

Assembly Hall Theatre

Royal Tunbridge Wells

Theatre Show School Teacher Feedback Research
Findings Report

Produced by:

Research Business Support and Solutions
www.voiceofyourcustomers.com

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1.0 INTRODUCTION

The Assembly Hall Theatre Marketing Manager commissioned Simon Davies to provide data capturing services, and analysis of the recent survey to evaluate the recent Teacher's Feedback Survey, following school's visits to a play. This will allow The Assembly Hall Theatre to take on board comments from teacher groups and evaluate services provided by staff, and other theatre amenities and facilities used during their visit.

The objectives of this research are to investigate the following amongst customers:

- identify awareness of media used
- evaluate the ease of the booking process
- evaluate contents of the teacher pack
- identify potential future improvement
- identify school requirements to future planning and risk assessments

2.0 METHODOLOGY

The Assembly Hall Theatre distributed feedback forms to all teachers attending the school's workshop/play event within a teacher's information pack.

3.0 ALL RESPONSES

Results for the survey are based on 25 completed questionnaires returned, representing a response rate of 42.3% out of 59 questionnaires distributed.

It should be known at this that a response sample of 25 completed questionnaires will not be statistically significant and therefore should be treated with a degree of caution.

The survey results presented in this report are an overall picture of teachers' opinions of their experiences to services provided and used.

4.0 MRS CODE OF CONDUCT

Simon Davies abides by the Market Research Society's Code of Conduct, which states the following:

'When reporting on the results of a marketing research project the Researcher must make a clear distinction between the findings as such, the Researcher's interpretation of these and any recommendations based on them'.

'Where any of the findings of a research project are published by the Client, the latter has a responsibility to ensure that these are not misleading. The Researcher must be consulted and agree in advance the form and content of publication, and must take action to correct any misleading statements about the research and its findings. Researchers must not allow their names to be used in connection with any research project as an assurance that the latter has been carried out in conformity with this Code unless they are confident that the project has in all respects met the Code's requirements'.

We therefore recommend that all research that is published should carry the following statement:

'This survey was completed by 30 school teachers to the Assembly Hall Theatre, Royal Tunbridge Wells between November 2006 and December 2006, following their visit to attend a school workshop/play – Source: Assembly Hall Theatre 2006/07'.



5.0 EXECUTIVE SUMMARY

- All teachers stated that their students enjoyed their visit to the theatre.
- All booking procedures were rated easy, with making payments seen to be the easiest for all school teachers.
- Only one school had difficulties with booking procedures.
- Theatre Guide and School pack's were the most successful media used to generate awareness.
- Most teachers found the teacher packs useful.
- Some teachers did not receive a teacher pack.
- The average time require to organise school group visits is just under six weeks
- Teachers tend to mention costs, travel, and road safety the biggest problems when organising school visits to the theatre.

6.0 ABOUT THE EVENT

All 25 teacher's attending the Assembly Hall Theatre to see Kensuke's Kingdom indicated that their students were happy with their visit, with five teachers stating further that their students had 'thoroughly enjoyed the event', 35.7%.

A further two teachers stated their students liked the 'scenery', 14.3%, they had received 'excellent feedback', and 'It brought the book alive'. However, two teachers gave mention to the seating close to the front was uncomfortable, and too close.

Table 1: Statistics for comments made by students

Q8: Elaborate on particular comments	
<i>Thoroughly enjoyed event</i>	5 35.7%
<i>Liked the scenery</i>	2 14.3%
<i>Uncomfortable seating close to front</i>	2 14.3%
<i>Excellent feedback</i>	2 14.3%
<i>It brought the book alive</i>	2 14.3%
<i>Liked the lighting</i>	1 7.1%
<i>Liked the chairs</i>	1 7.1%
<i>The Play did not match sequence of book</i>	1 7.1%
<i>It made the children think</i>	1 7.1%
<i>Preferred Jungle Book</i>	1 7.1%
<i>Liked the Ice creams/drinks</i>	1 7.1%

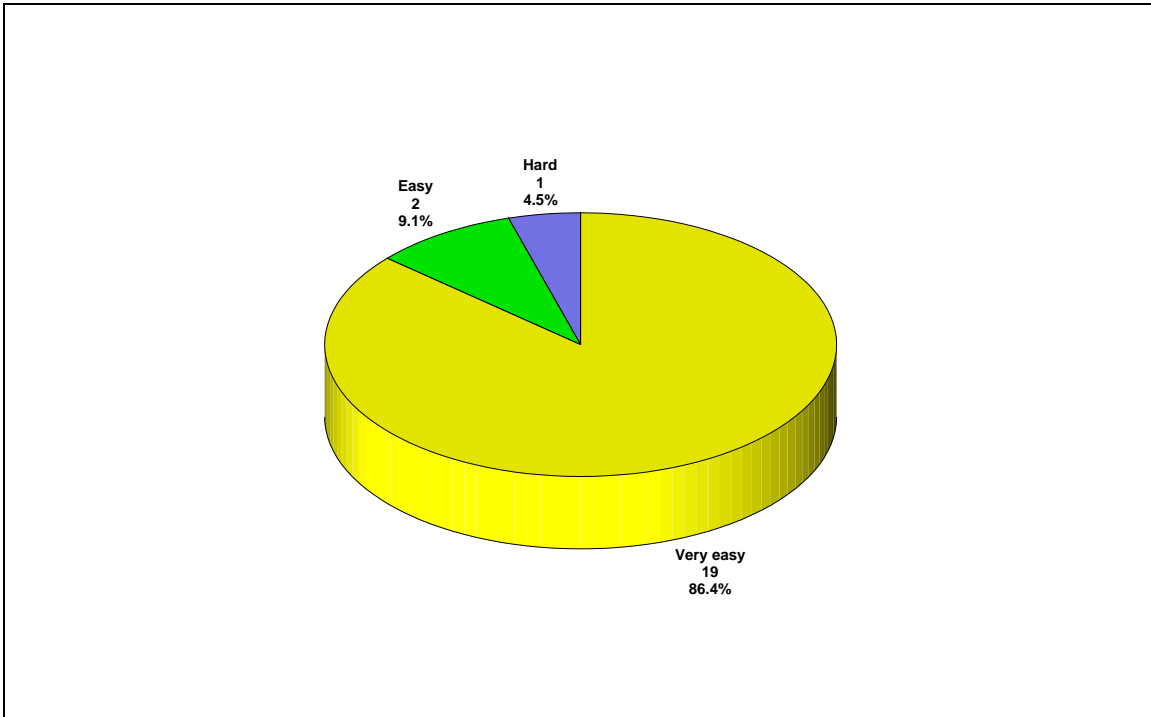
7.0 EASE OF BOOKING PROCESS

In this next section, respondents were asked to rate their experience with elements of the booking process using a scale of one to five, where 1 = very easy and 5 = very difficult.

7.1 UNDERSTANDING OF THE BOOKING PROCESS

Twenty one teachers, 95.5% indicated that it was 'easy' to understand the booking process, providing a mean rating of 1.22 out of 5.0.

Figure 1: How easy did you find to understanding the booking process?

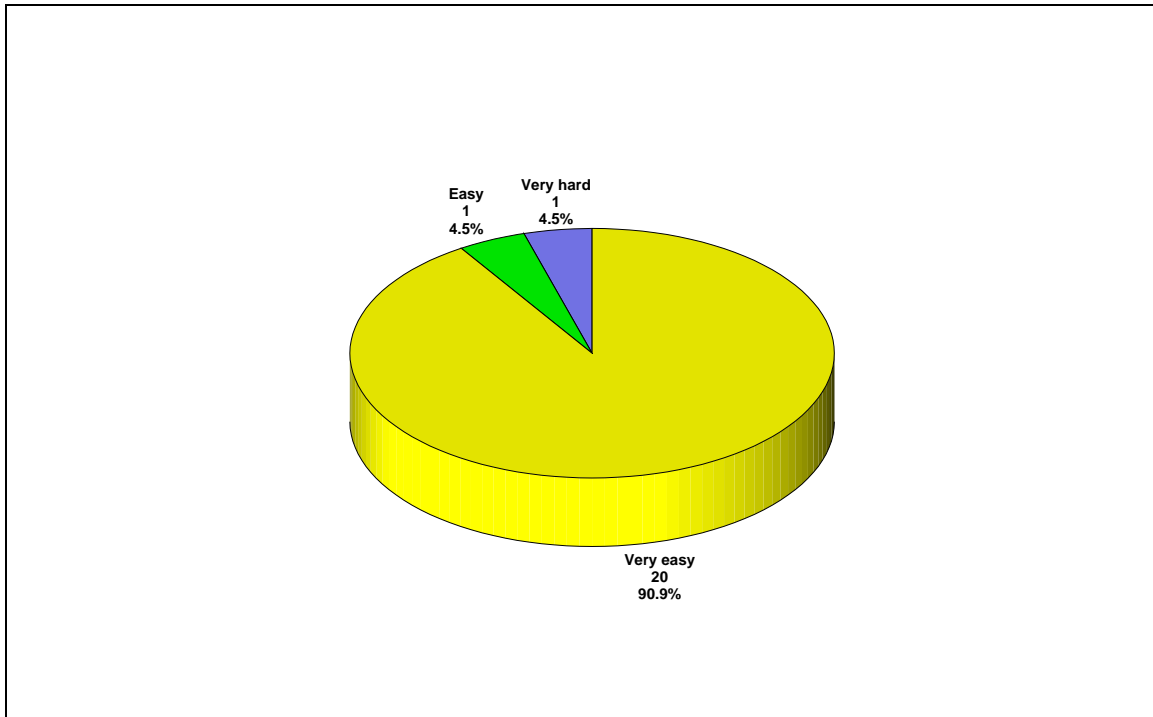


Only one teacher found the booking process 'hard', Bell Wood CP School. No further comments were evident to explain why this school answered in this way.

7.2 MAKING A RESERVATION

Twenty one teachers, 95.4% indicated that it was 'easy' when making a reservation/provisionally making a booking, providing a mean rating of 1.22 out of 5.0.

Figure 2: How easy did you find making a reservation/provisionally making a booking?

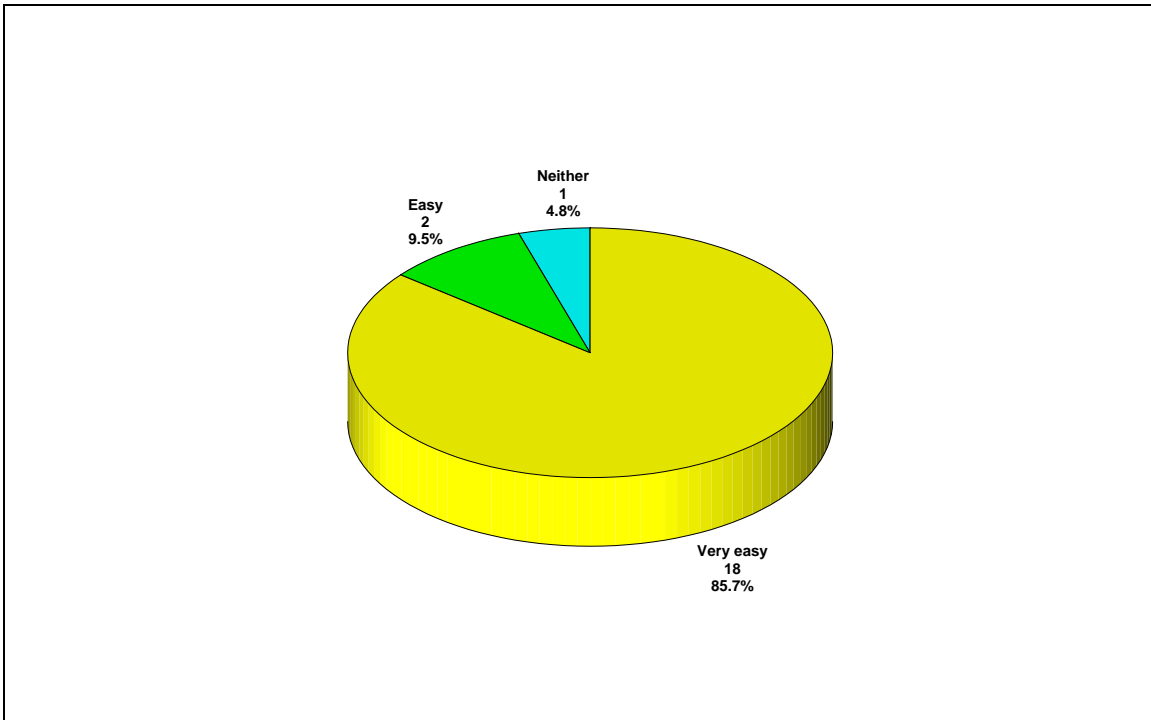


Only one teacher found making a reservation 'very hard', Bell Wood CP School. No further comments were evident to explain why this school answered in this way.

7.3 GETTING INFORMATION

Twenty teachers, 95.2% indicated that it was 'easy' when getting information/getting through to the box office, providing a mean rating of 1.19 out of 5.0.

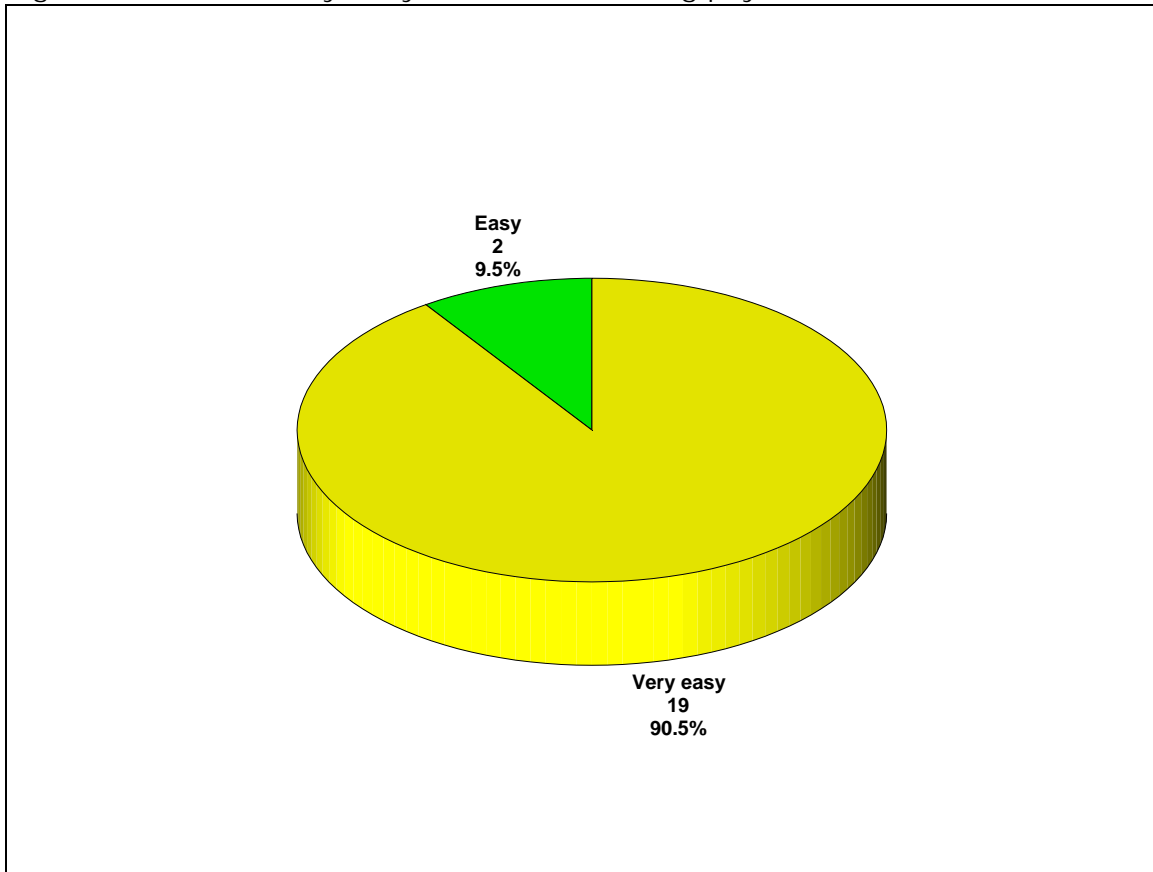
Figure 3: How easy did you find getting information/getting through to the booking office?



7.4 MAKING PAYMENTS

Twenty one, (all valid responses) indicated that it was 'easy' to make payments, providing a mean rating of 1.09 out of 5.0.

Figure 4: How easy did you find it in making payments?



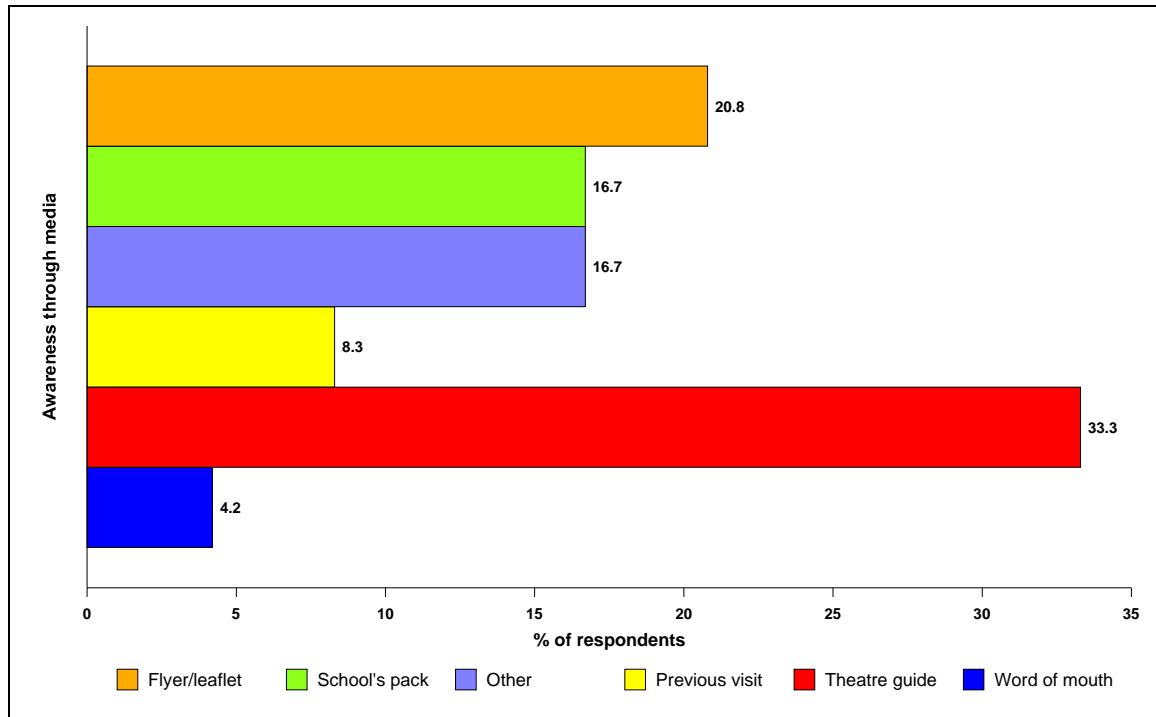
Four teachers provided further comments about the booking process. These are anonymously provided verbatim below.

- *'I understand why no tickets but it would be helpful to know the seat allocation in advance to ensure all supporting adults know where they are heading'.*
- *'Make sure information about the location of the workshop is communicated at the time of the booking as we went to the Assembly Hall as not been told was at school'.*
- *'More telephone lines to allow for contact after initial booking has been made. Also manning of telephone after school hours, when it is often difficult to phone'.*
- *'I spoke to Dawn Gabriel who arranged the tickets. I am the family liaison in the school. Teaching answered the questions following'.*

8.0 AWARENESS OF SHOW

Eight school teachers, 33.3% became aware of the show through the Theatre guide, followed by 20.8% or five teachers aware through Flyer/leaflets. A further 16.7% or four teachers aware through the School's pack.

Figure 5: How did find out about the show you came to see with your students?



Teachers were less likely to become aware of the Theatre show from making 'Previous visits', and/or through 'Word of mouth'.

Other sources were mentioned albeit in single occurrences:

- Billboard
- Local paper
- Tickets sponsored
- Local paper

Table 2: Statistics for Awareness of show

How did you find out about the show you came to see with ...	
<i>School's pack</i>	4 16.7%
<i>Previous visit</i>	2 8.3%
<i>Word of mouth</i>	1 4.2%
<i>Theatre guide</i>	8 33.3%
<i>Flyer/leaflet</i>	5 20.8%
<i>Other</i>	4 16.7%

9.0 TEACHER'S INFORMATION

Nine teachers, 36.0% claim to have not received a teacher's pack, Figure 6. However, of those that claim to have received this information, fourteen teachers, 56.0% found it useful/good.

Figure 6: Did you receive a teacher's pack? If so, how useful did you find the contents?

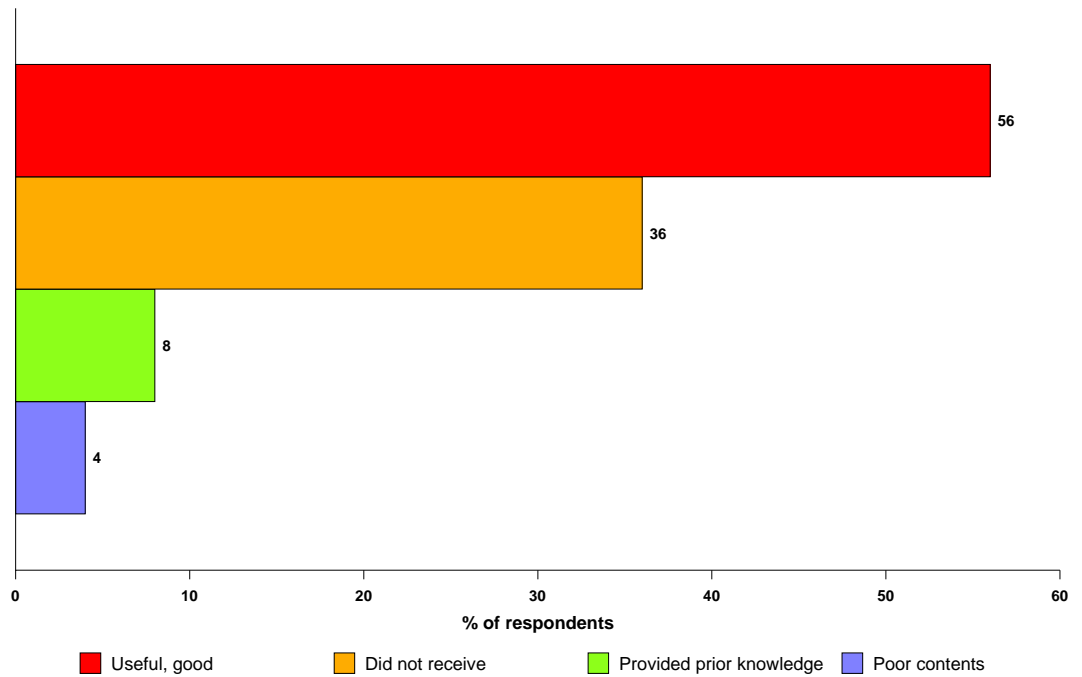


Table 3: Statistics for teacher's information pack

Q5: Usefulness of teachers pack	
<i>Useful, good</i>	14 56.0%
<i>Did not receive</i>	9 36.0%
<i>Provided prior knowledge</i>	2 8.0%
<i>Poor contents</i>	1 4.0%

Two teachers gave extra comments as to what else could be included that would be useful. One teacher suggested 'Author information/interviews', and one suggested 'Website details'.

10.0 VISIT IMPROVEMENTS

Eight school teachers provided further suggestions as to how their visit could have been improved. Suggestions received were:

Table 4: Statistics for visit improvements

Q9: How can visit have been improved?	
<i>Did not get refreshments / More notice to buy</i>	2 25.0%
<i>Problems parking, buses</i>	2 25.0%
<i>Provide free programme / drink</i>	1 12.5%
<i>More toilets</i>	1 12.5%
<i>Staff to help with refreshments</i>	1 12.5%
<i>Improve scenery</i>	1 12.5%

10.1 THEATRES IMPROVEMENTS TO MAKE IT EASER FOR GROUP VISITS

Fourteen school teachers provided further suggestions as to how they felt the Assembly Hall theatre could make it easier for teachers to bring groups of students.

Three teachers stated 'costs, travel, seating', followed by parking and some safety issues for improvements.

Other suggestions are to provide joint travel + theatre tickets, backstage visits, greetings upon arrivals, and signage. Table 5

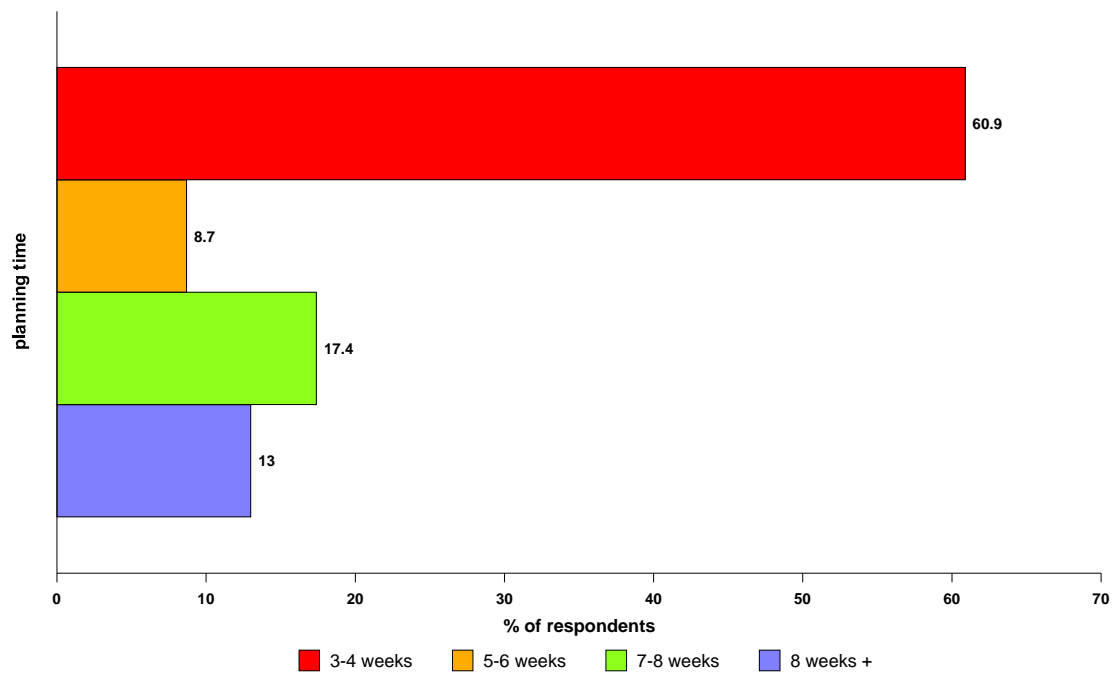
Table 5: Statistics for theatre visit improvements

Q10: What would make it easier to bring group of students?	
<i>General Parking/coach parking</i>	3 21.4%
<i>Costs, travel/seats</i>	3 21.4%
<i>To see teachers pack/communications about workshop prior to visit</i>	2 14.3%
<i>Signage, school names on chairs</i>	2 14.3%
<i>Zebra crossing outside theatre</i>	1 7.1%
<i>Main road dangerous, busy</i>	1 7.1%
<i>Nothing more, everything positive (organised, greetings)</i>	1 7.1%
<i>To see theatre layout prior to visit</i>	1 7.1%
<i>Provide joint theatre+travel as one ticket</i>	1 7.1%
<i>Provide backstage visits</i>	1 7.1%

11.0 PLANNING AND RISK ASSESSMENT

When planning a school trip to the theatre, fourteen school teachers, 60.9% have indicated that they require a minimum of four weeks planning time to organise a visit. A further two teachers require 5-6 weeks and four teachers require 7-8 weeks. The average time is 5.7 weeks.

Figure 6: How much notice do you need to bring a group of students to the theatre?



Time required to organise theatre visits for groups has been provided according to school.

Plumton	12 weeks	St Peter's CEP	4 weeks
St Michael's Primary	12 weeks	St Mark's CE Primary	4 weeks
Little Horsted	12 weeks	Edenbridge Primary	4 weeks
Claremont	8 weeks	St George's CEP	4 weeks
Chevening C of E Primary	8 weeks	Stoke Brunswick	4 weeks
Nutley CE Primary	8 weeks	Platts Heath CEP	4 weeks
Penshurst	8 weeks	Cobham Hall	4 weeks
Sussex Road School	6 weeks	Bell Wood CEP	3 weeks
Buxted Primary	6 weeks	Rolvenden Primary	3 weeks
Fordcombe CEP	4 weeks	Frant CEP	3 weeks
Laughton Community Primary	4 weeks	Oak Trees Community	3 weeks
North Borough Junior	4 weeks		



11.1 RISK ASSESSMENT

All school teachers indicated it would be useful to be supplied in advance with a risk assessment. However, a couple indicated that they would insist upon using the school's template/format.

12.0 FINAL COMMENTS

The final part of the survey gave school teachers the opportunity to provide any other comments in relation to their visit and experience.

The main comments given have been provided in Table 6, many of which are of a positive nature.

Table 6: Final comments

Q12: Any other comments	
<i>Enjoyed visit, was a good afternoon</i>	5 29.4%
<i>Complete/collect forms immediately after event</i>	4 23.5%
<i>Good toilet facilities</i>	2 11.8%
<i>Workshop did not materialise</i>	2 11.8%
<i>Superb performance</i>	2 11.8%
<i>Orangutans were superb</i>	1 5.9%
<i>Better if shown in summer term (school holidays)</i>	1 5.9%
<i>Please show WWII dramatisation</i>	1 5.9%
<i>Provide free programme</i>	1 5.9%
<i>Provide teachers with free tea/coffee</i>	1 5.9%
<i>Cost of drinks, ice creams too high</i>	1 5.9%
<i>Limit student # per work shops</i>	1 5.9%
<i>Play was consistent with school work</i>	1 5.9%
<i>School workshop excellent</i>	1 5.9%
<i>Very good venue</i>	1 5.9%
<i>Transport problems/costs</i>	1 5.9%
<i>Need more toilets</i>	1 5.9%