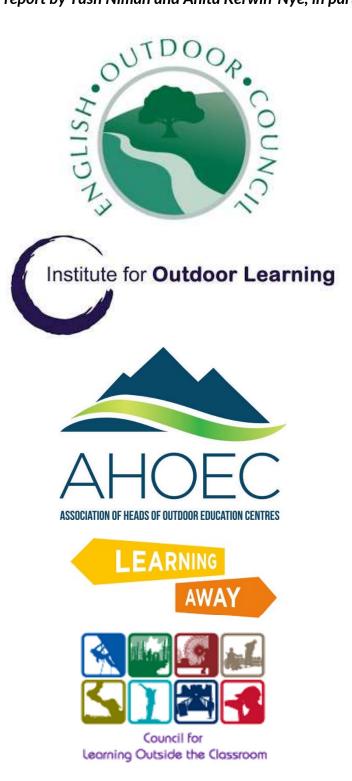


THE WILD
SIDE:
OUTDOOR
LEARNING
IN SCHOOLS

## Work on the Wild Side: Outdoor Learning and Schools

A notdeadfish report by Tash Niman and Anita Kerwin-Nye, in partnership with



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'Outdoor Learning is not a subject or a topic; it is a way of teaching'- Plymouth University, 2016

### Introduction

That children and young people benefit from being outside has almost universal agreement. That not all children and young people are spending as much time outside as they should is also well evidenced.

Teachers, school leaders, parents and others with an interest in education generally support the principle that schools have a key role in ensuring that all children and young people benefit from being outdoors – from outdoor learning, to residentials away from home, to more time outside the classroom.

However, in a time of restricted curricula, reduced school budget, high accountability frameworks and a context in which school leaders are hyper aware of 'risk', in every sense of the word, there is a justified fear that schools might deprioritise outdoor learning.

This short paper does not rehearse in depth the considerable evidence on the impact or importance of outdoor learning and, as Learning Away put it, Brilliant Residentials. Rather it aims to demonstrate that those schools, which by any measure are leaders in the system, place a high value on learning beyond the classroom. It is a paper to contribute to ongoing debate on best approaches to ensuring all children and young people have high quality outdoor learning and residential experiences.

We analysed the UK primary and secondary schools with the highest Progress 8 scores and winners of the Pupil Premium Awards, and summarised what they said about residentials and outdoor learning in their external prospectuses and websites, and what inspectors said about the same topic in their most recent Ofsted reports.

Our conclusions below are based on this research, and we include data on those that integrate outdoor and residential learning into their curricula, as examples of how this approach can create academic excellence.

### The report includes:

- A short summary of the evidence base for outdoor learning and residential provision
- Details on how the current accountability levers in schools see outdoor learning and residentials
- A table that outlines a selection of top schools by current accountability measures and details of how they reflect residentials and outdoor learning for external consumption
- A summary of where Ofsted and other external judgements have placed a value on residentials and learning outdoors

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Our hope is that this will help to equip other schools with the confidence to spend valuable time and resource on outdoor learning and – alongside groups such as those whose logos appear on this publication – we will contribute to creating a community of practice between schools to help share what works well in learning outside the classroom. This report forms part of notdeadfish's pro-bono work on sharing partnerships and learning across and between the charity and schools sectors.



# Does outdoor learning and residential provision have an evidence base?

Outdoor learning is not a revolutionary idea: break times and the virtues of fresh air have been a part of educational theory since time immemorial. Breaks in the school timetable and being outdoors in a less regulated space are closely associated with soft skills and well-being, and are times when friendships are formed, games are created and the pressures of school are relieved. Despite the positive associations of being outside, however, the opportunity to do so tends to be restricted to break times and PE lessons and is not incorporated into learning contexts. As mental health issues continue to rise amongst pupils, new tactics need to be put in place to try and improve student's well-being and one suggested approach is the use of outdoor learning.

Recent research has found that outdoor learning has a positive impact both academically and personally. The GLA (2011) released findings stating that when children spent time in nature, there was an improvement in both mental health and scientific learning. These findings were replicated by Fuller, Powell and Fox (2016) who conducted a three-year project in which they found that visiting outdoor residential centres led to an increase in pupil's confidence as well as academic improvement. The benefits are not restricted to individual development: research has found that outdoor learning impacts how pupils work and socialise with peers (Christie, Higgins & McLaughlin, 2014, Learning Away, 2015). Leaving the classroom not only benefits pupils, but teachers as well. Natural England (2016) found that outdoor learning had a positive impact on teaching delivery as well as their personal health and wellbeing.

Despite this growing body of evidence, there has been a decline in the number of schools embracing the medium of outdoor learning (Natural England, 2016). One suggested reason for this is attitudes within the school system. The report states that when senior leaders supported the use of outdoor learning and appeared open-minded, teachers felt more confident to take children outside. Research suggests that by altering the term 'classroom' to 'learning space', more lessons may start to take place in an alternative environment and a shift in culture may occur.

In the 2011 DEFRA White Paper *The Natural Choice: securing the value of nature*, it was reported that children are becoming more disconnected from the natural environment and spending less time outdoors. To address this, the government pledged to provide children with the opportunity to experience and learn about the natural environment by 'removing barriers to learning outside and increase schools' abilities to teach outside when they wish to do so'.

Following this report the Natural Connections Demonstration Project (2012) undertook a four-year initiative, aiming to investigate how outdoor learning is used. The project collaborated with 125 schools and over 40,000 pupils and concluded that a distributed model of delivery increased the use of outdoor learning. This method has been shown to work in other areas of education and involves schools recruiting and supporting those less experienced.

The project was able to pinpoint a number of positive findings;

- 95% of children surveyed said outdoor learning makes lessons more enjoyable
- 90% said they felt happier and healthier
- 93% of schools said outdoor learning improves pupils' social skills
- 92% of schools said it improves pupils' health and wellbeing and engages them with learning
- 85% of schools saw a positive impact on behaviour
- 90% of staff surveyed found outdoor learning to be useful for curriculum delivery
- 72% of schools reported that outdoor learning had a positive impact on teachers' health and wellbeing
- 79% of teachers surveyed said outdoor learning had a positive impact on their teaching practice and 69% said it had a positive impact on their professional development
- 72% said outdoor learning improved their health and wellbeing and 69% said it had a positive impact on their job satisfaction

Alongside outdoor learning, the use of residential provision - whether tents on the school field or a group stay in a hostel - has been shown to have significant impact on well-being and attainment. Sir Tim Brighouse made a residential stay an entitlement for every Birmingham child in his programme of work during his time as Birmingham's Chief Education Officer and this work, with the support of the Paul Hamlyn Foundation, helped to form the Learning Away programme.

Learning Away have created the #BrilliantResidentials campaign, arguing that when delivered successfully, residentials can have a huge impact on schools, teachers and children and young people. An independent evaluation was conducted and it was concluded that Learning Away residentials:

- Improve students' engagement with learning
- Improve students' knowledge, skills and understanding
- Support students' achievement
- Foster deeper relationships
- Improve students' resilience, self-confidence and well-being
- Boost cohesion and a sense of belonging
- Widen and develop teachers' pedagogical skills

"Learning Away has shown that a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residentials are fully integrated with a school's curriculum and ethos"

York Consulting (2015)



# Does the accountability framework for schools value outdoor learning and residential provision?

### **Ofsted**

Ofsted is the best known arm of the schools accountability framework, inspecting providers and grading them from Outstanding to Inadequate.

It is not only teachers and pupils who recognise the benefits of outdoor learning experiences; Ofsted have celebrated the value of outdoor learning and published examples demonstrating how schools have effectively used this.

Recent Outstanding Ofsted reports note that;

'Extra-curricular opportunities include hiking, camping, adventure days, museum and theatre visits. These make a profound difference to the pupils' experience of the world and broaden their horizons. Pupils embrace all opportunities with open arms'

### Preston Muslim Girls High School, January 2017

'It is also enriched by special days in school and activities that take pupils out to new places to give them experiences that broaden their horizons and build self-esteem.'

### Shireland Hall Primary Academy, June 2016

'An exceptional range of opportunities offered outside of the classroom are all well attended and highly valued by both pupils and parents'

### Redland Green School, June 2016

'The curriculum includes numerous opportunities for pupils to learn beyond the school. Pupils participate in a broad range of trips which play a significant part in enriching the curriculum'

Oasis Academy Byron, June 2016

### **Progress 8**

School success is also measured through Progress 8, which aims to capture the academic improvement made between primary and secondary school across eight key subjects. These are English, Mathematics, three further qualifications that count towards the English Baccalaureate, and three further GCSEs or other approved qualifications on the DfE list.

The Department for Education (2017) believed that the introduction of this measure would 'encourage schools to offer a broad and balanced curriculum'.



Many top performing schools appear to see the benefit of outdoor learning and actively promote it on their websites:

'The school is fully committed to supporting field trips and visits. We are also keen to create as many 'memory makers' as we can throughout the year and insist that EVERY CLASS for Yr 1 upwards experiences either a trip or special event each half term.

### **Lower Kersal Primary School**

'From Year 2 onwards, each year group is given the experience of staying away from home. We believe this helps to develop confidence, social skills and friendships, all of which we value highly. These trips range from an overnight sleepover in the school hall for class 2, leading up to a weeks residential on the Isle of Wight for Class 6'

### **Corpus Christi Catholic Primary School**

'School outings and visits to places of interest are used to enhance the learning experiences of all children and supported by the PTA. Recent visits include; the Ashmoleum Museum, Warwick Castle, Green Park and our annual Pantomime trip.'

### **Ickford Primary School**

'Here at Sacred Heart, we believe that learning experiences do not just take place in the classroom, or even in school, but in our local community and further afield too. We appreciate that pupils learn and develop into well-rounded individuals when they are camping in the countryside of when they are visiting other countries and experiencing other cultures. This is why we offer an extensive programme of extracurricular and enrichment activities at Sacred Heart school, from after school sports clubs to trips abroad to places as far afield as Thailand, America and Spain'

### Sacred Heart Catholic High School

'Our expectation is that all students will take part in an activity outside of the classroom. These experiences will enrich their lives, improve their skills and help them to enjoy school life to the full.'

#### St Thomas More Catholic Comprehensive School

### **Pupil Premium**

It is well documented that children from disadvantaged backgrounds are more likely to do worse than their peers (DfE, 2015). One initiative in place to combat this is the Pupil Premium, additional funding is given to schools to try and raise the attainment of disadvantaged pupils and to close the gap between those from a low-income background and their peers.

In a letter to the English Outdoor Council, the Parliamentary Under Secretary of State for Children and Families, Edward Timpson MP, commented on the use of pupil premium, saying, 'This is funding aimed specifically at improving the academic attainment of disadvantaged pupils. The funding is given directly to schools to use as they see fit, because they know best the needs to their individual pupils. This can include expenditure on outdoor activities'.

Each year the schools who most effectively use their pupil premium funding are acknowledged with an award. Examples of how 2016 winners spend funding on Outdoor Learning can be seen below:

The Pupil Premium funding has enabled year 5 and 6 pupils to attend an Outward Bound residential. It was noted that 'The work of the (Outward Bound) Trust is well documented in a number of case-studies showing that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings. The school applies such learning to the school environment e.g. developing growth mindsets which improves co-constructed learning and outcomes.'

### Northern Saints Primary, Sunderland

'We subsidise school trips, such as the Y6 residential trip, to enhance the curriculum, ensure all children are able to participate and have the opportunity to experience new and challenging activities'

### Camp Primary and Nursery school, Hertfordshire

'Project: Offsite Residential Visits for Y5&6 (subsidised) Aim: provide other experiential learning for disadvantaged children outside of the daily curriculum. Outcome: disadvantaged children will benefit from the range of activities that they would not normally experience outside of the school day. As a consequence, learning will be more embedded and children will gain self-confidence.'

### **Ernesettle Community Primary School, Plymouth**

'We also believe that every child should visit our Outdoor Education Centre, Tirabad, at least once in their school career. Therefore we will fund one trip to Tirabad during your child's time at Maiden Erlegh'

#### Maiden Eriegh Secondary School, Reading



# Do the best performing schools value outdoor learning and residentials?

The schools in our table are schools that – by the current accountability frameworks and success measures – sit at the top of the tables.

While the report does not indicate the quality of outdoor learning or residentials offered by the schools analysed, the majority of schools with the highest Progress 8 scores, and all of those listed below, use the outdoor and residential programmes they offer in their external prospectuses or websites as an important and valuable part of the education they provide.

In conjunction with their high performance, this suggests a connection between an ethos of learning that includes outdoor and residential and academic strength.

### Recommendations

Given the clear benefits of outdoor learning, more needs to be done to ensure that children and young people are provided with the opportunity to leave the classroom. To improve access for every child to an experience outside it is recommended that:

- Senior Leader Teams are exposed to the benefits of outdoor learning. Research suggests that when SLT members support learning outside of the classroom, a shift occurs across the rest of the school with teachers becoming more confident in holding lessons outside. This could usefully be included in programmes for aspirant senior leaders
- There is careful monitoring of the impact of budget cuts and changes in accountability frameworks on both how many children and young people are accessing outdoor learning and residentials, and also on which children and young people are missing out
- Alter the language used to describe outdoor and residential learning so that outdoor learning is not seen as an enrichment activity, but rather an integrated part of the curriculum
- Develop low cost or resource-light provision that makes best use of partnerships between schools, and between schools and external providers

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# Top 20 primary and high schools along with promotion of outdoor learning on school website

		Website
School	Location	Website notes
Lowbrook Academy	Maidenhead, Berkshire	'The pond was designed and developed in 2012 as an outdoor classroom. It encompasses a deep water pond, a shallow water pond, running water feature, 2 bog gardens, a Monet bridge, the learning pod, Wi-Fi, outdoor cameras and class sets of pond exploring accessories.'  'Each class has specific units that they complete in this area throughout the year ranging form life cycles in Science to Impressionist art.'  'In addition to this the pond is often open at lunchtimes allowing the children to enjoy, explore and relax.'
Lower Kersal Community Primary School	Salford, Greater Manchester	'Lower Kersal Community Primary School is passionate about outdoor learning. Each year we offer residential trips to Prestatyn and Lledr Hall. These trips are always well-supported by our families and school is fortunate enough to have a caring staff who are willing to give up their own time to allow these trips to happen.'  'Excursions, such as to museums for history and to the countryside for geography, help support the learning process and connect theory with practice, allowing our students to experience the practical relevance of what they have been taught. They also inspire and engage.'  'School is fully committed to supporting field trips and visits. We are also keen to create as many 'memory makers' as we can throughout the year and insist that EVERY CLASS for Yr 1 upwards experiences either a trip or special event each half term.'  'School sets aside over £10,000 each year to support this work, enabling a wide range of excursions and special events to take place for free.'

		'Wild Wednesdays: Three times a year, teaching at Lower Kersal Community Primary School comes to a temporary halt. Instead of their usual timetable, students are given this time to explore a range of activities in an exciting, jam-packed day!'
Little Gaddesden Church of England Voluntary Aided Primary School	Berkhamstead, Hertfordshire	'Class 4 pupils attend two residential visits over a two year period, during the second half of the summer term. In alternate years, there is a five day visit to the Isle of Wight for historical, geographic and environmental study, and a three day visit to an activities centre, for outdoor and adventure pursuits as part of the PE curriculum. The children are usually accompanied on these visits by the Headteacher, their class teacher and one other adult (usually either a teacher or a governor). Parents are asked to pay for these visits, although costs are kept as low as possible.'
		'Visit include Redientials, Isle of Wight (HMS Victory tour and a beach visit), Amazon world and Carrisbrooke Castle, Tennyson Downs to Alum Bay and The Needles.'
Holy Redeemer Catholic Primary School	Pershore, Worcestorshire	Year 4 residential, follow up maths lesson in which data analysis was conducted to find out which activities the children enjoyed the most.
Ickford School	Buckinghamshire	'School outings and visits to places of interest are used to enhance the learning experiences of all children and supported by the PTA. Recent visits include; the Ashmoleum Museum, Warwick Castle, Green Park and our annual Pantomime trip.'
		'The school organises a residential trip for the pupils from Year 5 and 6 each year. The trip is co-ordinated by PGL who is the UK's leading provider of school trips and children's adventure holidays - offering outdoor

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		education and adventures of a lifetime to children since 1957. The trip takes place in the	
Rodmersham Primary School	Sittingbourne, Kent	spring term, alternately in the UK and France.'  A variety of trips are organised for all year groups. These include, Wingham Wildlife Park, the Natural History Museum, Rodmersham Church and the zoo.	
Milford Primary School	Derbyshire	EYFS- Gardening, Years 5/6 learned bush craft in the playground, KS1 trip to the National Forest as part of their science topics. Residential to the Kingswood centre.	
Stathern Primary School	Mowbray, Leicestershire	'Forest school'- used for art and team-work activities. The website promotes the fact that more lessons will be conducted outside, including maths.	
Colliers Green CofE School	Cranbrook, Kent	Children participate in forest school activities during two six week blocs.	
Leedstown Community Primary School	Hayle, Cornwall	Enrichment week includes Surfing and garden visits.	
Mary Tavy and Brentor Community Primary School	Tavistock, Devon	Pupils participated in an outdoor learning day, activities included; art, camp fire activities, story telling and outdoor maths. Year 6 pupils participate in a residential at Heatree Activity Centre.	
Temple Grafton CofE Primary School	Alcester, Warwickshire	Prospectus promotes outdoor learning for all years. Pupils in year 5/6 go on a residential visit.	
Ludworth Primary School	Durham	Received funding to develop their OPAL (outdoor play and learning) ethos. Older children go on residentials.	
St Elizabeth's Catholic Primary School	Belper, Derbyshire	Residentials, outdoor pursuits and enrichment activities are promoted.	
Dickleburgh Voluntary Controlled	Norfolk	Pupils take part in a variety of activities including residentials and visits to local villages.	

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Primary School			
Sheepy Magna CofE Primary School	Atherstone, Leicestershire	"The curriculum is a real strength of the school. The emphasis placed on active outdoor and ecological activities, including rearing hens, vegetable gardening and a wide range of sports gives the school a lively sense of purpose." Ofsted Sept 2012 Years 3-6 have the opportunity to visit a residential centre. Years 1 and 6 participate in in road safety schemes	
		"The residential visits at the beginning of term make a very strong contribution to the pupils' social development as well as giving them experience of demanding adventure activities. A good range of activities is also provided by the breakfast and after school clubs managed by the governing body. Pupils are confident and relaxed in this setting and enjoy good relationships with the staff employed to supervise them." Ofsted September 2011	
Betley CofE VC Primary School	Crewe, Staffordshire	Educational visits were noted as being important and each class participates in one visit per term. Junior children also attend a residential.	
Padbury CofE School	Buckingham	School trips are promoted, these include; residentials, forest school activities, science fairs, local villages and farms.	
Combe CofE Primary School	Witney, Oxfordshire	'The school has a beautiful garden which is peaceful place for the children to be and is a extremely useful area for environmental ar ecological study.'	
Bearpark Primary School	Durham	Outdoor activities include; residentials, rock climbing, gardening, church and theatre visits.	
Flintham Primary School	Newark, Nottinghamshire	Visits include residentials, the space museum, ice-skating.	
Brandling Primary School	Gateshead	Pupils participate in forest school activities, residentials, rock climbing.	

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Blackburn the Redeemer CofE Primary School	Blackburn	School trips were advertised on their website including a visit to a water park.		
Corpus Christi Catholic Primary School	Lambeth, London	'Classes make visits to places of interest throughout the year. By spending educational days away from the school, we aim to enhance the curriculum, taking it beyond the classroom and into other settings and contexts. During a child's time with us, they will be given the opportunity to visit a vast array of exciting museums, galleries, farms and other places of interest. Trips include a Black History Walk in Kennington, the National Portrait Gallery and the South London Synagogue.'  'From Year 2 onwards, each year group is given the experience of staying away from home. We believe this helps to develop confidence, social skills and friendships, all of which we value highly. These trips range from an overnight sleepover in the school hall for class 2, leading up to a weeks residential on the Isle Of Wight for Class 6.'		
King David Primary School	Manchester	5 day North Wales Adventure, elderly carehomes, theatre visits.		



### Top high schools based on their progress 8 scores 2016

https://www.compare-school-performance.service.gov.uk/schools-by-type?step=phase&geographic=all&region=0&phase=secondary

School	Location	Website comments	
Tauheedul Islam Girls'/Boys' High School	Blackburn	'Tauheedul offers a range of extra-curricular activities that allow all our young women to develop their unique talents and demonstrate a different set of skills and personal qualities beyond those required simply for academic success. These include; trips to places of interest, regular outdoor activities and Duke of Edinburgh Award.'	
St Andrew's Catholic School	Leatherhead, Surrey	Trips include Guilford Castle, Paris, Ypres and Berlin.	
		Harris Girls' Academy offer a variety of extra curriculum activities including water sports, zoo visits.	
Sheffield Park Academy	Sheffield	There is an annual trip to Anglesey for year 11 pupils, this focuses on maths as well as more adventurous activities.	
Outwood Academy	Worksop, Nottinghamshire	School trips include; Rome, New York, coastal towns, Duke of Edinburgh Award.	
Uffculme School	Cullompton, Devon	There is a wide range of outdoor pursuits advertised including, climbing, canoeing, caving, residential trips, Promote that they have 'a proud tradition in outdoor education.'	
St Thomas the Apostle College	Southwark, London	'We aim to offer a broad and enriched extra curriculum programme, ensuring that all boys have the opportunity for learning and enjoyment outside the classroom.' The schools also offers Duke of Edinburgh Award.	
Tunbridge Wells, Wells Girls' Kent Grammar School		'Beyond the classroom, TWGGS offers an unrivalled programme of extra-curricular activities designed to extend and challenge girls both physically and intellectually. In school there is a range of clubs and activities, many run by older girls; involvement in the Duke of Edinburgh Award and Arts Award is exceptionally high; and pupils regularly participate in field trips, theatre visits and	

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		j. ,.,, c sa.i .
		diverse competitions, from Maths to Languages.
		We are proud to be the only girls' state school in the country to have our own Combined Cadet Force, which firmly espouses the army values of loyalty, discipline, commitment, integrity, courage and respect for others. For older girls there are educational visits to Russia and Iceland, a ski trip, exchanges to France, Germany, Spain and India, and an expedition to Ghana, where girls work alongside a small charity, with which the school is linked.'
City of London Academy	Islington, London	'We are committed to nurturing rounded young people and we believe that clubs and hobbies provide opportunities for personal growth which will supplement the skills that students gain in the classroom.'
		Combined cadet force- 'The CCF is a unique educational partnership that operates in schools across the UK. Through enjoyable military themed and adventurous activities, cadets have the opportunity to take responsibility, develop skills such as leadership, self-reliance, resourcefulness, endurance and perseverance.'
Forest Gate Community School	Newham, London	'Students are also encouraged to take part in the wide range of extra-curricular activities that are available at the school. Opportunities are available for educational visits to museums and other venues throughout the year. Students also enjoy numerous day trips and residential visits abroad to develop their foreign language skills. This enriches students' learning and helps them to develop a wider range of skills.'
Sacred Heart Catholic School	Southwark, London	'Here at Sacred Heart, we believe that learning experiences do not just take place in the classroom, or even in school, but in our local community and further afield too. We appreciate that pupils learn and develop into well-rounded individuals when they are camping in the countryside of when they are

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		visiting other countries and experiencing other cultures. This is why we offer an extensive programme of extra-curricular and enrichment activities at Sacred Heart school, from after school sports clubs to trips abroad to places as far afield as Thailand, America and Spain.	
The Crompton School	Barnet, London	Trips include; Science trip to Epping Forest, Duke of Edinburgh Award, Hindleap Warren Outdoor Centre, Gardening clubs, Africa, Poland,	
Bridlington School	Bridlington, East Yorkshire	'We offer a comprehensive range of enrichment activities to nurture their talents and create opportunities for them to display those talents.' The school also offers combined cadet force.	
St Augstine's Catholic High School	Redditch, Worcestershire	Duke of Edinburgh Award, foreign language exchanges, museum visits.	
Ark St Alban's Academy	Birmingham	'We have exciting and engaging extended schools and enrichment programmes. These include extra-curricular classes, trips and visits and special events. We will provide residential and personal development experiences and opportunities for young people to participate in their local community.'	
Ursuline High School	London	'Our school motto, 'I Will Serve', permeates all aspects of school life and our students are encouraged to participate in activities which are designed to develop the whole person and allow them to extend themselves to others. Participation in the life of the school promotes a sense of belonging and pride in the school and is imperative to the success of every student. Our expectation is that all students will take part in an activity outside of the classroom. These experiences will enrich their lives, improve their skills and help them to enjoy school life to the full.' Trips include Normandy, Rome and Stuttgart.	
Tonbridge Grammar School	Tonbridge, Kent	'Your school experience goes beyond the class room.'. Pupils in years 7-9 experience outdoor residentials, Duke of Edinburgh Award, ski trips, 'It was exciting, constructive and	

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		definitely worthwhile.' (comment from a year 8 pupil)		
St Mark's Catholic Academy	Hounslow	Field trips/ trips abroad, Duke of Edinburgh Award are promoted.		
Paddington Academy	Westminster, London	'Extra-curricular activities are designed to broaden and develop the mind and body. Students have regular opportunities to visit museums, exhibitions and theatre, as well as longer residential trips both within the UK and abroad. We do our best to support extra curricular activities and also aim to support students in gaining accreditations, such as the Duke of Edinburgh Award Scheme.'		
St Thomas More Catholic Comprehensive School	Greenwich, London	'We believe in broadening the experience at school by a wealth of extra-curricular activities, which provide an important dimension to students' lives, giving scope for further achievement and plenty of fun.'		
Nonsuch High School for Girls	Sutton	'Students gain a great deal from participating in extra-curricular activities. Your daughter will develop a range of skills and talents through participation in clubs which will help her studies and is valuable preparation for life beyond Nonsuch'. These include Duke of Edinburgh Award, Cadet force, travel within the UK and abroad.		
Woodford County High School	Woodford, Redbridge	'Learning is the core function of a school, but it's not, of course, an activity confined to schools nor the classroom.'  The school offers day trips, expeditions and residentials. Trips include; Europe, Cambodia, Morocco, Ghana and Nepal.		
The Tiffin Girls' School	Kingston upon Thames	'Tiffin girls are encouraged to participate in the wide range of trips and visits on offer in school. The school offers a rich calendar of residential trips, the Duke of Edinburgh Award scheme for girls in Year 10 or above, and World Challenge expeditions.'		
Fulham Cross Girls' School	Hammersmith and Fulham, London	Residentials and field trips are available for all year groups.		

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### **Extracts from 20 recent outstanding Ofsted reports**

School	Provider type	Location	Ofsted feedback
Quarry Hill Academy	Primary	Essex	'The curriculum is supplemented with a range of high-quality visits and trips; for example: the Tower of London, Thameside Theatre, the zoo and the school council's visit to Parliament.' Early year provision 'The outside area provides equipment that allows children to develop their physical skills and learn how to take risks safely.'
Thoresby Primary School	Primary	Kingston- upon-Hull	Early Years provision: 'Activities, both inside and outdoors, entice and intrigue children, allowing them to safely explore and extend their knowledge of how the world works.'
Shireland Hall Primary Academy	Primary	Smethwick, West Midlands	'It is also enriched by special days in school and activities that take pupils out to new places to give them experiences that broaden their horizons and build self-esteem. In addition, there are afterschool clubs and regular day trips to educational sites. All key stage 2 pupils get the chance to take part in residential visits to outdoor activity centres.'
Hartley Primary Academy	Primary	Longfield, Kent	'Pupils are provided with a wide array of extracurricular activities which enhance their learning experience and contribute brilliantly to their understanding of the world around them. They go on residential trips, including to The Netherlands in Year 6.'  Early years provision; 'The outdoor
			learning space mirrors exactly the environment in both Reception classes. The children love it. Even when it is raining hard, pupils go outside to learn through play. Adults take turns to ensure they are supervised appropriately and make consistent and regular learning gains.'

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Parkfield Community School	Primary	Birmingham	'Pupils' knowledge and understanding are deepened and their progress accelerated as a result of a wide range of interesting, engaging and motivating lessons and extra-curricular activities. Regular trips, residential visits and visiting speakers, stimulate pupils' interest and creativity.'
St Teresa's Catholic Primary School	Primary	Bristol	Early years provision; 'The school has invested considerable time, money and effort into creating high-quality indoor and outdoor learning environments which substantially enhance the provision for the early years. As a consequence, children have stimulating experiences which allow them to make rapid progress. The newly installed outdoor space, in particular, provides an exciting area for the children to learn in, safely, under the close watch of vigilant staff.'
St Thomas' Catholic Primary School	Primary	Stoke-on- Trent	'In addition, the curriculum is organised to ensure that pupils benefit from a large number of trips to places of interest and visitors into the school to support their learning.'
			Early years provision; 'The early years outdoor learning area is used effectively by the children. Construction areas, mud kitchens and a soon-to-be-opened new learning space called the 'learning lodge' inspire children to explore and play.'
Barclay Primary School	Primary	Leyton, London	'Both the indoor and outdoor environments are appealing and filled with well-chosen, relevant and challenging activities.'
Oasis Academy Byron	Primary	Couldson, Surrey	'The curriculum includes numerous opportunities for pupils to learn beyond the school. Pupils participate in a broad range of trips which play a significant part in enriching the curriculum.'
			Early years, 'The indoor and outdoor areas provide stimulating opportunities

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			for children to develop their skills and understanding in each of the areas of learning.'
Crofton Infant School	Primary	Orpington, Kent	'Good use is made of outdoor activities to inspire pupils to write.'
			'Children particularly enjoy their visits to the nature area in the school grounds set aside for outdoor learning. Having put their waterproof clothing and wellington boots on, they create traps for dinosaurs, identify insects and plants, and dig in the mud. During the inspection, children's enthusiasm, engagement and sustained positive attitudes were notable, despite the onset of heavy rain. At all times, indoors and out, children are kept safe.'
			'A broad range of extra-curricular clubs allow pupils to develop interests beyond the National Curriculum subjects.'
Preston Muslim Girls High School	Girls Secondary	Preston, Lancashire	'Extra-curricular opportunities include hiking, camping, adventure days, and museum and theatre visits. These make a profound difference to the pupils' experience of the world and broaden their horizons. Pupils embrace all opportunities with open arms.'
			'The curriculum and extra-curricular activities make a profound difference to the experiences of the pupils.'
Levenshulme	Mixed Secondary	Manchester	'A very wide range of sporting, cultural and academic extra-curricular activities attracts the girls in large numbers. Inspectors observed a house assembly when the senior student council explained how staff explicitly plan these activities to enhance resilience, organisation, presentation, communication, initiative, leadership and confidence'

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Harris Academy Upper Norwood	Girls secondary	Upper Norwood, London	'Trips, visits, [] are a key element of the curriculum, all broaden students' horizons and contribute to their excellent preparation for life in modern Britain' 'Participation is encouraged but is not
			yet high enough.'  'With a large number of eligible students, the use of pupil premium funds is considered carefully, activities
Perry Beeches II The Free School	Mixed Secondary	Ladywood, Birmingham	have included trips and residentials'  'Social, moral, spiritual and cultural development is as important to the school as academic success. Frequent visits to places of worship, museums, theatre, outdoor pursuits combine effectively with visits from business people, artists and performers, politicians, public services and local community groups'
Bacup and Rawtenstall Grammar School	Mixed Secondary	Rossendale, Lancashire	'Leaders target the use of the pupil premium fund in a bespoke and proportionate manner. This ensures that disadvantaged pupils are able to access extra-curricular activities and trips and have the resources they need to succeed in their learning.'
Hitchin Boys' School	Boys Grammar School	Hitchin, Herts	'Enrichment through visits and visitors is common. In the past year, this included 14 residential experiences and 20 day visits involving over half the pupils. The range and quality of extracurricular activities are reflected in extremely high levels of participation.'
			'The Hitchin Boys' Chronicle, written by the pupils, contains many articles that reflect very positive behaviours in and out of school, in England and abroad.'
Redland Green School	Mixed Secondary	Bristol	'An exceptional range of opportunities offered outside of the classroom are all well attended and highly valued by both pupils and parents. Clubs and trips, including university visits, sports teams

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			and the Duke of Edinburgh's Award scheme offer additional experiences for pupils to develop their skills and interests. Leaders have established further plans to ensure that enrichment activities are an entitlement for all pupils and integral to the school day.'
Riddlesdown Collegiate	Mixed Secondary	Purley, Surrey	'Many pupils attend the very wide variety of extra activities during lunchtime and after school. An impressive array of trips and visits during the year extends pupils' learning and experiences superbly.'
			'For example, there are some 86 trips this year ranging from visits to theatres, museums, the House of Commons and Southwark Cathedral to New York, Spain and France. These cover nearly all subjects including English, mathematics, science, history, geography, design and technology, music, classics and Latin.'
All Saints RC School	Mixed Secondary	York	'There is an extensive range of opportunities for pupils to develop both emotionally and personally.'
			'Pupils also benefit from the wide range of trips and visits on offer including trips to Osmotherley and Bewerley Park, along with foreign exchange visits to France, Germany and Spain. As a result, the spiritual, moral, social and cultural opportunities are extensive and many pupils attend after-school clubs.'
Outwood Academy Adwick	Mixed Secondary	Doncaster	'A wide range of trips and visits, including an annual residential trip for the whole of Year 8, is used extremely well to considerably enhance learning'
			'As a result, the pupils' spiritual, moral, social and cultural development is outstanding.'

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## **Pupil Premium Award Winners**

School	Provider type	Award	Comments
Northern Saints, Sunderland	Primary	Joint National Winner	Northern Saints commented that more needed to be done to ensure 'that there was a wider range of after school activities and additional visits for eligible pupils to inspire writing, reading and maths application of basic skills' and aimed to 'increase the opportunity for pupils to attend residential adventurous activity courses'.
			In order to achieve these aims the school has used £7,500 of their pupil premium and put it towards community projects and forest schools. The Pupil Premium funding has enabled year 5 and 6 pupils to attend an Outward Bound residential.
			It was noted that 'The work of the (Outward Bound) Trust is well documented in a number of case-studies showing that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings. The school applies such learning to the school environment e.g. developing growth mindsets which improves co-constructed learning and outcomes.'
Norbridge Academy, Nottinghams hire	Primary	Regional Winner, East Midlands	'The Pupil Premium funding ensures all children participate in school visits and residential trips. We work closely with families to ensure that financial barriers to participation are removed.'
Camp Primary and Nursery School, Hertfordshire	Primary	Regional Winner, East of England	'We subsidise school trips, such as the Y6 residential trip, to enhance the curriculum, ensure all children are able to participate and have the opportunity to experience new and challenging activities. We also subsidise swimming

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			lessons and places for children at after school clubs.'
Lower Kersal Community Primary School. Salford	Primary	Regional Winner, North West	'To subsidise educational visits. For some children this has a huge impact on their self-esteem and confidence.'  'School to support families financially to allow their children to attend a range of trips, visits and special events including two residential trips in Yr 5 and Yr 6.'  'Families are not charged for any trips, visits or special events. EVERY child in school benefits from this approach. School does not rely on donations from parents to run these, hence they are not cancelled and are guaranteed to take place helping enhance the curriculum and broaden children's life experiences. Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice.'
Ernesettle Community School, Plymouth	Primary	Regional Winner, South West	'Project: Off Site Residential Visits for Y5&6 (subsidised) Aim: provide other experiential learning for disadvantaged children outside of the daily curriculum. Outcome: disadvantaged children will benefit from the range of activities that they would not normally experience outside of the school day. As a consequence, learning will be more embedded and children will gain self-confidence.'  'Free educational visits 'Aim: to provide disadvantaged pupils with educational experiences outside the classroom to engage them with their learning and add to the rich educational offer. Outcome: All children will participate in at least one educational trip and receive an educational visitor once a term.'

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La Retraite RC Girls' School, Lambeth	Secondary	National Winner, London	'Extra-curricular activities & miscellaneous items; Subsidies for school visits, Duke of Edinburgh Award, Year retreats'
Ripley St Thomas CofE Academy,	Secondary	National runner up, North West	'Educational trips- pupils have equal access to cultural and educational trips as their peers'
Lancashire			'All pupils should have access to such trips'
			'Duke of Edinburgh Award funding enrolment and equipment- provide pupils with the opportunity to develop character and grit'
St Albans Girls' School, Hertfordshire	Secondary	Regional Winners, East of England	Key task- 'To support PPG students in accessing trips of a curricular nature and enable greater participation of students in receipt of FSM in wider school curriculum. 50% of cost of trips provided.'.
			Outcome- 'Students accessed trips to Spain and Belgium. Students were able to access curriculum enrichment week and the Duke of Edinburgh Award programme.'
Maiden Erlegh School, Reading	Secondary	Regional Winner, South East	'We also believe that every child should visit our Outdoor Education Centre, Tirabad, at least once in their school career. Therefore we will fund one trip to Tirabad during your child's time at Maiden Erlegh.'
The Link School Pallion,	Special School	National Winner	Aim- 'Provide other experiential learning for disadvantaged children outside of the daily curriculum.'
Sunderland			Outcome- 'Disadvantaged learners had access to a range of activities that they would not normally experience. These experiences enriched their education making them more confident young learners who were able to adapt to new challenges. The experiences helped them to forge better relationships with school staff and their peers, therefore supporting improved learning in the

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			classroom.' Plan to spend further Pupil Premium on 'Residential visits designed to improve personal and inter-personal skills e.g. resilience, team work, confidence, communication etc.'
Greenfylde CofE First School	First School	National Winner, Somerset	Forest school- 'All pupil premium children are given the opportunity to participate in Forest School to develop their social, emotional and self esteem skills. These sessions may be for a day or a programme of weekly lessons' Evidence for need- 'Forest School offer a more kinaesthetic means of learning and nurture. Pupil Premium children can lack self belief and this impacts on their learning. Forest School sessions help them build not only team working but the ability to challenge themselves and thus develop resilience in learning when things seem tricky.'
Hillcrest Early Years Academy,	Early Years	National Runner Up, Lincolnshire	'We have developed a small wildlife area and have started to keep domestic pets in school as we have been using the University of Lincoln's research on how unwanted behaviours can be changed in young children when undertaking their school work alongside animals.'



### **Useful** websites

https://ahoec.org/

http://www.englishoutdoorcouncil.org/

http://www.field-studies-council.org/

http://learningaway.org.uk/

http://www.lotc.org.uk/

http://www.outdoor-learning.org/

http://scouts.org.uk/home/

http://www.girlguiding.org.uk

http://www.notdeadfish.co.uk

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