



# CLASSICS FOR ALL

Championing Classics in Schools

**Impact Report** 2010 - 2018

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## About Classics for All

**Classics for All was founded in 2009 to reverse the decline in the teaching of classics in state schools. We aim to enrich the lives and raise the aspirations and achievements of all young people through learning about the classical world.**

By 2025 our mission is to have introduced classical subjects to at least 2,000 primary and secondary schools across the UK, many in areas of socio-economic deprivation.

In this impact report, we explain how we approach our work, our progress to date and our plans for the future. The report draws on data that we collect regularly from pupils, teachers and schools, as well as research we commission to measure our impact<sup>1</sup>.

**Classics refers to the study of the ancient world, together with their influence on cultures right up to the present day. It is one of the most varied and interdisciplinary of all subjects, including English literature, history, philosophy, art and archaeology.**

Within the UK school curriculum, there are four examined classical subjects: Latin, Ancient Greek, classical civilisation and ancient history.



The majority of findings support the claim that Latin helps with vocabulary, comprehension and reading development for English-speaking pupils... The specific impacts on special educational needs pupils and in socio-economically challenging areas are particularly noteworthy.

Bracke & Bradshaw 2017: 7

## Why classics?

**There is increasing evidence<sup>2</sup> that the study of classical subjects helps to:**

- **Raise pupils' aspirations and achievement.** Widening access to classical subjects can help to break the link between educational opportunity and disadvantage, giving pupils the confidence to progress to higher education.
- **Support language skills for pupils of all abilities,** encouraging a structured approach to grammar and a strong foundation for literacy.
- **Enrich pupils' vocabulary.** Around half of English words have Greek or Latin roots. Knowledge of these reinforces spelling and meaning and helps pupils to decode unfamiliar words.
- **Complement modern foreign language learning,** familiarising pupils with linguistic structures and patterns that make them more confident language users.
- **Encourage cultural insight.** Offering pupils new perspectives on contemporary issues, including politics, conflict, citizenship, gender and sexuality.
- **Build cultural capital.** Stories from the ancient world have inspired modern art and literature. Classical ideas are constantly reworked in theatre, the visual arts, film and popular culture.



It's about the pupils learning Latin, but it's about so much more than that too. It's the principle that our pupils should have access to a wide curriculum and that exciting subjects like classics should be available to everyone.

David Hogg, Kelmscott School, Bridge Group Report, 2017

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<sup>1</sup> Bridge Group, 2017. "Understanding Impact. A Report for: Classics for All"

<sup>2</sup> Bracke, E & Bradshaw, C. 2017. "The impact of learning Latin on school pupils: a review of existing data". *The Language Learning Journal*. 1-11.

## The challenge

**Following sweeping education reform, the teaching of classics has been in sharp decline in UK state schools since the 1970s.**

The status of classics in state schools is particularly fragile: in 2010, researchers estimated that classical subjects were taught in only a quarter of UK state schools compared with 75% of independent schools.

Consequently, the majority of pupils studying for GCSE qualifications in these subjects are privately educated.

Restoring classics to state schools is a challenge. Barriers include a shortage of qualified teachers, a crowded and competitive curriculum and the enduring myth that the study of classics is only for a privileged few. We only support independent schools where the work benefits state schools.

Despite these stark disparities, the picture is beginning to change. In recent years, interest in classical subjects has been growing rapidly in both primary and secondary schools, with classical civilisation and Latin enjoying a marked resurgence in the state sector.

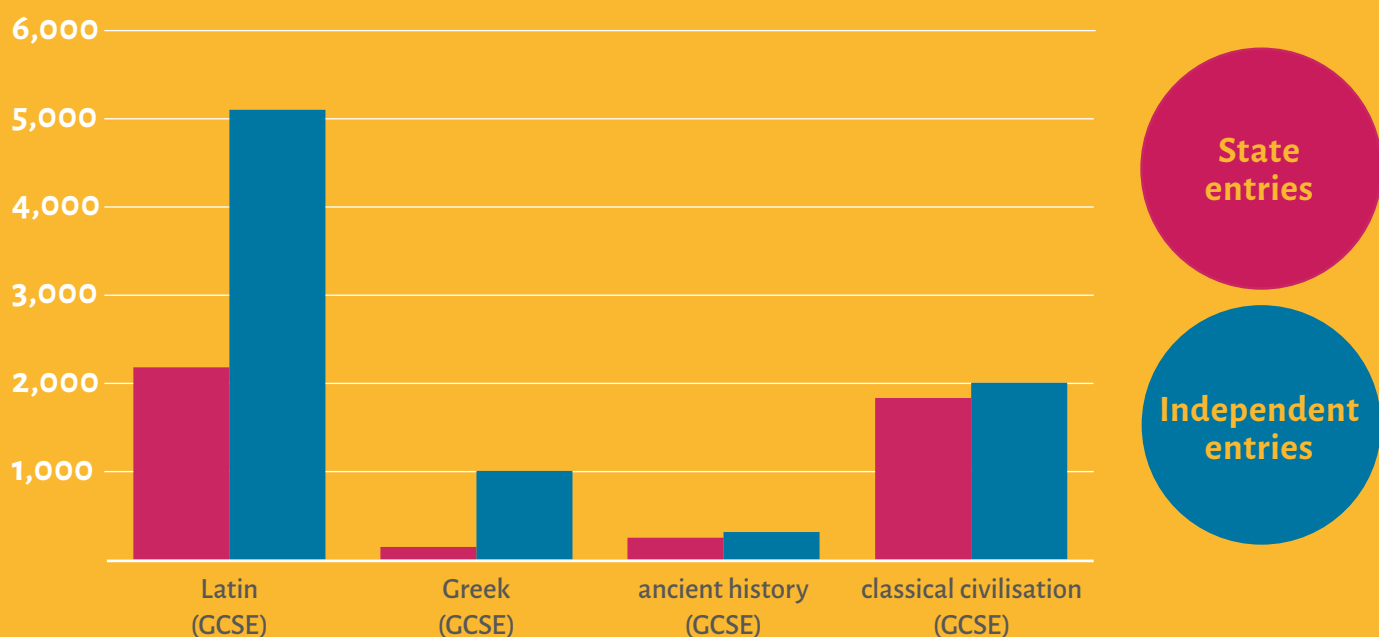
Leading classicists and authors including Mary Beard, J.K. Rowling and Caroline Lawrence have also helped to increase the popular appeal of the ancient world for young people, stimulating their curiosity and imagination and making classics relevant for new audiences.



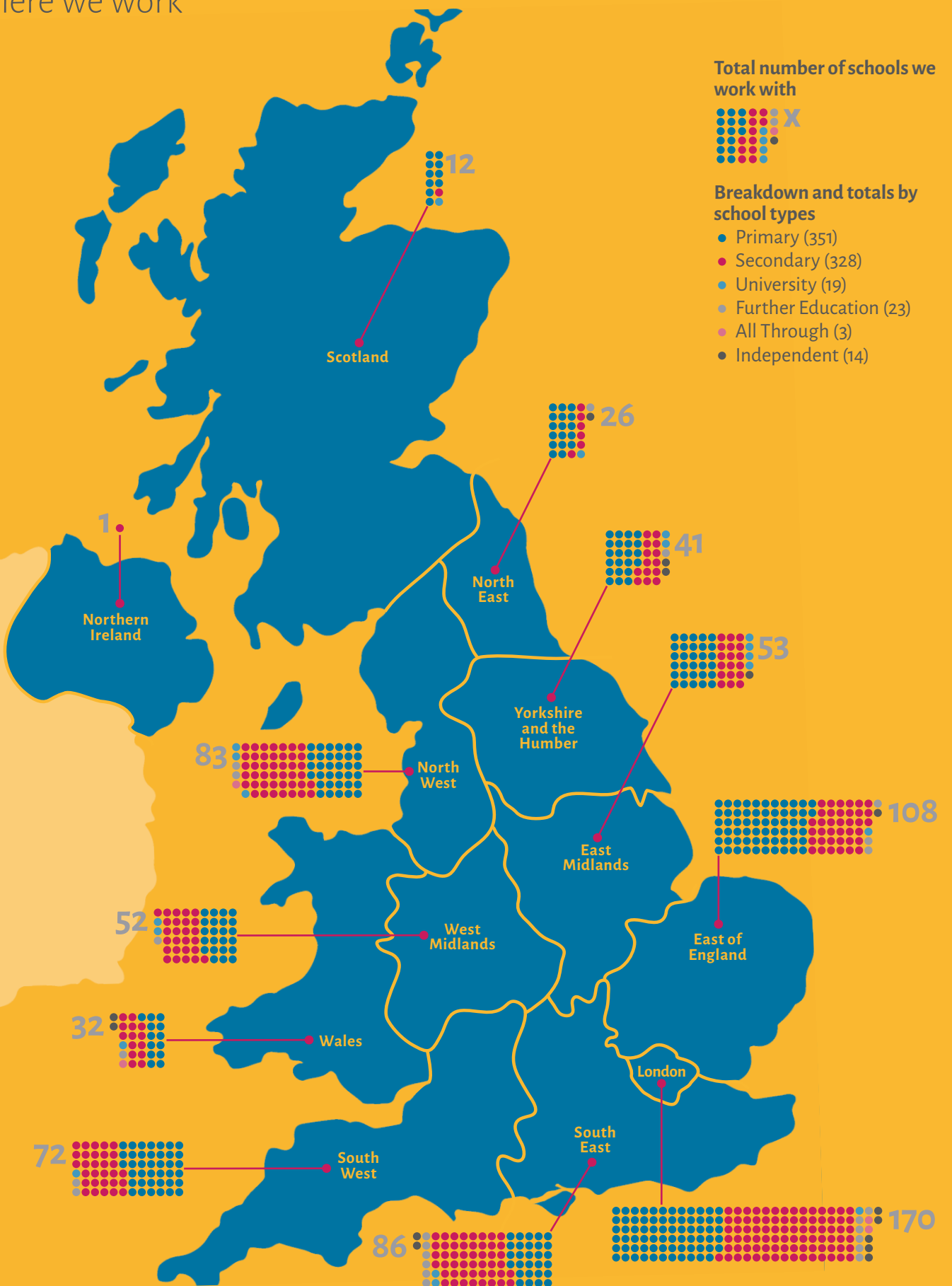
Our school is in an area of low socio-economic status, and the children often start school with lower than average speaking and listening skills which can impact their literacy. Often our children do not get experiences outside school; therefore it is really important that we provide a range of ambitious and exciting opportunities in school to close the gap.

Primary school teacher, Durham

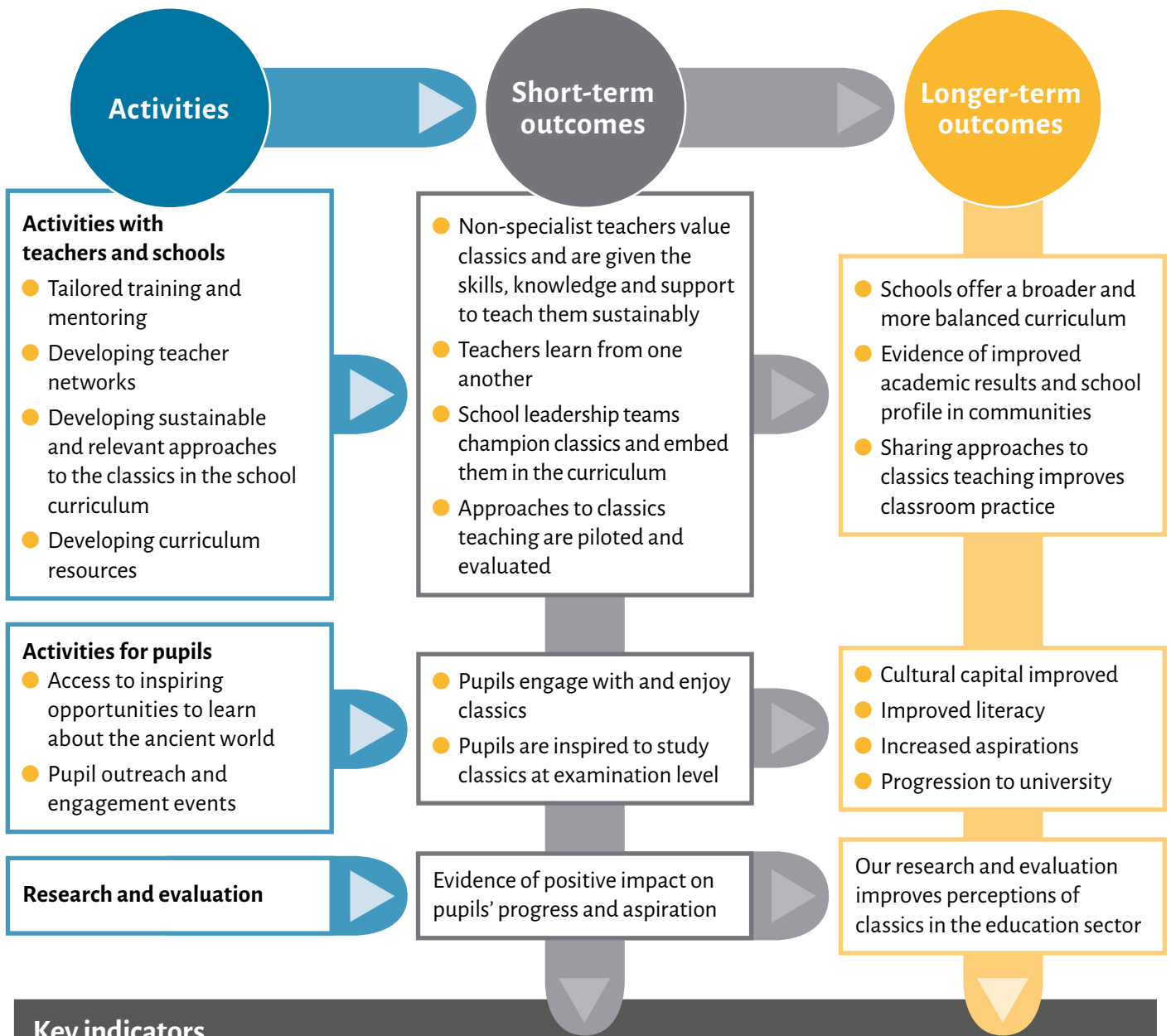
## 2017 exam entries for classical subjects



# Where we work



# How we effect change



Key indicators		
The number of schools that introduce and continue to teach classics	The percentage of schools located in areas of economic deprivation	Evidence that learning a classical subject improves pupils' confidence and aspiration
Increased take-up of classics that leads to a qualification	Evidence that learning classics gives pupils cultural reference points that support their attainment in other subjects	Evidence that teachers trained are able to demonstrate secure subject knowledge
The number of teachers trained		





Latin has helped me with my other languages. I would like to be a doctor, and Latin will also help with that.  
 Secondary school pupil at Chew Valley School, near Bristol.

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## Our impact Pupils

To date we have offered over 45,000 young people aged 7-18 opportunities to study the ancient world either as part of the school curriculum or enrichment activity. A growing number of pupils supported by Classics for All are now studying classics at examination level or at university.

Evidence from evaluation suggest that exposure to classics has many positive benefits for pupils' literacy and cultural awareness as well as raising their aspirations.



Studying ancient literature, particularly Homer, made me realise I wanted to study classics at university. Coming to university has shown how incredible it is that I have had the opportunity to study Greek at a state school.  
 Former pupil at Camden School for Girls



Percentage of pupils reporting that learning Latin has a positive impact on literacy and attainment in other subjects

## Case Study Kelmscott School in Walthamstow

**Kelmscott School is located in an area of significant social and economic disadvantage. 47% of pupils speak English as an Additional Language.**

Following sustained support from Classics for All, Kelmscott School now has a thriving classics department.

Latin is taught on the timetable throughout the school and pupils attend extra-curricular classical talks and visit classics departments in leading universities.

Two groups of pupils have taken Latin GCSE and 34 pupils in Year 8 now study Ancient Greek.



We have raised aspirations and offered pupils a route to better universities by levelling the playing field.  
 David Hogg, teacher of Latin

According to school surveys, of pupils studying Latin:



80% exceeded targets in Modern Foreign Languages



71% reported a better understanding of grammar



78% reported having a larger vocabulary



I'm feeling utterly inspired. It was great to work through the textbook as a student would when they are learning.  
Teacher at Orchard School, Bristol

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## Our impact Teachers

**We offer teachers training and mentoring to introduce classics in school, regardless of their original subject specialism. We do this in partnership with 15 Regional Classics Networks, which offer ongoing support and advice, largely based in Russell Group universities.**

As a result, non-specialist teachers are given the skills, knowledge and support to teach classics sustainably. They are encouraged to learn from one another, to test and evaluate new approaches to classics teaching that enrich the curriculum. Many teachers supported by Classics for All also talk about the ways in which teaching a classical subject has inspired them and supported their teaching of other subjects including English.

The number of teachers, since 2011, trained by Classics for All to teach a classical subject alongside their main subject since 2011

2,183

97%

Percentage of teachers who say that training has given them the confidence to teach classics



I honestly don't think I would be here now if it were not for the opportunity to develop my own skills in classics and to feel I can offer this wonderful gift to our pupils.  
Teacher, Bridge Group Report, 2017

## Case Study Daniel Taylor, Temple Hill Primary Academy in Dartford

**Classics for All ran a course on the ancient world for the National Education Union in 2017. Teachers explored how classics could improve literacy outcomes for pupils and enhance the teaching of other subjects including history, citizenship and the arts.**

After attending the course in 2017, Daniel Taylor, a Year 3 teacher, introduced Latin to improve pupils' literacy. Daniel now teaches Latin to 130 Year 5 pupils and runs an extra-curricular Latin club.



I have never studied classics. I now feel that it is much more achievable, and I am brimming with ideas and thoughts about how I can bring classics to our school.  
Daniel Taylor, Temple Hill Primary Academy, Dartford





Doing classics was an amazing opportunity for me. Now I'm now going on to Sidney Sussex College in Cambridge to study archaeology and egyptology.  
Blackpool Sixth Form College pupil

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## Our impact Schools

**We support accessible approaches to classics teaching in schools. We encourage school leadership teams to make classics a permanent part of the school timetable, building pupils' cultural capital and enriching the curriculum.**

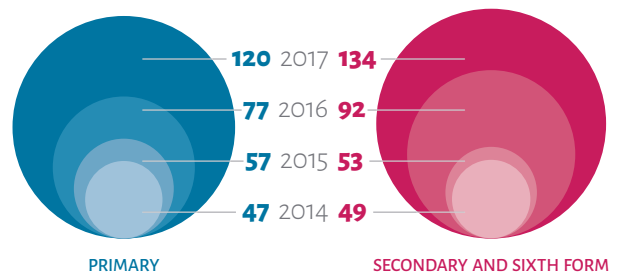
Testimony from teachers also suggests that teaching classics on the curriculum improves pupils' attainment and enhances the reputation of schools, particularly those in areas of low social mobility.



No one could possibly believe we could also offer Ancient Greek here. Some parents were saying they felt as if we were an independent school. Now kids from any background have the opportunity to learn about the ancient world, and this can only lead to something good.

Teacher at Colston Girls School, Bristol

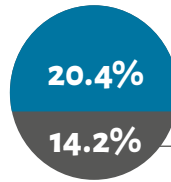
Our growth: the number of schools reached 2014-17



**405** primary schools and **309** secondary schools have introduced or developed classical subjects with support from Classics for All



Percentage of schools reached with higher than average Free School Meals



Average % of schools that we work with supported by Free School Meals

**14.2%**

National average

## Case Study Blackpool Sixth Form College

**In 2012, Blackpool teacher Peter Wright introduced classics A Level to a college serving pupils in an area of high economic poverty.**

Prior to this, there had been no Russell Group university applicants from local schools. In 2018, two pupils from Blackpool Sixth Form College won places at Oxbridge to

study classics and many more at Russell Group universities.

The College now runs the Blackpool Classics Network and has introduced classics in ten primary and three secondary schools with very high levels of free school meals.

Teachers report a positive impact on pupils' reading, writing, confidence and aspiration.



## Our approach

**We offer teachers flexible support to introduce or develop a classical subject sustainably on the curriculum.**

While some schools come to us for support, we also work with our Regional Classics Networks to target schools in areas of low social mobility. This ensures that pupils in schools with no tradition of classics benefit from the programme.



Exploring the roots of Latin words empowered pupils who struggle with language. It was as if they could see the formula behind some words.

Kathleen McGillicuddy, Broad Oak School, Weston-Super-Mare

## Our key activities



### Continuing Professional Development

- We support teachers, often non-specialists, to introduce or develop classical subjects in their schools.
- We have trained over 2,000 teachers to teach a classical subject.
- We have established teacher training initiatives in five colleges and schools in Scotland and England to address the shortage of classics teachers.



### Advocacy

- We make an evidence-based case for classics with state schools, policymakers and donors.
- Our advocacy helped to secure the support of policymakers in Scotland for the reintroduction of classics in state schools.



### Research and evaluation

- We review data from schools to improve our services and commission research into the impact of classics on pupils' aspiration and attainment.



### Ongoing support and mentoring

- We have created 15 Regional Classics Networks in universities and schools across the UK where classics teachers can seek free ongoing support.
- We have developed partnerships with 15 independent schools including Harrow and Bristol Grammar School to mentor and advise colleagues in state schools.



### Developing new approaches to classics teaching

- We develop stimulating resources for teaching classics in secondary schools covering aspects of classical literature and humanities subjects.
- We commission primary school courses, such as *Maximum Classics*, an engaging, cross-curricular classics resource, and *Mega Greek*, an introduction to Ancient Greek.
- We work with cultural institutions, including Museum of London Archaeology, to increase pupils' interest in the ancient world through archaeology.



Studying Latin had impacted positively on their [pupils'] feelings of self-efficacy: on their beliefs about their capabilities to perform highly and to help determine their futures, especially in relation to university progression.

Bridge Group Report, 2017

## Future priorities

### By 2025 we aim to:

- **Support 2,000 state schools and 5,000 teachers** to teach classics sustainably, largely as part of the school curriculum.
- **Reach 100,000 pupils.** Our data will show that 50% of schools supported are in areas of significant social and economic disadvantage.
- **Undertake further studies** of the impact of classics on pupils' aspirations, enjoyment and attainment.
- **Develop the level of support for schools** by building our Regional Classics Networks. We will have 18 networks which will be part funded through Regional sources.



We find it particularly difficult to engage boys in literacy, however you provided us with a brilliant role model, and as a result, they are hooked. We even have some of 'hard to reach' boys saving up their pocket money and spending it on abridged versions of the Odyssey!

Primary School Teacher, Durham Classics Hub

## Fundraising

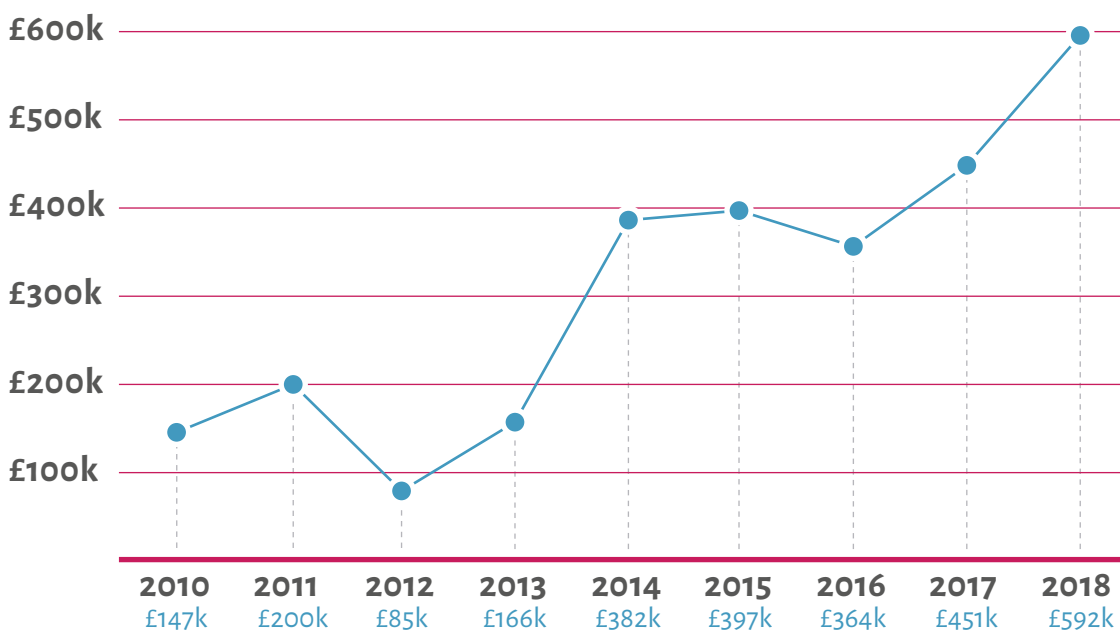
**To achieve our objectives and meet growing demand from schools we need to increase our income from £600k in 2018 to £1m per year by 2025.**

Without this, hundreds of state schools will be deprived of the opportunity to study classics.

The cost of starting up a classics subject in a school is around £3,000. In order to reach 2,000 schools and 5,000 teachers by 2025 we need to increase the capacity of our Regional Classics Networks.

This will help us to reach new schools and support those that already benefit from the programme.

## Donation income, 2010 - 2018



Our annual fundraising target for 2025

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## The financial picture

### To date, we have:

- Raised nearly £2m from donors, including £500k from 26 trusts and foundations.
- Raised £80,000 in kind or cash from partners (mainly universities).
- Achieved significant and sustainable impact at low cost – roughly £3k per school.
- Raised £1.40 for every pound that we spend.

## Looking at 2017 to 2019

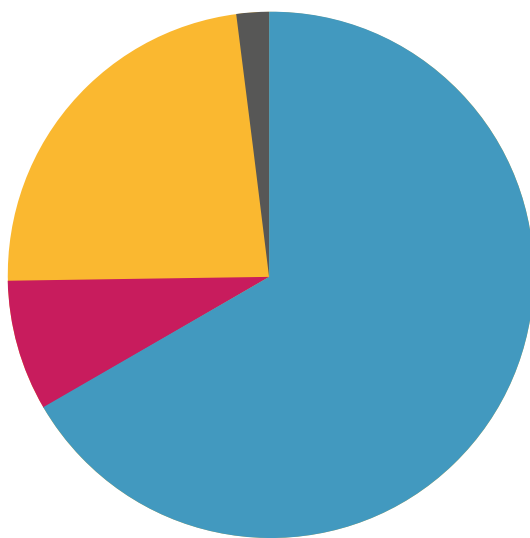
**In 2017, growing interest in classics from state schools meant that Classics for All used some of its reserves to support the schools programme.**

In 2018 the charity is on course to replenish reserves and achieve a surplus.

We will be appointing a fundraiser from early 2019 to diversify funding sources, ensuring the steady growth in income needed to meet predicted demand.

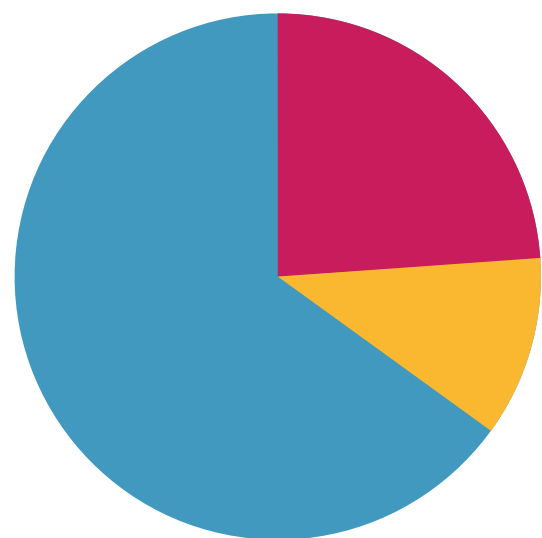
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## Sources of funds and expenditure, 2017



### Sources of funds (£451k in 2017)

- **66%** Individuals (£299k)
- **8%** Family Charitable Trusts (£35k)
- **24%** Trusts & Foundations (£108k)
- **2%** Event income (£9k)



### Expenditure (£504k in 2017)

- **63%** Programme delivery (£317k)
- **26%** Core operating costs (£129k)
- **11%** Fundraising (£58k)

# Who's who at Classics for All

## Trustees

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## Acknowledgements

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The A. G. Leventis Foundation, Azima Foundation, Basil Samuel Charitable Trust, The Binks Trust, Didymus, The Dowley Charitable Trust, Drapers' Charitable Fund, EF Education First, The Foyle Foundation, Friends of Classics, The Garfield Weston Foundation, The Gatsby Charitable Foundation, Goldman Sachs Gives UK, Hardingham Trust, The Headley Trust, The Henry Oldfield Trust, Hobson Charity, Hugh Fraser Foundation, Ian Mactaggart Trust, IDA Foundation, The John Coates Charitable Trust, The John S Cohen Foundation, J Paul Getty Jr Charitable Trust, The Linbury Trust, The Loveday Charitable Trust, The Michael and Clara Freeman Charitable Trust, Mercers' Charitable Trust, Mr & Mrs JA Pye's Charitable Settlement, The Rushworth Foundation, The Stanley Foundation, Statham Family Charitable Trust, Stevenson Family's Charitable Trust, Stuart and Ellen Lyons Charitable Trust, The Barton Trust, The Garennie Charitable Trust, The Laing Family Charitable Trust, The Martin Connell Charitable Trust, The Polonsky Foundation, The Reed Foundation, The Sackler Trust, The Staples Trust, The Tambour Foundation, The Troy Trust, The Waterloo Foundation and others who wish to remain anonymous.

**In addition, we acknowledge the support of the following who served during our Patrons programme 2010-2017:**

Dame Mary Beard, Lord Butler of Brockwell, Professor Paul Cartledge, Lord Dyson, Professor Pat Easterling, Rt Hon Sir Michael Fallon MP, Lord Faulkner of Worcester, Tony Harrison, Natalie Haynes, Charlotte Higgins, Ian Hislop, Tom Holland, Bettany Hughes, Professor Richard Jenkyns, Rt Hon Boris Johnson MP, Martha Kearney, Joanna Lumley OBE FRGS, Stuart Lyons CBE, Professor Christopher Pelling, Lord Stevenson of Coddensham CBE and Sir Tom Stoppard CBE.

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