

Education Outside the Classroom: An Assessment of Activity and Practice in Schools and Local Authorities

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National Foundation for Educational Research



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Appendix of questionnaires used in the study is available online at www.dfes.gov.uk/research

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Executive summary

Introduction

Education Outside the Classroom (EOtC) has been defined, in its broadest sense, as any structured learning experience that takes place outside a classroom environment, during the school day, after school or during the holidays (DfES 2005). It can include, amongst other activities, cultural trips, science and geography fieldwork, environmental and countryside education, outdoor and adventurous group activities, learning through outdoor play, and visits to museums and heritage sites.

In 2006, the Department for Education and Skills (DfES), in collaboration with Natural England¹ and Farming and Countryside Education (FACE), commissioned the National Foundation for Educational Research (NFER) to undertake an assessment of the extent and nature of EOtC activity and practice in schools and local authorities in England. This summary presents the key findings from the research, carried out between March and September 2006.

Key findings

- Although commentators in recent years have expressed concerns that EOtC may have declined, there was little evidence of such a trend within this research study. There was a general perception, across both school and local authority respondents, that the extent of provision had either increased over the last five years, or had remained broadly the same. Nonetheless:
 - the activities that were most commonly reported were school-site activities or off-site day visits, primarily to man-made environments, while residential or day visits to natural environments were less frequently mentioned.
 - secondary school pupils seemed less likely to be offered opportunities for EOtC in schools with higher levels of deprivation, lower levels of achievement and higher proportions of pupils with special educational needs.
- Off-site visits, especially those to natural environments, appeared more prevalent in special schools (across all Key Stages) and at Key Stage 2 for pupils in mainstream schools. For all other Key Stages, visits to field studies centres, environmental centres and outdoor pursuit or adventure centres were relatively rare. In addition, at Key Stages 3 and 4, a pupil's access to EOtC appeared to be determined by the curriculum they followed, with pupils studying geography at Key Stages 3 or 4, for

¹ The research began through the Countryside Agency, which has since become part of Natural England.

example, more likely than others (including those studying science) to have been offered visits to a range of different urban or natural environments.

- Teacher confidence appeared to be one of the key factors underpinning the extent of provision that was made available to pupils in schools. A combination of training (though this seemed to be primarily through continuous professional development (CPD) rather than through initial teacher training), experience and belief in senior management and local authority support appeared to support provision. In contrast, concerns about health and safety, risk management and costs appeared to be the main factors inhibiting current or future EOtC developments.

Methodology

A number of different and complementary data collection methods were adopted in order to obtain a representative overview of the extent of EOtC activity across all Key Stages and across school types and local authorities. These included:

- A questionnaire survey of headteachers, Key Stage and subject specialists in a representative sample of maintained primary, secondary and special schools in England. Approximately 3,500 questionnaires were returned from 214 primary schools, 261 secondary schools and 253 special schools.
- Detailed telephone interviews with a selected sub-sample of 50 teachers who responded to the questionnaire survey. These teachers included Key Stage coordinators and/or EOtC coordinators in primary and special schools and a range of different subject heads in secondary schools.
- An online survey of Outdoor Education Advisers, as well as Citizenship and Personal Social and Health Education (PSHE) Advisers, in all local authorities. A total of 110 advisers responded to the survey, from 100 different authorities.
- Collection and analysis of the quantitative data on EOtC activity provided by a sample of 31 local authorities in England.

Other findings

The detailed findings from the study have been broadly divided into those related to extent and nature of current EOtC provision and the extent to which this appears to have changed over recent years, the support available for such provision and the extent to which respondents believe activity may increase or decrease in the coming years. The majority of schools reported working in collaboration to deliver EOtC activities and this was particularly common in secondary schools. Both within-sector and cross-sector collaborative working was evident and schools had also worked with a range of other organisations, including further education colleges and higher education institutions.

Extent and nature of EOtC provision

School-site activities and off-site day visits were, on the whole, the most common type of activity offered to pupils across all Key Stages. Teachers reported visiting a range of locations, most commonly urban or man-made environments. Although visits to natural environments were less common, they appeared to be more likely in special schools and at Key Stage 2 in primary schools. In addition to Key Stage, a range of variables appeared to influence the extent and nature of provision, and the locations visited by teachers, including:

- **Subject area.** Visits to urban built environments were more frequently reported in geography, modern foreign languages, citizenship (and in business studies at Key Stage 4), while visits to places of cultural interest were more common in English, music and art and design. Trips to forests or woodlands appeared to be more frequent in geography, science and PSHE, while visits to the general countryside were more prevalent in geography, PSHE, physical education (PE) and citizenship.
- **Teacher confidence.** Levels of confidence in providing EOtC activities varied among teachers. While most were confident in preparing pupils, and planning, running and following up activities, teachers were less confident in carrying out risk assessments, gauging the quality of EOtC activities and evaluating their impact. Teachers who had higher levels of training, greater levels of confidence in their ability to undertake EOtC and who felt that they were supported appeared to be more involved in running EOtC activities. In addition, the level of school commitment to EOtC, and headteachers' views of such provision, seemed to have a positive influence on the extent and nature of activity undertaken by teachers.
- **School location.** Secondary school pupils seemed less likely to be offered opportunities for EOtC in schools with higher levels of deprivation, lower levels of achievement and higher proportions of pupils with special educational needs. Nonetheless, headteachers reported that they had a range of support strategies in place to enable equal access, including funding for pupils from lower income families, adapting tasks to make them more accessible to pupils with support needs and providing funding for extra staff to support pupils.

Changes in EOtC provision

Despite concerns from previous research that EOtC may have declined in recent years, there was little evidence of such a trend from the current research. There did not appear to be any geographical or key-stage related differences in perceptions of change in activity, suggesting that any changes in activity may be due to policies at individual school level, rather than at LA, phase or sector level.

- **Increases** in provision were most commonly reported for school-site activities, particularly in primary schools, and in study support activities (before and after school), which also tended to be within the school

grounds. Respondents most commonly attributed increases in provision to:

- the increased priority being given to EOtC in the curriculum
 - the wider availability of opportunities for EOtC
 - the greater availability of staff to deliver to such activities
 - improved teacher awareness of the benefits of provision.
- Activities where a **decline** in activity was most frequently reported were off-site day visits and residential experiences. The main reasons given for a decline were:
 - the cost of EOtC, in particular transport costs
 - health and safety and risk assessment issues.

Support and training in relation to EOtC

LA advisers identified a range of procedures that they had in place for monitoring EOtC activities in schools, and supporting schools in delivering such activities, including advice on health and safety and risk management, and ensuring that training was available for school staff. Both headteachers and teachers were generally positive about the support they had received in relation to EOtC, both from school staff and their local authority.

However, they had concerns about health and safety and risk management issues, and fears about litigation should accidents occur. While these concerns did not necessarily discourage teachers from undertaking EOtC, they undermined their confidence in delivering such provision, and teachers emphasised the importance of knowing that they have the support of their school and LA should any issues arise.

Future developments in provision

The majority of teachers felt that the level of provision over the next academic year would either increase or be maintained, although they noted some challenges (in relation to cost and concerns about health and safety and risk management issues).

- In primary and special schools, teachers most commonly planned to increase school-site activities, while in secondary schools, subject heads planned to increase the amount of off-site day visits and before/after school study support that they delivered.
- Teachers suggested that additional funding for EOtC, more time and flexibility in curriculum, and further support might enable them to develop their provision in the future. More specifically, teachers indicated that they would appreciate additional support from their local authority, guidance on risk management and support with curriculum integration.

Data on EOtC activity

- The majority of LA advisers who responded to the survey reported that their authority collected data on the EOtC activities undertaken by schools. The data provided by 31 of the LAs indicated that there is a great deal of variability in the nature and quality of the data collected by LAs on EOtC activity, as well as in the way in which such data was collected.
- LAs generally reported that they only used the data as part of their risk assessment and monitoring procedures, and were less likely to use the data to inform future policy and practice.

1. Introduction

1.1 Background

Education Outside the Classroom (EOTC) can be defined, in its broadest sense, as any structured learning experience that takes place outside a classroom environment, during the school day, after school or during the holidays (DfES, 2005). It can include activities that take place on school site, such as gardening clubs, or learning through outdoor play, and off-site visits (both day and residential) to a range of locations such as field study centres, farms, museums, community centres and adventure centres.

There is a considerable body of research suggesting that good quality EOTC can add depth to the curriculum and promote cognitive, personal and social developments in young people. For example, in a recent Parliamentary report (Select Committee, 2005), the Education and Skills Select Committee indicated that, from the evidence it had received, it was *'convinced [...] that outdoor learning can benefit pupils of all ages and can be successful in a variety of settings'*. This view was endorsed in the Government's own evidence to the Committee, in which the following Department for Education and Skills' (DfES) aim was highlighted: *'[to] encourage out of classroom learning to be seen as an integral part of all children's and young people's education'* through the Growing Schools Programme. In response to this evidence, and the recommendation for a more coherent strategy for EOTC (Select Committee, 2005), the Government proposed a *Learning Outside the Classroom Manifesto* in November 2005. Its intention was to set out a shared vision for the development of EOTC and instigate a movement towards providing all children with a range of high quality experiences outside the classroom, and to support schools in providing such opportunities.

However, despite the widely recognised benefits of EOTC, there have been some concerns that opportunities for EOTC have declined in recent years (for example, Barker *et al.*, 2002). The decline has been attributed to teachers' concerns about health and safety issues and their lack of confidence in teaching outdoors (Rickinson *et al.*, 2004), as well as a lack of funding, time and resources to deliver such provision (Select Committee, 2005). There is, however, limited quantitative data confirming the prevalence and exact type of EOTC activity taking place in schools in England, or how trends in such activity have changed over time. As a result, the DfES, in collaboration with Natural England² and Farming and Countryside Education (FACE),

² The research began through the Countryside Agency, which has since become part of Natural England.

commissioned the National Foundation for Educational Research (NFER) to undertake an assessment of activity and practice in relation to EOtC in schools and local authorities, in order to obtain a greater understanding of the extent and nature of provision in England. This report presents the findings from the research, carried out between March and September 2006.

1.2 Aims and objectives

The overall aim of the study was to collect information on the extent and nature of EOtC provision in maintained primary, secondary and special schools in England. There were two main strands to the study, each with a set of key objectives. At **school level**, these objectives included the need to:

- identify the extent and nature of EOtC activity in schools for pupils aged three to 16, in the 2005/6 academic year and previous academic years
- map the provision of EOtC across the country
- investigate whether or not activity in schools is increasing, decreasing or staying the same.

At **local authority (LA) level**, there were two specific objectives: to identify what data local authorities hold on levels of EOtC activity; and to explore the level of support that local authorities offer to schools in relation to EOtC, and what procedures they have in place for planning, authorising, monitoring and evaluating different types of activities.

1.3 Research methods

To achieve the aims and objectives detailed above, the study relied on a range of complementary data collection methods. These were as follows:

- A questionnaire survey of headteachers, Key Stage and subject specialists in a representative sample of maintained primary, secondary and special schools in England.
- Detailed telephone interviews with teachers in a selected sub-sample of schools involved in the questionnaire survey.
- An online survey of Outdoor Education Advisers, as well as Citizenship and Personal, Social and Health Education (PSHE) Advisers in all local authorities.
- Collection and analysis of quantitative data on EOtC activity provided by local authorities in England.

1.3.1 School surveys

Three samples of schools (primary, secondary and special schools) were drawn from the NFER's Register of Schools,³ through a process of stratified random sampling. Each sample was stratified in order for a range of geographic regions and socio-economic status to be represented (the latter being determined by the proportion of pupils eligible for Free School Meals). The samples were then assessed against other criteria, such as governance, Key Stage performance and pupil numbers, in order to ensure that the samples were as representative as possible of schools nationally. The samples of schools drawn contained 848 primary schools, 880 secondary schools and 700 special schools (equal to one quarter of all state-sector schools in England or 16 per cent of primaries, 28 per cent of secondaries and 71 per cent of special schools).

To gain a detailed picture of provision in each of the selected schools, questionnaires were sent to the following members of teaching staff⁴ in June 2006⁵:

- the headteacher
- teachers with responsibility for the Foundation Stage, Key Stage 1 and Key Stage 2 (one of each per primary school)
- heads of 15 subject departments in each secondary school⁶
- teachers with responsibility for EOtC in special schools (one per school).

In each case, respondents were provided with the same definition of EOtC. The definition used was: *'the use of contexts other than the classroom environment as a teaching and learning resource'*. The questions posed in the survey focused on the following six types of activities:

- **School site activities** (for example, lessons in a vegetable or wildlife area)

³ The NFER's Register of Schools is an up-to-date dataset which includes comprehensive information on all schools in England, including status, location, size, age range and overall levels of achievement and disadvantage (as measured by known levels of entitlement to Free School Meals).

⁴ It is worth noting that the teachers surveyed were those working at middle or senior management level, and only reflect a small proportion of all teaching staff in the school. The views and experiences of these teachers may not necessarily reflect the views of all teaching staff in the school.

⁵ The timing of the surveys, late in the summer term, was not ideal, as schools tend to be busy with examinations, school reports and end-of-year activities. This impacted on the response rates achieved from the surveys.

⁶ The subject departments surveyed were: Mathematics, English, Science, Modern Foreign Languages (MFL), Religious Education (RE), History, Geography, Art and Design, Design and Technology, Physical Education (PE), Information and Communications Technology (ICT), Business Studies, Music, Citizenship and Personal, Social and Health Education (PSHE). However, feedback from individual schools suggested that not all secondary schools in the sample had all 15 departments. Further information is provided later in this section.

- **Off-site day visits** (for example, to environmental centres, historic buildings or local community projects)
- **Before/after school study support** (voluntary out-of-hours learning activity) (for example, gardening clubs, visits to museums)
- **Off-site residential experiences within the UK** (for example, to a field study centre, outdoor and adventurous activities)
- **Off-site residential experiences overseas** (for example, cultural and language exchanges, expeditions)
- **Non-residential activities that take place during school holiday periods** (for example, city farm summer schools, Do it for Real activities).

The questionnaires to headteachers were designed to gain a broad overview of policy and activity related to EOtC within the whole school, and contained questions relating to:

- **Provision of activities** (including types of activities provided, inclusion of EOtC in the school's policies, planning and ethos, the main aims of EOtC in the school, equal access to activities, targeting of activities and the provision of additional support for certain pupils).
- **Coordination of provision** (including the use of a designated member of staff for coordinating EOtC, the roles and responsibilities of staff members in relation to activities and staffing arrangements for different types of activities).
- **Support for provision** (including support made available to staff when organising and planning activities, support received from the LA, risk management procedures, the level of data collected about EOtC activities, collaborative work with other schools and organisations).
- **Perceived trends in provision** (including perceived changes in the level of activity in recent years and the reasons for increases and/or decreases in activity).
- **Funding of provision** (including how specific EOtC-related costs are covered).
- **Future plans** (including plans to increase or decrease certain activities, possible changes or actions to encourage more EOtC activity, the main challenges of offering activities in the future and the main benefits of offering provision).

The questionnaires for teachers with Key Stage and subject department responsibilities, and EOtC coordinators in special schools, sought to obtain more detailed information on the extent and nature of provision within different Key Stages and subject areas. More specifically, the questionnaires contained questions relating to:

- **Provision of activities** (including the percentage of pupils to which EOtC activities were offered, the number of activities undertaken in the 2005/6 academic year and the locations in which activities took place).
- **EOtC in the curriculum** (including the main aims of activities and the units of work or topic areas primarily or partially delivered through EOtC activities).
- **Support for provision** (including teacher confidence, levels of satisfaction in relation to support received and the extent to which training in EOtC-related tasks had been provided).
- **Perceived trends in provision** (including recent changes in the frequency of EOtC activities, and the reasons for increases and decreases in provision).
- **Future plans** (including plans to increase or decrease certain activities, the main challenges of offering activities in the future and possible changes or actions to encourage more EOtC).

To assess the validity and feasibility of the questionnaire surveys, a two-stage strategy for piloting was adopted. In the first instance, the research team developed an outline of the key topics that would be included in each instrument. These were sent to a small number of local authority Outdoor Education Advisers (OEAs). They were asked to comment (via telephone or e-mail) on the relevance and suitability of the key topics, and also whether or not the topics covered all the issues most appropriate for an assessment of the extent and nature of EOtC practice. Following this, draft versions of the questionnaires were piloted using a cognitive piloting approach by 11 teachers (two headteachers and nine teachers) through face-to-face discussions. During these discussions, teachers were asked to comment on the relevance of the questions to their Key Stage or curriculum area and on any potential lack of clarity contained within the questionnaire. Comments from this exercise were considered in order to produce a final post-pilot instrument and revisions were made where appropriate.

In order to maximise response rates to the surveys, during the live survey period, non-responding schools were sent two reminder letters (one with additional copies of the questionnaires) and a telephone reminder strategy of all non-respondents was undertaken towards the end of the survey period. At least one questionnaire was returned from 214 primary schools (25 per cent response rate), 261 secondary schools (30 per cent response rate) and 253 special schools (36 per cent response rate). The achieved samples of schools were found to be largely representative of the total school population in terms of eligibility for Free School Meals, pupils with a statement of special educational need, pupils with a first language other than English, school size, LA type, government region, school type and overall performance (more detailed descriptions of sample representation are given in Appendix A). It is

likely, therefore, that the findings presented in this report will reflect the national picture generally.

Table 1.1 below shows the number of completed questionnaires received from schools and the minimum response rates for each of the individual instruments.

Table 1.1 Final response rates to school surveys

Respondent	Number of responses	Response rate %
Primary school headteachers	201	24
Foundation Stage coordinators	147	17
Key Stage 1 coordinators	143	17
Key Stage 2 coordinators	144	17
Secondary school headteachers	185	21
Subject heads in secondary schools	2040	15
Special school headteachers	247	35
Teachers with responsibility for EOTC in special schools	193	28

The above response rates were calculated as a proportion of the number of questionnaires that were despatched to each type of respondent, and thus assume that every school surveyed had each of the relevant types of teacher. However, feedback received from schools indicated that this was not the case. Actual response rates, therefore, are likely to be higher than those shown in Table 1.1. For example, some primary schools did not have coordinators for each of the three Key Stages – eight schools reported⁷ that they did not have a Foundation Stage coordinator, 18 reported that they did not have a Key Stage 1 coordinator and 16 did not have a Key Stage 2 coordinator. Similarly, some secondary schools indicated that they did not have all 15 of the subject departments included in the survey. For example, 38 schools reported that they did not have a Head of Business Studies, while 25 said that there was no Head of Citizenship in the school. In other cases, respondents carried out joint roles (such as a headteacher having responsibility for Key Stage 2, a joint head of PSHE and citizenship, or a Head of Humanities role which covered both geography and history). Respondents with joint roles were asked only to complete one of the relevant questionnaires.

⁷ Schools were asked to complete and return a proforma with their questionnaires which identified which questionnaires they were returning and reasons for any non-completion. Where schools returned these proformas, the main reasons given for non-completion were a lack of time due to summer term priorities and a heavy workload, although teacher absence was also cited.

1.3.2 Telephone interviews with teachers

To explore in greater depth the reasons why teachers did or did not provide EOtC activities, semi-structured interviews were conducted with a sub-sample of teachers who responded to the survey. An additional question was included in the questionnaire survey, which asked teachers if they would be willing to be contacted by the research team (by telephone) to discuss their views and experiences of EOtC in further detail. A large proportion of teachers who responded to the survey provided their contact details.

From the teachers who provided their contact details, an opportunity sample⁸ of teachers was drawn for the telephone interviews, ensuring as far as possible that interviewees represented a range of different experiences of EOtC. Semi-structured telephone interviews were carried out with 50 teachers, as follows:

- ten special school teachers
- 19 primary school coordinators (six Foundation Stage coordinators, eight Key Stage 1 coordinators, five Key Stage 2 coordinators)
- 21 secondary school subject heads (representing a range of science, humanities and arts subjects).

The interviews sought to gain more in-depth understanding of some of the issues addressed in the questionnaire survey of schools. In particular, they explored issues such as:

- **Background issues** (including their role in organising EOtC activities across the school).
- **Provision of activities** (including the location and type of activities offered, when activities took place, the types of pupils involved, links to the curriculum, the overall aims of using EOtC activities, teaching and learning approaches and cost differences between activities).
- **Outcomes of EOtC** (including the outcomes for pupils and teachers, evidence of outcomes, the most/least successful activities, the valued added through EOtC activities and students' views on the activities).
- **Preparation and follow-up** (including the use of forward planning and preparation for teachers and pupils, and the use of follow-up activities).
- **Support received for activities** (including teacher confidence, the main challenges involved in offering EOtC activities, support received and the need for further support).
- **EOtC across the school** (including the attitudes of and activities carried out by colleagues, senior management support, the monitoring of activities, the impact of EOtC in other subject areas and pupil access).

⁸ Opportunity sampling involves drawing a sample of individuals who are available at the time of the study and fit the required criteria for selection.

The telephone interviews were analysed according to the general themes of the report, and findings from these interviews are included throughout the report to illustrate the findings from the surveys. Quotes are provided where appropriate, to be representative of the views of interviewees, or to illustrate particular teachers' views, where they were making a pertinent observation.

1.3.3 Local authority survey

An online survey of all 150 LAs in England was undertaken to develop a national picture of EOtC provision. The Outdoor Education Advisers (OEAs) in each LA were invited to participate in the survey, as well as the Citizenship Advisers and PSHE Advisers in 148 authorities, to gather information on different aspects of education outside the classroom.

The contact details of OEAs in around 100 LAs were available through the website of the Outdoor Education Advisers Panel (OEAP). In the remaining local authorities, the contact details of an appropriate person with responsibility for outdoor education were collected directly from authorities by the research team, through telephone enquiries and web searches. The contact details of the Citizenship and PSHE advisers were provided by the DfES. In total, 160 OEAs were invited to complete the online survey, along with 184 Citizenship/PSHE Advisers.

The questionnaire for LA advisers was designed to reflect the same issues explored through the school surveys, and included questions related to:

- **Background issues** (including the proportion of their time dedicated to EOtC, and the number of schools they are responsible for).
- **Provision of activities** (including the types of activities provided by schools, reasons for differences in provision between schools and the extent of collaboration in delivering EOtC activities).
- **Perceived trends in provision** (including changes in the level of activity and reasons for such changes, and anticipated changes in provision in the future).
- **Support for provision** (including LAs' monitoring and risk assessment procedures, and the support they offer to schools in relation to EOtC).
- **Data on EOtC** (including the extent and nature of data collected on EOtC activities and reasons for data collection).

A letter was sent to advisers by e-mail in June 2006, with an invitation to complete the online questionnaire in relation to EOtC provision in their local area. Two reminder e-mails were sent to non-responding advisers, followed by telephone reminders to remaining non-respondents.

In total, 110 LA staff completed an online survey, from across 100 local authorities. The respondents comprised 81 OEAs and 29 Citizenship/PSHE

Advisers (based on the information we had about their role). A small number of respondents indicated that they worked in more than one authority, in which case they were asked to respond only in relation to one authority. This resulted in 90 local authorities being represented in the analysis. In 16 cases, responses were received from two people working within the same authority. Twenty-two respondents had two roles within their respective authority and two respondents had three roles. When asked to report their role, responses differed slightly from our initial descriptions. Respondents' reported roles were as follows (respondents could hold multiple roles):

- Outdoor Education Adviser (n=89)
- PSHE Adviser (n=23)
- Citizenship Adviser (n=12)
- Other (n=6).

1.3.4 Data from local authorities

LAs were also asked to provide, where it was available, quantitative data on the number of school visits undertaken by schools in their authority for the 2005/6 academic year and previous academic years. Only OEAs from each LA were asked to provide this data, as these respondents were considered to be the most appropriate staff within the authority to have access to data on EOtC. The following data was requested, which advisers could return in any format (either electronically or on paper):

- The total number of off-site visits and activities undertaken by schools in the local authority, in the 2005/6 academic year and, if possible, in previous academic years.
- A breakdown of the number of off-site visits and activities undertaken by:
 - school type (primary, secondary or special)
 - the type of venues visited (for example, urban nature, places of cultural interest)
 - whether it was a day or residential visit
 - the age group of pupils involved
 - the group size of pupils involved
 - the term in which the visits were undertaken.

Data was received from 31 local authorities (28 in electronic format and three in paper format). A detailed description of the nature of this data is provided in Chapter 7.

1.4 Structure of report

Chapter 2 of the report presents the findings relating to the extent and nature of EOtC provision in schools. It examines the proportion of pupils that have been offered activities, the types of activities provided, and the locations visited, and investigates any differences in activity across schools, Key Stages and subject areas.

Chapter 3 explores headteachers' views on EOtC and the aims of such provision. It also looks at whether schools are able to provide equal access to EOtC for all pupils, and the strategies they have in place to support pupils in accessing provision.

Chapter 4 reports on how EOtC is coordinated and delivered within schools and LAs, including how activities are staffed, and the procedures that are in place within LAs to monitor activities. This chapter also explores the support provided to teachers and their satisfaction with this support, the extent of training undertaken by teachers, and the level of teachers' confidence in providing EOtC.

Chapter 5 examines survey respondents' perceptions of change in the extent and nature of EOtC activity over the last five years, and presents their views on the reasons for such changes in provision.

Chapter 6 presents findings relating to future developments in EOtC provision. It explores school respondents' plans for EOtC provision over the next year, as well as LA respondents' expectations of change in activity over the next five years. The chapter also reports respondents' views on the factors that will enable schools to develop their provision further, and the main challenges to future provision.

Chapter 7 presents findings relating to the data that LAs hold on EOtC activity. It examines the nature of the data collected and the reasons for this data collection.

Chapter 8 concludes the report by summarising the main findings and highlighting the key issues arising from the report.

2. Extent and nature of provision in schools

Key findings

- A wide range of activity was reported to have taken place over the 2005/6 academic year. The greatest amount of activity appeared to have occurred in special schools, followed by primary schools. The total amount of EOtC provision in secondary schools is more difficult to assess due to the number of different subject areas, however, there were differences in the extent and nature of activity among subject areas.
- School site activities and off-site day visits were, on the whole, the most common type of activity offered to pupils. Residential experiences overseas were the least frequently provided activity.
- A range of variables appeared to influence the extent and nature of provision, including Key Stage, the geographical location of the school, the level of teachers' confidence and training in EOtC, their satisfaction with support provided, as well as senior management support for EOtC.
- Teachers reported visiting a range of venues, most commonly man-made environments such as urban built environments and places of historical and cultural interest. Visits to natural environments, such as water bodies, forests and the general countryside, were less common, although they appeared to be more prevalent in special schools and at Key Stage 2 in primary schools, than at the other Key Stages.
- In most primary and special schools, EOtC activities were offered to the majority of pupils. However, in secondary schools, the picture was more mixed and there were differences between subject areas.
- The level of teachers' confidence and training in EOtC, and their satisfaction with the support they had received appeared to influence the proportion of pupils who were reported to have been offered provision.
- The majority of schools had worked in collaboration to deliver activities, and this was particularly common in secondary schools. Both within-sector and cross-sector collaborative working was common, and schools had also worked with a range of other organisations, including further education colleges and higher education institutions.

2.1 Introduction

Given that there seems to be limited quantitative data confirming exactly what EOtC activity is currently taking place in schools in England, one of the main aims of this research was to identify the extent and nature of activity in schools for pupils aged three to 16. This chapter presents the findings relating to this aim. It examines the proportion of pupils who were offered

opportunities for EOtC, and investigates the extent and nature of activity in schools, and differences in provision across schools, Key Stages and subject areas. This chapter also presents the topic areas that teachers were using EOtC to deliver, and explores the extent to which schools had worked in collaboration to deliver activities.

2.2 Amount and type of provision

The responses of schools and local authorities suggest that a wide range of EOtC activity took place over the 2005/6 academic year. However, there were differences in the extent and nature of provision across primary, secondary and special schools, and across the different Key Stages and subject areas.

Responses from teachers suggested that the greatest amount of activity had occurred in special schools, followed by primary schools. It is more difficult to assess the amount of EOtC in secondary schools due to the number of different subject areas. The responses of local authority respondents indicated that secondary schools were providing the most amount of provision overall. Furthermore, they suggested that the greatest amount of activity occurred at Key Stage 2, followed by Key Stages 3 and 4, with the least amount of activity at Foundation Stage and Key Stage 1. Although this does not concur with the responses from school staff, it may be because LA respondents were only aware of the off-site activity that schools provide, which tends to be more common at Key Stages 2, 3 and 4.

Table 2.1 presents the activities that the headteachers reported had been offered to pupils in their schools in the 2005/6 academic year. As this illustrates, all of the secondary headteachers who responded to the survey and the majority of primary headteachers (98 per cent) and special school headteachers (99 per cent) stated that pupils in their school had been offered off-site day visits. Nearly all of the primary, secondary and special schools surveyed had also offered school-site activities to their pupils (95 per cent of primary headteachers, 98 per cent of secondary headteachers and 98 per cent of special school headteachers reported such activity). Off-site residential experiences in the UK, and before and after school study support, were also reported to have been offered to pupils in most schools in all three sectors, although study support activities appeared to be less common in special schools. While overseas residential experiences and non-residential activities during school holidays were reported by only a minority of primary and special school headteachers, they were common in secondary schools. As discussed below (and illustrated in Figure 2.1), there were differences in the extent and nature of activity between the Key Stages.

Table 2.1 Types of EOtC activities offered to pupils (proportion of primary, secondary and special school headteachers responding)

Type of activity	Primary headteachers %	Secondary headteachers %	Special school headteachers %
School site activities	95	98	98
Off-site day visits	99	100	98
Before/after school study support	68	96	42
Off-site residential experiences within the UK	80	94	76
Off-site residential experiences overseas	7	94	18
Non-residential activities during school holiday periods	28	72	37
No response	1	0	0
N=	201	185	247

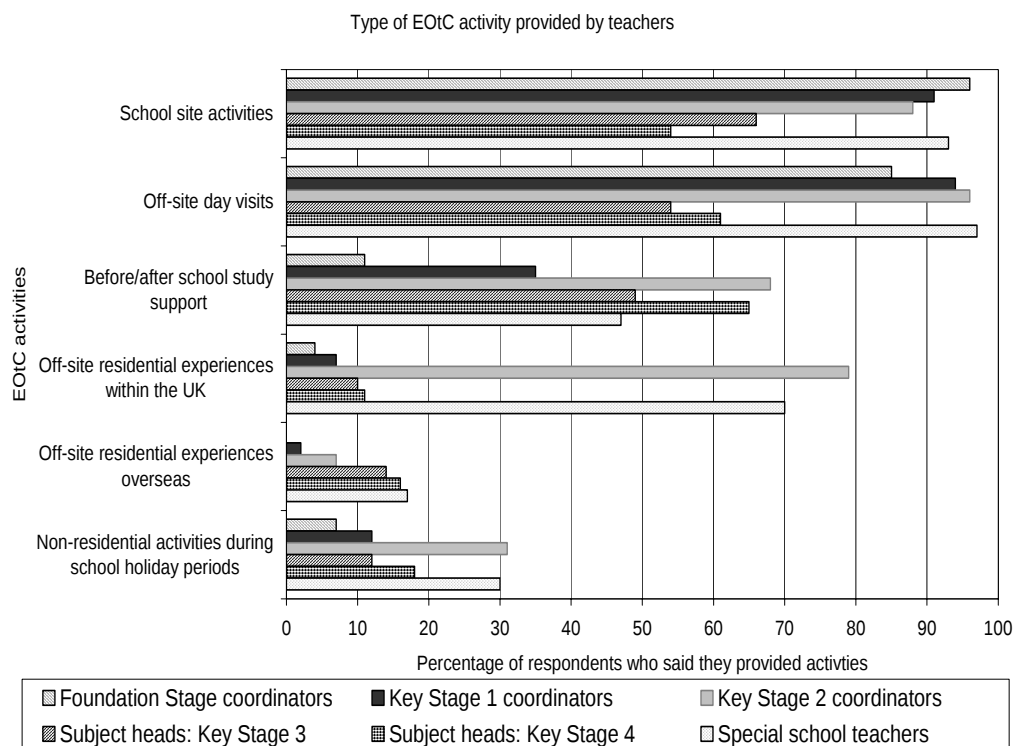
More than one answer could be given so percentages may not sum to 100

Source: NFER school survey of education outside the classroom, 2006 (data from headteacher questionnaires)

Figure 2.1 presents the types of EOtC activities that teachers reported undertaking in the 2005/6 academic year, and illustrates the differences in these activities across primary, secondary and special schools. The Figure shows that school-site activities were, on the whole, the most common type of activity offered to pupils, although they were less frequent in secondary schools. For example, 96 per cent of Foundation Stage coordinators and 88 per cent of Key Stage 2 coordinators provided school-site activities, compared with 66 per cent of subject heads at Key Stage and 54 per cent at Key Stage 4. Off-site day visits were also common across all phases and sectors (for example, 97 per cent of special school teachers, 96 per cent of Key Stage 2 coordinators and 61 per cent of subject heads at Key Stage 4 reported providing off-site day visits). Before/after school study support activities (voluntary out-of-hours learning activities) were less common, although they appeared to be more prevalent at Key Stages 2, 3 and 4 and in special schools.⁹ Residential experiences in the UK were offered less frequently, although they were more common in special schools and at Key Stage 2 in primary schools – 79 per cent of Key Stage 2 coordinators and 70 per cent of special school teachers indicated that they had provided such experiences, compared with seven per cent of Key Stage 1 coordinators and ten per cent of subject heads at Key Stage 3. Overseas residential experiences were the least frequently provided activity, particularly in primary schools.

⁹ However, the telephone interviews with a sub-sample of teachers suggested that some survey respondents, when reporting about before/after school study support, were including activities such as homework clubs and revision classes, which are not EOtC activities.

Figure 2.1 Type of EOtC activity provided by teachers (proportion of responding teachers reporting activities)



A series of single response items

A filter question: all those who indicated that they had offered activities to at least some of their pupils

Source: NFER school survey of education outside the classroom, 2006 (data from teacher questionnaires)

Further analysis¹⁰ was undertaken to investigate any differences in the extent and nature of provision between the different Key Stages and subject areas, and between different types of schools. A range of variables appeared to influence EOtC activity (significant differences in provision across primary, secondary and special schools are detailed below).

Key Stage

In the primary schools surveyed, Foundation Stage coordinators were significantly more likely to report that they had undertaken a greater number of school-site activities than Key Stage 1 or Key Stage 2 coordinators – 80 per cent of Foundation Stage coordinators indicated that they had undertaken seven or more school-site activities in the 2005/6 academic year, compared with 45 per cent of Key Stage 1 coordinators and 55 per cent of Key Stage 2 coordinators. The telephone interviews with teachers suggested that one of the

¹⁰ Chi square and ANOVA analyses were undertaken to explore significant differences between variables.

reasons for the high frequency of school-site activities in the Foundation Stage were that it was more difficult to take the children off-site due to the high pupil:staff ratio required for children of this age. Foundation Stage coordinators, therefore, tended to make greater use of the school grounds for EOtC activities.

Off-site day visits, and before and after school study support activities, on the other hand, appeared to be more frequent at Key Stage 2. A total of 63 per cent of Key Stage 2 coordinators reported that they had provided seven or more¹¹ off-site day visits over the last academic year, compared with 18 per cent of Key Stage 1 coordinators and eight per cent of Foundation Stage coordinators. Similarly, 40 per cent of Key Stage 2 coordinators reported seven or more study support activities (before and/or after school), compared with 13 per cent of Key Stage 1 coordinators and four per cent of Foundation Stage coordinators.

In secondary schools, subject heads were more likely to indicate that off-site day visits, before and after school study support activities and activities in holiday periods were more frequent at Key Stage 4 than at Key Stage 3.

Subject area (in secondary schools)

The extent and nature of EOtC provision also varied among the different secondary school subject areas. School-site activities were more frequent in music and PE, while off-site day visits were more frequently offered in PE, PSHE and citizenship (at Key Stage 4 only). Before and after school study support activities were reported to have been more frequent in mathematics, ICT, art and design, music and PE.

Geographical location

Geographical location also appeared to influence the extent and nature of EOtC provision in primary and secondary schools. Primary schools in the south of England, for instance, were more likely than schools across the rest of the country to have provided a greater number of off-site day visits and study support activities (before/after school) over the last academic year. Secondary schools in the north of England were more likely than schools across the rest of the country to have offered a greater number of holiday activities to their Key Stage 3 pupils. In addition, secondary schools located in urban areas were more likely to have undertaken a greater number of study support activities before and after school at Key Stage 4.

¹¹ Survey respondents were asked to indicate the number of times they had undertaken EOtC activities over the last academic year (none, 1-3, 4-6, 7-9, 10 or more). In the analysis, responses to this question were grouped into the following categories (none, 1-6 times, 7 or more times), reflecting the patterns that emerged from the basic frequency analysis.

Type of school

In secondary schools, there appeared to be a relationship between the amount of EOtC activity and school characteristics, such as the proportion of pupils in the school eligible for Free School Meals, the proportion of pupils with special educational needs and the achievement of pupils. Those secondary schools with the highest proportion of pupils eligible for Free School Meals, for example, were more likely to have undertaken a greater number of before/after school study support activities. Similarly, schools located in areas with the highest levels of deprivation were more likely to have undertaken a greater number of holiday activities (particularly at Key Stage 3) than schools in areas with lower levels of deprivation. At Key Stage 4, before/after school study support activities were more frequent in schools with the lowest levels of Key Stage 3 achievement, and higher proportions of pupils recognised as having some form of special educational need.

Teacher confidence, training and satisfaction with support

There appeared to be a significant relationship between the level of teachers' confidence in carrying out EOtC activities, the extent of training they had received, and their satisfaction with support they had received¹² and the extent and nature of provision (see Chapter 4 for further details).

Teachers who appeared to be more confident in providing EOtC activities were more likely than teachers who were less confident to have undertaken a greater number of activities over the 2005/6 academic year. In particular, they were significantly more likely to have provided a greater number of:

- off-site day visits in primary schools
- school-site activities, off-site day visits and UK residential experiences in secondary schools
- school-site activities in special schools.

Teachers' level of satisfaction with the support they had received from their school and from external organisations such as their local authority and teacher unions in relation to EOtC also appeared to influence the amount of provision they had offered to pupils. In particular, satisfied teachers were more likely than teachers who were less satisfied to have undertaken a greater number of holiday activities in primary schools, and off-site day visits at Key Stage 4 in secondary schools.

In secondary schools, subject heads who had received more training (initial teacher training or subsequent) in relation to EOtC were significantly more likely to have offered a greater number of school-site activities, off-site day

¹² See Appendix C for details of how these variables were constructed for this analysis.

visits and UK residential experiences than teachers with lower levels of training.

School commitment to EOtC

In order to obtain further insights into the provision of EOtC, analysis was undertaken to explore the relationship between the extent and nature of activity reported by teachers and the level of school commitment to EOtC (as measured by three key questions in the headteacher surveys). Questionnaires returned by headteachers were linked to those returned by the teachers in their school in order to explore this relationship. This link was possible in 167 primary schools, 179 secondary schools and 187 special schools.

This analysis revealed that the existence of an Educational Visits Coordinator (EVC) in schools, and their role within the school, appeared to have some influence on the amount of EOtC that teachers had provided over the 2005/6 academic year (see Chapter 4 for further details about the role of the EVC). In primary schools where the EVC was the headteacher or a subject teacher, Key Stage coordinators were significantly less likely to report that they provided study support activities (before and after school) than in schools where the EVC had another role, or where responsibility for EOtC was left to individual teachers. Similarly, in secondary schools where the role was carried out by the headteacher or a Key Stage or department head, subject heads were significantly less likely to provide off-site day visits at Key Stage 3. In contrast, in schools where responsibility for EOtC was at individual teacher level, or where the EVC was the deputy head, subject heads were more likely to provide off-site visits. There was also a greater frequency of overseas residential trips at Key Stage 4 in schools in which the deputy head was responsible for coordinating EOtC. It may be that, where headteachers are responsible for coordinating activities, they are too busy to encourage such activities among their staff, and where other teachers, not on the senior management team, have the role of EVC they may not have the confidence or status in the school to encourage EOtC among their colleagues.

Headteachers' views of EOtC also appeared to influence the amount of activity undertaken by teachers, as there was a positive correlation between the level of headteachers' commitment to EOtC¹³, and the amount of provision offered to pupils. For example, in primary schools where headteachers reported a high level of commitment, Key Stage coordinators were more likely than those in schools with a low level of commitment to report that they had undertaken a greater number of off-site visits in the 2005/6 academic year. In secondary schools with a high level of commitment, subject heads were more likely to have undertaken a greater number of residential trips (both in the UK and overseas).

¹³ See Appendix C for details of how a variable on the level of headteachers' commitment to EOtC was constructed for this analysis.

In the secondary schools surveyed there appeared to be some relationship between the amount of provision and the extent to which EOtC was a feature of school plans (further details about schools' plans and policies in relation to EOtC are provided in Chapter 4). In schools where EOtC was included in Key Stage development plans, for example, residential experiences overseas were more common. Similarly, in schools where EOtC was a feature of the Self-Evaluation Form, subject heads were more likely to report that they had undertaken activities in holiday periods.

In summary, the extent and nature of provision varied between Key Stages and subject areas and across different types of schools. A range of factors appeared to influence the extent and nature of provision, including the geographical location of the school, the level of teachers' confidence and training in EOtC, their satisfaction with the support they had received in relation to EOtC and school level commitment to EOtC¹⁴. The LA respondents also commented on the reasons for such differences in provision between schools, and most commonly, they attributed them to differences in:

- the willingness and enthusiasm of teachers
- the level of senior management support
- the level of staff knowledge and experience
- financial resources
- staffing levels
- the nature of the catchment area.

2.2.1 Location of off-site visits

Where off-site visits (day or residential) had been undertaken, teachers, particularly those in special schools and at Key Stage 2 in primary schools, reported visiting a range of venues.

As Tables 2.2 to 2.4 show, the most frequently visited locations, across all three sectors and Key Stages, appeared to be man-made environments. In particular, urban built environments, places of historical/local or cultural interest, and places of worship seemed to be the most frequently visited venues. For example, 24 per cent of Foundation Stage coordinators, 93 per cent of Key Stage 2 coordinators and 22 per cent of subject heads at Key Stage 4 reported that they had visited places of historical or local interest over the 2005/6 academic year. Visits to natural environments, such as water bodies, forests and the general countryside, were less common, although they appeared to be more prevalent in special schools and at Key Stage 2 in primary schools, than at the other Key Stages. For example, 52 per cent of

¹⁴ Although there did appear to be a relationship between the level of school commitment to EOtC and the amount of activity in special schools, this was not statistically significant.

Key Stage 2 coordinators and 81 per cent of special school teachers indicated that they had undertaken trips to the general countryside, compared with 16 per cent of Foundation Stage coordinators and nine per cent of subject heads at Key Stage 4. Visits to field studies centres, environmental centres and outdoor pursuit or adventure centres, although rare in Foundation Stage and in Key Stages 1, 3 and 4, were more common in Key Stage 2 and in special schools.

Table 2.2 Types of venues visited on off-site day or residential visits:
Primary coordinators (proportion of primary coordinators responding)

Venues	Foundation Stage coordinators %	Key Stage 1 coordinators %	Key Stage 2 coordinators %
Urban built environments	37	47	61
Urban nature	38	52	45
Places of cultural interest	18	43	79
Places of historical/local interest	24	64	93
Places of worship/community centres	29	66	79
City farms	14	9	15
Rural farms	29	22	29
Field Studies Centres	3	15	48
Environmental centres	14	18	49
National nature reserves/ Sites of Special Scientific Interest	13	18	39
Forests/ woodlands	21	29	44
Water bodies	8	20	54
General countryside	16	31	52
Outdoor pursuits/adventure centres	5	8	67
Other	20	22	24
N=	133	143	144

A series of single response items (respondents were asked to indicate the number of times they had visited each venue. This data was aggregated to identify if respondents had visited these venues at all)

Due to rounding, percentages may not always sum to 100

A filter question: all those who indicated that they had undertaken off-site day or residential visits

Source: NFER school survey of education outside the classroom, 2006 (data from primary coordinator questionnaires)

Table 2.3 Types of venues visited on off-site day or residential visits:
Secondary subject heads (proportion of subject heads responding)

Venues	Subject heads (Key Stage 3) %	Subject heads (Key Stage 4) %
Urban built environments	19	24
Urban nature	8	6
Places of cultural interest	22	25
Places of historical/local interest	26	22
Places of worship/community centres	12	7
City farms	0	1
Rural farms	2	2
Field Studies Centres	4	5
Environmental centres	3	3
National nature reserves/ Sites of Special Scientific Interest	4	4
Forests/ woodlands	6	4
Water bodies	8	8
General countryside	8	9
Outdoor pursuits/adventure centres	13	9
Other	18	21
N=	1356	1451

A series of single response items (respondents were asked to indicate the number of times they had visited each venue. This data was aggregated to identify if respondents had visited these venues at all)

Due to rounding, percentages may not always sum to 100

A filter question: all those who indicated that they had undertaken off-site day or residential visits

Source: NFER school survey of education outside the classroom, 2006 (data from secondary school subject head questionnaires)

Table 2.4 Types of venues visited on off-site day or residential visits: Special school teachers (proportion of special school teachers responding)

Venues	Special school teachers %
Urban built environments	77
Urban nature	70
Places of cultural interest	84
Places of historical/local interest	86
Places of worship/community centres	78
City farms	31
Rural farms	56
Field Studies Centres	34
Environmental centres	51
National nature reserves/ Sites of Special Scientific Interest	57
Forests/ woodlands	80
Water bodies	70
General countryside	81
Outdoor pursuits/adventure centres	72
Other	36
N=	193

A series of single response items (respondents were asked to indicate the number of times they had visited each venue. This data was aggregated to identify if respondents had visited these venues at all)

Due to rounding, percentages may not always sum to 100

A filter question: all those who indicated that they had undertaken off-site day or residential visits

Source: NFER school survey of education outside the classroom, 2006

The telephone interviews with a sub-sample of teachers indicated that their choice of venue for an off-site visit depended, to some extent, on the local area around the school, as teachers tend to prefer to visit locations within close proximity of the school. They also tended to visit venues recommended to them, or with which they already had a personal contact. The level of staff expertise at the venue in the curriculum area being studied, and the extent to which it was felt appropriate for pupils, were also deciding factors in teachers' choice of location for off-site visits.

Further analysis of the questionnaire survey data¹⁵ revealed a range of other variables that appeared to influence the type of locations visited by teachers and the frequency of visits to such locations. These included the Key Stage of pupils, subject area, the location of the school, and teacher confidence, as outlined below.

¹⁵ Chi square and ANOVA analyses were undertaken to explore significant differences between variables.

Key Stage

As noted above, Key Stage 2 coordinators reported having visited a greater range of locations than Key Stage 1 and Foundation Stage coordinators. Furthermore, visits to field study centres, environmental centres and water bodies were significantly more frequent in Key Stage 2 than in Key Stage 1 or Foundation Stage. There was little difference between Key Stage 3 and Key Stage 4 in the frequency of visits to different locations, although visits to urban built environments and places of cultural interest appeared to be more frequent at Key Stage 4 than at Key Stage 3.

Subject area (in secondary schools)

The locations visited also varied among the different secondary school subject areas. Visits to urban built environments, for example, were more frequent in geography, modern foreign languages, citizenship (and in business studies at Key Stage 4), while visits to places of cultural interest were more common in English, music and art and design. Trips to forests or woodlands appeared to be more frequent in geography, science and PSHE, while visits to the general countryside were more prevalent in geography, PSHE, PE and citizenship.

Geographical location

There appeared to be some relationship between school location and the type of venues visited. Teachers in primary schools located in the south of England, for instance, were more likely than teachers in schools in other areas of the country to have undertaken a greater number of visits to places of historical or local interest (12 per cent of teachers in the South had undertaken seven or more visits to places of historical interest, compared with two per cent of teachers in schools in the North and one per cent of those located in the Midlands). In addition, visits to rural farms were more frequent in primary schools that were located in rural areas. Similarly, secondary schools located in rural locations were more likely than schools in urban locations to have undertaken a greater number of visits to the general countryside, perhaps due to their close proximity to such an environment.

Teacher confidence, training and satisfaction with support

The level of teachers' confidence and training in EOtC, and their satisfaction with the support they had received in this area¹⁶ also had an influence on the types of venues they visited and the frequency of such visits.

Teachers who were more confident about carrying out activities were more likely than less confident teachers to have provided a greater number of visits to a range of locations:

¹⁶ See Appendix C for details of how measures of confidence, satisfaction with support and extent of training were constructed for this analysis.

- In primary schools, key stage coordinators who were more confident were significantly more likely to have undertaken a greater number of visits to urban built environments and urban nature environments than coordinators who were less confident. It may be that teachers perceive these environments to have more dangers to children than other environments, and they, therefore, need more confidence to be able to undertake visits to such locations. The telephone interviews with teachers indicated that they often visited urban environments that were local to the school so that pupils could walk to the venues. This was, however, a concern for many teachers and they emphasised the need for sufficient numbers of staff to be available to supervise the children.
- In secondary schools, subject heads who reported being more confident in carrying out EOtC activities were more likely than less confident subject heads to have undertaken a greater number of visits to locations such as forests or woodlands, water bodies, the general countryside, urban built environments and places of historical or local interest.
- Teachers in special schools who reported being more confident in providing activities were more likely than special school teachers who were less confident to have undertaken a greater number of visits to forest or woodland locations and to the general countryside. It may be that in these open locations it is harder for teachers to supervise the pupils, thus teachers who are less confident in carrying out activities may not be as willing to visit such locations.

Teachers' level of satisfaction with the support they had received in relation to EOtC also appeared to influence the type of venues they had visited. Teachers who reported high levels of satisfaction with support provided by their school and external organisations were more likely than less satisfied teachers to have provided a greater number of visits to a range of locations:

- Primary school teachers who were more satisfied with the support they had received were more likely than those who were less satisfied to have undertaken a greater number of visits to most of the locations listed on the questionnaire, including urban built environments, places of cultural interest, field studies centres, nature reserves, water bodies and outdoor pursuits and/or adventure centres.
- Secondary school subject heads who were more satisfied with the support they had received were more likely than those who were less satisfied to report that they had undertaken a greater number of visits to the general countryside, outdoor pursuits/adventure centres (at Key Stage 3), and places of worship or community centres (at Key Stage 4).
- Special school teachers who were most satisfied with the support they had received in relation to EOtC were more likely to have undertaken a greater number of visits to outdoor pursuits or adventure centres than special school teachers with lower levels of satisfaction. Visits to these locations tend to involve higher risk activities such as abseiling or rock climbing, and it may be that teachers who are more satisfied with the support they

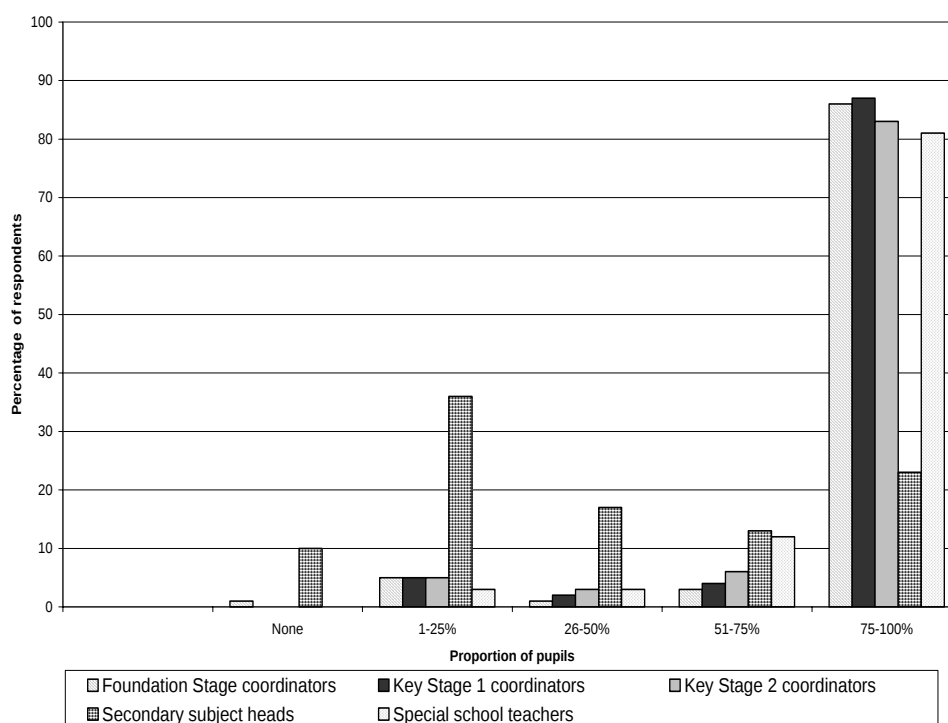
have received are more confident that their school, local authority and union would support them should any health and safety issues arise during such visits (see Chapter 4 for a further discussion about this issue).

The extent of teachers' training also appeared to influence the frequency with which they visited particular locations, as primary coordinators who reported having received more training were more likely than teachers with lower levels of training to have undertaken a greater number of visits to community centres, places of worship and nature reserves. Similarly, secondary subject heads who had undertaken more training in EOtC were more likely than those with lower levels of training to have undertaken a greater number of visits at Key Stages 3 and 4 to urban built environments, forests or woodlands, water bodies, the general countryside and outdoor pursuit or adventure centres.

2.3 Proportion of pupils offered activities

As Figure 2.2 shows, the majority of primary school coordinators and special school teachers who responded to the survey reported that they had offered EOtC activities to at least three-quarters of their pupils over the last academic year (2005/6). However, in secondary schools the picture was more mixed. While most subject heads indicated that at least some pupils were offered activities, ten per cent said that none of their pupils at Key Stage 3 or Key Stage 4 had been offered such provision.

There did, however, appear to be some differences between subject areas in the proportion of pupils who had been offered activities. Subject heads who reported that they had not offered activities to any of their pupils were more likely to be heads of ICT, PSHE and RE departments. Those who had offered provision to low proportions of pupils (less than half their pupils) were more likely to be heads of mathematics, design and technology, art and design and science departments. Heads of business studies, geography, music, PE and history departments were more likely to have offered EOtC provision to more than half their pupils at Key Stages 3 and 4.

Figure 2.2 Proportion of pupils offered EOtC activities

A single response question

Source: NFER school survey of education outside the classroom, 2006 (data from teacher questionnaires)

Further analysis of the data¹⁷ revealed that a range of factors appeared to influence the proportion of pupils who were reported to have been offered EOtC provision.

- **Levels of confidence** – Primary, secondary and special school teachers who reported higher levels of confidence in carrying out EOtC activities were more likely than teachers with lower levels of confidence to have offered EOtC to at least three-quarters of their pupils (see Chapter 4 for further details about teachers' confidence).
- **Satisfaction with support** – Teachers in primary and secondary schools who appeared to be more satisfied with the support they had received from their school and external organisations (such as their local authority or teacher unions/associations) were more likely than those who were less satisfied to have offered activities to at least three-quarters of their pupils (see Chapter 4 for a discussion about the level of satisfaction teachers had with the support they had received).
- **Extent of training** – Secondary school subject heads who reported that they had undertaken greater levels of training in providing activities were

¹⁷ Chi square and ANOVA analyses were undertaken to explore significant differences between variables. See Appendix C for details of how measures of confidence, satisfaction with support and extent of training were constructed for this analysis.

more likely than subject heads with less training to have offered activities to at least three-quarters of their pupils (see Chapter 4 for details about the extent of training teachers had received).

In secondary schools, the proportion of pupils who had been offered EOtC activities also appeared to be influenced by the characteristics of the school they attended. Teachers who reported that they had offered activities to at least three-quarters of their pupils were significantly more likely to be in schools:

- located in the South of England
- located in areas with the lowest levels of deprivation
- with the highest levels of Key Stage 3 achievement
- with no pupils with special educational needs.

Although there may be other factors at influence, these findings suggest that there may be a lack of social equity in EOtC provision.

2.4 Curriculum links

Both the survey data and telephone interview data revealed that teachers were using EOtC to deliver (either primarily or partly) a wide range of units of work or topics, in a wide range of subject areas. Only a few of the teachers interviewed (mostly from special schools) stated that they did not link EOtC activities to any specific units of work and, in these cases, they emphasised that this was because *‘it’s the experience that’s more important’*.

In **primary and special schools**, the topics that survey respondents identified were grouped into the subject areas to which they were related. This revealed that there was some similarity in the topic areas that EOtC was being used to deliver. For example, teachers across primary and special schools most commonly reported that EOtC was being used to deliver topics in geography, science and history. EOtC activities appeared to be least frequently used to deliver topics related to English, mathematics, music and ICT. However, there were some differences between the Key Stages and between primary and special schools, as discussed below.

Foundation Stage

Just under half (42 per cent) of the Foundation Stage coordinators that responded to the survey indicated that EOtC activities were used to deliver all

six areas of learning¹⁸ in the Foundation Stage curriculum. Knowledge and understanding of the world (41 per cent of respondents), physical development (25 per cent) and creative development (17 per cent) were the most commonly reported topics. EOTC activities were also frequently used to deliver science-related topics, such as seasons, animals, mini-beasts and growth.

Key Stage 1

At Key Stage 1, EOTC activities were most frequently being used to deliver science- and geography-related topics. A range of science-related topics were identified by teachers and these tended to have a biological focus (such as plants, mini-beasts, animals and habitats). Topics such as materials and forces were also commonly delivered through EOTC activities. The most common geography-related units of work reported by Key Stage 1 coordinators included 'our locality' and 'our school', suggesting that teachers were taking advantage of their immediate environment to deliver activities, although coastal locations, houses and homes and road safety were also frequently mentioned. History-related topics (such as toys through the ages, Victorians, castles and famous people) and RE-related topics (such as places of worship and beliefs and cultures) were also commonly reported at Key Stage 1.

Key Stage 2

EOTC activities at Key Stage 2 were most commonly reported to have been used to deliver history-related topics. A wide range of units of work were identified by Key Stage 2 coordinators, although the Tudors, the Victorians, World War 2 and the Romans were the most common. Geography-related topics were also frequently reported and, as was the case at Key Stage 1, 'our locality' was the most common topic delivered through EOTC activities. Water bodies, road safety, contrasting locations and coastal locations were also frequently identified geography-related topics. In addition, Key Stage 2 coordinators identified a range of science-related and RE-related topics that they had delivered through EOTC activities. As at Key Stage 1, science topics most commonly had a biological focus, such as habitats, life cycles and plants. In RE, places of worship and beliefs and cultures were the most frequently reported topics delivered through EOTC.

Special schools

A wider range of topic areas were identified by special school teachers than by primary school coordinators, and there were some differences in the types of topics reported. While EOTC activities were most frequently used to deliver

¹⁸ The six areas of learning that form the Foundation Stage curriculum are Personal, social and emotional development, Communication, language and literacy, Mathematical development, Knowledge and understanding of the world, Physical development and Creative development.

geography-, science- and history-related topics (as in primary schools), PSHE-related topics (such as social interaction, personal care and independence) were also common in special schools.

Key Stages 3 and 4

Subject heads in secondary schools were less likely than primary and special school teachers to identify the topics that they had delivered through EOtC activities (42 per cent of respondents did not identify topics used at Key Stage 3 and 36 per cent did not identify any topics at Key Stage 4). Heads of geography, science, history and English were most likely to respond to this question, while heads of ICT, citizenship, PSHE and mathematics were least likely to respond.

Where subject heads responded, they identified a wide range of topics within their subject area that had been delivered through EOtC activities. Many topics were only mentioned by one or two subject heads, although there were some units of work in each subject area that seemed to be used by many teachers, perhaps due to a requirement within the curriculum, or because some topics were easier to deliver through EOtC than others.

In **geography**, for example, although a range of topics were identified by subject heads, some topics were reported more frequently than others. At Key Stage 3, weather, settlement change, tourism and map skills were most commonly delivered through EOtC activities, while at Key Stage 4, urban landscapes, coastal locations, tourism and water bodies were the most common topics identified. Heads of **science** departments also identified a range of units of work (mostly biology topics) delivered through EOtC activities, although ecology was the most commonly reported topic. In **history**, EOtC was most commonly used to deliver medieval history, World War 1 and 2, castles and local history.

The telephone interviewees suggested that some topics or units of work '*lend themselves better*' to EOtC than others. Examples given included the weather and seasons in geography and mini-beasts in science. Other teachers indicated that some topics are more difficult to teach solely in the classroom, and need some element of EOtC. One Head of Geography, for instance, described how she had visited an environmental centre with Year 10 students, and had focused the trip on regeneration, coastal management, national parks and tourism. She stated that she had decided to focus the visit on these topics because '*these are the ones that we struggle with teaching*' as they are '*more abstract*'. She added that for topics such as these, experiential learning was crucial: '*You need to actually experience it and see it, rather than be told it.*'

On the whole, the teachers interviewed reported that they had carried out follow-up work with their pupils after EOtC activities, to link the activity with

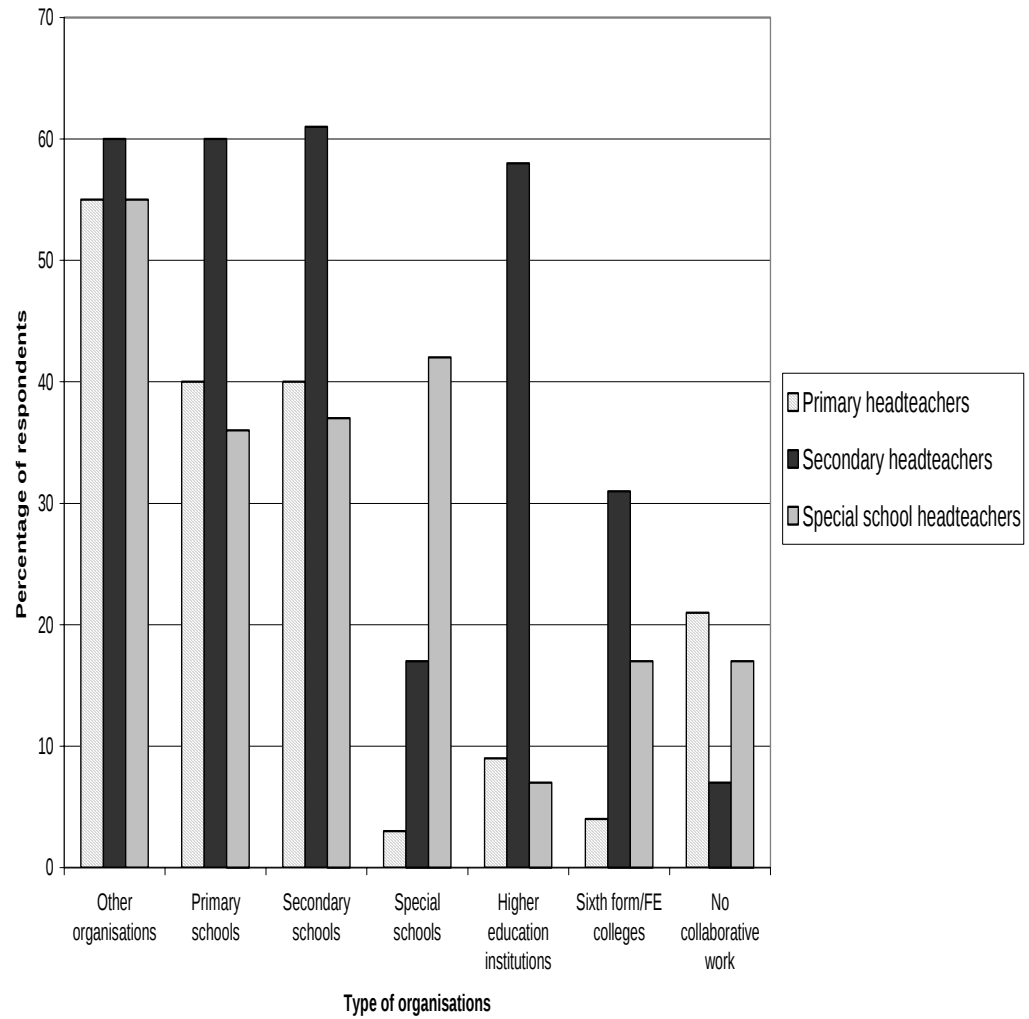
the work they were doing in class. Such follow-up work included group discussions about the activity, creating displays or carrying out assemblies, drawing or writing about the activity, and producing diaries or photographic records. One Key Stage 1 coordinator, for example, reported that, after a visit to a National Trust site, the pupils had made displays of life-cycles and trees, painted a picture of a statue at the National Trust site, written thank you letters to staff at the site, along with story writing and persuasive writing. Another teacher, a Head of History in a secondary school, reported that pupils were asked to produce a journal or photographic record of trips, which then *'forms part of a display, which we put up after every trip, photographs and what they have achieved...it is in the history block for them all to see as they come through'*.

2.5 Extent of collaboration

Responses from the surveys of headteachers and of LA advisers revealed that many schools had worked in collaboration to deliver EOtC activities over the then-current academic year (2005/6). Collaborative work was particularly common in secondary schools, as 92 per cent of secondary headteachers stated that they had worked in collaboration to deliver activities, compared with 80 per cent of special school headteachers and 77 per cent of primary headteachers.

As Figure 2.3 shows, schools tended to have worked with other schools in their sector, although cross-sector collaborative working was also common, particularly between primary and secondary schools. Collaborative work with further education colleges and higher education institutions was less common, although it had occurred more in secondary schools than in primary or special schools. More than half the primary, secondary and special school headteachers surveyed indicated that they had worked with other organisations to deliver activities. Although they did not provide further details on these organisations, some of the teachers interviewed indicated that their school had links with EOtC providers such as theatres, art galleries and conservation sites.

Figure 2.3 Extent of collaboration with other organisations to provide EOtC (proportion of responding headteachers)



More than one answer could be given

Source: NFER school survey of education outside the classroom, 2006 (data from headteacher questionnaires)

3. Aims of education outside the classroom and extent of access to provision

Key findings

- The main aims of EOtC identified by respondents were the personal development of pupils, linking the work that pupils undertake in class with the outside world, and the development of pupils' skills and knowledge.
- The majority of headteachers were positive about EOtC in their school; they felt that it was an integral part of the learning and development of pupils and part of the school ethos. However, lower proportions of headteachers reported that the amount of provision in their school was about right.
- Most schools felt that they were able to provide equal access to activities for all pupils, although some headteachers reported difficulties in providing access to pupils with support needs, particularly those with behavioural, emotional and social difficulties. Support strategies to enable equal access included funding for pupils from lower income families, adapting tasks to make them more accessible to pupils with support needs and providing funding for extra staff to support pupils.

3.1 Introduction

Previous research has suggested that EOtC can promote cognitive, personal and social developments in young people. This chapter explores headteachers' views on EOtC and the aims of such provision as reported by school staff. It also examines the extent to which pupils have equal access to provision, and describes the strategies that schools have in place to support pupils in accessing such provision. The chapter draws on data from the surveys of headteachers and teachers, as well as data from the telephone interviews with a sub-sample of teachers who responded to the survey.

3.2 Headteachers' and teachers' aims of EOtC

There was general consensus among respondents about the main aims of EOtC activities. Table 3.1 presents the four aims most commonly reported (in an open-ended survey question) by the different groups of respondents¹⁹.

¹⁹ In order to consolidate the data, the detailed responses given by school staff to this question in the surveys were grouped into a number of broad categories (e.g. personal development, development of pupils' knowledge).

Table 3.1 Main aims of EOtC - the top four aims reported (proportion of headteachers and teachers responding)

Respondent	Personal development %	Link with outside world %	Develop pupils' skills %	Develop pupils' knowledge %	No response %	N
Primary headteachers	66	45	36	23	15	201
Foundation Stage coordinators	76	45	31	31	3	147
Key Stage 1 coordinators	71	71	30	33	6	143
Key Stage 2 coordinators	73	52	46	29	8	144
Secondary headteachers	74	32	37	31	20	185
Subject head-Key Stage 3	38	30	29	28	18	2040
Subject head-Key Stage 4	10	11	8	13	60	2040
Special school headteachers	71	41	47	19	11	247
Special school teachers	80	47	48	31	3	193

This table only includes the four main aims reported by respondents

More than one answer could be given, so percentages will not sum to 100

Source: NFER school survey of education outside the classroom, 2006 (data from headteacher and teacher questionnaires)

Personal development was seen as the key aim of EOtC across each of the different groups of respondents. More specifically, their comments revealed that encouraging pupils' social and emotional development, widening pupils' horizons by giving them new experiences, improving their confidence and self-esteem, along with motivating pupils were seen as particularly important aims of EOtC activities. Personal development appeared to be most important to special school headteachers (80 per cent reported this as an aim), and least important to secondary school subject heads (38 per cent reported it was an aim at Key Stage 3 and ten per cent at Key Stage 4), although subject heads were proportionally less likely than other respondents to respond to this question overall, particularly in relation to the aims of EOtC at Key Stage 4.

Further analysis of this data revealed that there were some differences in the aims reported by different subject heads. At Key Stage 3, heads of MFL, PE, RE and English departments were significantly more likely than other subject heads to identify personal development as an aim of EOtC. At Key Stage 4,

heads of geography, history and PE departments were more likely to mention personal development than heads of other subject areas.²⁰

The importance of personal development as an aim of EOtC was emphasised through the comments of teachers involved in the telephone survey. Most commonly, these teachers reported that the main aims of activities were to give pupils new experiences and *'make them more aware of the outside world'*, and to *'promote awe and wonder'* in pupils. This was illustrated by the following comment by a teacher in a special school: *'The children have special difficulties and are from a deprived area. They don't get the usual life experiences at home, so we use EOtC to open windows on the world for them.'*

The telephone interviewees also revealed that teachers sometimes had different aims depending on the type of activity being delivered, as personal development was sometimes seen as more of a priority on residential visits. One Key Stage 2 coordinator, for example, stated: *'For the residential [trips], the social benefits are probably a main priority. But when it comes to [day] outings, the social benefits are not a priority, but it is something that is given consideration.'*

Notable proportions of school staff who responded to the survey reported that one of the aims of EOtC was **linking classroom-based work with the outside world** and, as Table 3.1 shows, this was a particular concern for Key Stage 1 coordinators (71 per cent reported this as an aim). Heads of geography, history and mathematics departments were more likely than other subject heads to identify this as an aim at Key Stage 3, while heads of business studies, geography, art and design and English departments were more likely to identify it for Key Stage 4. Teachers' specific aims for activities included enriching the curriculum and giving pupils a better understanding of what they were learning, and enabling pupils to have hands-on experiences, in order to apply what they have learned in the classroom to a real-world context. These aims were echoed in the telephone survey of teachers, as illustrated by the following comment by a Key Stage 1 coordinator. She stated that one of the aims of visiting the local area was *'to bring the curriculum alive...they [pupils] need hands-on experiences to make it real'*.

The **development of pupils' skills** was also seen as one of the main aims of activities, particularly among Key Stage 2 coordinators, special school staff, and heads of geography and MFL departments in secondary schools. Some respondents gave further details about the specific skills that they aimed to be developed in pupils through activities, and there were some differences across the Key Stages. At Foundation Stage and Key Stage 1, coordinators most commonly indicated that they hoped to develop pupils' language and communication skills, their life or independence skills and their sensory skills.

²⁰ Heads of these subject areas were also more confident in providing EOtC activities, as reported in Chapter 4.

Key Stage 2 coordinators, on the other hand, most commonly identified team working skills, life and independence skills and research or analytical skills. In secondary schools, subject heads most commonly reported that the skills they aimed to develop through EOtC activities at Key Stage 3 were team-working skills, language and communication skills and research or analytical skills. These were slightly different at Key Stage 4, as subject heads most frequently identified research or analytical skills, work-related skills and language or communication skills. Teachers in special schools were more likely to report that they aimed to develop pupils' life and independence skills through EOtC, as well as their team-working and vocational skills.

The **development of pupils' knowledge** was also identified across the different groups of respondents as being one of the main aims of EOtC; this appeared to be a particular issue for heads of history, geography and science departments. Other aims reported by school staff included the physical development of pupils, providing opportunities for different learning styles to be used and enabling the inclusion of all pupils (and this was a particular issue among teachers in special schools). It is worth noting that only a minority of respondents identified '*fun*' as an aim of activities (for example, six per cent of Key Stage 1 coordinators, one per cent of subject heads and two per cent of special school teachers). However, one Head of Business Studies interviewed by telephone highlighted that giving pupils an opportunity for a fun day out can be an important element of activities: '*Lots of kids can't afford a day out...childhood is also about having fun, not just filling their minds.*'

3.3 Headteachers' views on EOtC

The majority of headteachers who responded to the survey were positive about EOtC in their school, and the views of primary, secondary and special school headteachers were broadly similar. As Tables 3.2 to 3.4 illustrate, the majority of headteachers indicated that EOtC was an integral part of the learning and development of pupils in their school, was part of their school ethos, and that the benefits of provision are widely recognised in their school. Most headteachers, particularly those in special schools, also reported that their senior management encourage provision across the school, and only small proportions of respondents (mainly in primary schools) indicated that EOtC was encouraged only in particular curricular areas or year groups.

Slightly lower proportions of headteachers stated that teachers in their school make the most of opportunities for EOtC, and proportionally fewer primary headteachers agreed (or strongly agreed) with this than headteachers in secondary schools and special schools (79 per cent of primary headteachers, compared with 81 per cent of secondary headteachers and 86 per cent of special school headteachers). Furthermore, headteachers were less likely to report that the amount of EOtC provision in their school was about right and,

again, this was particularly the case in primary schools – 53 per cent of primary headteachers agreed (or strongly agreed) with this statement, compared with 63 per cent of secondary headteachers and 69 per cent of special school headteachers.

Headteachers identified a range of benefits of EOtC provision in their school. The majority of headteachers (92 per cent or more), for example, felt that providing activities had a positive impact on:

- broadening pupils' experiences
- the school ethos
- pupils' attitudes and values
- pupils' communication and social skills
- pupils' behaviour and motivation.

Table 3.2 Views of EOtC in the school: Primary school headteachers (proportion of primary headteachers responding)

Views of EOtC:	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	No response %
EOtC is an integral part of the learning and development of pupils in this school	59	38	2	1	0	0
The senior management encourage EOtC across the school	59	35	4	2	0	0
The benefits of EOtC are widely recognised in this school	57	38	3	1	0	0
EOtC is part of the school ethos	55	36	8	0	0	0
The school ensures that all pupils have equal access to EOtC	43	45	7	2	1	0
Teachers in this school make the most of opportunities for EOtC	27	52	15	5	0	0
The amount of EOtC provision in this school is about right	12	41	26	18	0	2
The senior management encourage EOtC for some curricular areas only	6	14	14	45	17	3
Pressure on the curriculum means that EOtC is very limited	3	16	19	45	14	1
There are few opportunities for EOtC within the locality of the school	2	14	11	42	30	1
The senior management encourage EOtC in some year groups/Key Stages only	0	7	9	50	32	1
EOtC is a low priority for teachers in this school	0	2	11	49	35	2
N = 201						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER school survey of education outside the classroom, 2006

Table 3.3 Views of EOtC in the school: Secondary school headteachers (proportion of secondary headteachers responding)

Views of EOtC:	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	No response %
EOtC is an integral part of the learning and development of pupils in this school	62	32	5	1	0	0
The benefits of EOtC are widely recognised in this school	61	36	2	2	0	0
The senior management encourage EOtC across the school	61	33	6	1	0	0
EOtC is part of the school ethos	58	35	5	2	0	0
The school ensures that all pupils have equal access to EOtC	34	47	15	4	1	0
Teachers in this school make the most of opportunities for EOtC	26	55	13	5	1	0
The amount of EOtC provision in this school is about right	11	52	15	20	0	2
The senior management encourage EOtC for some curricular areas only	3	6	9	47	32	2
Pressure on the curriculum means that EOtC is very limited	1	14	20	45	19	1
There are few opportunities for EOtC within the locality of the school	1	11	14	55	19	1
The senior management encourage EOtC in some year groups/Key Stages only	1	5	9	51	33	1
EOtC is a low priority for teachers in this school	1	3	11	54	30	2
N = 185						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER school survey of education outside the classroom, 2006

Table 3.4 Views of EOtC in the school: Special school headteachers (proportion of special school headteachers responding)

Views of EOtC:	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	No response %
EOtC is an integral part of the learning and development of pupils in this school	79	17	2	1	0	0
The senior management encourage EOtC across the school	78	21	1	0	0	0
The benefits of EOtC are widely recognised in this school	77	20	0	2	0	0
EOtC is part of the school ethos	75	19	3	2	0	0
The school ensures that all pupils have equal access to EOtC	51	40	5	4	0	0
Teachers in this school make the most of opportunities for EOtC	40	46	10	4	1	0
The amount of EOtC provision in this school is about right	20	49	16	13	1	1
The senior management encourage EOtC for some curricular areas only	6	6	13	47	26	2
Pressure on the curriculum means that EOtC is very limited	2	9	13	52	23	1
The senior management encourage EOtC in some year groups/Key Stages only	2	2	4	51	38	2
There are few opportunities for EOtC within the locality of the school	1	7	4	50	37	1
EOtC is a low priority for teachers in this school	0	4	6	43	45	1
N = 247						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER school survey of education outside the classroom, 2006

3.4 Extent of access to provision

The majority of headteachers who responded to the survey felt that their school ensured equal access to EOtC for all pupils. As Tables 3.2 to 3.4 show, 91 per cent of special school headteachers, 88 per cent of primary headteachers and 81 per cent of secondary headteachers agreed or strongly agreed with this statement. The telephone interviews also revealed that many teachers felt that it was important that all pupils, regardless of their support needs, should be able to access EOtC activities. One special school teacher, for example, commented: *'We would never offer trips to some and not to others...We would try everything possible to make it a worthwhile experience for all pupils'*.

On the whole, most headteachers said they were not experiencing major difficulties in providing equal access for pupils to EOtC activities. However, notable proportions of headteachers who responded to the survey reported moderate difficulties in providing access to pupils with particular support needs, and those from minority ethnic groups.

Across primary, secondary and special schools, headteachers appeared to be finding it most challenging to provide access to pupils with **behavioural, emotional and social difficulties** – 36 per cent of secondary headteachers, 33 per cent of primary headteachers and 30 per cent of special school headteachers reported moderate difficulties in providing access to these pupils. This finding was illustrated through the comments of teachers interviewed, as some highlighted the difficulties they had in including pupils with behavioural and social issues in off-site activities. They were concerned that such pupils might put themselves or their peers at risk. A few teachers reported asking the parents of these children to accompany them on trips, but one teacher stated that if a parent was not able to attend, the pupil was not able to participate in the activity.

Notable minorities of headteachers who responded to the questionnaire survey also reported moderate difficulties in providing access to the following pupils:

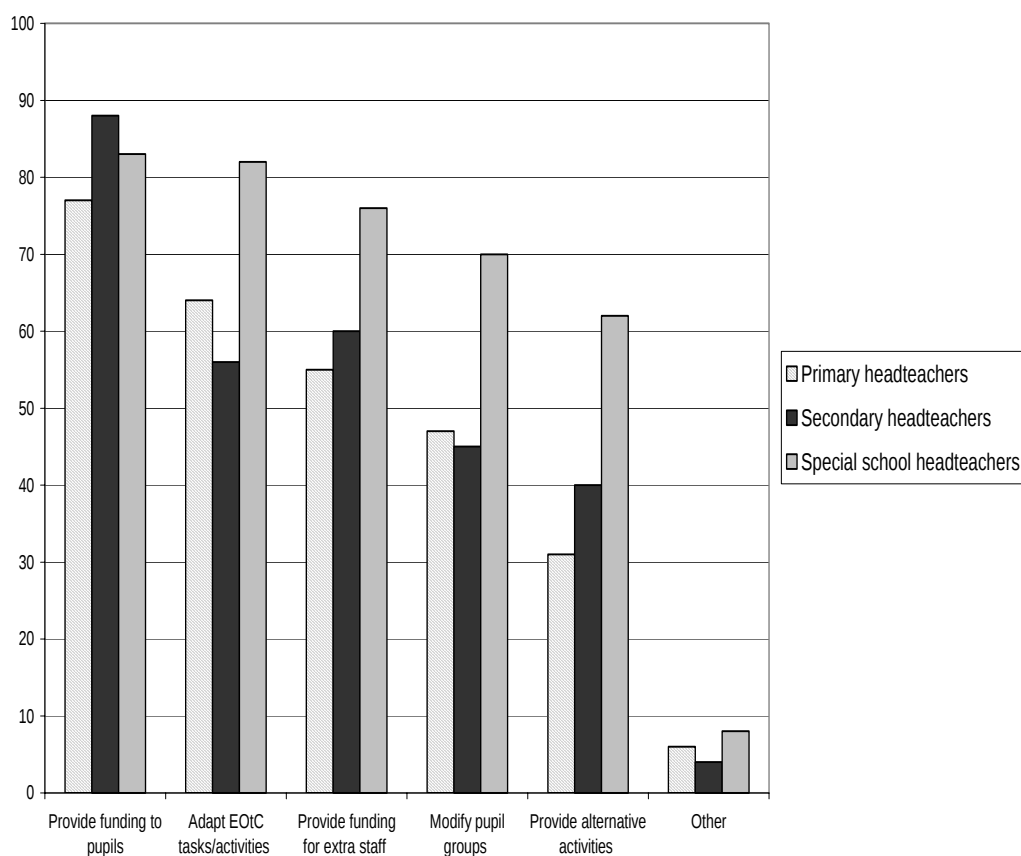
- **pupils who are disengaged from school** – 34 per cent of secondary headteachers, 21 per cent of primary headteachers, 15 per cent of special school headteachers
- **pupils with physical needs** – 34 per cent of secondary headteachers, 21 per cent of primary headteachers, 21 per cent of special school headteachers
- **pupils from lower income families** – 28 per cent of secondary headteachers, 20 per cent of primary headteachers, nine per cent of special school headteachers

- **pupils with communication and interaction needs** – 24 per cent of secondary headteachers, 18 per cent of special school headteachers, 16 per cent of primary headteachers.

Furthermore, when asked if their school was able to meet the cost of funding activities for pupils eligible for Free School Meals, 17 per cent of primary headteachers, 30 per cent of secondary headteachers and 46 per cent of special school headteachers reported that they were always able to meet this cost.

However, despite the difficulties that some headteachers experienced in enabling certain groups of pupils to participate in EOtC activities, the majority of headteachers reported that they provided some form of extra support for such pupils to allow access to provision. Figure 3.1 illustrates the type of support they provided.

Figure 3.1 Extra support provided to pupils with difficulty accessing provision (proportion of responding headteachers)



More than one answer could be given

Source: NFER school survey of education outside the classroom, 2006 (data from headteacher questionnaires)

Most commonly, support involved providing funding for pupils from lower income families to participate in activities, and this was more common in secondary schools. The telephone interviews with a sub-sample of teachers involved in the survey revealed that this additional funding was often drawn from the school budget, although other sources included money raised from fundraising events, the Parent Teacher Association (PTA), the local authority and local charities. This was consistent with findings from the surveys of headteachers, which indicated that, although the majority of schools funded at least some EOtC activities through their school budget, they made use of other sources of funding (for example, from fundraising events and national initiatives). Furthermore, the majority of headteachers reported that parents contributed to at least some activities and, indeed, a minority stated that parents contributed to all activities (19 per cent of primary headteachers, 15 per cent of secondary headteachers and 11 per cent of special school headteachers).

Many of the teachers interviewed stressed the importance of providing equal access to EOtC activities for pupils from lower income families, as the following comments illustrate:

The school would try and find the money if a pupil couldn't afford it...No one gets left out if they want to go. (Head of Art and Design)

We don't go, 'you are on Free School Meals so you can't go'...it is all or none....it is inclusive. If, at the end of the day, we don't have enough money for it [a trip] then it is just cancelled. (Foundation Stage coordinator)

The teachers interviewed reported other ways in which they tried to support pupils from lower income families in accessing EOtC provision, and many stated that they carefully considered the cost of an activity in their planning. Several teachers, for example, reported that they tried to offer as many activities as possible that are free to pupils, as one Head of Business Studies emphasised: *'We go out of our way to do trips that pupils don't have to contribute to.'* In a few cases, teachers indicated that they tended to provide activities in their local area to avoid paying transport costs. One Head of Business Studies stated that he often negotiated with venues to provide visits for free and, in return, he advertised the venue around the school, for example, by displaying posters. Teachers also reported that, when parents were asked to contribute financially to an EOtC activity, they tried to ensure that parents were given sufficient notice to enable them to save the money over a period of time.

Figure 3.1 shows that most schools involved in the survey had a range of other support strategies in place for pupils with difficulty accessing provision. Headteachers in special schools were more likely to report such support strategies than primary and secondary school headteachers. These included

adapting tasks to make them more accessible for pupils, providing funding for extra staff to support pupils, and modifying pupil groups. Headteachers were less likely to report that they offered alternative provision to pupils with support needs, which suggests that schools were more likely to adopt strategies for supporting all pupils to access the same provision, rather to provide alternative activities for those pupils with support needs. These findings were reinforced by the comments of telephone interviewees, who most commonly reported that pupils with special educational needs were provided with one-to-one support from an adult (either their parent, or a support worker or learning assistant). A few teachers who taught pupils with physical needs also indicated that they ensured that appropriate transport was available for these pupils, and that the venues they visited had disabled access.

4. Coordination and delivery of education outside the classroom provision

Key findings

- The role of the EOtC coordinator was generally vested in a member of the senior management team. The headteacher, rather than the EOtC coordinator, was usually seen as the member of staff with responsibility for the management of risk assessments and granting approval for visits.
- Other significant responsibilities (such as assessing the competence of leaders, organising the emergency arrangements for visits and the training of adults involved in trips) appeared to be more commonly devolved to the EOtC coordinator in secondary schools than in primary or special schools.
- The area in which least coordination (at school level) appeared to take place was in the tracking of EOtC activities across the years or for individual pupils.
- On-site activities were said, primarily, to be staffed by teachers of the relevant subject, Key Stage or age group, although both primary and special schools appeared to draw on help from parents or non-teaching volunteers, as necessary, a strategy that seemed far less common in secondary schools.
- LA advisers identified a range of procedures that they had in place for monitoring EOtC activities in schools, and supporting schools in delivering such activities, including giving advice on health and safety and risk management, and ensuring that training is available for school staff.
- Headteachers across all phases valued the support they had received from the local authority, with the majority believing that the advice they had received about health and safety, risk management and supervising activities was good. Headteachers seemed far less certain about the level of support they received on pedagogical matters.
- At secondary level there was a strong positive correlation between levels of training and levels of confidence in undertaking all aspects of EOtC activities.
- The relationship between training and confidence was less clear at primary level. There was no difference in the level of training noted by staff at Foundation Stage, Key Stage 1 or Key Stage 2, yet staff at Foundation Stage were significantly less confident in organising, running or evaluating such activities than their peers at the other two Key Stages.
- Staff in special schools appeared more confident in all aspects of organising and running activities than their counterparts in either primary or secondary education, even though their levels of EOtC training in initial teacher training were no higher.

4.1 Introduction

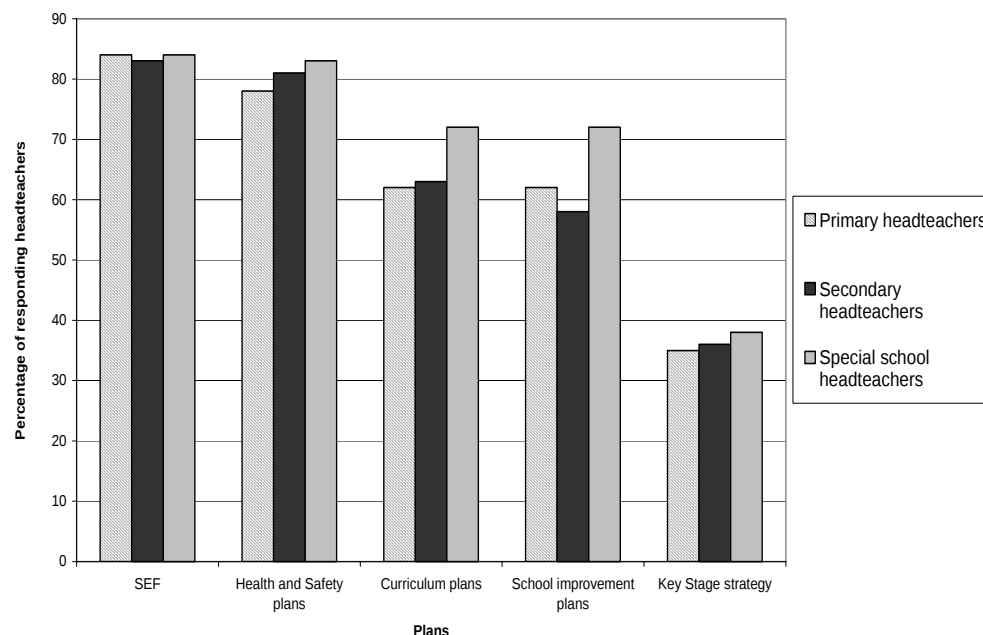
A recent survey of Initial Teacher Training (ITT) Institutions indicated that EOtC was explicitly addressed in nearly 90 per cent of primary and secondary courses (Kendall *et al*, 2006). The survey indicated that the extent to which this involved practical experience varied, as did the focus and delivery mechanism of such training. The story that emerged suggested that some of those training to become teachers would have encountered a comprehensive training programme that enabled them to run such activities, linking them to wider curriculum and classroom activities and focusing clearly on potential learning outcomes and on the impact that the EOtC activity might have on the pupils involved. However, other teachers would have had a less inclusive programme and less experience of undertaking risk managements or incorporating EOtC into their wider teaching strategies.

Whilst the research provides an idea of the initial teacher training currently available from higher education institutions, the current study assessed the extent to which classroom teachers and LA advisers currently in post feel confident in coordinating, delivering and assessing EOtC in their schools. This chapter, therefore, seeks to look at how activity is staffed within schools and to explore the extent of monitoring and support that is provided (both within schools and across authorities). It also seeks to ascertain the extent to which teachers feel confident in their role in providing activities and the relationship that may exist between the training they received (whether in ITT or subsequently) and their level of confidence in setting up and running activities and in assessing the outcomes of EOtC.

4.2 Coordination and staffing of activities

Specific EOtC policies were evident in around one third of secondary (34 per cent) and special schools (30 per cent) but in only 16 per cent of primary schools. Nonetheless, as Figure 4.1 illustrates, EOtC was a significant feature of school Health and Safety plans and school self-evaluation (SEF) documents, reported by nearly four-fifths of all primary, secondary and special school headteachers in each case. There was a greater variation in the extent to which it featured as part of school improvement plans or curriculum strategy plans. It was mentioned least as an element of Key Stage strategy plans, with less than two-fifths of schools saying that it was a feature of such plans.

Figure 4.1 EOtC in school plans (proportion of responding headteachers)



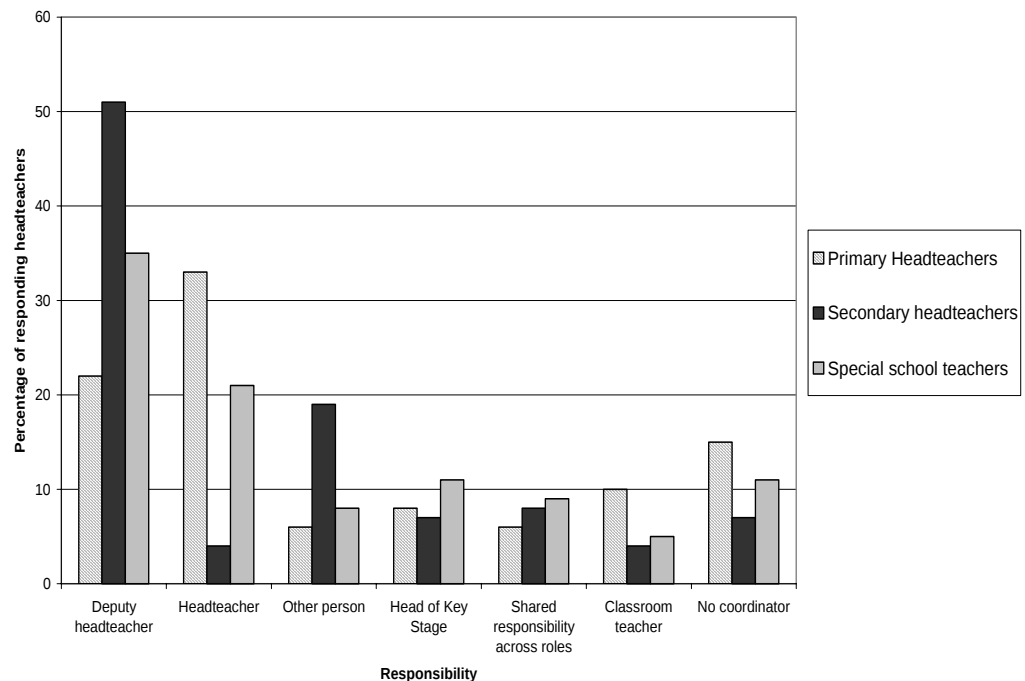
A series of single response items

A total of one per cent of primary headteachers, four per cent of secondary headteachers and seven per cent of special school headteachers reported that EOtC was included in 'other' school plans

Source: NFER school survey of education outside the classroom, 2006 (data from headteacher questionnaires)

While most headteachers responding to the survey said that the role of coordinating EOtC in the school was vested with an individual (around 90 per cent of secondary and special schools and 85 per cent of primary schools), the location of the main responsibility varied across school types. As Figure 4.2 illustrates, over half of the secondary schools reported that the main member of staff with such responsibility was a deputy or assistant head, with only four per cent of schools saying that the headteacher took on the task. In contrast, the role appeared to be more evenly split between headteachers and deputies across primary and special schools, with nearly one third of primary schools and over one fifth of special schools reporting that the headteacher held this post. What is clear is that, in most cases and across all phases, the role of coordinator for EOtC was located within the senior management team of the school.

Figure 4.2 Coordination of EOtC in schools (proportion of responding headteachers)



A single response question

The figures relate to the proportion of schools in which the coordinator or other teacher was mentioned as having at least some responsibility.

Source: NFER school survey of education outside the classroom, 2006 (data from headteacher questionnaires)

On the whole, the devolution of other significant responsibilities to the coordinator appeared to be more common in secondary schools than in primary or special schools. Assessing the competence of leaders (74 per cent of secondary schools), organising the emergency arrangements for visits (71 per cent) and the training of adults involved in trips (77 per cent), were largely within the purview of the EOtC coordinator in secondary schools, although the responsibility for organising the vetting of such adults was largely held elsewhere.²¹ In contrast, headteachers appeared to be far more involved than the designated EOtC coordinator in such tasks in primary and special schools. Reporting accidents that occurred during visits seemed to be a responsibility that was largely shared between classroom teachers and either the headteacher or the coordinator in primary and special schools, but was more evidently the task of the coordinator (along with subject teachers) than the headteacher in secondary schools (see Tables B1 to B3 in Appendix B). This was also the case with respect to the monitoring and reviewing of activities, the responsibility for which was primarily vested with the coordinator in

²¹ It should be noted that these tasks were sometimes shared with other teachers or with the headteacher. The figures relate to the proportion of schools in which the coordinator or other teacher was mentioned as having at least some responsibility.

secondary schools (58 per cent of cases), but with the headteacher in primary (62 per cent) and special (64 per cent) schools.

The area in which least coordination appeared to take place was in the tracking of EOtC activities across the years or for individual pupils. In secondary and primary schools, for example, just under one quarter reported that no such tracking was undertaken across year groups and over two-fifths of the schools, in each case, said that no system was in place for individual pupils. The situation was marginally different in special schools. While over one quarter said that no system existed to monitor activities year-on-year, one third said that this was the case for individual pupils, suggesting that the evaluation of the impact of such activities may have played a greater part in pupils' learning plans in special schools than in either primary or secondary schools.

The staffing for EOtC activities varied according to the type of activity. On-site activities were said, primarily, to be staffed by teachers of the relevant subject, Key Stage or age group, although both primary and special schools appeared to draw on help from parents or non-teaching volunteers, as necessary, a strategy that seemed far less common in secondary schools. Across all phases and sectors, off-site activities (whether day or residential) seemed to call on a larger range of other personnel. For secondary schools, this group was again largely drawn from within the wider teaching staff of the school, or from external agencies (such as Connexions, sports coaches or other experts) but, in the case of the primary and special schools, parents and other non-teaching volunteers (including governors and medical staff) were regularly mentioned (see Tables B4 to B6 in Appendix B).

4.3 Support for provision

LA advisers reported a range of procedures that they had in place for monitoring EOtC activities in schools, and supporting schools in delivering such activities. Table 4.1 presents LA procedures for monitoring EOtC, and shows that around three-quarters of respondents indicated that their LA was responsible for approving and monitoring planned activities, and just under two-thirds were monitoring the work of EVCs in schools. While 59 per cent of LA advisers reported that they visited schools to observe activities, only 46 per cent indicated that they monitored the quality of activities, and less than a quarter (24 per cent) evaluated the outcomes of such activities on pupils.

Table 4.1 Monitoring procedures for EOtC within local authorities (proportion of LA advisers responding)

Procedures:	%
Approval of planned activities/visits	76
Monitoring of planned activities/visits	73
Monitoring the work of educational visit coordinators (EVCs) in schools	65
Visiting schools and observing EOtC activities	59
Monitoring the training that school staff have received in relation to EOtC	53
Assessments of the competence and suitability of adults involved in educational visits	49
Monitoring the quality of EOtC activities	46
Evaluating the outcomes of EOtC for pupils	24
Other	3
No response to this question	16
N = 110	

More than one answer could be given so percentages do not sum to 100

A total of 92 respondents answered at least one item in this question

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 4.2 illustrates the range of support offered to schools by LAs in relation to EOtC. The majority of LA advisers reported that support and advice was provided to schools on risk management (84 per cent), health and safety (85 per cent) and staff:pupil ratios (82 per cent). Most LA respondents also promoted the benefits of EOtC to schools and the range of opportunities available within the authority, and disseminated good practice about EOtC provision across schools. However, only around half the respondents indicated that they offered schools support with teaching and learning and curriculum development in relation to EOtC.

Table 4.2 Support offered to schools by local authorities in relation to EOtC (proportion of LA advisers responding)

Support:	%
Support/advice on health and safety	85
Support/advice on risk management	84
Providing guidance about EOtC on supervision and staff: pupil ratios	82
Ensuring that training in relation to EOtC is available for school staff	74
Promotion of the benefits of EOtC	73
Sharing good practice about EOtC provision across schools in the authority	67
Promotion of the range of EOtC opportunities on offer in the authority	62
Provision of outdoor residential facilities	55
Provision of outdoor day facilities	55
Support with teaching and learning in relation to EOtC	50
Support with curriculum development in relation to EOtC	49
Other	3
No response to this question	14
N = 110	

More than one answer could be given so percentages do not sum to 100

A total of 95 respondents answered at least one item in this question

Source: NFER Local Authority survey of education outside the classroom, 2006

Headteachers across all phases were largely in agreement as to the usefulness of the support they had received from the local authority, with the majority in each case believing that the advice they had received about health and safety and risk management was good, as was the guidance they had on supervising activities.²² Around half, in each case, also noted that the support they had received in relation to outdoor learning facilities was useful.

In contrast to their positive views on the support they had received about practical matters, however, headteachers seemed far less certain about the level of support on pedagogical matters. Half of the secondary headteachers and over one third of primary and special school heads who responded to the survey said that no support was offered on curriculum development or on teaching and learning for EOtC, a picture that echoed the responses of the local authorities, around half of whom said that they made such support available. Proportionally more primary headteachers than secondary and special school headteachers who noted input in either area said that it had been of use; nearly all of the primary headteachers, compared with two-thirds of the headteachers in other schools agreed that the local authority input was useful.

²² Proportionally fewer headteachers in special schools felt that the support that they had received in relation to supervising EOtC had been useful, however, suggesting that they may have some specific needs in relation to their pupils that have not been met by the local authority input.

Further analysis revealed some relationship between the support that LAs reported offering to schools and the extent to which headteachers in that authority were satisfied with the support provided, although this was not evident in all the aspects of support explored. Headteachers across all sectors valued the provision of outdoor facilities (day and residential), and primary headteachers valued LA support where advisers indicated that they promoted the range of EOtC opportunities on offer in the authority, and shared good practice about provision across schools.

The extent to which classroom teachers were satisfied with the support they had received in relation to EOtC varied across phases. Proportionally more special school teachers (32 per cent) felt that they were ‘*very satisfied*’ with local authority support compared with teachers at Foundation Stage (15 per cent), Key Stage 1 (13 per cent) or Key Stage 2 (20 per cent) or in secondary subject areas (14 per cent). Around one third of all secondary school teachers suggested that local authority support was not applicable in their circumstances, compared with just under one fifth (19 per cent) of Foundation Stage coordinators and around one tenth of respondents from special schools or in Key Stages 1 and 2. This may reflect the extent to which respondents were engaged in taking pupils off site, or the extent to which they were involved in undertaking risk assessments, for example. Teachers’ levels of satisfaction with LA support did not differ significantly between authorities in which high levels of support were evident and those in which levels were lower. This does not mean that there was no difference at an individual level, but the difference was not large enough to show up statistically.

Around one fifth of the telephone interviewees specifically referred to the support they had received from their local authority in relation to risk assessments, funding, legal support or activities. The following comments illustrate teachers’ responses to being questioned about the support they had received from their authority:

They were very helpful in explaining about the public liability insurance. (Key Stage 1 coordinator)

The local authority are very good at [alerting us to] what is going on...if there is anything going on we tend to know about it. (Foundation Stage coordinator)

A similar proportion of teachers interviewed, however, were critical of their authority, either because they felt they offered no support (whether financial or in terms of training and guidelines) or because they felt that the support they offered was solely procedural. A number of telephone interviewees were particularly concerned about the level of back-up they could count upon should an incident occur during an EOtC activity. One Key Stage 2 coordinator, for example, when asked about what concerns she had about providing EOtC, commented:

I know that I am going to be backed up by my headteacher. That helps hugely. She does not know that she is going to be backed up by the LEA. Therefore, it doesn't help her hugely, so it doesn't help us. That increases her worry, strain and stress and would make her feel that we ought not to be doing. (EOtC)

Additional financial support was regularly requested, particularly in primary schools, for what one interviewee described as '*such a valuable way of teaching that it needs to be properly funded*'. Comments in response to a question about enabling equal access included:

We work in an area of social deprivation. We often find parents can't afford [trips] and it's really sad. (Foundation Stage coordinator)

...you just haven't got the money for what other people class as very basic stuff. (Key Stage 1 coordinator)

Coaches cost too much and a lot of our families have several pupils in the school which makes it expensive or prohibitive for them. (Key Stage 1 coordinator)

Calls for additional training were less frequent and primarily related to provision for new staff, but there were calls for the local authorities to do more in relation to creating or maintaining contact lists or ensuring that the training they provided was on a more regular basis. Few teachers requested further authority input in relation to pedagogy, with staff instead occasionally referring to the support they received from their subject associations or from related professional bodies, such as the courses run by the Royal Geographical Society or Institution of British Geographers on fieldwork and expeditions.

Levels of satisfaction with internal school support were notably higher in primary and special schools than in secondary schools, though the situation was complicated by the high proportions of secondary subject heads suggesting that support from governors, teaching assistants and other staff (including senior managers and EOtC coordinators) was not applicable in their case. Respondents across each of the Key Stages in primary schools were virtually unanimous in reporting satisfaction with the support they received from their headteachers (see Tables B7 to B11 in Appendix B), from other senior managers and from teaching assistants, although fewer were content with the support they received from school governors or (where applicable) their unions. Around one quarter of all respondents expressed dissatisfaction with union support, at least half of whom said that the unions had not been at all helpful.²³ Parents were largely seen as supportive, particularly by special school staff (52 per cent of whom said they were '*very satisfied*' with the

²³ It is not possible to tell from the questionnaire whether this reported dissatisfaction relates to guidelines put out by unions or to teachers' concerns about the level of support they might receive or had received in response to queries or with organising activities or other issues.

support they received), though it was clear that, for around one tenth of the respondents across all phases and types of school, such support was not forthcoming.

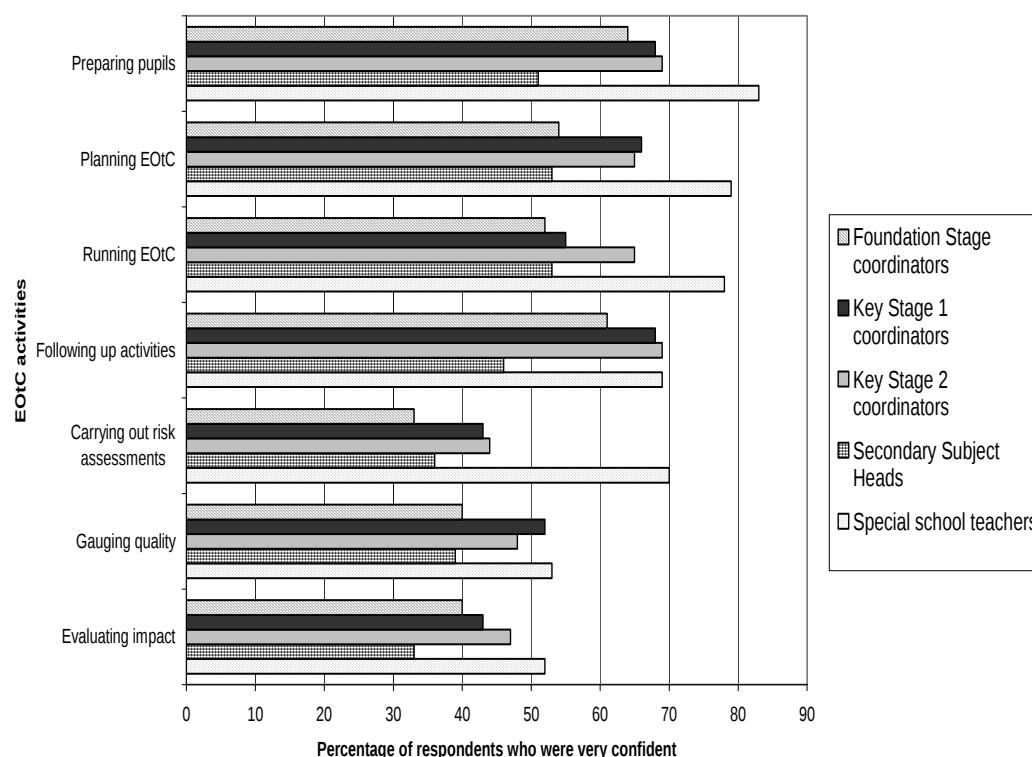
4.4 Level of teacher training and confidence in providing EOtC

The responses of LA advisers to the survey suggested that many perceived a relationship between the level of staff training in EOtC and the extent of provision. One third of LA advisers, for example, cited staff training as one of the key reasons behind increases in provision, and 17 per cent thought that a lack of training was a major reason behind decreases in activity (see Section 5.3 for further discussion about reasons for changes in activity). Moreover, over one quarter (27 per cent) believed that an increase in staff training would lead to an increase in EOtC in schools, a factor that came second only to an increase in funding for such activities. This belief appeared to be reflected in their actions; nearly three-quarters of the authorities offered local authority training in activities for teachers, for instance, although only nine of the 110 responding authorities said that they funded such training. Nonetheless, training (or the lack of it) was still seen by local authority respondents to be a significant challenge to future provision. Indeed, respondents identified a lack of appropriate teacher training, following closely behind cost, teacher workload and lack of curriculum time, as a factor impeding the future development of EOtC, while only five per cent of respondents felt that it was not a challenge.

To what extent were local authority perspectives on training reflected amongst school respondents and to what extent were such views echoed in the level of confidence in providing EOtC expressed by teachers? Few teachers had received training across all of the areas that were included in the questionnaire. Only five primary school teachers (three Key Stage 1 and two Key Stage 2 coordinators) said they had received training (in both initial training and in subsequent professional development) across all seven activities (preparing pupils for activities, planning, running and following up such activities, gauging their quality, evaluating their impact or managing risks) about which they were questioned in the survey. At secondary level, 16 respondents (primarily heads of geography, PE and history) stated that they had a similar experience. On average, primary teachers recorded a mean of 3.53 training activities (out of a maximum of 14), although these activities may have included more than one session and may have even replicated training undertaken during ITT. The mean for secondary teachers was lower (2.48 activities), with more than half the teachers in some subject areas (maths, science, design and technology, ICT, music, PE, PSHE and RE) saying they had no EOtC training.

Levels of confidence in activities such as preparing pupils, planning, running and evaluating EOtC varied. As Figure 4.3 indicates, most respondents across all phases and sectors said they were confident in preparing pupils and planning, running and following up EOtC activities. Special school teachers appeared to be most confident in these aspects of provision, while secondary subject heads and Foundation Stage coordinators were least confident. The areas in which fewer staff were confident were in gauging the quality of activities (secondary staff were the least confident, with 14 per cent saying they had little or no confidence in doing this) and in evaluating activities, where secondary staff were again the least confident, with 18 per cent suggesting that they did not feel secure in doing this. Furthermore, notable minorities of staff did not feel confident in carrying out risk assessments; 22 per cent of secondary respondents, 13 per cent of Foundation Stage respondents, 11 per cent of Key Stage 1 respondents, nine per cent of Key Stage 2 respondents, though only two per cent of special school respondents.

Figure 4.3 Levels of teacher confidence in providing EOtC activities (proportion of responding teachers)



A series of single response items

Source: NFER school survey of education outside the classroom, 2006 (data from teacher questionnaires)

At secondary level there was a strong positive correlation (at the 0.01 level) between levels of training and levels of confidence in undertaking all aspects of EOtC activities, including preparing pupils, planning, running and evaluating activities. Geography teachers recorded both the highest levels of training (a mean of 4.21 activities) and the highest levels of confidence, whilst maths teachers had the least such training (a mean of 1.31 activities) and were among those with the lowest levels of confidence. Nonetheless, there were some subject anomalies. Teachers of modern foreign languages and teachers of music ranked thirteenth and twelfth out of 15 in terms of the extent to training received, yet third and fifth, respectively, in terms of their confidence in undertaking activities. This suggests that there may be other factors at play in relation to teachers' levels of confidence in this area. The telephone interviews with a sub-sample of respondents indicate that this may relate to:

- **levels of experience** (for example, *'I'm very experienced in doing these trips, so I don't perceive any problems'*: Head of Science)
- having a clear set of **guidelines** (for example, *'I'm very confident and have no concerns. We have a quite pro-active [local authority] contact who shows us how to go about it'*: Head of Maths)
- a structured **procedure** to follow (for example, *'We have a lot of procedures in school, which do help you to feel confident because you can tick the boxes. That can help, that there is clear guidance on, "if you want to do this trip, this is what you have to do"*: Key Stage 1 coordinator)
- appropriate **staffing levels**.

Running a trip anywhere is a worry and a concern, but you take all reasonable precautions. If you have staff who haven't been there, you obviously look out for them. If they are new staff, you keep an eye on them and so on, but normally you would have a mix of experienced staff, [subject] specialists, you may have teaching assistants, there may be teachers who have never been there who just come along to help, or other volunteers, So, you do look after them, obviously. They are prepared beforehand. By law, they have to read the risk assessment. That is all done. We do, basically, commit ourselves to never turn our backs. We are with the children at all times. There are usually two teachers per group, depending on the size of the group. So, they would work together, plus someone who is in charge of the whole thing.
(Head of History)

The relationship between training and confidence was less clear at primary level. There was no difference in the level of training noted by staff at Foundation Stage, Key Stage 1 or Key Stage 2, yet staff at Foundation Stage appeared to be less confident in organising, running or evaluating such activities than their peers at the other two Key Stages. The telephone interviews provided few real insights into why this difference might exist, although the responses from staff at all three stages suggested that, again,

experience may be key. New staff were said to lack confidence, but this appeared to be only partly to do with identifying or running appropriate activities and more to do with concerns about ensuring children's safety and about the prospect of litigation, concerns that were also mentioned by teachers in secondary and special schools. One EVC in a special school, for example, commented that:

Inexperienced teachers are concerned because of litigation, possible litigation. It causes a lot of anxiety. They need reassurance at every stage and probably could do with more training.

Concerns about litigation were not just common among new staff, however, but were also evident among more experienced staff. Although these staff appeared confident in providing activities, they had concerns about the possible consequences should accidents occur. The presence of experienced staff and other voluntary helpers was seen as essential by nearly all primary and special school interviewees, as the following comment from a Key Stage 1 coordinator illustrates:

Making sure kids are safe is a problem...so bringing more people along is essential, parents, support assistants. They, of course, must know what they are doing.

As Figure 4.3 suggested, staff in special schools appeared more confident in all aspects of organising and running EOtC activities than their counterparts in either primary or secondary education, even though their levels of EOtC training in ITT were no higher; subsequent training appeared to be more evident amongst these respondents. Telephone interviewees with teachers in special schools echoed this confidence, despite the concerns that they noted with respect to pupil safety (particularly given 'the unpredictability of our pupils' behaviour and [issues to do with]...medical management') and the reactions of some of the public to 'special needs kids...society is more judgemental.'

5. Changes in extent and nature of provision

Key findings

- There was a general perception, across all types of respondent, that the extent of EOtC provision had either increased over the last five years, or remained the same.
- Increases in provision were most commonly reported for school-site activities, particularly in primary schools. In secondary schools, increases in study support activities (before and after school) were reported.
- The main reasons given for an increase in provision included priority being given to EOtC in the curriculum, the availability of opportunities for EOtC and the availability of staff to deliver or support activities.
- The activities where a decline in activity was most frequently reported were off-site day visits and residential experiences in the UK and abroad.
- Where declines in provision were perceived, the main reasons given included the high cost of activities, particularly in relation to transport costs, and the requirement to take responsibility for pupil safety and to manage risks associated with EOtC.

5.1 Introduction

There have been some suggestions (for example, Barker *et al*, 2002) that the amount of EOtC activity being undertaken by schools has declined in recent years. However, since there is no central collection of information on activity, it has been difficult to establish actual trends. This chapter examines survey respondents' perceptions of change in the extent and nature of provision in the last five years. It explores perceptions of change in relation to different types of activities, and investigates whether there are any regionally-specific differences. This chapter also presents teachers' and LA advisers' views on the reasons for such changes in provision.

5.2 Perceptions of change in provision

Despite concerns that opportunities for EOtC may have declined in recent years, there was little evidence of such a trend from the current research.²⁴ There was a general perception, across all groups of respondents, that the extent of provision had either increased over the last five years, or remained the same. The activities where an increase in provision was most commonly reported were activities that took place on the school site, and this was particularly the case in primary schools. More than three-quarters (76 per cent) of Foundation Stage coordinators and 57 per cent of Key Stage 1 coordinators, for example, indicated that school-site activities had increased in recent years, compared with 52 per cent of teachers in special schools, and 34 per cent of secondary subject heads. Increases were also reported in study support activities (before and after school), particularly in secondary schools, where 69 per cent of the responding headteachers and 42 per cent of subject heads noted increases in such activities.

The activities where respondents most commonly reported a decline in activity over the last five years were off-site day visits and residential trips in the UK and abroad. In the primary and secondary schools involved in the survey, around one quarter of respondents indicated that off-site day visits had decreased (for example, 22 per cent of Key Stage 1 coordinators and 27 per cent of subject heads). However, special school headteachers and teachers were less likely to report decreases in such activity and, indeed, just under half (49 per cent) reported that day visits had increased in recent years. Notable minorities of respondents, particularly Key Stage 2 coordinators (19 per cent), subject heads (16 per cent) and special school teachers (23 per cent), also felt that there had been a decline in residential experiences within the UK. Fifteen per cent of secondary school subject heads also said that overseas residential experiences had decreased.

There were no significant regional, geographical or Key Stage-related differences in perceptions of change in EOtC activity, suggesting that any changes in activity (whether increases or decreases) may be due to policies at individual school level rather than at LA, phase or sector level. There were, however, differences among secondary school subject areas. Increases in off-site day visits, for example, were most frequently noted in business studies, science, PE and art and design, whilst decreases in such activities were most commonly reported in English, geography and history. Increases in school-site activities appeared to be more common in music, PE and English, whilst decreases in such activities were most frequently reported in RE, history and science.

²⁴ It may be that prior concerns about a decline in activity reflect a different time period from that which was explored through this study. The current research asked respondents to comment on changes in provision over the last five years, while previous research has identified decreases in activity prior to this time period.

5.3 Perceptions of reasons for change

There was a great deal of commonality in the reasons for increases in activity given by the different groups of respondents, as shown in Table 5.1 (this presents the five most common reasons identified by respondents). The main reasons given included the increased priority given to EOtC in the curriculum, particularly at Foundation Stage, and the availability of opportunities for EOtC and of staff to deliver or support activities. Increases in provision were also attributed to improvements in teachers' awareness of the outcomes of provision (particularly at Foundation Stage), and senior management support for EOtC. Other reasons for an increase in activity over the last five years, identified by smaller proportions of respondents, included the extent of parental support, a focus on provision at a national and local level (which may be linked to priority being given to EOtC in the curriculum, reported above) and teacher training in this area. Few respondents identified union support in relation to EOtC as a reason for the perceived increase in provision.

Table 5.1 Main reasons for an increase in EOtC activity – the top five reasons identified (proportion of headteachers and teachers responding)

Respondent	Priority in curriculum	Availability of opportunities	Senior management support	Teacher awareness of outcomes	Availability of staff	No response	N
	%	%	%	%	%	%	
Primary							
headteachers	44	36	42	43	34	24	201
Foundation Stage coordinators	62	44	41	59	32	25	147
Key Stage 1 coordinators	50	42	37	36	20	27	143
Key Stage 2 coordinators	47	54	44	37	40	30	144
Secondary							
headteachers	42	36	55	34	43	25	185
Secondary school subject heads	24	29	24	22	25	50	2040
Special							
school headteachers	44	39	54	40	36	29	247
Special school teachers	42	49	49	39	44	32	193

This table only includes the five main reasons for an increase in EOtC activity reported by respondents

More than one answer could be given, so percentages will not sum to 100

Source: NFER school survey of education outside the classroom, 2006 (data from headteacher and teacher questionnaires)

Respondents who reported a decline in activity were also asked to indicate their perceptions of the reasons for such a change, and again, there was broad consensus among both school and local authority staff as to the reasons why some types of activities had decreased over the last five years (see Table 5.2). The main reasons given included the high cost of EOtC, and in particular, the cost of transport, and this was particularly the case in the primary schools involved in the survey. Respondents also felt that the requirement for teachers to take responsibility for pupil safety and to manage the risks associated with EOtC had led to a decline in activity. This was emphasised by one Head of Design and Technology in a secondary school, who stated, in response to an open-ended question on the questionnaire, *'I have reduced my level of commitment in this area due to the increase in the "blame and claim" culture in this country and the out of proportion risk to my job'*. A primary school coordinator echoed this view and commented that provision had decreased because *'teachers [are] unwilling to put themselves in a situation which could result in prosecution.'* It is worth noting, however, that small proportions of respondents identified risk management and taking responsibility for pupil safety as reasons for an increase in provision (for example, among Key Stage 1 coordinators, 13 per cent gave risk management as a reason for increased activity, while ten per cent identified taking responsibility for pupil safety).

Lack of staff to participate in activities was also identified by some respondents, particularly secondary school subject heads, as one of the main reasons for a decrease in activity (although it is worth noting that greater availability of staff was identified as a reason for an increase in activity). Other reasons for a decrease in provision over the last five years, reported by smaller proportions of school and LA staff, included a lack of funding, a lack of teacher training in EOtC and a lack of parental support. Few respondents identified lack of opportunities for EOtC, lack of teacher awareness of the benefits of EOtC and lack of senior management support as reasons for the perceived decline in activity.

Table 5.2 Main reasons for a decrease in EOtC activity – the top five reasons identified (proportion of headteachers and teachers responding)

Respondent	Travel costs	Taking responsibility for pupil safety	Recording risks and managing them	Other costs	Lack of staff	No response	N
	%	%	%	%	%	%	
Primary							
headteachers	32	19	11	18	12	61	201
Foundation Stage coordinators	50	40	35	40	25	41	147
Key Stage 1 coordinators	49	36	30	33	20	43	143
Key Stage 2 coordinators	62	53	48	47	29	33	144
Secondary							
headteachers	21	28	18	14	13	59	185
Secondary school subject heads	36	41	35	27	33	42	2040
Special							
school headteachers	14	24	13	12	18	63	247
Special school teachers	18	21	20	12	18	58	193

This table only includes the five main reasons for a decrease in EOtC activity reported by respondents

More than one answer could be given, so percentages will not sum to 100

Source: NFER school survey of education outside the classroom, 2006 (data from headteacher and teacher questionnaires)

6. Future developments in provision

Key findings

- The majority of school and local authority respondents to the survey reported that they anticipated that the amount of EOtC provision in schools would either increase over the next academic year, or would remain at current levels.
- In primary schools and special schools, school-site activities were most frequently expected to increase, while in secondary schools, teachers had plans to increase the number of off-site day visits and before/after school study support activities.
- Respondents identified a number of challenges to future provision, most commonly the cost of EOtC, and concerns about taking responsibility for pupil safety and risk management.
- Increased funding was viewed as the most important factor that would enable schools to provide more EOtC activities, particularly in primary schools. The need for more time and flexibility in the curriculum, further support for teachers and additional staff to be involved in activities were also identified as facilitating factors for the future development of provision.

6.1 Introduction

This chapter presents the findings relating to future developments in EOtC provision, from both school and LA perspectives. It explores school respondents' plans for EOtC provision over the next academic year, as well as LA respondents' expectations of change in activity over the next five years. The chapter also presents respondents' views on the factors that will enable schools to further develop their EOtC provision, and the main challenges to future provision.

6.2 Plans for future provision

The majority of school and LA respondents to the questionnaire survey reported that they anticipated that the amount of EOtC provision in schools would either increase over the next academic year (2006/7) or would remain at current levels. Only very small proportions of respondents had any plans to decrease provision (one to two per cent in primary and special schools, and between one and five per cent in secondary schools).

In primary schools, school-site activities were most frequently expected to increase – 69 per cent of Foundation Stage coordinators, 60 per cent of Key Stage 1 coordinators and 60 per cent of Key Stage 2 coordinators felt that this would happen. Around one third of primary coordinators indicated that they planned to increase the number of off-site day visits over the next academic year, while before and after school study support activities were expected to increase at Key Stage 2 (33 per cent of Key Stage 2 coordinators reported such an increase).

Secondary school respondents were less likely than those from primary schools to report that they planned to increase school-site activities over the next academic year (26 per cent of secondary headteachers and 44 per cent of subject heads reported an increase). Secondary headteachers more commonly indicated that they planned to increase the amount of study support activities (before and after school) (42 per cent), and activities during school holiday periods (26 per cent). Subject heads, on the other hand, were more likely to report that they planned to increase the number of off-site day visits they offered to pupils (48 per cent), suggesting that there is a difference in the planning of whole-school provision (such as homework clubs) and subject-specific provision (such as fieldwork or site visits).

There appeared to be some differences in subject heads' plans for future developments in provision. For example, heads of citizenship, art and design, science and English departments were significantly more likely than other subject heads to indicate that they planned to increase school-site activities over the next academic year. Heads of RE, art and design, business studies and geography departments were significantly more likely than other subject heads to report that they planned to increase off-site day visits.

Notable proportions of special school respondents also stated that they planned to increase EOtC provision over the next academic year. In particular, they planned to increase school-site activities (47 per cent of teachers), off-site day visits (38 per cent) and before and after school study support activities (31 per cent). They also seemed to be more likely than primary or secondary school respondents to report that they had plans to increase the number of residential experiences within the UK (21 per cent of special school headteachers and 33 per cent of teachers reported such a planned increase).

6.3 Challenges for future provision

Although (as reported in Section 6.2) the majority of respondents indicated that they anticipated that the amount of EOtC provision would increase over the next academic year or remain at current levels, they reported a number of challenges to future provision. Respondents were largely in agreement about the main challenges to EOtC in schools in the future, suggesting that primary,

secondary and special schools shared similar concerns about provision. There were some differences between the groups of respondent, however, and Table 6.1 shows the six main challenges identified by respondents.

The main challenge identified by the majority of survey respondents was the **cost of EOtC**, although this appeared to be more of a concern to primary teachers than to secondary school subject heads or special school teachers. This concern was reiterated in the telephone interviews with a sub-sample of teachers who responded to the survey, and in particular they argued that the *'cost of transport is ridiculous'*.

Concerns about **taking responsibility for pupil safety** and **recording the main risks of EOtC** and managing such risks were also identified as challenges, particularly by the primary respondents involved in the survey. These concerns were echoed in the telephone interviews, as teachers expressed their fears not only about the accidents that could occur on school trips, but also the implications of such incidents. Fears of litigation appeared to be one of these teachers' main concerns, as the following comments illustrate, and interviewees felt that teachers should be given more support in these cases:

'At the front of teachers' minds are all the things that could go wrong...when things do go wrong for people, it is highly publicised.'
(Key Stage 1 coordinator)

'Some things are not within my control and that worries me. I'm not concerned by children misbehaving, that is within my control...it's the liability thing if it goes wrong.' (Key Stage 1 coordinator)

'Even when procedures are followed to the letter you are not exonerated from responsibility.' (Special school teacher)

However, despite these fears, many teachers emphasised that the *'benefits [of EOtC] outweigh the risks'*. This was summed up by one Head of Business Studies, who stated, unprompted: *'You can't keep every child by you all day...part of the benefit is giving them responsibility...life is all about calculated risks.'*

Other challenges to future EOtC provision that were identified by the majority of teachers who responded to the survey related to the amount of paperwork associated with EOtC, teacher workload and lack of time in the curriculum. These final two points were of particular concern to secondary school subject heads and, in fact, they seemed to be more of a concern than the cost of provision or recording the risks associated with such activity.

Table 6.1 Main challenges to future EOtC provision – the top six challenges reported (proportion of headteachers and teachers responding)

Respondent	Cost	Taking responsibility for pupil safety	Paper-work	Recording main risks and how to manage them	Work-load	Lack of time in curriculum	N
	%	%	%	%	%	%	
Primary headteachers	95	88	91	82	85	73	201
Foundation Stage coordinators	95	91	86	91	74	74	147
Key Stage 1 coordinators	95	93	83	86	76	67	143
Key Stage 2 coordinators	98	93	95	94	87	83	144
Secondary headteachers	93	89	87	81	90	89	185
Secondary school subject heads	86	87	87	84	92	89	2040
Special school headteachers	88	83	81	74	80	62	247
Special school teachers	88	89	88	83	82	65	193

This table only includes the six main challenges reported by respondents

More than one answer could be given, so percentages will not sum to 100

Source: NFER school survey of education outside the classroom, 2006 (data from headteacher and teacher questionnaires)

It is important to note that, for most respondents, lack of senior management support or lack of teacher support and motivation were not perceived as challenges to future provision, nor were lack of union support, restrictions of the National Curriculum, lack of potential in particular subject areas, and lack of suitable provision. This suggests that, on the whole, teachers believe that there is support for EOtC from unions, and at a senior management level and teacher level, and that there is sufficient provision available. The cost of such provision, the lack of time that teachers have, both in the curriculum and as a result of their workload, and concerns about taking responsibility for pupil safety and undertaking risk assessments, were viewed as significant challenges, however, to the future development of provision.

6.4 Factors to facilitate further development of provision

In response to an open-ended survey question, a wide range of suggestions were given by school and LA respondents on what changes or actions would

enable them to offer more EOtC activities to pupils in the future. These suggestions often reflected the challenges to future provision that respondents had identified (described in Section 6.3).

Across all groups of respondents, increased funding was seen as the most important factor that would enable schools to provide more EOtC, with around half of respondents indicating this (for example, 52 per cent of primary school headteachers, 42 per cent of special school headteachers and 48 per cent of LA respondents raised this issue). Additional funding appeared to be less of a priority in secondary schools, however, as only 35 per cent of secondary school headteachers and 25 per cent of subject heads stated such a need for more funding. Where respondents gave further details on their funding requirements, their comments emphasised the need for funding to cover transport costs, ring-fenced funding for EOtC, funding to provide for pupils from lower income families who could not afford to participate in EOtC activities and funding for staff cover.

The need for more time and flexibility in the curriculum was also highlighted. In particular, respondents said that there should be more flexibility within the curriculum and less focus on exams, to enable teachers to fit EOtC in their lessons. They also said that teachers should be given more time to organise and participate in activities. This seemed to be more of an issue in secondary schools, as over one third (35 per cent) of secondary school subject heads reported that additional time and flexibility in the curriculum would enable them to develop their EOtC provision. This is in comparison to four per cent of Foundation Stage coordinators, 22 per cent of Key Stage 1 coordinators, 16 per cent of Key Stage 2 coordinators and 18 per cent of teachers in special schools.

School respondents (particularly the teachers, rather than the headteachers) identified the need for further support to enable them to develop their EOtC provision in the future. This included support from their local authority, guidance on risk management and dealing with health and safety issues (for example, through the provision of standard risk assessment forms, guidance on pupil:staff ratios), support on how to use EOtC to deliver the curriculum, and support for preparation and follow-up work. Key Stage 2 coordinators and secondary school subject heads were more likely than other teachers to report that further support would facilitate future EOtC provision (for example, 24 per cent of Key Stage 2 coordinators and 27 per cent of subject heads expressed this view, compared with 18 per cent of Key Stage 1 coordinators and 17 per cent of teachers in special schools). The need for more staff to be involved in and support activities was also identified as a factor that would allow schools to offer more provision to their pupils.

Headteachers and teachers in special schools also commented on changes that would facilitate their pupils accessing EOtC provision. For example, they were

more likely than primary and secondary school respondents to identify the need for improved outdoor facilities, particularly those suitable for pupils with special needs, and the need for more specialist staff at such facilities. Special school respondents also highlighted the need for better transport, particularly more specialist transport to be available to schools (such as buses with wheelchair access).

Other changes or actions suggested by smaller proportions of school respondents included:

- less risk assessment and administration associated with EOtC activities
- cheaper EOtC provision to be available
- more training available to teachers in providing EOtC activities
- wider support for EOtC (for example, by parents, the government and society in general)
- less focus on the risks associated with activities
- improved information on EOtC opportunities and the benefits of such activities.

The LA respondents had a slightly different perspective to school staff on what changes would enable schools to offer more EOtC provision. While they also identified funding as the most important facilitating factor, LA advisers highlighted the need for more training for school staff (27 per cent of respondents), and emphasised that there should be an entitlement in schools to activities (27 per cent). Just under one fifth (17 per cent) of LA advisers also felt that schools would benefit from further information about what provision was available and the benefits of such provision. A slightly lower proportion (15 per cent) felt that authorities could do more to support schools in providing activities (see Chapter 4 for a discussion on the support provided to schools by LAs). Other comments given by smaller proportions of LA advisers included the need to reduce teachers' fears about health and safety risks on activities, to develop appropriate resources and programmes for schools to use, and for EOtC to be promoted and encouraged by senior managers in schools and by Ofsted.

7. Local Authority data on education outside the classroom

Key findings

- The majority of LA advisers who responded to the survey reported that their authority collected data on the EOtC activities undertaken by schools.
- Respondents most commonly collected data on off-site residential experiences (both within the UK and overseas). This included information on the age of participating pupils, the size of group involved, the location of visits, the pupil: staff ratio, and emergency contact information.
- Nearly two-thirds of LA respondents reported that the data they collected on visits in individual schools was aggregated and held centrally at an authority level. However, subsequent requests for this data indicated that aggregation was to very different levels and varied in detail across LAs.
- The data collected by LAs tended to be used as part of risk management and monitoring procedures, rather than to inform future provision and practice or training programmes.
- A total of 31 LAs provided quantitative data on EOtC activities undertaken by schools. There appeared to be no common system for collecting information on EOtC, and the extent and nature of the data provided varied considerably across LAs.

7.1 Introduction

Given that there is currently no national collection of quantitative data on EOtC activity in England, the present research aimed to identify and explore data individual LAs hold on EOtC. This chapter presents the findings relating to such data; it draws on the survey of LA advisers and explores the nature of the data collected, and the reasons for this data collection. The chapter also examines the quantitative data on school visits that was provided by 31 of the responding LAs.

7.2 Nature of data collected by local authorities

Most (94 per cent) of the LA advisers who responded to the survey reported that their authority collected data on EOtC activities undertaken by schools and, as Table 7.1 shows, they appeared to collect similar data for primary, secondary and special schools. However, LA respondents most commonly reported that the data they collected related to off-site residential experiences

(both within the UK and overseas), while few of them collected data on before/after school study support activities or on non-residential activities carried out in holiday periods. Six per cent of respondents stated that they did not collect any data on EOtC or school visits, although they were not asked to explain the reasons for this.

Table 7.1 Collection of data on EOtC activities (proportion of LA advisers responding)

Activities that data is collected for:	Primary schools %	Secondary schools %	Special schools %
Off-site day visits	44	45	44
Before/after school study support	20	20	18
Off-site residential experiences within the UK	76	76	73
Off-site residential experiences overseas	76	78	76
Non-residential activities in holiday periods	17	18	16
No response	17	17	20
N = 110			

More than one answer could be given so percentages may not sum to 100

Due to rounding, percentages may not always sum to 100

A total of 91 respondents answered at least one item in relation to primary and secondary schools and 88 respondents answered in relation to special schools

Source: NFER Local Authority survey of education outside the classroom, 2006

Records of other activities, such as school-site activities or off-site day visits, were reported by many advisers to be held primarily by schools. However, the survey of headteachers revealed that while schools collected some data on school visits, the data collection was not comprehensive. While the majority of headteachers indicated that they collected information on health and safety incidents that occurred during EOtC activities, they were less likely to collect and aggregate data on the number of visits undertaken by individual classes. For instance, just over two-thirds (68 per cent) of primary headteachers, 41 per cent of secondary headteachers and 50 per cent of special school headteachers reported undertaking such data collection.

LAs appeared to collect a range of information about EOtC activities, as Table 7.2 illustrates. Most commonly, respondents reported that data was collected on:

- the year group or age of pupils involved in activities
- the location of visits
- the group size of pupils involved
- the pupil: staff ratio
- emergency contact information.

Only around one quarter of LA advisers indicated that data was collected on schools' evaluation of the quality of EOtC provision. Thus, although most LAs collected basic numerical data on school visits, it appeared that fewer would be able to provide accurate data on the total number of visits undertaken, or be able to map the purposes of such visits.

Table 7.2 Type of data collected on education outside the classroom (proportion of LA advisers responding)

Data on:	Primary schools	Secondary schools	Special Schools
	%	%	%
Year group/age of pupils involved	80	81	79
Location of visits	80	81	77
Group size of pupils involved	79	80	77
Emergency contacts and procedures for visit	78	78	75
Pupil: staff ratio on visit	75	76	74
Risk management of visit	72	73	70
Purpose of visits	68	69	65
Number of visits undertaken	64	65	64
Evaluation of the quality of the visit	27	27	27
No response to this question	16	15	18
N = 104			

More than one answer could be put forward so percentages do not sum to 100

A filter question: all those respondents who indicated that they collected data on EOtC

A total of 87, 88 and 85 respondents answered at least one item in relation to primary, secondary and special schools respectively

Source: NFER Local Authority survey of education outside the classroom, 2006

Nearly two-thirds of LA respondents reported that the data they collected on visits in individual schools was aggregated and held centrally at an authority level (although subsequent requests for this data from NFER indicated that such aggregation was to very different levels and varied in detail across LAs, as discussed below). Nine per cent said that data was not held centrally, while a further 15 per cent of respondents were not sure where or how the data was held (15 per cent did not respond to the question).

The main reasons given by LA advisers for collecting data on EOtC activities (see Table 7.3) were that it was part of their LA's risk management procedures and that it enabled the extent and nature of school visits to be monitored. LAs with the lowest levels of deprivation²⁵ were more likely than LAs with higher levels of deprivation to report that they collected data as part of their risk management procedures and to monitor the extent and nature of school visits.

²⁵ Levels of deprivation with LAs were measured using the Income Deprivation Affecting Children Index (IDACI).

In a minority of LAs the purpose of data collection was seen as a mechanism for informing future practice within the authority, as around one third of respondents reported that the data was used to inform the provision of training in relation to EOtC and support strategies for schools, and to inform future EOtC provision within the authority. It appears, therefore, that the data collected tends to be used for legal accountability purposes, rather than also being used more creatively for formative purposes, although some LAs appeared to be using data to inform future provision and practice.

Table 7.3 Reasons for data collection (proportion of LA advisers responding)

Data collected:	%
As part of risk management	76
To monitor the extent and nature of school visits undertaken	57
To inform the provision of training in relation to EOtC	37
To inform support strategies for schools	30
To inform future EOtC provision within the local authority	29
For another purpose	7
No response to this question	19
N = 110	

More than one answer could be put forward so percentages do not sum to 100

A total of 89 respondents answered at least one item in this question

Source: NFER Local Authority survey of education outside the classroom, 2006

As reported in Section 1.3.4, the Outdoor Education Adviser (OEA) in each LA in England was asked to provide quantitative data on off-site visits and activities undertaken by schools. They were requested to provide this data for the 2005/6 academic year and for previous academic years, in order that changes in activity over time could be explored.

Data was received from 31 LAs (28 sent it in electronic format and three sent it in paper format). A further two LAs provided qualitative information on the patterns of activity within their authority (for example, perceived changes in activity over time and the most common timing of activities), although they did not provide any quantitative data to support this information. A total of 27 of the 31 OEAs who returned data to NFER were representatives of the Outdoor Education Advisers Panel (OEAP).

The extent and nature of the data provided by LAs varied considerably, even among the OEAP representatives, and this limited the amount of analysis that was possible. A total of 18 of the 31 LAs were able to provide basic aggregated data on the total number of visits undertaken in the LA and the numbers of pupils involved (these LAs may have held more detailed information on individual visits, but simply provided it to NFER in aggregated

form). Other LAs (13 of the 31) provided detailed data (in electronic format) on each visit undertaken in the authority, with information about the type of visit, location, date of visit, duration, and number of pupils and staff involved.

The variation in the data provided by the 31 LAs may be explained by the finding that no common system for collecting information on EOtC appeared to exist. On the whole, LAs seemed to use the risk assessment forms that schools were required to complete on school visits as a means of collecting data on EOtC activity. These forms required schools to provide information on each visit that required approval from the LA (such as the date and duration of the visit, the venue and purpose, the number of participating pupils and adults, and emergency contact information) as well as an assessment of the possible risks of the activity.

More than two-thirds of the LA advisers who responded to the survey reported that all schools within their authority used the same procedures for risk management, although there was no commonality in these procedures across LAs. While many LAs were following guidance provided by DfES and/or OEAP, 82 per cent of respondents to the survey reported that they had developed their own guidance on risk management. Furthermore, the survey of headteachers suggested that schools often modified such procedures provided by their LA, or developed their own risk management strategies. Thus, there appeared to be a great deal of variation in procedures among LAs, and even among schools within individual LAs. As a result, the exact nature of the information collected from schools, and the extent to which it was held centrally by LAs was highly variable.

The responses from LA advisers indicated that there was variation not only in the risk assessment forms that schools were required to complete as part of their LA's visit notification and approval system, but also in the sophistication of such systems. Although it was not always possible to ascertain from the data that LAs provided how their systems operated, a few respondents provided such information. One of the responding LAs, for example, reported that they used an entirely paper-based system for notification and approval, and did not collate it electronically. Four OEAs reported that they used a paper-based system for risk assessment and approval, but that they entered at least some of the data into a central electronic database (although the nature of the data entered appeared to vary between LAs). One LA indicated that they operated an online system for schools to complete and submit such forms. As a result, there were differences between LAs, not only in the extent and nature of the data they collated, but in the ease with which they were able to manipulate this data.

On the whole, the OEAs reported that their LA was only required to approve the higher risk activities that schools provided, such as residential trips, overseas visits and adventurous activities. This was consistent with the

responses of the LA advisers to the survey (see Table 7.1) as, although around three-quarters of respondents stated that their authority collected data on residential trips (both within the UK and overseas), they were less likely to report that they collected information on off-site day visits and other EOtC activities. However, the exact type of visits that required approval varied among LAs. Some, for example, only required trips overseas and adventurous activities to be approved, while others also included residential experiences within the UK, and any off-site day visits involving potentially higher risk activities (such as climbing, or activities in or around water). In most LAs, schools only reported visits that needed LA approval (i.e. the higher risk activities), although in a few LAs, schools were asked to notify the LA about other types of activities too (for example, off-site day visits). In contrast, a few OEAs noted that they were aware that some schools were not notifying them of all the higher risk activities that they were undertaking.

In general, LAs appeared to collect data on EOtC only from community and voluntary controlled schools, although some also collected information on the activities undertaken by youth organisations. As LAs have no legal responsibility for the health and safety of pupils in foundation and voluntary aided schools, these schools are not required to provide information on EOtC to their LA, and thus most LAs did not have data on the activity in such schools. It is worth noting, however, that in a few LAs, advisers reported that foundation and voluntary aided schools had bought the services of the Health and Safety Team within the authority and completed the visit notification process voluntarily.

In summary, it is clear that the data on school visits provided by the 31 LAs is not comprehensive with regard to all aspects of EOtC as it only reflects a small proportion of EOtC activity within authorities. The exact nature of the data collected on EOtC was highly variable, and there were also a number of differences in the ways individual LAs had collated this data which made comparisons between LAs difficult. While most LAs recorded their data by academic year, for example, others recorded it by financial year or calendar year. The extent of detailed analysis that could be conducted on this data was, therefore, very limited. The findings from this analysis are reported in Section 7.3.

7.3 Analysis of data provided by LAs

The analysis undertaken was based on data provided for the 2005/6 academic year (25 of the 31 LAs provided some form of data on EOtC activity in this year). It is important to note that, due to the timing of this data collection exercise (June 2006), LAs had not finished collecting data on school visits in the summer term 2006, and therefore, data on this academic year was not

complete. Due to the issues with the data outlined in Section 7.2, only basic analyses were able to be carried out, which included an analysis of:

- the number of visits undertaken in the LAs
- the number of pupils involved across each LA, and each visit
- the most common timing of activities.

The findings from this analysis are outlined below. It is important to note that the wide variation in the number of visits undertaken in the LAs, and the number of pupils involved, will largely be due to variations in the size of the LAs who provided data, and the number of schools and pupils in each LA.

- Data on the **number of school visits** undertaken in 2005/6 was provided by 22 of the 31 responding LAs. Analysis of this data revealed that there was a great deal of variation in the number of visits that LAs had undertaken in the last academic year, as the total number of visits per LA ranged from 53 to 2,717 visits. The median number of visits undertaken across all 22 LAs was 367 visits.
- Fifteen LAs provided data on the **number of pupils** involved (either in each visit undertaken, or across all visits in the LA). The number of pupils participating in EOtC activities ranged from 3,758 to 60,180 pupils, with a median of 15,673 pupils.
- Twelve LAs provided sufficient information on the number of visits and pupils to enable the **average group size** per visit to be calculated. The number of pupils participating in activity ranged from one²⁶ to 2,000 pupils (presumably a whole school activity), with a median of 24 pupils per visit.
- A total of 12 LAs provided data on the **timing of EOtC activities**, and analysis of this data revealed that more than half the activities undertaken by schools occurred in the summer term. As Table 7.4 shows, the lowest proportion of visits were undertaken in the spring term, perhaps due to the weather during this period, and the fact that the spring term tends to be shorter than the autumn and summer terms.

Table 7.4 Timing of visits undertaken (proportion of visits undertaken)

Term	Visits undertaken %
Autumn	25
Spring	18
Summer	51
No response	6
N=	7663

This data is based on visits in 12 LAs

Source: NFER LA data collection exercise on EOtC activity, 2006

²⁶ In the data provided by the LAs, there were 298 activities where no pupils were reported to have taken part, and these were excluded from the analysis of the number of pupils involved. It may be that, in these cases, LAs did not have information on the number of pupils involved.

Only eight LAs provided trend data on EOtC activity and, in six of these LAs, data was provided for the 2005/6 academic year, which was currently incomplete. One LA provided data from four academic years (2001/2 to 2004/5), while one provided data for six years (2000/1 to 2005/6). It was not possible, therefore, to conduct any comparative analysis of this data. However, basic exploration of this very limited data, as well as comments from LA advisers, suggests that EOtC activity may have increased in recent years. It is important to consider that any apparent increases in provision may actually reflect improved procedures for notification and higher levels of reporting among schools. However, these indications are consistent with the findings from the surveys of school staff (reported in Chapter 5) which revealed that the majority of respondents felt that provision had either increased or remained at current levels over the last five years.

8. Conclusions

The aim of this study was to collect information on the extent and nature of EOtC provision in maintained primary, secondary and special schools in England. There were two main strands, each with a set of key objectives. At school level, these objectives were: to identify the extent and nature of activity in schools for pupils aged 3 to 16, in the 2005/6 academic year and in previous academic years; to map the provision of EOtC across the country; and to investigate whether or not activity in schools was increasing, decreasing or staying the same. At LA level, there were two specific objectives: to identify what data local authorities hold on levels of activity; and to explore the level of support that local authorities offer to schools in relation to EOtC, and also what procedures they have in place for planning, authorising, monitoring and evaluating different types of activities.

Extent and nature of EOtC provision

The evidence from the surveys of schools and LAs suggested that a wide range of EOtC activity is taking place in schools in England, in a variety of different settings, both on and away from school sites. Teachers were taking advantage of their school environment to deliver the curriculum through activities, as school-site activities were, on the whole, the most common activities offered to pupils. This may be due, in part, to initiatives such as the Extended Schools agenda, or the work of organisations such as Learning Through Landscapes, which encourage schools to make use of their immediate environments, but it may also be a way in which teachers can reduce the cost of EOtC (most notably transport costs), and minimise the risks of EOtC activities. Off-site visits to a wide range of locations were also common; these tended to be to man-made locations rather than natural environments.

A range of variables appeared to influence the extent and nature of EOtC provision, and the locations visited by teachers, including Key Stage, subject area and the geographical region in which a school is located. There also appeared to be a positive relationship between high levels of teachers' confidence and training in relation to EOtC, high levels of satisfaction with the support they had received, and high levels of provision being offered by teachers. In addition, the level of school commitment to EOtC, and headteachers' views of such provision, seemed to influence the extent and nature of activity undertaken by teachers. Given the apparent importance of senior management support in influencing individual teachers' willingness and enthusiasm to undertake EOtC, careful consideration needs to be given to how headteachers can be encouraged to support and promote provision across their

school. Headteachers may also wish to explore how best they can motivate and support their staff in delivering such activities.

Although the majority of headteachers felt that their school ensured equal access to EOtC for all pupils, there were some indications that this was not the case in all schools. While in primary and special schools, the majority of pupils were reported to have been offered provision, in secondary schools, the picture was more mixed and there were differences between subject areas. Consequently, a pupil's access to EOtC opportunities appeared to be determined by the subjects they were studying. Furthermore, it appeared that secondary school pupils were less likely to be offered provision in schools with higher levels of deprivation, lower levels of achievement and higher proportions of pupils with special educational needs. This suggests that there may be some degree of social inequity in the opportunities for EOtC provision offered to pupils across the country. Local authorities may wish to consider, therefore, how they can best support all schools, regardless of their circumstances, in providing equal access to provision, in order to encourage more uniform opportunities for pupils.

Changes in EOtC provision

Despite concerns that EOtC may have declined in recent years there was little evidence of such a trend from the current research. There was a general perception across both school and LA respondents that aspects of EOtC provision had either increased over the last five years, or remained the same. Increases in provision were most commonly reported for school-site activities, particularly in primary schools, and in study support activities (before and after school), which also tended to be within a school's grounds. Respondents most commonly attributed increases in provision to the increased priority being given to EOtC in curriculum, the availability of venues, the availability of staff to deliver such activities and improved teacher awareness of the benefits of EOtC.

Activities where a decline in activity was most frequently reported were off-site day visits and residential experiences. The main reasons given for a decline was the cost of EOtC, particularly in relation to transport costs, and there were some suggestions that these costs had increased in recent years. Requirements to monitor health and safety and risk assessment issues were also identified as reasons for a decline in activity. It may be that teachers increased the level of school-site activity they were undertaking to avoid these issues. There did not appear to be any geographical or key-stage related differences in perceptions of change in activity, suggesting that any changes in activity may be due to policies at individual school level, rather than at LA, phase or sector level.

Teachers' plans for the future development of EOtC provision should be encouraging to organisations interested in educating pupils outside the

classroom. The majority of teachers felt that the level of activity over the next academic year would either increase or be maintained. This suggests that teachers place a high value on activities. In primary and special schools, teachers most commonly planned to increase school-site activities, while in secondary schools, subject heads planned to increase the amount of off-site day visits and before/after school study support they delivered. However, respondents did note some challenges that they felt might inhibit such developments in provision. These most commonly related to concerns about the cost of activities, concerns about health and safety and also risk management issues. Teachers suggested that additional funding for EOtC, more time and flexibility in curriculum, along with further support, might enable them to develop their provision in future. More specifically, teachers indicated that they would appreciate additional support from their local authority, guidance on risk management procedures and support with curriculum integration. Headteachers and LAs might wish to consider, therefore, how they can effectively encourage and support teachers to increase their provision, and the quality of such provision, through seeking additional sources of funding, and providing better support and guidance for teachers.

Support and training in EOtC

Levels of confidence in providing activities varied among teachers. While most were confident in preparing pupils, along with planning, running and following up activities, teachers were less confident in carrying out risk assessments, gauging the quality of activities and evaluating the impact of such activities. There was some indication, particularly among secondary school teachers, of a relationship between participating in EOtC training and the extent to which they felt confident about providing such activities. Few teachers had received training in all the aspects of EOtC surveyed, and where they had, this tended to have been training that was subsequent to their initial teacher training. This may be an area for development for schools, LAs and ITT institutions, to ensure that all trainee teachers are given opportunities for standardised, high quality training in the planning and delivery of activities, to enable them to feel confident about delivering such provision. Schools may also wish to explore how they can give teachers more opportunities for participating in, or supporting activities, as teachers reported that their confidence in delivering EOtC developed as they gained more experience of such activities.

Given the apparent link between levels of confidence, support and training among teachers and the extent of EOtC provision, improvements in support and training for teachers will be important for the future development of provision. There was also some indication that where teachers were more confident about providing EOtC, they viewed it not only as a means of improving pupils' subject knowledge, but also as contributing to pupils' personal development, perhaps leading to better quality experiences for pupils, and more positive outcomes.

Both headteachers and teachers were generally positive about the support they had received in relation to EOtC, both from school staff and their LA. However, they had concerns about keeping pupils safe, managing potential risks involved with the outdoors and possible litigation should accidents occur. While these concerns did not necessarily discourage teachers from undertaking EOtC, they undermined their confidence in delivering such provision. Teachers emphasised the importance of knowing that their school and LA would support them should any issues arise.

Data on EOtC activity

The majority of LA advisers who responded to the survey reported that their authority collected data on the EOtC activities undertaken by schools. The data provided by 31 of the LAs indicated that there is a great deal of variability in the nature and quality of the data collected by LAs on EOtC activity, as well as differences in the way in which such data was collected. While some LAs gathered only basic data on EOtC activity, others had developed sophisticated systems for collecting a wide range of information on EOtC. The reasons for these differences are unclear, and may include, for example, differences in the status or priority EOtC is given, as well as differences in local resources and in ICT and statistical expertise within the authority. However, LAs may wish to explore strategies for sharing information about their data collection practices with other authorities, in order to achieve a more consistent approach across the country.

LAs generally reported that they used the data as part of their risk management and monitoring procedures, and it tended to be used for summative purposes only. While most LAs collected basic data on the visits undertaken in their authority, they were less likely to collect information on the purposes of such visits and the quality of visits, and were less likely to use the data to inform future policy and practice. In order to further develop the extent and quality of EOtC provision, it may be worth LAs considering ways in which the data they collect could be used more creatively to inform future EOtC provision or teacher/school training needs, as well as reflecting on what additional data they might need to achieve this.

One of the main challenges to the development of EOtC provision in the future identified by school staff was the amount of paperwork and administration associated with providing EOtC activities, including the requirement to complete risk assessment forms. LAs may wish to explore, therefore, how best to collect necessary information on EOtC activities from schools, while attempting to minimise the burdens on individual teachers. A few of the OEAs who provided data reported that they plan to improve their systems over the next few years and develop online visit notification and approval systems, with standard forms for schools to use. It is likely that such electronic systems would make it easier for schools to provide the information

required by LAs, and easier for LAs to collate and manipulate the data collected.

The data collected by authorities is currently only used for LAs' own purposes and is not aggregated at a national level to provide a picture of EOtC activity across England. If such data should be required at a national level, there would need to be real agreement on what activities constituted EOtC, and also a more consistent approach across LAs on how data on such activity is collected. As data is currently only collected by LAs on higher risk activities, it only reflects a small proportion of the overall EOtC activity taking place around the country. If a comprehensive picture of activity is to be developed, data on all activities (including off-site activities deemed lower risk, and activities that take place on the school site), would need to be collected at a LA level. However, careful consideration should be given to the implications of data collection on teacher workload. The need for such information should be balanced against the possibility of deterring teachers from offering activities to pupils.

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Appendix A Representativeness of responding schools and local authorities

Representativeness of schools

Tables A1 to A3 show the representativeness of schools that responded to the survey. On the whole, responding schools were representative of all schools in most respects.

A representative sample of 848 maintained primary schools was drawn through a process of stratified random sampling. At least one questionnaire was returned from 214 primary schools. Table A1 shows that responding primary schools were representative of all primary schools in most respects. However, slightly fewer responding schools in the lowest and highest bands of Key Stage 2 performance were represented than the distribution of all primary schools.

Table A1 Characteristics of primary schools: those responding to the survey and all primary schools

Primary schools	All primary schools %	Responding schools %
Government Office Region		
North East	8	5
North West/Merseyside	20	20
Yorkshire & The Humber	14	14
East Midlands	8	10
West Midlands	14	17
Eastern	7	10
London	20	19
South East	5	3
South West	4	2
LA type		
London Borough	20	19
Metropolitan Authorities	39	32
English Unitary Authorities	15	18
Counties	26	31
School type		
Community School	71	67
Foundation School	2	1
Voluntary Aided School	21	24
Voluntary Controlled School	6	7

Primary schools	All primary schools %	Responding schools %
Size of school		
1-200	16	22
201-300	37	32
301-400	21	19
401+	26	27
Achievement Band (KS2 Overall performance 2003)		
Lowest band	30	27
2 nd lowest band	22	17
Middle band	16	21
2 nd highest band	15	17
Highest band	12	9
Not Applicable	0	0
No data available	4	8
Per cent eligible FSM 2004 (5 pt scale)		
Lowest 20%	4	4
2 nd lowest 20%	12	13
Middle 20%	16	18
2 nd highest 20%	27	30
Highest 20%	41	35
Per cent of pupils with statements (2004)		
None	19	14
1 - 2%	61	64
3 - 29%	19	21
Per cent of EAL pupils (2004)		
None	25	28
1 – 5%	34	33
6 – 49%	30	29
50% +	12	11
N=	5193	214

Due to rounding, percentages may not sum to 100

Source: NFER survey of education outside the classroom, 2006 – NFER register of schools

A representative sample of 880 maintained secondary schools was drawn, and at least one questionnaire was returned from 261 secondary schools. Table A2 shows that responding secondary schools were representative of all secondary schools in most respects. The three main areas where there were differences related to:

- Percentage of pupils in receipt of Free School Meals – slightly more schools with lower levels of pupils eligible for Free School Meals were represented and slightly fewer with higher levels of pupils than the distribution of all secondary schools
- Percentage of pupils with statements of special educational need – slightly more schools with lower levels (0-2 per cent) of pupils with statements of education were represented and slightly fewer with high levels (3-29 per

cent) of pupils with statements were represented than the distribution of all secondary schools

- Key Stage 3 achievement – slightly fewer responding schools in the lowest band of Key Stage 3 performance were represented and slightly more schools in the highest bands of performance were represented than the distribution of all secondary schools

Table A2 Characteristics of secondary schools: those responding to the survey and all secondary schools

Secondary schools	All secondary schools %	Responding schools %
Government Office Region		
North East	5	6
North West/Merseyside	15	11
Yorkshire & The Humber	9	9
East Midlands	10	7
West Midlands	12	11
Eastern	11	13
London	13	12
South East	15	20
South West	10	11
LAtype		
London Borough	13	12
Metropolitan Authorities	23	18
English Unitary Authorities	17	18
Counties	47	52
School type		
Academies	0	0
City Technology College	0	0
Community School	63	59
Foundation School	16	23
Voluntary Aided School	17	16
Voluntary Controlled School	3	3
Size of school		
1-800	27	26
801-1000	23	23
1001-1200	21	20
1201+	29	31
Achievement Band (KS3 Overall performance 2005)		
Lowest band	21	15
2 nd lowest band	18	15
Middle band	18	19
2 nd highest band	16	19
Highest band	18	24
No data available	9	8

Per cent eligible FSM 2005 (5 pt scale)		
Lowest 20%	14	19
2 nd lowest 20%	25	31
Middle 20%	25	23
2 nd highest 20%	21	16
Highest 20%	14	11
Per cent of pupils with statements (2005)		
None	8	10
1 - 2%	50	57
3 - 29%	42	34
No data available	<1	0
Per cent of EAL pupils (2004)		
None	18	24
1 – 5%	52	50
6 – 49%	25	24
50% +	6	3
No data available	<1	0
N=	3096	261

Due to rounding, percentages may not sum to 100

Source: NFER survey of education outside the classroom, 2006 – NFER register of schools

A representative sample of 700 maintained special schools was drawn, and at least one questionnaire was returned from 253 special schools. Table A3 shows that responding special schools were representative of all special schools in all respects measured.

Table A3 Characteristics of special schools: those responding to the survey and all special schools

Special schools	All special schools %	Responding schools %
Government Office Region		
North East	6	6
North West/Merseyside	16	17
Yorkshire & The Humber	8	8
East Midlands	8	8
West Midlands	12	10
Eastern	10	10
London	14	13
South East	17	18
South West	8	9
LA type		
London Borough	14	13
Metropolitan Authorities	26	22
English Unitary Authorities	17	17
Counties	43	48

Special schools	All special schools %	Responding schools %
School type		
Community Special School	99	99
Foundation Special School	1	1
Size of school		
1-50	21	21
51-70	21	22
71-100	26	25
101+	30	32
No data available	2	0
Achievement Band (KS2 Overall performance 2005)		
Lowest band	20	20
Not applicable	24	24
No data available	56	56
Per cent eligible FSM 2005 (5 pt scale)		
Lowest 20%	2	2
2 nd lowest 20%	1	2
Middle 20%	6	6
2 nd highest 20%	30	34
Highest 20%	61	57
Per cent of EAL pupils (2004)		
None	36	35
1 – 5%	27	26
6 – 49%	32	35
50% +	5	4
No data available	<1	0
N=	991	253

Due to rounding, percentages may not sum to 100

Source: NFER survey of education outside the classroom, 2006 – NFER register of schools

Representativeness of local authorities

Outdoor Education Advisers, Citizenship and PSHE advisers from all 150 local authorities (LAs) in England were invited to complete an online survey. Responses were received from 110 advisers, from across 100 LAs. Table A4 presents the representativeness of these LAs and shows that they were representative of all local authorities in all respects measured. A small number of respondents indicated that they worked in more than one authority, in which case they were asked to respond only in relation to one authority. This resulted in 90 LAs being represented in the analysis, and Table A5 shows the representativeness of these LAs. This table illustrates that responding LAs were representative of all authorities in most respects, although slightly fewer London Boroughs and slightly more county LAs were represented than in the distribution of all authorities.

Table A4 Characteristics of local authorities: those responding to the survey and all local authorities

	All local authorities %	Responding local authorities %
LA type		
London Borough	22	13
Metropolitan Authorities	24	21
English Unitary Authorities	31	34
Counties	23	31
Number of schools in LA		
1-80	19	14
81-100	22	16
101-130	22	23
131-280	18	19
280+	19	27
Number of pupils in LA		
1-30,000	29	24
30,001-40,000	19	15
40,001 - 70,000	27	27
70,000+	25	33
Per cent eligible FSM 2005 (5 pt scale)		
Lowest 20%	20	26
2nd lowest 20%	20	22
Middle 20%	20	17
2nd highest 20%	20	20
Highest 20%	20	14
Per cent of EAL pupils - banded (2005)		
None	1	1
1 - 5%	49	54
6 - 49%	45	42
50% +	5	2
Per cent of pupils with statements (2005)		
1 - 2%	13	12
3 - 29%	87	87
N=	150	100

Due to rounding, percentages may not sum to 100

Information was available for 99 of the responding LAs

Source: NFER survey of education outside the classroom, 2006 – NFER register of schools

Table A5 Characteristics of local authorities: those responding to the survey and included in the analysis, and all local authorities

	All local authorities %	Responding local authorities %
LA type		
London Borough	22	11
Metropolitan Authorities	24	23
English Unitary Authorities	31	30
Counties	23	34
Number of schools in LA		
1-80	19	11
81-100	22	13
101-130	22	23
131-280	18	21
280+	19	30
Number of pupils in LA		
1-30,000	29	20
30,001-40,000	19	13
40,001 - 70,000	27	29
70,000+	25	37
Per cent eligible FSM 2005 (5 pt scale)		
Lowest 20%	20	26
2nd lowest 20%	20	24
Middle 20%	20	17
2nd highest 20%	20	19
Highest 20%	20	13
Per cent of EAL pupils - banded (2005)		
None	1	1
1 - 5%	49	57
6 - 49%	45	40
50% +	5	1
Per cent of pupils with statements (2005)		
1 - 2%	13	12
3 - 29%	87	87
N=	150	90

Due to rounding, percentages may not sum to 100

Information was available for 89 of the responding LAs

Source: NFER survey of education outside the classroom, 2006 – NFER register of schools

Appendix B Basic frequency tables

Coordination and monitoring of EOtC

Table B1 Responsibility for organising and monitoring EOtC activities: Primary headteachers (proportion of primary headteachers responding)

Main responsibility for....	Local authority %	Head teacher %	Educational visits coordinator %	Class teachers %	Other staff %	Not applicable/ not in practice %	No response %
Ensuring that educational visits meet risk management requirements	11	65	47	31	9	0	1
Approving/authorising educational visits	16	90	22	4	3	0	0
Assigning staff members to lead or coordinate educational visits	2	69	25	25	4	1	1
Assessing the competence of leaders/coordinators involved in educational visits	2	83	28	5	2	2	1
Organising the training /induction of adults involved in educational visits	10	49	34	19	6	3	1
Organising the vetting of adults involved in educational visits	11	74	15	4	21	1	1
Organising emergency arrangements for educational visits	3	64	40	24	6	1	1
Recording accidents and 'near' accidents on educational visits	3	43	30	58	11	2	1
Monitoring and reviewing EOtC	3	62	39	15	6	7	2
Tracking EOtC across curricular areas/year groups/Key Stages	1	42	25	17	12	22	3
Tracking the EOtC that each pupil has experienced	1	27	16	23	7	42	2
N = 201							

More than one answer could be given so percentages may not sum to 100

Source: NFER school survey of education outside the classroom, 2006

Table B2 Responsibility for organising and monitoring EOtC activities: Secondary headteachers (proportion of secondary headteachers responding)

Main responsibility for....	Local authority %	Head teacher %	Educational visits coordinator %	Class teachers %	Other staff %	Not applicable/ not in practice %	No response %
Ensuring that educational visits meet risk management requirements	18	31	85	12	7	0	0
Approving/authorising educational visits	18	70	47	1	5	0	1
Assigning staff members to lead or coordinate educational visits	0	31	52	24	20	2	0
Assessing the competence of leaders/coordinators involved in educational visits	9	44	74	1	7	1	0
Organising the training /induction of adults involved in educational visits	9	8	77	8	14	5	0
Organising the vetting of adults involved in educational visits	11	36	30	1	41	3	0
Organising emergency arrangements for educational visits	5	25	71	17	18	1	1
Recording accidents and 'near' accidents on educational visits	4	14	60	32	27	1	1
Monitoring and reviewing EOtC	3	38	58	4	13	9	1
Tracking EOtC across curricular areas/year groups/Key Stages	0	15	43	3	25	24	1
Tracking the EOtC that each pupil has experienced	0	7	27	6	23	47	2
N = 185							

More than one answer could be given so percentages may not sum to 100

Source: NFER school survey of education outside the classroom, 2006

Table B3 Responsibility for organising and monitoring EOtC activities: Special school headteachers (proportion of special school headteachers responding)

Main responsibility for....	Local authority %	Head teacher %	Educational visits coordinator %	Class teachers %	Other staff %	Not applicable/ not in practice %	No response %
Ensuring that educational visits meet risk management requirements	21	58	63	23	14	0	0
Approving/authorising educational visits	26	81	31	2	3	0	1
Assigning staff members to lead or coordinate educational visits	0	58	35	27	6	1	2
Assessing the competence of leaders/coordinators involved in educational visits	12	74	44	3	4	0	0
Organising the training /induction of adults involved in educational visits	13	46	49	7	13	4	2
Organising the vetting of adults involved in educational visits	19	66	13	1	29	2	1
Organising emergency arrangements for educational visits	6	56	49	28	8	0	0
Recording accidents and 'near' accidents on educational visits	4	31	39	57	23	0	2
Monitoring and reviewing EOtC	2	64	51	16	11	6	1
Tracking EOtC across curricular areas/year groups/Key Stages	0	34	30	14	14	28	2
Tracking the EOtC that each pupil has experienced	0	25	27	24	13	33	2
N = 247							

More than one answer could be given so percentages may not sum to 100

Source: NFER school survey of education outside the classroom, 2006

Staffing of EOtC activities

Table B4 Staffing for EOtC activities since September 2005: Primary headteachers (proportion of primary headteachers responding)

Activities:	Teachers who volunteer	Teachers of the relevant age group of pupils	Teachers with particular experience/skills	Support staff	Other adults*	No response
	%	%	%	%	%	%
School site activities	31	79	32	65	35	5
Off-site day visits	16	96	21	70	37	1
Before/after school study support	35	22	22	34	15	28
Off-site residential within the UK	48	55	31	49	16	19
Off-site residential overseas	6	6	3	4	2	92
Non-residential activities in holiday periods	8	1	5	8	17	72
N = 201						

More than one answer could be given so percentages may not sum to 100

**Other adults included parents, non-teaching volunteers (such as governors) and staff from external agencies (such as Connexions)*

Source: NFER school survey of education outside the classroom, 2006

Table B5 Staffing for EOtC activities since September 2005: Secondary headteachers (proportion of secondary headteachers responding)

Activities:	Teachers who volunteer	Teachers in the relevant curriculum area	Teachers of the relevant age group of pupils	Teachers with particular experience/skills	Other adults*	No response
	%	%	%	%	%	%
School site activities	41	86	44	51	30	3
Off-site day visits	49	86	47	55	32	1
Before/after school study support	45	45	18	35	32	6
Off-site residential within the UK	65	62	32	57	23	5
Off-site residential overseas	67	60	26	56	21	8
Non-residential activities in holiday periods	57	40	17	35	25	16
N = 185						

More than one answer could be given so percentages may not sum to 100

**Other adults included parents, non-teaching volunteers (such as governors) and staff from external agencies (such as Connexions)*

Source: NFER school survey of education outside the classroom, 2006

Table B6 Staffing for EOtC activities since September 2005: Special school headteachers (proportion of special school headteachers responding)

Activities:	Teachers who volunteer	Teachers of the relevant age group of pupils	Teachers with particular experience/skills	Support staff	Other adults*	No response
	%	%	%	%	%	%
School site activities	23	81	47	77	22	3
Off-site day visits	19	85	47	78	25	2
Before/after school study support	24	5	19	38	10	49
Off-site residential within the UK	47	45	40	59	13	23
Off-site residential overseas	13	11	10	15	3	80
Non-residential activities in holiday periods	14	3	8	24	14	66
N = 247						

More than one answer could be given so percentages may not sum to 100

**Other adults included parents, non-teaching volunteers (such as governors) and staff from external agencies (such as Connexions)*

Source: NFER school survey of education outside the classroom, 2006

Satisfaction with support

Table B7 Satisfaction with support in relation to EOtC: Foundation Stage coordinators (proportion of Foundation Stage coordinators responding)

Support received from...	Very	Somewhat	Not very	Not at all	Not applicable	No response
	%	%	%	%	%	%
Local Authority	15	35	23	5	19	2
Headteacher	62	31	3	1	3	1
Senior managers	52	28	3	1	13	3
Teaching assistants	69	24	5	0	2	1
School governors	27	25	14	10	22	2
Other teachers in the school	40	37	6	1	13	2
Educational Visits Coordinator	23	22	8	6	35	5
External providers	22	41	9	6	22	1
Teacher unions/associations	3	16	14	14	48	5
Parents	39	45	7	3	4	1
N = 147						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER school survey of education outside the classroom, 2006

Table B8 Satisfaction with support in relation to EOtC: Key Stage 1 coordinators
(proportion of Key Stage 1 coordinators responding)

Support received from...	Very %	Somewhat %	Not very %	Not at all %	Not applicable %	No response %
Local Authority	13	43	15	5	20	3
Headteacher	68	27	3	0	1	1
Senior managers	58	27	2	0	10	3
Teaching assistants	72	22	2	1	2	1
School governors	35	22	15	10	16	1
Other teachers in the school	64	27	3	1	3	1
Educational Visits Coordinator	42	13	3	7	31	3
External providers	29	43	6	3	14	5
Teacher unions/associations	5	19	13	14	45	4
Parents	43	39	10	3	3	1

N = 143*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER school survey of education outside the classroom, 2006***Table B9** Satisfaction with support in relation to EOtC: Key Stage 2 coordinators
(proportion of Key Stage 2 coordinators responding)

Support received from...	Very %	Somewhat %	Not very %	Not at all %	Not applicable %	No response %
Local Authority	20	44	15	7	11	3
Headteacher	78	19	0	1	1	1
Senior managers	67	24	0	1	6	1
Teaching assistants	72	24	2	0	2	1
School governors	35	31	13	7	14	1
Other teachers in the school	60	35	1	0	1	1
Educational Visits Coordinator	41	15	4	4	32	3
External providers	38	49	3	1	7	2
Teacher unions/associations	5	21	15	10	45	3
Parents	33	55	8	0	2	2

N = 144*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER school survey of education outside the classroom, 2006*

Table B10 Satisfaction with support in relation to EOtC: Secondary school subject heads (proportion of subject heads responding)

Support received from...	Very %	Somewhat %	Not very %	Not at all %	Not applicable %	No response %
Local Authority	14	26	13	8	32	6
Headteacher	48	27	5	3	13	4
Senior managers	44	30	7	3	11	5
Teaching assistants	36	21	6	3	28	6
School governors	25	20	8	7	33	7
Other teachers in the school	39	35	7	2	12	5
Educational Visits Coordinator	28	16	6	7	37	7
External providers	30	30	7	4	23	6
Teacher unions/associations	7	14	10	11	50	7
Parents	33	34	8	4	15	5
N = 2040						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER school survey of education outside the classroom, 2006

Table B11 Satisfaction with support in relation to EOtC: Special school teachers (proportion of special school teachers responding)

Support received from...	Very %	Somewhat %	Not very %	Not at all %	Not applicable %	No response %
Local Authority	32	42	10	3	11	2
Headteacher	85	12	1	0	0	1
Senior managers	79	16	1	0	3	2
Teaching assistants	85	11	0	0	2	2
School governors	59	23	6	2	8	3
Other teachers in the school	73	23	2	1	1	2
Educational Visits Coordinator	59	11	1	0	23	6
External providers	39	44	6	0	8	3
Teacher unions/associations	15	20	11	10	38	6
Parents	52	39	5	1	2	2
N = 193						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER school survey of education outside the classroom, 2006

Appendix C FURTHER ANALYSIS OF HEADTEACHER AND TEACHER DATA

In order to consolidate the teacher data on levels of confidence, training and satisfaction with support in relation to EOtC, and the headteacher data on level of commitment to EOtC (as reported in Chapter 2), further analysis was undertaken to produce more robust measures than individual items on the questionnaires. This analysis allowed simpler analyses to be undertaken, comparing, for example, teachers' confidence and the amount of EOtC they had undertaken, than would have been possible if using each of the individual variables.

Level of teacher confidence

Exploratory factor analysis was carried out to consolidate the data in relation to 'confidence in carrying out EOtC activities' (question 6) on the teacher questionnaires. This produced more robust measures of confidence in providing EOtC than would have been possible if using each of the individual variables.

Exploratory factor analysis looks for variables and items that correlate highly with each other. The existence of such correlations between variables suggests that those variables could be measuring aspects of the same underlying issues. These underlying issues are known as factors. Thus, the aim of the factor analyses was to derive a smaller number of composite variables from selected questions on the questionnaires which could be used to explore the attitudes of teachers in further detail.

The scale produced was submitted to a test of reliability (Cronbach's alpha) to examine the extent to which the items that made up the scale were mutually correlated and thus measuring essentially the same construct. Values close to 1 are perfectly correlated, and values around 0 would imply no mutual relationship.

Question 6 on the teacher questionnaires asked how confident the respondents felt about carrying out certain activities related to EOtC. All item loadings were well above the 0.40 cut-off so were included in the three factor analyses (one for each school type):

- Preparing pupils for EOtC
- Planning EOtC activities
- Running EOtC activities

- Following up EOtC activities in class
- Gauging the quality of EOtC activities
- Evaluating the impact of EOtC activities on pupils
- Carrying out risk assessment

Primary coordinator reliability= 0.89

Secondary subject head reliability= 0.94

Special school teacher reliability= 0.85

Satisfaction with support and extent of training received

The sets of items on the questionnaire which explored teachers' satisfaction with support and the extent of their training did not lend themselves to factor analysis because of the nature of the questions or their response options. As a result, summing of items was conducted for these measures, as described below.

Satisfaction with support

Question 7 on the teacher questionnaires²⁷ asked the respondents how satisfied they were with the support received from various entities in relation to EOtC. The scale of response was 'very' to 'not at all' with a 'not applicable' option. The ten items were recoded such that being very satisfied scored highest, while 'not at all' scored least. Not applicable was recoded to missing and the item mean was substituted. The satisfaction score is based on the sum of these ten items. This should be viewed as satisfaction with entities rather than the construct 'satisfaction' which might have resulted if the questions were more attitudinal in nature.

Extent of training

Question 8 on the teacher questionnaires asked about the training that respondents had received. This was a multiple response question which allowed the respondent to tick all that apply; in this case, a respondent could have had initial training as well as subsequent training. As a result, there were four possible categories of training: no training, initial training, subsequent training or both initial and subsequent training. Once the training element for each item was established, a total 'training' variable was created by adding up the individual training elements.

²⁷ All reference to question numbers refer to the primary and secondary questionnaires, as the special school teacher questionnaires had slightly different numbering (there were two additional questions at the beginning of the questionnaire, exploring teachers' role in the school).

Headteachers' level of commitment to EOtC

Exploratory factor analysis was carried out to consolidate the data in relation to 'views on EOtC' (question 3) on the headteacher questionnaires. This question asked the respondents to rate how much they agreed or disagreed with several statements regarding EOtC. The scale was from strongly agree to strongly disagree. All positive items were recoded such that strongly agree was scored highest. The coding of the negative items such as pressure on the curriculum, few opportunities for EOtC, and EOtC being a low priority remained the same such that if a respondent strongly agreed that EOtC was a low priority, they felt less positive about EOtC.

The reliability of all of the original items in question 3 was uniformly low: 0.31 for primary head teachers, 0.19 for secondary headteachers and 0.35 for special school headteachers. An examination of the frequencies in all three headteacher questionnaires suggested that the respondents were not able to consistently answer the questions that asked them about EOtC in 'some' areas, therefore, those items were dropped from all three headteacher factor analyses.

The final set of items were:

- EOtC is an integral part of the learning and development of pupils in this school
- The benefits of EOtC are widely recognised in this school
- EOtC is part of the school ethos
- The senior management team encourage EOtC across the school
- Pressure on the curriculum means that EOtC is very limited
- There are few opportunities for EOtC within the locality of the school (secondary only)
- Teachers in this school make the most of opportunities for EOtC
- The school ensures that all pupils have equal access to EOtC
- EOtC is a low priority for teachers in this school
- The amount of EOtC provision in this school is about right

The reliability for the final set of items was 0.86 in all three headteacher questionnaires. The lowest loading criterion used was 0.40. The item relating to few opportunities for EOtC fell out of the factor analysis for primary headteachers and special school headteachers due to low loadings. This means that the question did not measure the underlying construct of 'views on EOtC' for primary and special school headteachers as well as it did for secondary headteachers. The sample sizes for the headteacher questionnaires were roughly similar so it is not felt that this was an anomalous result, but rather something different about views on EOtC among secondary headteachers.

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