

Impact Report 2010–2022

Our Purpose

By 2025 our mission is to have introduced classical subjects to at least 1,500 primary and secondary schools across the UK, especially in areas of socio-economic disadvantage.

Classics for All was founded in 2010 to reverse the decline in the teaching of classics in state schools. Our vision is that all pupils in state schools across the UK should have the opportunity to study classical subjects, regardless of their ability or background.

Emerging from the uncertainties caused by the pandemic, in 2022 we resumed in-person as well as online training, reaching 237 schools and training 899 teachers. This brings the total state schools reached since our inception to over 1,200.

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.¹



The ancient world survives as a mirror to our lives, a Rosetta Stone through which to understand the modern day. Through the study of classics, we learn to empathise with those who lived two thousand years ago. This is absolutely crucial if we're going to understand our neighbours and our community.

Luke Bateman, former student at Blackpool Sixth Form College, now studying ancient and modern history at the University of Oxford

Why Classics

Classics refers to the study of the ancient world, together with its 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. There is increasing evidence² that the study of classical subjects helps to:

- **Raise pupils' aspirations and achievement.** Widening access to classical subjects can improve social mobility giving pupils the confidence and skills to progress to higher education.
- **Improve grammatical understanding and communication skills,** enriching pupils' vocabulary by helping them to decode unfamiliar words.
- **Enhance the learning of Modern Foreign Languages,** familiarising pupils with linguistic structures and patterns that make them more confident language users.
- **Broaden cultural horizons.** Learning about classical history, literature and ideas enhances young people's cultural understanding, giving them new perspectives and reference points.



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

¹ Bridge Group, 2017. "Understanding Impact. A Report for: Classics for All".

² 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 education reform, the teaching of classics was in sharp decline in UK state schools from the 1970s.

In 2010, researchers estimated that classical subjects were taught in only 25% of UK state schools compared with 75% of independent schools. Consequently, the majority of pupils studying classics at GCSE or A level were privately educated.

Restoring classics to state schools remains a challenge. Issues include a shortage of qualified teachers, a crowded curriculum and the enduring myth that the study of classics is only for a privileged few.

Despite these barriers, the picture is changing. With the support of Classics for All and its partners, interest in classics is growing rapidly in both primary and secondary schools, with all classical subjects enjoying a marked resurgence in the state sector, including Greek.

Classics for All has learned that the following approaches are key to reviving classics sustainably in state schools:

- **Training for non-specialists.** We do not pay teachers' salaries. In schools with no classics specialists, we often train serving English, Modern Foreign Languages or history teachers. We ensure that there is support from senior school leaders for classics and integrate one or more classical subjects gradually into curriculum planning.
- **Ongoing regional support.** Our 15 low cost regional networks, often based in universities, offer schools ongoing training and support, helping to encourage sustainability.
- **Early Intervention.** Increasing take-up of classical subjects, including ancient languages, in primary schools stimulates pupils' interest and generates demand for these subjects at secondary school.

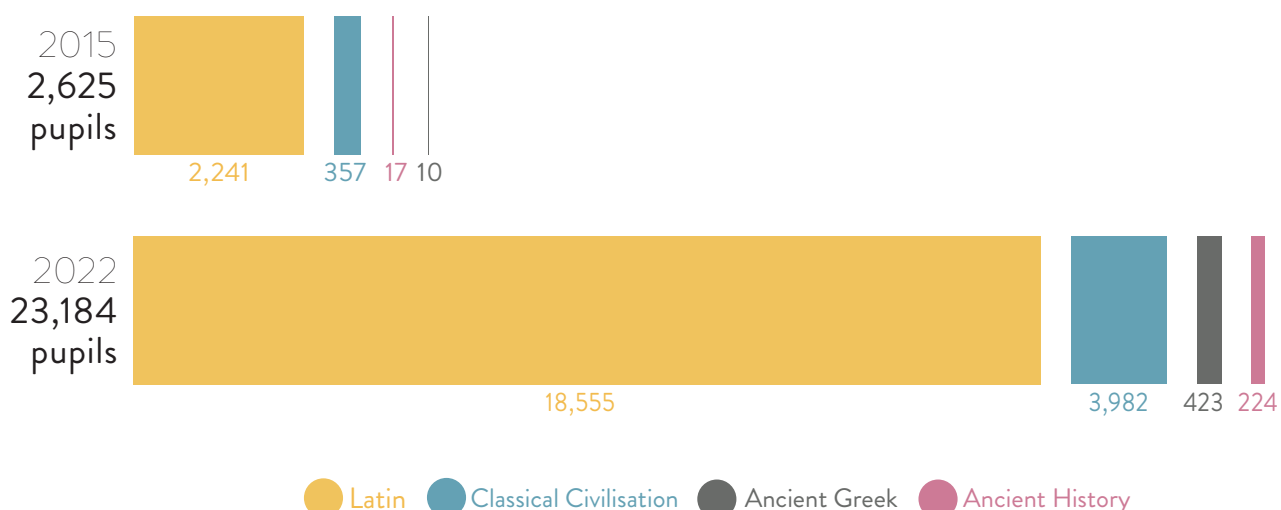
Thanks to the enthusiasm of local teachers we are reaching areas in which socio-economic deprivation can limit the life chances of young people. Their engagement with the network shows that classics can be for all and I sincerely believe that the discipline will be all the richer for their contribution.

Dr Polly Stoker, Coordinator for Birmingham and West Midlands Classics Network



Our Growth

The number of pupils learning classics by subject area in Classics for All supported schools, 2015 and 2022.

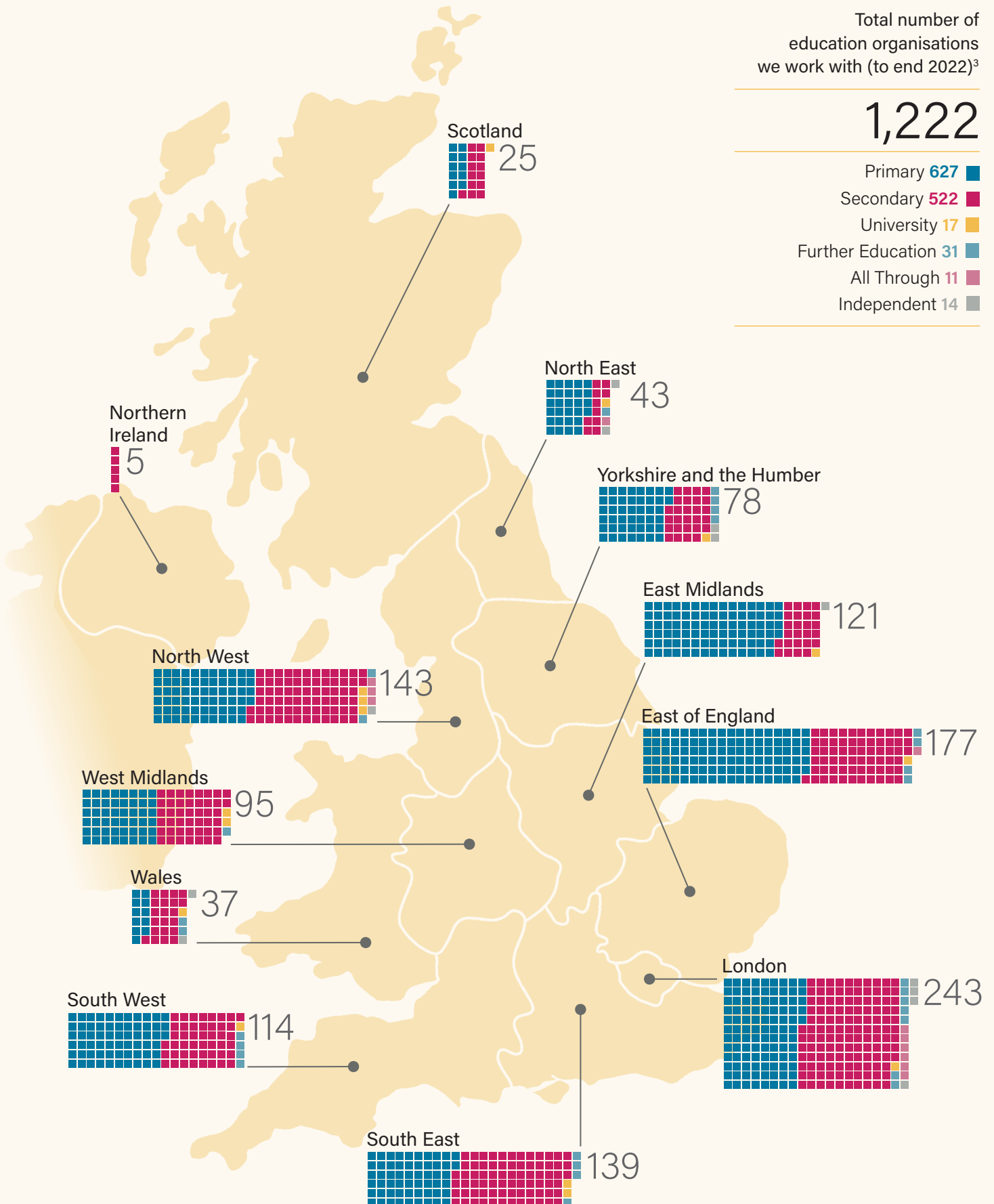


Where We Work

Total number of education organisations we work with (to end 2022)³

1,222

- Primary 627
- Secondary 522
- University 17
- Further Education 31
- All Through 11
- Independent 14



³ Our support for state schools often involves partnerships with universities and independent schools.

How We Effect Change

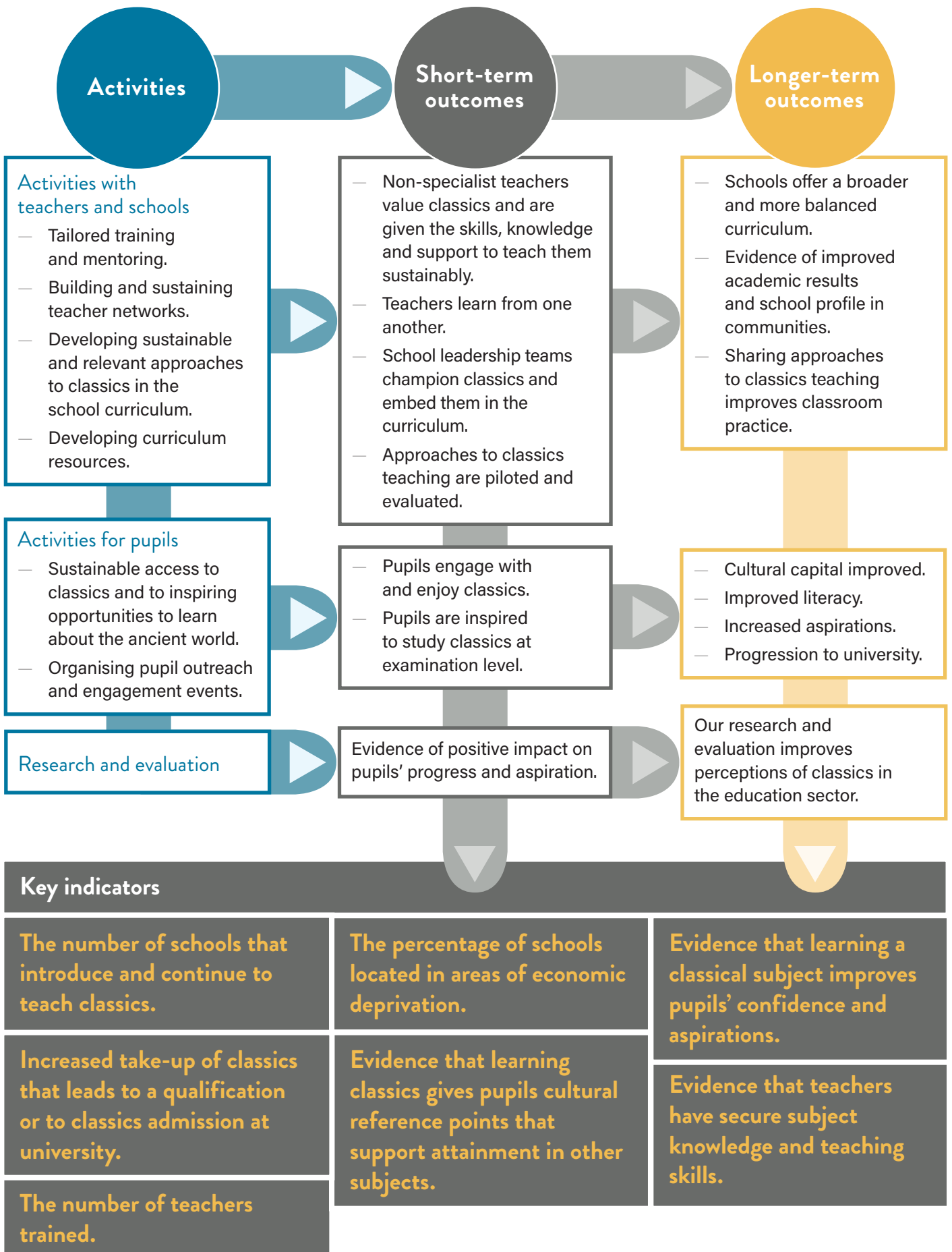




Photo: ©VanessaChampion.co.uk



The ancient Greek grammar I learn is useful for other languages I currently study. Greek also expands my vocabulary and allows me to apply new concepts to other subjects such as history and English.

Secondary pupil at Bishop Thomas Grant Catholic Secondary School

Our Impact Pupils

To date we have offered a cumulative total of over 181,700 young people aged 7-18 opportunities to study the ancient world either as part of the school curriculum or enrichment activity. In 2022, over 100 pupils supported by Classics for All went on to study classics 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 classics at A Level helped develop many skills which are transferable to my pharmacy studies at university. Among these is the ability to analyse texts and write well-structured and analytical essays.

Secondary pupil at The St Marylebone Church of England School



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

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

Case Study Kelmscott School in Walthamstow

Kelmscott School is located in an area of significant social and economic disadvantage. 41% 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, Kelmscott School, Walthamstow





Teaching classics has changed my experience of teaching. After eight years of English teaching, it's been great to learn something new.

English and classics teacher at Beauchamp College, Leicester

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 and 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 specialism.



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

I honestly don't think I would be teaching, were it not for the opportunity to develop my skills in classics. I can now pass this gift on to pupils.



Teacher, Bridge Group Report, 2017

Case Study St Matthew's Primary in Birmingham

St Matthew's Church of England Primary is situated in the Nechells area of inner-city Birmingham, the 5th most deprived ward in the UK.

53% of pupils are eligible for Free School Meals and the majority of pupils do not speak English as a first language. The school's leadership team is striving to ensure that the curriculum St Matthew's offers its pupils is on a par with, if not better than, any school in any area. As part of this vision, Latin is now the school's language of choice for study at Key Stage 2 in order to support pupils' literacy skills and enhance their cultural capital.

In September 2018, Classics for All trained 11 teachers to introduce Latin at Key Stage 2. Given the success of

Latin with pupils in Years 3 and 4, by September 2020 all pupils from Years 3-6 were studying Latin each week on the curriculum.



Our children have really enjoyed learning Latin in this first year of the project and we would like to sustain the momentum by making sure that all of our teachers are trained and ready to deliver the course.

Headteacher, St Matthew's Primary School, Birmingham



I used to think I wouldn't fit in at Oxford, particularly from a class perspective, but it is important to challenge barriers. I now have a place to study classics at Wadham College.

Emily Warnham, pupil at Bishop Thomas Grant School, London

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 awareness and enriching the curriculum.

Testimony from headteachers 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.



If you're reviewing your curriculum then you might consider introducing Latin. We've been doing this since September and are beginning to see significant benefits in terms of language development and cultural literacy.

Deputy Headteacher, Stanley Road Primary School, Oldham



Number of **primary** and **secondary** schools that have introduced or developed classical subjects with support from Classics for All.



Percentage of those schools with higher than average Free School Meals.



44%

Percentage of schools supported by Classics for All in areas ranked in deciles 1-4 in the Index of Multiple Deprivation.

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 other 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, and perhaps more importantly on their 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.

Support from Classics for All has given us the opportunity to be brave and bold, to do something different with our pupils. This will enable them to gain cultural capital and open doors that may have been previously closed to them.

Assistant Headteacher, Stoke Park School, Coventry



Our Key Activities

Continuing Professional Development

- We support teachers, often non-specialists, to introduce or develop classical subjects in their schools.
- We have trained (both online and face-to-face) over 5,000 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.

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 20 independent schools including Harrow and Bristol Grammar School to mentor and advise colleagues in state schools.

Advocacy

- We make an evidence-based case for classics with state schools, policymakers and donors.

Developing new approaches to classics teaching

- We develop stimulating resources for teaching classics and ancient languages in primary and secondary schools.
- We work with cultural institutions, authors and academics to increase pupils' interest in the ancient world.

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.

Studying Latin had impacted positively on 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:

- To support at least 1,500 state schools and 7,000 teachers to teach classics sustainably, largely as part of the school curriculum.
- Develop a comprehensive suite of resources for all pupils studying classics from Key Stage 1-5.
- Reach 200,000 pupils cumulatively. Our data will show that 40% 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 15 regional classics networks and securing regional funding to expand their activities.
- Work in partnership with museums and cultural heritage organisations to extend our reach and make classics more accessible to state school pupils.



Classical studies are often seen as the preserve of more affluent schools but, with such a wide scope—language, religion, philosophy, history, oratory, art, archaeology, myth, poetry and much more—they offer young people of all backgrounds a chance to broaden their perspectives, to think critically, to develop skills in research, analysis and interpretation and to gain access to great literature.

Deborah Hughes, Bishop Hatfield Girl's School

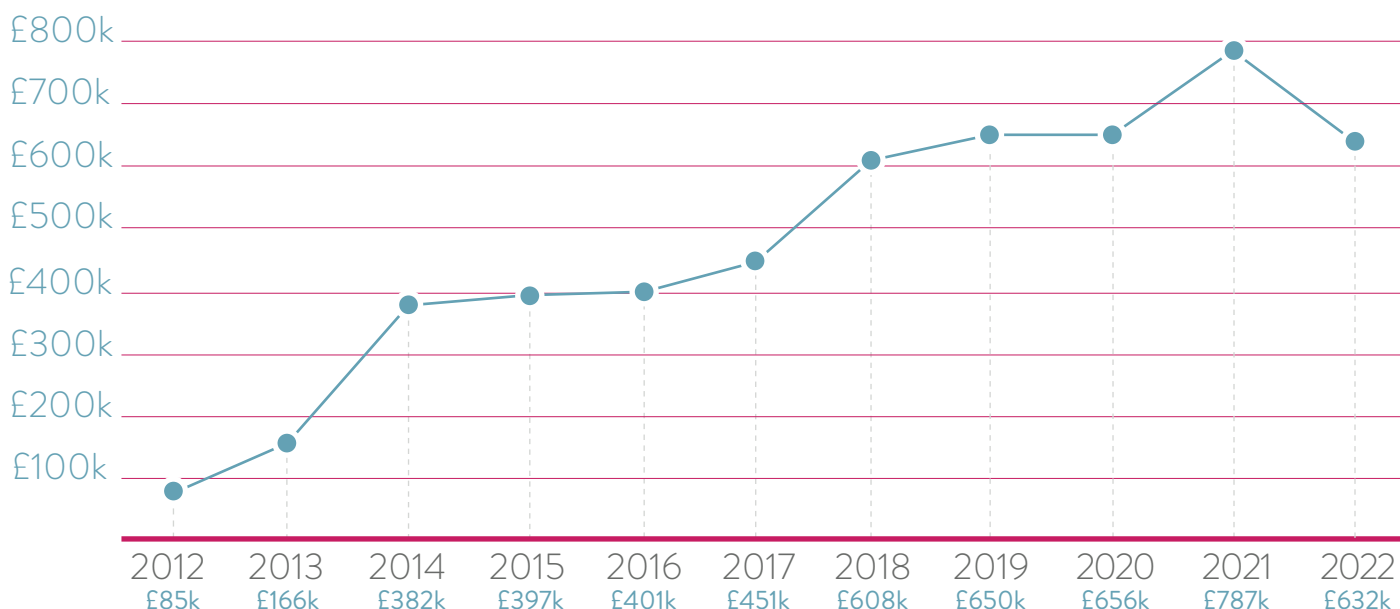
Fundraising

We receive no government funding and raise funds each year from individuals, trusts and foundations. It is only thanks to their donations that we are able to offer free support to state primary and secondary schools.

The cost of starting up a classical subject in a school is approximately £3,000 per school and demand is growing.

In order to reach our target of supporting 1,500 schools and 7,000 teachers by 2025, we need to increase our annual income from £632k in 2022 to £800k per year by 2025.

Donation Income 2012–2022



The Financial Picture

To date, we have:

- Raised over £5.1m from donors, including £1.3m from 50 trusts and foundations.
- Raised over £500k in kind or cash from university partners and donors.
- Achieved significant and sustainable impact at low cost—roughly £3,000 per school.

Our Growth

Since 2012, our donation income has grown year on year, peaking at £787k in 2021 thanks to a successful Gala Dinner, which raised £254k. We preserved our growth trajectory in 2020 and 2021 despite the challenges of the pandemic.

In 2022, our ambitious fundraising target of £689k proved challenging in an uncertain fundraising climate. Nevertheless, we ended the year with sufficient funds to meet our programme expenditure.

We continue to manage our reserves to allow for fluctuations in income and expenditure during unpredictable times.

Sources of Income and Expenditure 2022

Source of Income (£632k in 2022, including £1.2k bank interest)



Expenditure (£632k in 2022)



To raise donations and our profile, we run an annual events programme for our donors, our Lawyers Group and the general public.

In 2022, highlights of the programme included a close encounter with Mary Beard, an entertaining foray into ancient Greek music with Professor Armand D'Angour, and our fascinating annual mock trial of a classical character at the Supreme Court.

Acknowledgements

We would like to thank our donors warmly for their generous support and commitment to date. It is only through their generosity that we are able to fulfill our vision of making classics available to all young people, regardless of their background or ability.

Each year, we publicly acknowledge the generosity of donors who have given £100 or more to Classics for All by listing them on our website: classicsforall.org.uk/donor-recognition. The names of our donor recognition categories are inspired by the classical world.

We are particularly grateful to the trusts and foundations who have supported us in 2022:

The A. G. Leventis Foundation, The Anglo-Hellenic League, The Basil Samuel Charitable Trust, The CPF Trust, The Fitton Trust, The Foundation for Platonic Studies, Garfield Weston Foundation, Gatsby Charitable Foundation, Goldman Sachs Gives UK, The Headley Trust, John Coates Charitable Trust, Jowett Copyright Trust, The Julia and Hans Rausing Trust, Marsh Charitable Trust, The Michael Marks Charitable Trust, The Polonsky Foundation, The Rank Foundation, The Rushworth Foundation, and others who wish to remain anonymous.

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