a broad range of needs and learning styles. Arts engagement sessions enhance visual literacy and develop technical and creative skills, while outdoor learning sessions include a range of multisensory activities designed to develop environmental literacy.

At [Chatsworth](#), groups can choose to visit one or more areas within the site. Visits are either self-guided or facilitated.

- In the house, groups can take a journey full of tales about the people and objects that have shaped Chatsworth's history. Options for primary, secondary, further and higher education pupils and students are available.

- There are 105 acres of garden to explore. Participants can learn about its history or focus on themes that support specific areas of study.
- Our farmyard engages pupils and teachers in a range of curriculum-linked tours and activities, connecting the farm animals and their lifecycles with the animal products we eat and use. At Christmas, school and family groups can take part in the popular nativity performances.
- The Stickyard is the hub for our outdoor learning programme. Pupils can build dens in Stand Wood; learn how plants adapt to different environments in the garden or how food grows in the Kitchen Garden. These sessions connect the rich and varied woodland and garden to a range of subjects in the curriculum.
- The Old Potting Shed is our learning centre at the heart of the garden. It is the base for our advocacy of the role of art, design and creativity in education. Our audiences can participate in drawing, sculpture and printmaking workshops here, or pick up a sketchbook and take inspiration from nature by drawing in the garden.

At [Bolton Abbey](#) in Yorkshire, groups can visit the ruins of the priory or explore the river and surrounding nature trails for a self-guided or facilitated learning experience. The estate and its story promote history, geography, science and religious education.

# OUR LEARNING PROGRAMMES IN 2019

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## *Schools, Teachers and Colleges*

In 2019, our programme for schools and teachers included workshops covering the arts, heritage and the environment. Over 10,100 learners took part in facilitated workshops or tours at Chatsworth and Bolton Abbey.

Outdoor learning sessions at Chatsworth take place in the farmyard, garden, learning centres and in Stand Wood. At Bolton Abbey in Yorkshire, sessions take place in the grounds by the river and woods and in the priory and adjacent ruins.

At Chatsworth, the outdoor learning offer for schools was generously supported by the Ernest Cook Trust for a third year. This year our most popular sessions were *Growing Food* and *Dens and Shelters*. Sessions for trainee teachers introduced the cross-curricular benefits of outdoor learning and how to implement these at school.

Chatsworth arts engagement sessions enhance visual literacy and develop technical and creative skills. In its first year, the arts education offer reached primary school-aged learners and students from secondary schools, colleges and universities.

Our expertise in arts engagement enabled an increase in young people's participation. This included GCSE Art and Design students from various schools who participated in printmaking and sculpture workshops. These contributed to their sketchbook content or coursebook projects.

Primary school workshops include interactive talks and practical art-making activities. Sessions focused on printmaking, art in nature and sculpture. We also ran a workshop linked to this year's exhibition, *The Dog*, engaging schools in the technical and creative skills behind Ben Long's *Scaffolding Dog*. Printmaking and art in nature proved to be our most popular art workshops.

At the Chatsworth Farmyard and Adventure Playground, which has a strong reputation for early years learning, pupils and teachers took part in curriculum-linked sessions and children, teachers and adults experienced the participatory nativity. The most popular session was *Caring for Animals*, devised to support the early years curriculum on understanding the world.







The farmyard team worked on new interpretation in 2019. Designed with the main farmyard audiences in mind (family groups and younger children), this blends a number of key messages and strikes a balance between fun, engagement, and learning.

The farmyard team also delivered several secondary school visits on the theme of *Field to Fork* to support GCSE Food Preparation and Nutrition and GCSE Hospitality and Catering. Collaborative teamwork made delivery of these topics possible. Colleagues from the farm shop facilitated food preparation and nutrition sessions, discussing good provenance and products with the students who also saw the butchery, bakery and deli kitchen in action. Hospitality and catering sessions included the farm shop and a presentation from the events and catering team.

The visitor experience team continued to support the delivery of learning experiences by guiding participants through the house or garden on history or horticultural themed tours.

At **Bolton Abbey**, pupils and teachers took part in sessions led by the learning team. *Rivers and the Water cycle* remained the most popular topic and new learning sessions on trees and outdoor poetry were introduced.

*Terrific Trees* focuses on the changing seasons, tree identification and why trees are so important. Sessions include a mindful moment, encouraging participants to appreciate the mental health benefits of immersion in nature.

*Outdoor Poetry* involves generating words to describe what we can see, hear, smell and touch around us. Through sharing ideas and creating a word bank, pupils write a short, descriptive poem inspired by the natural world. The session links to poet William Wordsworth – who took inspiration from Bolton Abbey – to increase the children's awareness of cultural heritage.

Thanks to additional staffing, capacity increased and this enabled a significantly greater number of participants.

### *Families*

Creating an informal learning offer for family visitors is a new priority for DET. To gain momentum for a new programme, our first-ever learning campaign, *Get Drawing at Chatsworth* (pictured, opposite page) launched in May. This continued through to October when we took part in the Big Draw, the world's largest annual drawing festival.

Throughout our campaign, visitors selected from a range of engaging and interactive activities in the garden, designed to encourage everyone to 'have a go', share ideas and benefit from drawing. Activities included 'Create your own Cornish Slate Line', inspired by Richard Long's artwork situated by the Canal Pond and 'Draw your own photo opportunity' on a cut-out chalkboard. Participants could also take their sketchbooks into the garden to explore and draw autumnal objects or study still-life arrangements in the learning centre.

One of our objectives was to promote the benefits of creativity for wellbeing, in support of the Big Draw theme 'Drawn to Life'. Drawing outdoors is a great way to slow down and take notice of the world, and we wanted to encourage people to take some time for themselves to discover the historic landscape through drawing.

Over a total of 7 weeks, we engaged 1,400 participants in *Get Drawing at Chatsworth*. Drop-in sessions were accessible to visitors under three years of age as well as adults with dementia and young people with special educational needs and disabilities.

*Get Drawing* will feature in our future programmes for arts engagement, enabling us to develop our reputation for learning excellence in art education.







# COMMUNITY, OUTREACH AND ACCESS

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## *Hartington Access Fund at Chatsworth and Bolton Abbey*

We have an access fund (The Hartington Access Fund) to subsidise travel and tickets for education and community groups. This fund supports visits at Chatsworth and at Bolton Abbey. It is available to schools with above national average percentages of pupil premium, special educational needs, pupils with English as an additional language and/or black, Asian or minority ethnic pupils. We also consider applications on a case-by-case basis.

In 2019, the fund subsidised 2,228 visits:

- 582 school pupils (and teachers) at Bolton Abbey
- 1,328 school pupils (and teachers) at Chatsworth
- 318 adults at Chatsworth (taking part in outreach or community group visits)

At Chatsworth, the number of people benefiting from a subsidised visit in 2019 (total 1,646) represents a 106% increase.

## *SEND (special educational needs and disabilities) provision*

Evidence shows that learning in an outdoor environment has a positive effect on students, helping

to improve self-esteem, confidence, resilience and skills such as teamwork and communication. For students with special educational needs, the space and sensory experience can help them feel more relaxed and engaged. In January 2019, our Outdoor Learning Officer, supported by the Ernest Cook Trust, delivered a pilot project combining these benefits with opportunities to explore and learn at Chatsworth.

Over six weeks a cohort of students from the Kenwood Centre, part of Becton School in Sheffield, took part in a tailor-made programme of activities that included den building, cooking over a campfire, learning about the Emperor Fountain with members of the gardening team; turning it on and off and measuring its height (pictured below). Students helped the garden team with a range of practical tasks in the kitchen garden; pruning, mulch spreading and digging up carrots. Students took the harvested carrots back to school and prepared, cooked and shared them the following day.

The success of this project led to two further cohorts of SEND students participating in tailor-made programmes in January 2020.



**‘I have enjoyed trying  
new things, team  
building skills and  
being outside’**  
– *Student*





### *RHS Chatsworth Flower Show*

The Chatsworth learning team curated the learning zone at the 2019 Flower Show. Outreach sessions took place before the event, resulting in five multisensory ‘walls’ defining the learning area on the festival site (pictured above). The multisensory theme extended through the activity delivered onsite for visiting schools.

The project involved a number of schools that had not engaged with Chatsworth before, including Alfreton Park Community Special School and Parkside Community School. Becton, Eckington and Netherthorpe Schools also contributed.

Schools identified the students they felt would most benefit (these included nurture groups, a gardening club and Design and Technology students). Feedback from the teachers indicated that students showed increased engagement at school and some students gained practical horticultural and small-scale construction skills.

### *Adult outreach and community work*

We deliver outreach in three ways:

- visiting groups in their community setting to share information that will make a visit to Chatsworth more accessible and enjoyable
- facilitating object handling sessions to engage groups with our collections
- leading practical art workshops that link back to the collections or exhibitions at Chatsworth

Through our community links with the Furnival, an organisation in Sheffield, we engaged with a group of women from across the globe, living in Sheffield and learning English as an additional language. This group engaged in a cross-cultural dialogue, identifying connections between objects they were familiar with and items from our handling collection.

We established links with the Roshni Asian Women’s Resource Centre and introduced them to Chatsworth. The Resource Centre provides support and information about health and wellbeing and encourages the participants to get into the countryside.

Sheffield Women’s Conversation Club made their way to Chatsworth on public transport for a self-guided visit (pictured below) after participating in an outreach session. This group were able to build on their verbal and written English at their own pace and with confidence having been prepared for what to expect.

This is an area of our work that we are going to develop in the coming years. The invitation to speak at the 2019 AGM for the Peak District Mosaic group (who organise activities in the Peak District National Park and are passionate about introducing individuals from BAME communities to the area) has increased community awareness of our activities and our understanding of their needs.



# PROJECTS

## *Year Six Leavers activity sessions*

The transition from primary to secondary education can be unsettling – an issue that is becoming more widely acknowledged. To help with this transition we created a programme of activity sessions for incoming Year 7s to meet other students starting at the same school. This took place at Bolton Abbey (where the idea originated, pictured below) and at Chatsworth.

Activity days combined arts engagement and outdoor learning, enabling students to meet each other informally and outside the school environment. Children from different feeder schools (a feeder primary school is one of a network of schools whose pupils progress to the same secondary school) got to know each other in a relaxed environment. Participants had a go at den building, fire lighting and whittling as well as creating their own sculpture from clay to take home.

The sessions help with children's confidence, creativity and communication when they are faced with an unfamiliar environment and new peer groups. Activities are designed to encourage teamwork and problem solving.

## *Chatsworth Arts Festival*

The Chatsworth Arts Festival launched with a morning of education workshops that were fully booked with students from RNN College Rotherham and Bilborough College Nottingham. Design Director for Liberty Fabrics, Mary-Ann Dunkley (pictured below), sculptor Ben Long and illustrator Hattie Stewart shared their career journeys and creative practice with students who then made either a floral design, geometric structure or doodle-bombed a newspaper to take away. Students stayed on to experience other events during the first day of the festival.



**'I enjoyed the den building and found the project enjoyable.'**

*– Student*





# HIGHER EDUCATION PARTNERSHIPS

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## *University of Derby*

In 2019 we took forward two new areas of partnership work with the University of Derby. These areas demonstrate the commitment of both organisations to inclusive practice.

## *Widening Participation*

To strengthen our expertise in outreach work, we began working more closely with the University team for Widening Participation. 2019 has been a research and development phase for outreach which will lead to the co-delivery of activity days in 2020. These will take place at Chatsworth for participants in existing university widening access programmes.

We are also working together on a new research project, focused on an area of rural deprivation and with participants who have had no prior contact with the University or Chatsworth.

## *Institute of Education*

Between October 2019 and March 2020, the Chatsworth team hosted a work placement for Lewis Marsh, a student from the Child and Youth Studies course. This practical, work-based degree equips students with an understanding of different educational settings (including those outside the classroom). The placement was designed with the student's specific interests in mind. Focusing on the benefits of outdoor learning for students with special educational needs or disabilities, we have provided Lewis with a pragmatic insight into designing learning experiences in an informal environment.

A further development of our relationship with the Institute of Education will pilot in 2020 with the delivery of a learning day for students completing their teacher training undergraduate degrees. The day supports the *Education Settings* element of the course.

The day is designed to foster critical thinking about outdoor learning. Students will participate in taster sessions delivered by the farmyard team, who will model good practice in engaging the under-fives in caring for animals. The learning team will model different approaches to delivering environmental literacy, to prompt discussion with the students.



## *University of Sheffield*

Lucinda Weston, our student placement for MA English Literature, combined her interests with our identified audience gap. Lucinda's research led to the development of an interactive and experiential tour of the grounds of Chatsworth. Lucinda was briefed to research the fact and fiction of the relationship between Jane Austen, her characters and Chatsworth as the supposed inspiration for Pemberley in *Pride and Prejudice*. This led to the design of a participatory tour experience for A level students, encouraging them to explore the house, garden and grounds through the prism of Austen's texts.

The tour formed part of a study day delivered with Austen experts from the University of Sheffield's School of English, who presented refreshing perspectives on Austen and her work.

The tour used 'Museum Hack' techniques (a tour-long challenge, role-play and team activities to win prizes were included). Students were tasked with capturing delight (the emotion felt by Elizabeth Bennett when she first sets eyes on Pemberley) before learning about Austen's fascination with Mary, Queen of Scots – who also has a connection to Chatsworth. The link between two celebrated women from history and their concerted efforts to escape persecution or societal norms was re-enacted by students as part of the tour experience. At the stables (pictured right), Mr Darcy's character was explored through creating modern-day dating profiles. The tour ended in the garden with participants sharing their 'delight' as experienced throughout the tour.

Student feedback demonstrated that their favourite parts of the day had been the way academics tailored their analysis of Austen's text to the curriculum and the 'exciting' and 'engaging' interactive tour.

DET team members were invited to share 'Austen Hacks Chatsworth' at an international learning symposium held in Nottingham. Organised by UNESCO Nottingham City of Literature, the experience was identified as an innovative approach to engaging young people.



## ual: awarding body

### *The University of the Arts, London*

Our new partnership with the University of the Arts, London (UAL) enabled us to deliver their Awarding Body Continuing Professional Development (CPD) events (pictured, right). These CPD days are for UAL providers (tutors of art and design) to revisit their research methods and to take inspiration from Chatsworth. As a result of taking an active role in this partnership, we will be designing more CPD sessions.





# EDUCATION VISIT NUMBERS

## AT CHATSWORTH AND BOLTON ABBEY

In 2019 we welcomed a total of **30,596** education visitors: **24,819** at Chatsworth and **5,777** at Bolton Abbey.

At **Chatsworth**, **8,340** of our education visitors experienced a facilitated workshop or tour and **12,694** were self-guided visits to the house, garden and/or farmyard.

**2,196**

participants in our informal family learning events, designed to add value to the visitor experience.

**222**

participants in our adult learning programme.

In addition to the participants we have welcomed onsite, we have engaged **1,318** participants in Chatsworth outreach sessions (**1,045** pupils or students and **273** adults). This work demonstrates our commitment to access and inclusion, to working in the wider community and diversifying our audience base.

At **Bolton Abbey**, **1,842** education visitors took part in facilitated workshops and **3,855** were self-guided.

Facilitated visits at Chatsworth increased by **15%** on 2018. At Bolton Abbey, facilitated visits increased by **249%**.

In 2019, the **Hartington fund** subsidised **2,228** visits:

**582**

school pupils (and teachers) at **Bolton Abbey**

**1,328**

school pupils (and teachers) at **Chatsworth**

**318**

adults at **Chatsworth** (taking part in outreach or community outreach or community group visits)

**129**

students attended activity days for year 6 leavers at Chatsworth and Bolton Abbey.

Sessions at Chatsworth are delivered by the **Devonshire Educational Trust** and members of the **Farmyard** and **House Guide teams**. Learning is supported by colleagues across the estate including **Collections, Domain, Forestry, Garden** and **Visitor Experience**.

Sessions at **Bolton Abbey** are delivered by the **Devonshire Educational Trust**, with support from the **Visitor** and **Forestry teams**, and the **Priory Church team**.



# EVALUATION AND IMPACT

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In 2019 we started using an online evaluation system – Culture Counts – to measure the success and impact of our learning sessions.

The online survey system enabled us to measure our intended learning outcomes using bespoke surveys for our outdoor learning and arts engagement programmes. We can compare our pre-visit self-assessments with post-visit participant assessments to monitor progress and make changes where required.

Responses in 2019 indicate that our outdoor learning offer is highly rated for its rigour, learning and captivation. This tells us that sessions are well planned, contain quality learning content and are holding the attention of the participants. Arts engagement

responses demonstrate that rigour, inquisitiveness and experimenting are the highest scoring dimensions to a facilitated session. This tells us that these sessions are well planned; that participants want to find out more about the artworks that they have engaged with and that they have tried working with new materials.

Using Culture Counts has also enabled us to identify areas for improvement. There are two priority areas for us in 2020:

- We will be more explicit in designing learning content with messages about environmental awareness and sustainability
- We will improve the logistics of a visit to enhance the pupil and teacher experiences





# WHO WE ARE

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## DET Trustees

Lord Burlington (Chair of the Trustees)  
The Duke of Devonshire  
Dr Dianne Jeffrey  
Mrs Emma Sayer  
Dan Waller Esq

## DET Employees

Gill Hart, Head of Devonshire Educational Trust

### Chatsworth Learning Team

Holly Betton, Learning Assistant  
Kerry Fernandez, Arts Engagement Officer  
Helen Frith, Learning Assistant  
Rachel Parkin, Education Co-ordinator  
Nicola Spence, Outdoor Education Officer  
(supported by the Ernest Cook Trust)  
Phoebe Shaw, Learning Assistant

### Bolton Abbey Learning Team

Amy Garrido, Outdoor Learning Officer  
Abby Box, Learning Assistant  
Kim Crawford, Learning Assistant  
Kate Hemming, Learning Assistant  
Deborah Sugden, Learning Assistant

### Lismore Castle Arts Learning Team

Rachel O'Hara (since January 2020)

### Volunteers

Sue Addison (Chatsworth)  
Kerry Shoesmith (Bolton Abbey)  
Di Spensley (Bolton Abbey)  
Allison Taylor (Bolton Abbey)  
Janet Vorster (Bolton Abbey)

### Students on placement in 2019

Lucinda Weston, MA English Literature,  
University of Sheffield  
Lewis March, Child and Youth Studies,  
University of Derby

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## DET is deeply grateful to all of our supporters over the last year:

Chatsworth House Trust  
Derbyshire Charity Clay Shoot  
The Ernest Cook Trust  
Holdsworth Foods  
The Instone Bloomfield Charitable Trust  
Sotheby's

