



Paul Hamlyn Foundation

Evaluation of Learning Away: Interim Report 1

June 2013



Author & Contact Details

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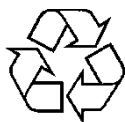
Authors: Sally Kendall, James Whitley and John Rodger

Quality Assured by: James Whitley

York Consulting LLP
Smithfield House
92 North Street
LEEDS
LS2 7PN

Tel: 0113 2223545
Fax: 0113 2223540

Email: sally.kendall@yorkconsulting.co.uk



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EXECUTIVE SUMMARY

Introduction

1. *Learning Away* aims to support schools across the UK in significantly enhancing young people's learning, achievement and wellbeing by using innovative residential experiences as an integral part of the curriculum. The initiative is being funded by the Paul Hamlyn Foundation from 2008 to 2015.
2. A total of 60 schools (primary, secondary and special), operating in 13 partnerships (clusters), are involved in delivering Learning Away. Schools involved are developing new models of residential experiences that are teacher and pupil designed and led and include a wide range of activities and venues. Residential experiences include camping (on school sites, locally or further afield), co-construction partnerships with outdoor providers, and school exchanges in urban and rural environments. Each partnership of schools has a distinct identity and focuses on the challenges and themes relevant to their particular context, from GCSE attainment to community cohesion, from family support and raising aspirations, to cultural diversity.
3. It is hoped that Learning Away will encourage schools – both those with strong existing residential programmes and those who have not yet committed significantly to residential learning – to make a step change in their residential provision and highlight what can be achieved.

Aims of the Evaluation

4. In 2012, the Paul Hamlyn Foundation commissioned York Consulting to evaluate the effectiveness of Learning Away. The evaluation has two overarching aims:
 - to build a strong evidence base that will support four key Learning Away propositions focused on the belief that high quality residential learning: has a strong, positive impact on academic achievement and provides a wide range of pupil-level outcomes; that residentials can transform the learning experience of pupils and help to transform schools; and that residentials do not need to be expensive;
 - to generate new insights and understanding about how and why residential learning can and does achieve these outcomes.
5. Within the four key propositions, PHF and Learning Away clusters have identified a set of hypotheses, which relate to a number of key impact and process themes that the evaluation is seeking to test and evidence. The core hypotheses focus on:
 - **Progress and Attainment:** that residentials can boost SATs and GCSE progress and attainment in the core subjects of English, Maths and Science;
 - **Knowledge, Skills and Understanding:** that residentials can significantly improve student knowledge, understanding and skills in a wide range of curriculum areas at the primary and secondary phase;
 - **Engagement with Learning:** that residentials can significantly improve students' engagement with their learning, leading to improved school attendance and behaviour;

- **Relationships:** that residentials can foster deeper student-teacher/adult and student-student relationships that can be sustained back in schools and result in improved learner engagement and achievement;
- **Pedagogical Skills:** that residentials can enable teachers in primary and secondary schools to widen and develop their pedagogical skills;
- **Transition:** that residentials can significantly improve pupils' transition experiences;
- **Leadership, Co-design and Facilitation:** that residentials can offer rich opportunities for student leadership, co-design and facilitation of learning that can be extended and sustained back in school to positive effect;
- **Cohesion:** that residentials can significantly boost cohesion, interpersonal relationships and a sense of belonging across a cohort of pupils or whole school community;
- **Resilience, Self-confidence and Wellbeing:** that residentials can significantly improve students' resilience, self-confidence, and sense of wellbeing.

Methodological Approach

6. The evaluation is taking a mixed methods approach, which includes:
 - **pupil, staff and parent surveys:** pupils complete pre and post residential surveys, along with longer-term follow-up surveys to capture their views on the impact of Learning Away. Staff involved in delivering Learning Away complete pre and post residential surveys to capture their views on the impact of the programme. Other staff are also being asked to complete surveys for individual pupils where Learning Away is felt to have had a significant impact. Parents are also being asked to complete a survey after their child attends a Learning Away residential;
 - **focus groups:** conducted by PHF Learning Away advisors with pupils and staff on an annual basis;
 - **case studies:** in-depth case studies are being undertaken by York Consulting, PHF staff and clusters, to evidence the impact of the programme;
 - **quantitative data collection:** attainment, behaviour and attendance data is being collected in those clusters where delivery of the programme is focused on improving outcomes in these areas;
 - **a costings study:** a cost-effectiveness analysis of the programme.
7. This is the first interim report produced by York Consulting as part of the evaluation of Learning Away. It presents the findings from the surveys and focus groups undertaken during the pilot phase of the study (Year 3 of Learning Away). The survey returns (pupil, staff and parent) for Year 4 will significantly outnumber the surveys completed during Year 3, the pilot phase.

Overview of Returns

8. The pilot phase only covered residential conducted during the summer term of 2012. The following surveys were completed during the pilot phase (returns were received from 31 schools relating to 24 residential):
 - **Pupil surveys:** 1,752 surveys were completed (972 baseline surveys and 753 post residential surveys). A total of 581 post residential surveys were completed by pupils who also completed a baseline survey. The numbers of surveys completed by school phase were:
 - primary surveys (infant and juniors): 836 baseline and 651 post residential surveys;
 - secondary surveys: 136 baseline and 102 post residential surveys.
 - **Parent surveys:** 87 parent surveys were returned and all were from parents of primary aged children;
 - **Staff surveys:** 27 baseline surveys and 27 post residential surveys were completed by staff. A total of 16 school staff completed both baseline and post residential surveys.
9. These figures also reflect the challenges some clusters had completing post residential surveys during the pilot phase, which have now been addressed. No longer-term follow-up surveys were completed by pupils during Year 3, as these are being completed in the spring and summer terms of 2013.

KEY FINDINGS

Views of Learning Away

10. The vast majority (97%) of pupils said they enjoyed their residential, and 88% of secondary students and 87% of junior pupils liked their residentials 'a lot'. Pupils identified 'learning new things', 'the activities' and 'being with friends' as their favourite parts of the residential. The opportunities provided for independent learning were particularly valued by secondary students, who identified 'making their own decisions' and 'doing things ourselves' as their favourite aspects.
11. Both staff and parents reiterated pupils' views: the vast majority of staff respondents (25 out of 27) felt that Learning Away residentials were 'extremely' or 'very' beneficial for pupils and also for them as professionals (24 out of 27). The main differences identified by staff between how pupils learnt on the residential and how they learnt in school were that the residential provided opportunities for independent and self-directed learning and opportunities for practical, 'hands on' experiences.
12. Parents clearly valued the opportunity for their children to be involved in a residential experience: the vast majority of respondents (93%) considered residentials to be 'very valuable' or 'valuable' experiences and three quarters (75%) felt their child had enjoyed their residential 'a great deal'.

Impact on Progress and Attainment

13. Overall, 53% of (secondary and junior) pupils felt that the residential helped them do better in their subject(s)/school work and 52% felt that they will do better in their exams/tests at school as a result of Learning Away.

14. Secondary students were most likely to identify impacts on their learning and attainment. They felt that the way they were taught and learnt on the residential would impact on their performance and the activities they did on the residential gave them a better understanding of the subject. Secondary students identified specific impacts on their progress and attainment during focus group discussions, including moving up a set, working at a higher level and better grades.
15. The main differences identified by pupils between learning on the residential and in school were that pupils felt staff had more time to help them and the atmosphere between staff and pupils was more relaxed.
16. Staff felt that approaches to learning used on the residential, such as intensive coaching and the learning context itself (e.g. informal time and the more relaxed atmosphere) improved pupils' performance, aspirations and confidence to aim higher. There was also evidence of links being made between learning in the classroom and the residential and then these links being reinforced back in the classroom, which was felt to have a positive impact on pupils' progress. Focus group discussions also identified that the residential provided a learning environment where staff were able to develop pupils' confidence in a range of physical activities and then transfer this success to their academic learning.
17. One cluster provided additional quantitative attainment data. The initial analysis of this data provided further evidence of the impact of residential on pupils' attainment. This showed that over a third (39%) of residential students improved their Maths test score, compared to only 14% of the 'comparator group' who did not attend the residential. More than two-thirds (69%) of the residential group achieved a C grade at GCSE, compared to none of the comparator group (all students were C/D borderline).

Impact on Knowledge, Understanding and Skills

18. Approximately three quarters (74%) of all pupils said that they were more confident/liked working in a group more as a result of going on their Learning Away residential. More than two thirds of secondary students also felt they had a better understanding of their strengths and weaknesses (73%), had developed their listening skills (71%), had more confidence in explaining things to others (71%) and felt more able to join in discussions at school (68%). The majority of pupils (86%) also felt their learning in school was more interesting as a result of their Learning Away residential; this was particularly the case for junior pupils (91%).
19. The majority (80%) of parents felt that their child had learnt a lot on the residential, and nearly half (11 out of 24) of staff respondents felt the residential had already begun to achieve its aims in relation to developing pupils' skills, knowledge and understanding and that these were continuing to be built on back in school. The main reasons given by staff focused on pupils' improved resilience and confidence in relation to their learning and improved knowledge of the topics studied. Importantly, staff felt that the residential provided time for staff and pupils to build on their skills: for example, repeating team work through different activities, which was not possible at school.
20. Immediate outcomes achieved were linked to the opportunities the residential provided for pupils to work independently and as part of a team, as well as learning practical skills linked to developing their subject knowledge.

Impact on Engagement with Learning

21. The residential experiences also impacted on pupils' engagement with their learning: 80% of junior pupils and secondary students felt that, as a result of the residential they were less likely to give up when they found school work difficult; 75% said they thought they would find lessons more interesting; 71% said they thought they would not be as bored in class; and more than half (56%) of pupils said they liked school more because of the residential.
22. Pupils' survey responses also showed that they felt their attendance and behaviour would be better as a result of going on the residential. The majority of pupils felt that their behaviour in school will be better (84%) as a result of the residential, they will try harder to be on time for school (83%) and their attendance will be better (78%).
23. Pupils identified that they were not sent out of class as much as they were prior to the residential, they were trying to behave better in class and concentrate more in lessons. Attitudinal changes seen on the residential had been sustained back in the classroom and, because pupils understood and were more engaged with their learning, their behaviour in class had improved.
24. A total of 43% of parents thought that their children found their school work more interesting as a result of attending the residential. Around a third of parents also felt their child's behaviour, attendance and attitude towards school had improved as a result of the residential, and 26% felt that their child's behaviour at home had also improved.
25. Focus group discussions with staff from two secondary schools noted that improved behaviour was impacting on the atmosphere in class and the school in general. It was also noted that behavioural changes as a result of the residential had reduced the risk of exclusion for some pupils.

Impact on Relationships

26. Survey responses showed that Learning Away had a substantial impact on pupils' relationships, both with other pupils and members of staff. The largest impacts were identified by secondary students in relation to their relationships with other students.
27. More than four fifths (82%) of pupils said they got to know people on the residential they did not know before and 76% of all pupils felt they got on better with other pupils in their class as a result of the residential. Focus group discussions identified that the residential helped develop new and more trusting relationships between pupils (including friendships across year groups), which were deeper because of the shared experiences and the time spent together.
28. In terms of relationships with their teachers, 78% of all pupils felt they got on better with their teachers as a result of the residential, and 69% of junior pupils and secondary students felt their teachers knew them better as a result of the residential. Secondary students said they felt more comfortable in lessons with staff who were involved in delivering the residential and looked forward to lessons with these teachers back in school because they knew them better.
29. Nearly two thirds (61%) of parents felt their child got on better with their friends and 55% felt that they got on better with other pupils as a result of attending the residential. A further 59% also thought they got on better with their teachers.

30. Most staff felt that their Learning Away residential had begun to achieve its aims in relation to improving relationships (again these improvements were being built on back in school), as it provided opportunities for pupils and staff to get to know each other in new and different settings, experience different adult role models and develop new friendships. The residential provided opportunities for pupils to experience being away from home and families and having to rely on one another for support. They also provided opportunities for pupils and staff to develop relationships away from the pressures and constraints of the usual school timetable.

Impact on Transition

31. A number of Learning Away programmes focused specifically on transition, mainly the primary/secondary school transition. Survey responses from these schools showed that 48% of Year 6 pupils said they felt less worried about next year and 54% of junior pupils and secondary students were more excited about changing class or school next year. As a result of the residential, nearly two thirds (65%) of all pupils said they found it easier to make new friends.
32. Nearly half (49%) of parents said that their child was less worried about next year as a result of attending the residential. Focus group discussions with staff identified that pupils were more confident about transition because the residential provided opportunities for them to: visit new places on a regular basis; to experience learning successfully in new ways; to develop relationships with pupils from other schools; and to share experiences and memories.

Impact on Leadership, Co-design and Facilitation

33. More than half of pupils felt that the Learning Away residential impacted on their views about leadership and their engagement in leadership and decision-making activities. The greatest impacts were seen at the secondary level with nearly three-quarters (73%) of secondary students feeling that the residential made them realise they could help others with their learning. Focus group discussions reiterated this view. For example, students provided examples of how their participation in sports residential resulted in them becoming coaches for younger pupils and then becoming leaders and coaches on subsequent sports residential. Pupils also valued the opportunity to take ownership of the planning process. More than a third (39%) of primary pupils and secondary students felt activities were better because they helped plan and decide what they were involved in.
34. Staff surveys and focus groups also identified increased pupil engagement in leadership and co-design. As a result of the residential, staff noted that: different children were coming forward as leaders; there was evidence of pupils showing increased empathy towards each other; pupils were beginning to compromise more in groups and pupils were involved in decision making about when and how activities were delivered. Immediate outcomes identified as a result of the residential included increased confidence and cooperation and identification of pupils' strengths and leadership skills. It was felt that the residential facilitated achievement of these outcomes by providing a context and activities where pupils could become leaders and demonstrate their leadership skills, which may have not been possible within the school environment.

Impact on Cohesion

35. Overall, 73% of pupils felt the residential helped them feel part of their school. A further 62% of pupils felt that the residential had helped them realise that they could get on with pupils from other schools. Focus group discussions with primary pupils referred to the sense of community developed whilst on the residential and to other children feeling like their family. The time spent together on the residential clearly reinforced this sense of cohesion. Pupils observed that on the residential they worked and lived together and cared for one another and got to see what each other was like 'after hours'.
36. Staff also noted the development of interpersonal relationships across age and friendship groups and that pupils who attended the residentials were more open to suggestions from others outside their friendship groups. The residentials provided opportunities for pupils to develop new relationships working with a wide range of staff and pupils outside of their normal peer groups and engage in activities which fostered cohesion, such as communal and collaborative activities.

Impact on Resilience, Confidence and Wellbeing

37. The majority of secondary students and junior pupils were proud of what they had achieved on their residential (82% and 77% respectively). Pupils also felt their confidence had increased (80% of secondary students), and they were more confident to try new things as a result of their residential experiences (74% of secondary and junior pupils). Pupils also identified that they were less likely to give up when they found things difficult at school (72% of secondary students and 77% of junior pupils). During focus group discussions, pupils were most likely to identify improvements in their confidence as a result of attending the residential.
38. More than two thirds (68%) of parents also felt that their child was more confident, and 78% thought their child was more willing to try new things as a result of going on the residential. Focus group discussions with staff provided clear evidence of how pupils' confidence, resilience and wellbeing improved as a result of the residential, particularly for those pupils who were quiet at school or non-academic. The residential gave these pupils the opportunity to 'shine' and show others the skills they had outside the formal learning environment.

Impact on Pedagogy

39. Three quarters of staff survey respondents (nine out of 12) felt they had begun to achieve their Learning Away goals and just over half (seven out of 12) felt that, as a staff team, they had begun to achieve their Learning Away goals (i.e. the goals set are part of their overall Learning Away programme). Staff felt the main ways in which Learning Away provided opportunities for staff to develop their practice were that the residential provided opportunities to be out of the classroom context and to engage in and develop more experiential learning opportunities.
40. At the individual level, staff identified similar impacts to pupils, i.e. the residential had impacted on their own confidence, particularly in new situations, their knowledge and skills, and their relationships with pupils and other staff. Staff were most likely to identify improved confidence as a result of being involved in Learning Away.
41. Staff focus groups also provided evidence of how approaches and strategies developed and trialled on the residential were being used back in school. The residentials provided staff

with opportunities to trial new approaches which, if successful, gave them the confidence to implement within their teaching back in school. There was evidence that staff were thinking more about how they delivered the curriculum and the role of residential within the curriculum. Primary level staff also identified that they had adapted their delivery of the curriculum back in school to reflect the models of delivery used on the residential.

CONCLUSIONS

42. Findings from the pilot phase of the evaluation (Year 3, summer term 2012) clearly show that Learning Away residentials were valued by pupils, staff, parents and schools. The evidence suggests that many of the positive impacts seen on the residential, for example on the development of relationships, confidence and engagement with learning, as well as the delivery of learning, were also being sustained back in school.
43. Evidence from the pilot phase also highlights the specific benefits of providing residential opportunities. Staff and pupils highlighted the value of being away together for an extended period of time, away from the distractions and constraints of home and the pressures of the usual school timetable. The residential provided the time, space and context in which existing relationships could be strengthened and new relationships could develop. Away from home, in new environments, pupils had to rely on one another more, resolve issues and deal with unexpected situations. Residentials also provided opportunities for both staff and pupils to face and overcome their fears together, which also helped to strengthen staff/pupil relationships.
44. There was also evidence of improved engagement with learning, leading to improved confidence, engagement and progress in learning back in school. Residentials provided an environment where pupils could develop their confidence and skills, for example in relation to speaking and listening, in a 'safe' environment. Staff and pupils identified that the residential provided a more relaxed working environment where pupils felt more comfortable asking their teachers for help because they had got to know them better.
45. Learning Away residentials provided opportunities for pupils to have control of, and direct, their own learning. They also provided a context in which to identify pupils' skills not seen within the classroom context. What pupils were learning, how they were learning and the activities they were engaged in provided opportunities for those who were previously quiet in class or struggling academically to 'shine'. For other pupils, the residential provided a context in which they did not have to live up to their image or the label commonly attributed to them at home or in school, and examples were given of residentials helping to re-engage school refusers and address the behavioural issues of those in danger of exclusion.
46. Those clusters focused on improving attainment were seeing evidence of impact and initial analysis of the quantitative data appears to reinforce this view. Going forward, it will be interesting to see whether variations in approach, i.e. directly linking activities to learning or providing separate outward adventurous activity and subject tuition leads to differential impacts on attainment.

47. There was also growing evidence that staff were continuing to use the learning strategies trialled and developed on the residential, for example collaborative approaches and group work, back in school. Staff identified how the residential had impacted on their delivery of the curriculum and a number of school level impacts were also identified including: taking a thematic approach to the delivery of curriculum; providing opportunities for smaller group work activities; using projects and themes, practical and experiential learning and incorporating video making into the curriculum.

1 INTRODUCTION

Learning Away

- 1.1 *Learning Away* aims to support schools across the UK in significantly enhancing young people's learning, achievement and wellbeing by using innovative residential experiences as an integral part of the curriculum. The initiative is being funded by the Paul Hamlyn Foundation (PHF) over the period 2008 to 2015.
- 1.2 It is PHF's long-term aspiration to achieve significant shifts, nationwide, in schools' commitment to high quality residential learning experiences for their pupils. PHF intends to achieve this by:
- actively supporting groups of schools to develop, pilot and embed innovative residential learning experiences, integral to the wider curriculum or whole school improvement strategies;
 - gathering, documenting and sharing with schools, local authorities and policy makers compelling evidence of positive outcomes and impact for pupils, teachers and schools;
 - working in partnership with relevant organisations and other agencies, to encourage and contribute to the development of supporting structures, processes, policies, guidance and other opportunities that will assist schools in working towards and achieving PHF's goals.
- 1.3 A total of 60 schools, including primary and secondary schools, special schools and pupil referral units, operating in 13 partnerships (clusters) are involved in delivering Learning Away. Schools involved are developing new models of residential experiences that are teacher and pupil designed and led and include a wide range of activities and venues. Residential experiences include camping (on school sites, locally or further afield), co-construction partnerships with outdoor providers, and school exchanges in urban and rural environments. Each partnership of schools has a distinct identity and focuses on the challenges and themes relevant to their particular context, from GCSE attainment to community cohesion, from family support and raising aspirations, to cultural diversity.
- 1.4 It is hoped that Learning Away will encourage schools – both those with strong existing residential programmes and those who have not yet committed significantly to residential learning – to make a step change in their residential provision and highlight what can be achieved.

The Evaluation

- 1.5 The Paul Hamlyn Foundation commissioned York Consulting to evaluate the effectiveness of Learning Away. The evaluation has two overarching aims:
- to build a strong evidence base that will support four key Learning Away propositions (i.e. to demonstrate the following):
 - high quality residential learning has a strong, positive impact on academic achievement and provides a wide range of pupil-level outcomes, including emotional well-being, learner engagement, behaviour and personal, social, employability and life skills;

- high quality residential learning programmes can transform the learning experience of pupils;
- high quality residential learning can help to transform schools;
- high quality residential learning does not need to be expensive. Investment in residential learning is money well spent;
- to generate new insights and understanding about how and why residential learning can and does achieve these outcomes, i.e. what are the processes and features of high quality residential learning experiences that are most significant in leading to these outcomes?

1.6 Within the four key propositions, PHF and Learning Away clusters identified a set of specific hypotheses, which relate to a number of key impact and process themes that the evaluation is seeking to test and evidence. Each cluster identified the main hypotheses that it is focusing on as part of its Learning Away programme (**Table A1 in Annex A**) provides an overview of the hypotheses each cluster is working towards). The core hypotheses focus on the assumption that high quality residential learning programmes can:

- **Progress and Attainment**
 - significantly boost GCSE progress and attainment in the core subjects of English, Maths and Science particularly for students otherwise predicted to achieve grades of C and below;
 - significantly boost SATs progress and attainment in the core subjects of English, Maths and Science.
 - **Knowledge, Skills and Understanding**
 - significantly improve student knowledge, understanding and skills in a wide range of curriculum areas at the primary phase;
 - significantly improve student knowledge, understanding and skills in a wide range of curriculum areas at the secondary phase.
 - **Engagement with Learning**
 - significantly improve students' engagement with their learning, and that this can be sustained beyond the residential to lead to improved achievement for pupils in the longer-term. This can be achieved for pupils seen as the most disengaged, and also for pupils who are compliant in school but do not feel high levels of ownership and responsibility for their own learning. This can lead to improved school attendance and behaviour.
 - **Relationships**
 - foster deeper student-teacher/adult relationships that can be sustained back in schools and result in improved learner engagement and achievement;
 - foster deeper student-student relationships that can be sustained back in schools and result in improved learner engagement and achievement.
 - **Pedagogical Skills**
 - enable teachers in primary schools to significantly widen and develop their pedagogical skills and repertoire and apply these back in schools to positive and sustained effect;
-

- enable teachers in secondary schools to significantly widen and develop their pedagogical skills and repertoire and apply these back in schools to positive and sustained effect.
- **Transition**
 - significantly improve pupils' transition experiences, particularly between phases, and improve pupil progression at times of transition from one key stage to the next (particularly where incorporating cross-age/phase peer mentoring and collaborative learning).
- **Leadership, Co-design and Facilitation**
 - offer rich opportunities for student leadership and facilitation of learning that can be extended and sustained back in school to positive effect;
 - offer rich opportunities for student co-design and facilitation of learning that can be extended and sustained back in school to positive effect.
- **Cohesion**
 - significantly boost cohesion, interpersonal relationships and a sense of belonging across a cohort of pupils or whole school community.
- **Resilience, Self-confidence and Wellbeing**
 - significantly improve students' resilience, self-confidence, and sense of wellbeing.

Methodological Approach

1.7 The evaluation is taking a mixed methods approach, which includes:

- **Pupil surveys:** completed pre and post residential, along with longer-term follow-up surveys completed two to three terms post residential, to capture pupils' views on the impact of Learning Away. Three types of pupil survey were developed for the different age groups involved in Learning Away:
 - primary infant survey: for pupils up to and including Year 2 (Primary 1-3 in Scotland);
 - primary junior survey: for pupils in Year 3 to Year 6 (Primary 4-7 in Scotland);
 - secondary survey: for pupils in Year 7 upwards (S1 upwards in Scotland).
- **Staff surveys:** school staff are completing two types of survey:
 - those involved in delivering Learning Away are being asked to complete pre and post residential surveys to capture their views on the impact of the programme (on the pupils involved, on themselves and their school);
 - pupil impact surveys for individual pupils where Learning Away is felt to have had a significant impact; for example in terms of their attainment, behaviour, leadership opportunities, and/or relationships with others.
- **Parent surveys:** parents are being asked to complete a survey after their children attend a Learning Away residential.

- **Focus groups:** conducted by PHF Learning Away advisors with pupils and staff on an annual basis.
 - **Quantitative data collection:** attainment, behaviour and attendance data is being requested in those clusters where delivery of the programme is focused on improving outcomes in these areas.
 - **Case studies:** in-depth case studies are being undertaken by York Consulting, PHF staff and clusters, to evidence the impact of the programme during Year 4 (2012-2013) and Year 5 (2013-2014) of the programme. The focus of the case studies is likely to include a range of themes, such as:
 - comparison of different approaches for example, in relation to raising attainment;
 - the impact of Learning Away on practice in a school or cluster of schools;
 - the impact of Learning Away on individual pupils, teachers or families.
 - **Costings study:** as part of their evaluation York Consulting are also undertaking a cost-effectiveness analysis of the programme. The findings will be presented in the final report in 2015.
- 1.8 This is the first interim report produced by York Consulting as part of their evaluation of Learning Away. It presents the findings from the surveys and focus groups undertaken during the pilot phase of the study (Year 3 of Learning Away). It should be noted that during this period the BEMAT cluster ceased to be part of Learning Away, and a new cluster, Radcliffe School, came on board at the beginning of Year 4.
- 1.9 The pilot phase only covered residential conducted during the summer term of 2012. The survey returns (pupil, staff and parent) for Year 4 will significantly outnumber the surveys completed during Year 3, the pilot phase.
- 1.10 A second interim report will be published in April 2014 and a final report, bringing together data from all years of the Learning Away programme, will be produced in March 2015.

Structure of the Report

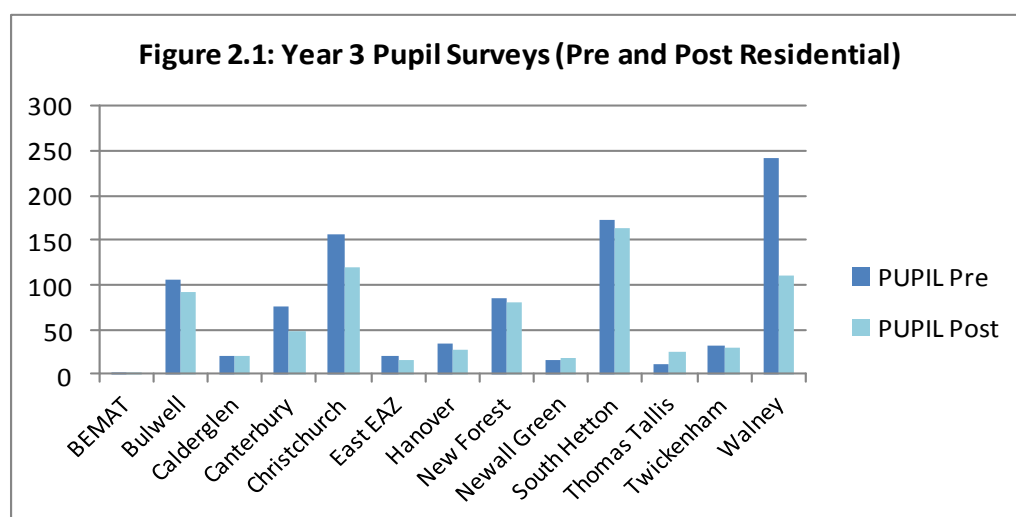
- 1.11 This report is structured as follows:
- **Section Two:** overview of survey returns;
 - **Section Three:** impact of Learning Away (pupils', staff and parents' views);
 - **Section Four:** conclusions and recommendations.

2 OVERVIEW OF SURVEY RETURNS

- 2.1 This section provides an overview of the survey returns completed by pupils, parents and staff during Year 3: the pilot phase of the evaluation.

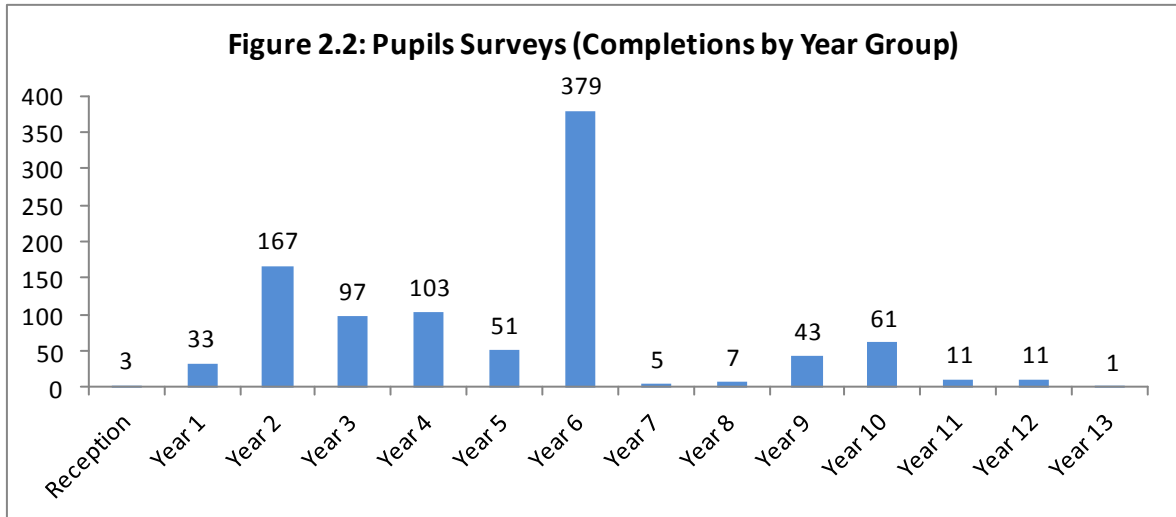
Pupil Surveys

- 2.2 **Figure 2.1** provides an overview of the surveys completed by pupils across the 13 clusters during the pilot phase of the evaluation. Survey returns were received from 31 schools relating to 24 residential.

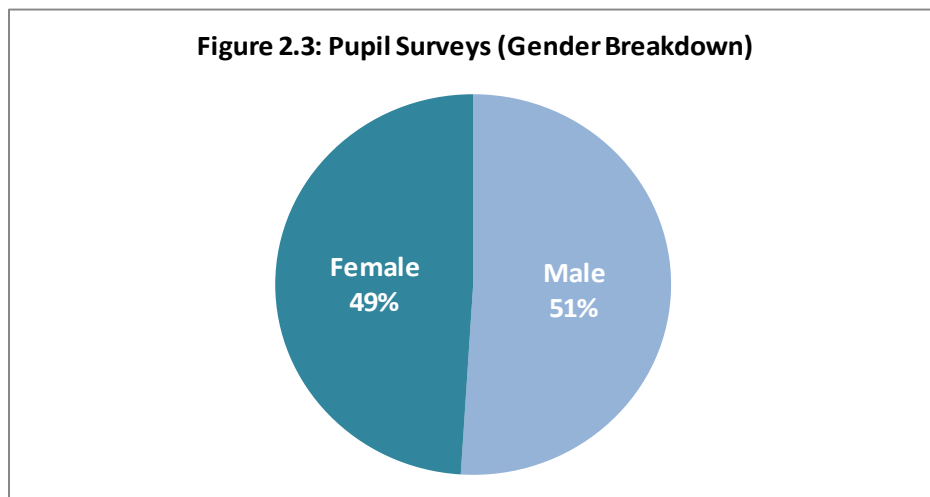


- 2.3 A total of 1,752 pupil surveys were completed, consisting of 972 baseline surveys and 753 post residential surveys. A total of 581 post residential surveys (60% of baselines) were completed by pupils who also completed a baseline survey.
- 2.4 These figures reflect the challenges some clusters had completing post residential surveys during the pilot phase, which have now been addressed. No longer-term follow-up surveys were completed by pupils during Year 3, as these are being completed in the spring and summer terms of 2013.
- 2.5 The numbers of surveys completed by school phase were:
- **Primary surveys:** 836 baseline and 651 post residential surveys, which consisted of:
 - Infant surveys: 209 baseline and 134 post residential surveys;
 - Junior surveys: 627 baseline and 517 post residential surveys.
 - **Secondary surveys:** 136 baseline and 102 post residential surveys.
- 2.6 The numbers of baseline surveys completed by each year group are shown in **Figure 2.2**. It shows that:
- baseline surveys were most likely to be completed by pupils in Year 6 (39%) and Year 2 (17%). Although the majority of primary completions were from Year 6, a significant number of younger pupils were also engaged in residentials;

- at the secondary level, the largest number of baseline survey completions were from pupils in Year 10 (6%) and Year 9 (5%). There were relatively few completions from Years 7-8 and 11-13.



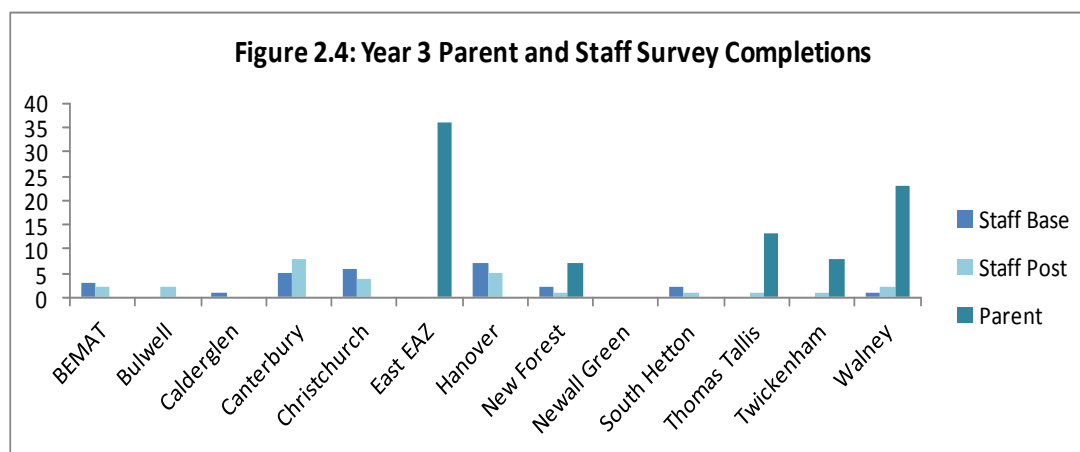
- 2.7 Pupils completing surveys were roughly evenly split between male and female (see **Figure 2.3**).



Parent and Staff Surveys

- 2.8 **Figure 2.4** provides an overview of the staff and parent surveys completed during the pilot phase. Due to the timings of the residentials, not all clusters were able to complete parent and staff surveys during the pilot phase.

- 2.9 Parents were asked to complete surveys after their children had attended their residential. A total of **87 parent surveys** were returned, and all were from parents of primary aged children. The majority (72%) of parent surveys were completed by parents of children in Years 5 and 6. Parent surveys were received from five clusters representing seven primary schools. A further cluster, Newall Green, is undertaking focus groups with parents due to the challenges associated with getting parents to complete surveys. All clusters are surveying parents (or holding focus groups) in Year 4 of the programme.



- 2.10 School staff from eight clusters completed 27 baseline surveys and 27 school staff from ten clusters completed post residential surveys. A total of 16 school staff completed both baseline and post residential surveys.
- 2.11 Nearly two-thirds (17) of baseline surveys in Year 3 of the programme were completed by primary school staff. A further seven surveys were completed by secondary school staff and three by middle school staff. More than half of baseline surveys (16) were completed by class or subject teachers. In addition, six responses were from headteachers and deputy/assistant headteachers, reflecting their role as Learning Away leaders within their schools. A small number of surveys were also received from teaching assistants (two), learning mentors (one) and volunteers (one).
- 2.12 The majority (23) of staff respondents were involved in previous residentials, and were experienced teachers/members of staff with, on average, ten years of teaching experience. The range of experience was wide, with a third of respondents having 13 or more years' experience, and a further third having three years or less experience.

3 THE IMPACT OF LEARNING AWAY

Overview

- 3.1 The following section explores pupil, staff and parents' views of Learning Away as reflected in their survey responses. It examines respondents' general views of Learning Away and then goes on to explore each hypothesis in turn. This section also incorporates findings from the focus groups undertaken to provide further evidence of impact.

Pupils' Views

- 3.2 The vast majority (97%) of pupils said they liked or enjoyed their residential, 88% of secondary students and 87% of junior pupils liked their residentials 'a lot'. Pupils identified 'learning new things', 'the activities' and 'being with friends' as their favourite parts of the residential. The opportunities provided by the residentials for independent learning in particular were valued by secondary students, who identified 'making their own decisions' and 'doing things ourselves' as their favourite aspects of the residential. Pupils clearly valued the approach to learning on the residential:

"I got the freedom to learn in the way I would like to learn, a way I prefer. There was no wrong way about carrying out the activities. Teachers could not help, so we had to use our own knowledge and confidence to carry out the tasks on our own."

- 3.3 When pupils were asked if there was anything they did not like about the residential, the most common response was 'nothing'. However, some pupils did not like 'being away from home' and 'being with people they didn't know'.
- 3.4 Pupils also valued the opportunity to take ownership of the planning process. More than a third (39%) of primary pupils and secondary students felt activities were better because they helped plan and decide what they were involved in:

"[Activities were better] because I had a say in what we did and how it was done."
"We had to decide how we were going to complete a task, which was difficult, but it made us think more about what we need to do and work better as a team."

- 3.5 This was particularly the case for pupils from two clusters (Twickenham and East) where the majority of pupils felt activities were better because they helped plan them (24 out of 30 pupils in Twickenham and 14 out of 15 in East). However, it should be noted that nearly a third (31%) of pupils said they did not help plan the activities on their residential.
- 3.6 Prior to the residential, more than two thirds (68%) of pupils felt they were going to learn 'a lot'. Primary aged pupils were most positive with nearly three quarters (71%) believing they were going to learn a lot on their residential. Secondary age pupils were less positive, just under half (48%) thought they would learn a lot on the residential and a further 44% thought they would learn 'a little'. Very few pupils (4% overall) felt they would learn 'not much' on the residential.

- 3.7 Post residential, two thirds (66%) of pupils felt they had learnt 'a lot' from the residential. Secondary and infant age pupils were more positive post residential: 59% of secondary students and 74% of infant pupils felt they had learnt 'a lot' on the residential. However, junior pupils were slightly less positive than they were before the residential: 66% felt they had learnt 'a lot', compared to 70% who felt they would learn 'a lot' pre-residential. The proportion of pupils who felt that they had learnt 'not much' on the residential had also increased post residential to 7%. Those pupils who felt that they had 'not learnt much' after the residential were mainly junior pupils who felt they would learn 'a lot' or 'a little' prior to the residential. Those pupils who felt they would 'not learn much' prior to the residential, said that they had learnt either 'a little' or 'a lot' after the residential.

Staff Views

- 3.8 Two-thirds (18 out of 27) of staff respondents felt that Learning Away residential were 'extremely' beneficial for pupils (the highest rating). A further seven respondents felt that pupils benefited 'very much' (the second highest rating) from their residential experience. Only two staff respondents felt that the residential had a 'moderate' benefit for pupils.
- 3.9 The vast majority (24 out of 27) of staff also felt that the residential were 'extremely' (the highest rating) or 'very' (the second highest rating) beneficial for them as professionals. The remaining staff felt they benefited 'moderately' or 'slightly' from the residential (two respondents), and only one felt that they did not benefit at all. The majority of staff (22 out of 27) felt that the residential was 'extremely' or 'very' beneficial for their school. The remaining respondents felt their school benefited moderately (four), and one felt their school benefited only slightly from its involvement.
- 3.10 Staff were asked to outline the key differences between how pupils learnt on the residential and how they learn in school. Responses showed that the main differences were that Learning Away provided opportunities:
- for independent and self-directed learning and opportunities for practical, 'hands on' experiences (11 out of 27);
 - to learn within a different environment, which was more relaxed and informal (nine out of 27);
 - to develop and improve relationships, either pupil-pupil and/or pupil-teacher (eight out of 27);
 - to be involved in leadership and the coordination of activities (three out of 27).

Differences between Learning Away and Learning in School

"Children were learning from first hand experiences, and they were able to reach conclusions and think for themselves. They relied less upon help and support from adults, and were much more independently motivated."

"Pupils had a say in the structure of the day through co-construction; they felt more involved in the activities as a result. Group work, the reward system, peer appraisal were all on a more immediate level."

3.11 Just under a quarter (six out of 27) of staff reported unintended outcomes from their Learning Away residential. The main unintended outcomes identified were:

- the change in context impacting on pupils' behaviour and attitude, but also providing opportunities to identify skills within individual pupils that had not been seen within the classroom context;
- the amount of learning that occurred;
- the development of positive relationships between pupils from different schools;
- the success of delivering Learning Away within the school (rather than at an external provider).

Unintended Outcomes
<i>"One of the children, who has special needs, proved to be excellent at orienteering. This made her incredibly popular amongst her peers and increased her self-confidence immensely."</i>
<i>"Our venue let us down soon before the event. My school agreed to host the event and afterwards staff felt that it was just as successful as being further away from school."</i>

Parents' Views

3.12 Parents clearly valued the opportunity for their child to be involved in a residential experience: the vast majority of respondents (93%) considered residential to be 'very valuable' or 'valuable' experiences and 83% felt that their children would get a lot out of the residential.

3.13 Before the residential, parents felt well informed about it (86% strongly agreed or agreed with this statement) and over half (59%) had no concerns about their child attending. Those (36%) who did have concerns were worried about their child settling away from home and issues of safety and security.

3.14 After the residential, three quarters (75%) of parents felt their child had enjoyed their residential 'a great deal'. What they enjoyed most were the activities (59%), learning new things (49%) and more time with their friends (43%). When asked if there was anything their child did not like about the residential, nearly half (46%) of parents said there was 'nothing' their child did not like. Those parents who did identify things their children did not like identified 'being away from home' (23%), 'the journey' (19%), and 'the food' (17%). Parents mainly found out from their child about how much they enjoyed the residential:

<i>"This was a great experience for my child, one which he is still going on about now! He thoroughly enjoyed himself, and had the opportunity to do things he wouldn't have if he didn't go."</i>
--

3.15 Most parents (55%) received feedback from their child's school about the residential: "[The school provided] a good brief description of what they got up to, so you know what to ask your child about." However, more than a third (36%) said they did not receive feedback: "I would of liked to know what my child did" and suggested that the school: "Give out booklets about the camp with detailed information and photos regarding the trip."

- 3.16 Parents were most likely (56%) to feel that their child had not changed as a result of going on the residential, because they were already well engaged and did not have any issues that needed to be addressed *"My child loves school. He is well behaved at school and home. So going on this residential has not changed him."* However, a quarter (25%) of parents identified that their child had changed as a result of their residential experience, mainly in relation to improved confidence:

"She gained confidence from being more independent, and she was much more relaxed about moving up a year, because she had spent time with the new teacher."

Impact by Hypotheses

- 3.17 The following sections explore the impact of Learning Away on the hypotheses that each cluster was working on as part of their Learning Away programme. The numbers of clusters working on each hypothesis is included at the beginning of each section.

Impact on Progress and Attainment

- 3.18 A total of four clusters (two secondary: Calderglen and Canterbury, one primary and secondary: Walney; and one primary: Christchurch) are focusing on the attainment hypothesis. A new cluster, Radcliffe School, joined Learning Away in December 2012, and they are using Learning Away to improve attainment in GCSE Maths. Radcliffe School have delivered this residential programme for a number of years, which means that some initial analysis of pupils' attainment data could be undertaken. The approach used with Radcliffe is also being adopted with the other clusters focusing on the attainment hypothesis.

Pupils' Views

- 3.19 Overall, 53% of pupils (secondary and junior) felt that the residential helped them do better in their subject(s)/school work and 52% felt that they will do better in their exams/tests at school as a result of Learning Away. Secondary students were more likely to identify impacts on their learning and attainment than primary pupils (see **Table 3.1**). In particular, secondary students felt that the way they were taught and learnt on the residential would impact on their performance, and the activities they did on the residential gave them a better understanding of the subject. Linking their learning to physical activities helped reinforce their academic learning:

"Doing things physically helped us remember all the Maths, the Science... Everyone can remember all the good things we did there [at the residential] the kayaking...the learning...I think we remember the whole thing."

Table 3.1: Impact on Progress and Attainment	
SECONDARY (n=83)	%
The activities on the residential helped me to better understand these subjects	67
The way I was taught and helped to learn on the residential will help me do better in these subjects	67
Because of the residential, when I am given a problem in these subjects, I feel I will be more able to solve the problem	61
I think I will now do better in these subjects than I did before I went on the residential	60
Because of the residential, I am more confident that I will do well in my exams/tests in these subjects	60
JUNIOR (n=117)	
Because of the residential, I know how to do better work at school	59
Because of the residential, I think I will be better at my school work	47
Because of the residential, I am better at reading and writing	45
Because of the residential, I think I will do better in my exams/tests at school	45
Because of the residential, I am better at numeracy	31

Impact on Progress and Attainment: Secondary Students
<p>English <i>"Experiencing it all made it a lot easier. We could write what we saw, what we smelt, what it was like."</i></p> <p>Maths <i>"When we went there, I got the motivation to want to do the Maths, and now I'm doing a lot better. I've moved up a set. [Archery made a difference] before if I was in a class and someone said: 'Add up all of that' I'd be 'I can't be xxxxx' but there everyone wanted to beat everyone ... we all wanted to see who got the highest score."</i></p> <p>Science <i>"I'm more interested in it now, because at [name of residential] it showed that it can be fun."</i></p>

- 3.20 Survey responses highlighted a considerable impact in one secondary cluster in particular (Calderglen Sports Residential). All (20) students felt that, as a result of taking part in the residential, they will do better in sport, that the activities on the residential helped them to understand the subject better and the way they were taught and learnt on the residential will also help them perform better in the subject. The vast majority (18 out of 20) of students also felt more confident about how well they will perform in exams and were more confident in solving problems as a result of the work they completed on the residential (17 out of 20).
- 3.21 Secondary age pupils were able to identify specific impacts on their progress and attainment during focus group discussions, including:
- moving up a set in Maths;
 - working at a higher level in Maths than previously;
 - better grades.

- 3.22 Primary pupils were less likely to identify that the residential had impacted on their attainment than secondary students. This may have been because Learning Away activity, within the primary cluster, was not explicitly focused on attainment as it was within the secondary school clusters. It was hoped that improved attainment would be a consequence of the activities undertaken, rather than being a direct focus of the activity.
- 3.23 The main differences identified by pupils between learning on the residential and in school were that they felt staff had more time to help them and that the atmosphere between staff and pupils was more relaxed. Staff could be less serious and have more freedom, and pupils were less worried about being told off and more 'chilled'.
- 3.24 Comparing pre and post residential responses, the majority (17 out of 21) of primary aged pupils who felt they were 'very good' at their school work prior to the residential, also felt they would do better at their school work because of the residential. In addition, just over a third (21 out of 58) of primary pupils who felt they were 'quite good' at their school work also felt that the residential helped them do better at their school work (a further half were not sure and eight felt that it had not helped them). More than half (22 out of 39) of the primary pupils who stated that they did well in literacy felt the residential had helped improve their reading and writing and just over a quarter (11 out of 42), who were less confident about their literacy pre residential, also felt that it had helped them improve. Primary aged pupils were less likely to identify an impact on their numeracy: just over a third (15 out of 42) who were confident in their numeracy pre residential identified an impact and just under a quarter (nine out of 37), who were less confident about their numeracy, felt that the residential had helped them improve their numeracy.
- 3.25 Just under half (21 out of 43) of primary pupils, who thought they did well at their tests at school before the residential, felt that the residential experience would help them do better in their tests at school in the future. Those who were less confident about their performance in tests pre residential were less likely to identify that the residential had helped them: a third (13 out of 39) pupils in this category felt that the residential would help them do better in their tests.
- 3.26 At the secondary level, more than two thirds (42 out of 60) of students who agreed or strongly agreed that they did well at the subject before the residential said that, as a result of the residential, they felt they would do better in the subject. In addition, more than two thirds (43 out of 62) of students, who felt that they knew how to do good work for the subject prior to the residential, felt that, as a result of the residential, they knew how to do better work in the subject.
- 3.27 Similarly, two thirds (16 out of 24), who were 'very' or 'fairly confident' about doing well in their exams pre residential, agreed or strongly agreed that the residential had made them more confident about doing well in their exams. In addition, more than two thirds (26 out of 38) of students who were 'quite confident' pre residential felt the residential had made them more confident about doing well in their exams. Half (three out of six) of students, who were 'not confident' about their exams, said they were more confident post residential.

Staff Views

- 3.28 Just over a third (5 out of 13) of staff survey respondents felt that the residential had begun to achieve its aims in relation to improving pupil attainment/progress. The remaining staff were unable to comment because it was too early to tell, information was not available or because pupils had moved into Year 7. This would suggest that some longer-term follow up of the residential would be beneficial, particularly for those residential undertaken during Year 6 so that clusters have a sense of whether they are achieving their aims.
- 3.29 Staff felt the residential were beginning to meet their aims in relation to pupil attainment and progress, because they provided opportunities for pupils to develop:
- greater interest in the subject;
 - better team working;
 - improved relationships with, and respect for, staff;
 - improved engagement in learning.

"The students are showing an increased interest in the subject compared to students that did not go on the residential. This has led to an increased level of progress."

- 3.30 The main reasons why staff felt that residential helped improve pupil attainment/progress were that they:
- helped develop relationships between staff and pupils (n=8);
 - provided opportunities for collaborative learning (n=6);
 - provided opportunities to develop social and emotional skills (n=6).
- 3.31 Approaches to learning, such as intensive coaching and the learning context itself (for example, informal time and the more relaxed atmosphere) were felt to have improved pupils' performance, aspirations and confidence to aim higher. There was evidence of pupils' confidence about their ability to achieve growing during the residential, and then this new found confidence being transferred back into the classroom context, with subsequent improvements in attainment and progress:

"S in the middle of her Maths test shouted out, 'I know how to do this! You should have all gone to [name of residential] Mr W taught me how to do this!'... [That] epitomises the relationships and the learning that happens – she felt like she wanted to stand up and tell everyone."

"It's not necessarily the skills, it's the confidence ... Once you've done things a couple of times in front of other people you can use the skills elsewhere. The grades [for Speaking and Listening] were higher, because of the confidence of having talked in front of students they felt comfortable with at [name of residential]. Lots of students hadn't given a presentation at school prior to the residential, but felt comfortable to do so on the residential. [They were] more themselves, not in uniform, just themselves in their own clothes ...not judged ..."

- 3.32 There was also evidence of links being made between learning in the classroom and the residential, and then these links being reinforced back in the classroom, which was felt to have a positive impact on pupils' progress. Staff from one secondary cluster in particular identified the following immediate outcomes as a result of their Learning Away residential:

"Improved English levels as a result of work done on the residential and identifying targets."

"Pupils improved their skills, knowledge and grades."

"The immediate retention of the students on the topics studied on the residential was much higher than those that did not go on the residential."

3.33 Staff felt the residential facilitated achievement of these outcomes by:

"Identifying areas of weakness within individual subjects."

"It was learning focused, lessons could be tailored to fit the students' experiences."

"The relaxed atmosphere, the joint activities, and the lessons within context, all attributed to the achievement of the outcomes."

"Seeing high performing instructors – role models – raises attainment."

3.34 Focus group discussions also identified that the residential provided a learning environment where staff were able to develop pupils' confidence in a range of physical activities, and then transfer this success to their academic learning (this view was also reiterated by pupils). In this context, staff felt that the key to achieving the best learning outcomes was when the activity was explicitly linked to the learning: *"you will get rapid improvement in these circumstances."*

3.35 Longer-term outcomes hoping to be achieved were:

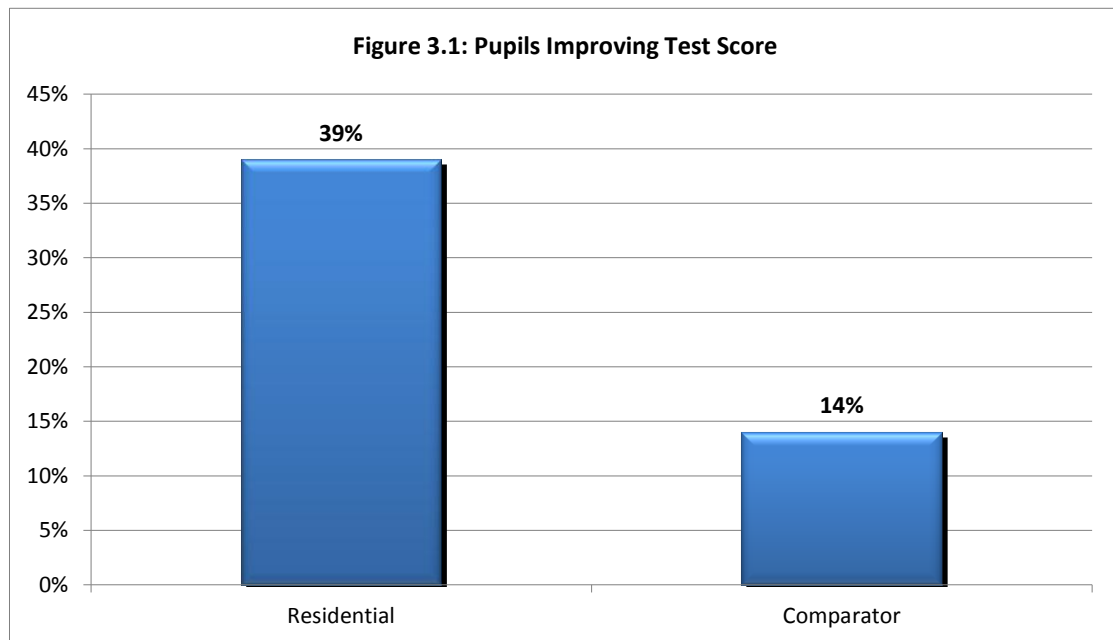
- increased confidence in abilities (n=10);
- improved GCSE/equivalent qualification results (n=8);
- improved engagement in lessons (n=8);
- better levels of progress (n=6).

3.36 Focus group discussions identified that staff were already seeing changes in engagement, behaviour and attainment in the classroom, which were being sustained far beyond the residential experience. Staff from one primary cluster identified impacts on pupils' achievement in core subjects such as Maths and literacy for all abilities. Staff felt that pupils' more supportive attitudes to other pupils, greater eagerness to learn and better behaviour in class were all impacting on their attainment. Focus group discussions also provided evidence that impacts on learner engagement seen during the residential were being sustained and developed back in school. At the pupil level, staff from one of the primary clusters observed that pupils continued to refer back to their residential in their classroom work, especially in creative writing.

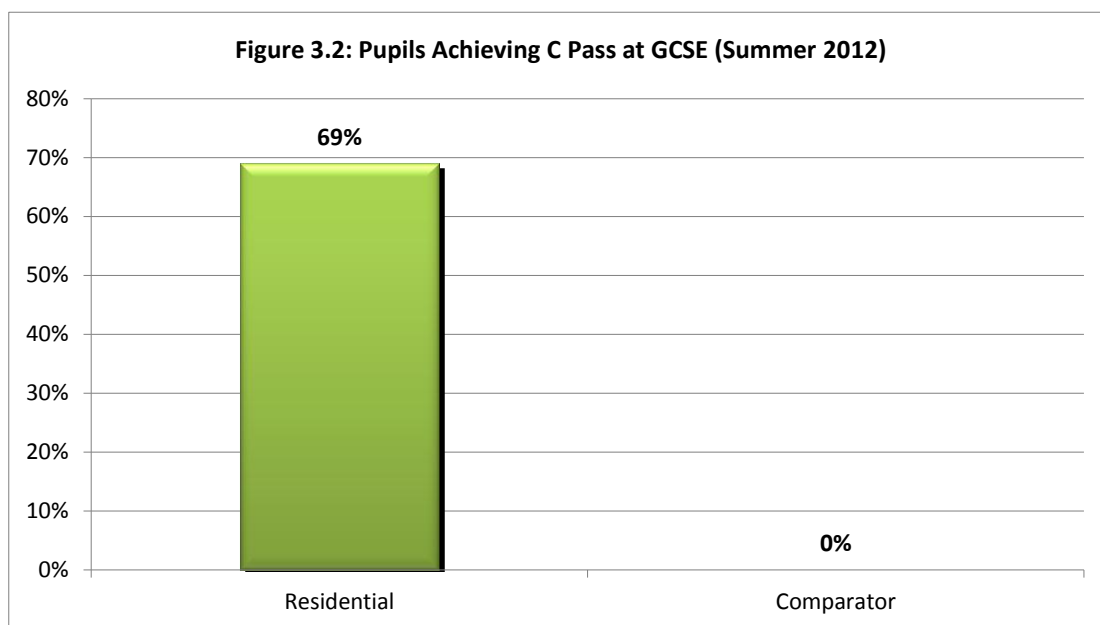
3.37 To sustain improvements, staff will continue to develop and reinforce the relationships developed on the residential: *"Students I got to know on residential settle readily into new classes with me so we can get on with learning more quickly"*. They said they would continue the collaborative approaches adopted as part of the residential, including the use of more group work approaches:

Evidencing Impact on Attainment: Radcliffe School Data

- 3.38 This is an illustration of how Learning Away activity can be shown to have a direct impact on student attainment. Radcliffe School in Milton Keynes run a four-day Maths residential course each year at the Longrigg Outdoor Centre in Cumbria. This year the programme has been expanded through PHF support to include an additional year group. The course is targeted at Year 11 C/D borderline Maths students (Set 4). In March 2012, 23 students participated on the course out of a Maths set of 45. As all students in the set are borderline C/D, it is possible to establish a robust comparator group of non-participants to compare relative performance. The aim of the course is specifically to improve Maths GCSE attainment to a minimum of a C grade.
- 3.39 The delivery model for the residential involves focused Maths tuition interspersed with outward adventurous activity. Each day the students have three two-hour Maths sessions and a six hour outdoor activity experience. The two are completely unrelated. The outdoor activities are a reward for the hard work put in on the Maths sessions. The Maths tuition is informal and relaxed and tailored to individual students' needs. The course is popular with students and appears to be effective in achieving objectives.
- 3.40 All students in the Maths set were tested before and after the residential and their achieved GCSE results reviewed. **Figure 3.1** shows well over one-third (39%) of the residential students improved their Maths score, compared to 14% of the comparator group.



- 3.41 **Figure 3.2** indicates that more than two-thirds (69%) of the residential group achieved a C pass at GCSE compared to none of the comparator group. Both results are statistically significant at a 5% level on a Fisher's Exact Test, indicating a conclusive positive attainment impact. Results from the 2013 Maths residential will be analysed later in the summer to assess whether the trend has continued.



Impact on Knowledge, Understanding and Skills

- 3.42 The focus of this hypothesis was that Learning Away should significantly improve student knowledge, understanding and skills in a wide range of curriculum areas. Pupils and staff from all clusters were asked questions about pupils' skills development, because all the Learning Away programmes had a focus on this. Six clusters were also focusing their residential programmes on the development of pupils' knowledge and understanding in a range of curriculum areas. These included all clusters focused on improving attainment and progress in specific subjects, along with two additional primary clusters.

Pupils' Views

- 3.43 All age groups were most likely to say that the Learning Away residential helped them develop their team working skills (see **Table 3.2**). Approximately three quarters (74%) of all pupils said that they were more confident/liked working in a group more as a result of their Learning Away residential.

Table 3.2: Skills Development	
SECONDARY (n=100)	%
Because of the residential, I am more confident working in a group at school	74
Because of the residential, I have a better understanding of what I am good at, and not so good at, at school	73
Because of the residential, I am better at listening to other people at school	71
Because of the residential, I am more confident in explaining things to other people at school	70
Because of the residential, I feel more able to join in discussions in class	68
Because of the residential, I am more comfortable talking in front of a group in class	60
Because of the residential, I am better at solving problems in my school work	59
JUNIOR (n=501)	
Because of the residential, I like working in a group at school	72
Because of the residential, I am better at listening to my teacher	57
Because of the residential, I join in class discussions more	54
Because of the residential, I am happy to talk in front of my class at school	54
Because of the residential, I am better at solving problems in my school work	49
INFANT (n=133)	
Because of the trip, I am better at listening to my teacher	81
Because of the trip, I like working in a group at school	80
Because of the trip, I am happy to talk in front of my class at school	65

- 3.44 More than two thirds of secondary students also felt they had a better understanding of their strengths and weaknesses (73%), had developed their listening skills (71%), had more confidence in explaining things to others (71%) and felt more able to join in discussions at school (68%). Students from one secondary cluster identified how the residential had helped them develop their speaking and listening skills, because it provided them with a safe environment in which to develop their confidence and skills:

"Speaking and listening gave me more confidence, and now I've got a different attitude towards it in school."

"I couldn't speak out in a group, I couldn't speak to anyone, so as soon as I started doing the speaking and listening I started speaking to people [working as a small group helped]."

- 3.45 Pupils felt that on the residential, they had more time to talk, be helped, to support each other, and both they and staff were less pressured than in school.
- 3.46 At the primary level, 62% of pupils felt they were better at listening to their teacher, and 56% were happy to talk in front of their class at school, as a result of the residential. Comparison of pre and post residential primary surveys showed that nearly half (21 out of 43) of infant pupils who were 'not sure' about talking in front of their class before the residential said that they were happy to talk in front of their class after the residential. In addition, nearly a quarter of junior pupils who were 'not very happy' to talk in front of their class said that because of the residential they were now happy to talk in front of their class.

- 3.47 At the secondary level, nearly three-quarters (44 out of 62) of secondary students who said they were 'very', 'quite' or 'fairly' comfortable talking in front of a group before the residential felt that the residential had made them more comfortable talking in front of a group. More than three quarters (59 out of 76) of secondary students who felt that before the residential they were 'very', 'quite' or 'fairly' confident working with other people in a group indicated that the residential had helped increase their confidence in this area. Similarly, the majority (59 out of 73) of secondary students who indicated prior to the residential that they were 'very', 'quite' or 'fairly' confident explaining things to others felt that the residential had increased their confidence in this area.
- 3.48 Prior to going on their residential, the majority of pupils indicated that they enjoyed working in a group at school and, as a result of the residential, they continued to enjoy working in a group at school. There were a number of junior pupils for whom the residential appeared to have increased their enjoyment of group work. Half of the pupils who said before the residential they only liked working in a group 'a little' (50 out of 100) or 'not much' (15 out of 30), after the residential said they now they liked working in a group.
- 3.49 **Table 3.3** shows that 86% of all pupils believed their learning in school was more interesting as a result of their Learning Away residential; this was particularly the case for junior pupils (91%). Comparison of junior pupils' pre and post residential responses, shows that the majority (89%) of pupils who found their school work 'very' or 'quite' interesting before the residential, felt that their learning in school was 'always' or 'sometimes' more interesting as a result of going on the residential. In addition, most (ten out of 12) of the small number of junior pupils who felt that their school work was 'not very interesting' prior to the residential, felt that their learning was more interesting as a result of the residential. At the secondary level, nearly three quarters (42 out of 57) of students who felt that the subject was interesting and important to them prior to the residential, felt that that it was more interesting and important to them post residential.

"I didn't used to get half of the work, and I didn't used to know what to do so I've got more confident in that." (Secondary student focus group)

Table 3.3: Knowledge and Understanding

SECONDARY (n=83)		%
The lessons and the way I was taught on the residential have helped me to learn		72
As a result of the residential I have learnt new skills in these subjects		71
Because of the residential I have a better understanding of what I am trying to learn in these subjects		70
As a result of the residential, I feel I will make better progress in these subjects		70
Since going on the residential, when I am given a task, even if I don't know the answer straight away, I feel I will be more able to work it out		66
Since going on the residential, I think these subjects are more interesting and important to me		66
Because of the residential, I enjoy these subjects more		63
Because of the residential, I think I know a lot more about these subjects		60
JUNIOR (n=354)		
Because of the residential, my learning in school is more interesting		91
Since going on the residential, when I am given a task, even if I don't know the answer straight away, I feel I will be more able to work it out		89
My teachers and my lessons on the residential helped me learn		69
Because of the residential, I enjoy my school work more		53
INFANT (n=5) one cluster only		
My teachers and my lessons on the trip helped me learn		80
Because of the trip, my school work is more interesting		40
Because of the trip, I enjoy my lessons more		40

- 3.50 Students from the secondary cluster (Calderglen Sports Residential) who felt the residential impacted on their progress and attainment also felt that the residential impacted on the development of their knowledge and understanding of the subject. The vast majority (either all 20 respondents or 19 out of 20 respondents) felt that the residential had impacted on all but one areas of their knowledge and understanding.

Parent and Staff Views

- 3.51 The majority (80%) of parents felt that their child had learnt a lot on the residential and nearly half (11 out of 24) of staff respondents believed the residential had already begun to achieve its aims in relation to developing pupils' skills, knowledge and understanding and that these were continuing to be built on back in school. The reasons why staff felt that their aims had not yet been achieved were because they felt it was too early to tell.
- 3.52 The main reasons given by staff as to why the residential had begun to meet its aims in developing pupils' skills, knowledge and understanding, were that it improved pupils' resilience and confidence in relation to their learning and improved their knowledge of the topics studied.

"Pupils' knowledge of the topics studied whilst on the residential is much higher than those who did not go on the residential."

"Pupils are more in tune with the themes of sustainability and their role and responsibility in this, increasing [their] knowledge of the natural world."

- 3.53 The most common reasons given by staff as to how the Learning Away residential contributed towards developing pupils' skills, knowledge and understanding, were:
- it helped develop their problem-solving skills (n=13);
 - it helped develop transferable skills (n=12);
 - it enhanced pupils' understanding of the world (n=8);
 - it deepened pupils' subject knowledge (n=7);
 - it provided opportunities for reflective learning (n=7).
- 3.54 Focus group discussions reiterated these views, identifying that the residential provided sufficient time for staff and pupils to build on their skills: for example, repeating team work through different activities, which was not possible at school.
- 3.55 Just over a third (nine out of 24) of staff survey respondents felt that some immediate outcomes were achieved by the residential in relation to developing pupils' knowledge, understanding and skills. These were mainly linked to the opportunities provided for pupils to work independently and as part of a team, as well as learning practical skills linked to for example, camping and survival, arts and crafts, cooking, and video making. As previously identified, there were also examples where outdoor activities such as archery were directly linked to developing pupils' knowledge, understanding and skills in specific subjects such as Maths. Staff felt that the residential facilitated achievement of these outcomes by providing a range of activities and adventure, as well as opportunities for pupils to develop skills and work with pupils and teachers they were not familiar with.
- 3.56 Staff identified the following longer-term outcomes which they hoped to achieve:
- improved independence (n=12);
 - increased confidence in abilities (n=11);
 - greater tenacity when faced with a problem/task (n=8);
 - improved behaviour/self-discipline (n=8);
 - increased motivation and/or engagement in lessons/learning (n=7);
 - increased displays of pupils' using their initiative (n=7);
 - evidence of improved skills (n=5).
- 3.57 Staff identified the following activities that they will use to help sustain the improvements already seen and help embed learning from the residential:
- **revisiting and remembering Learning Away activities:** for example, through school displays;
 - **building on relationships** developed whilst on the residential: for example, by providing pupils with more opportunities to work in different groupings and developing further links with other cluster schools and communities visited during the residential;
 - **using Learning Away approaches** such as co-construction and reward systems back in the classroom;
 - **using work produced as part of Learning Away** as evidence in coursework;
 - **providing more outdoor experiences.**
-

Impact on Engagement with Learning

- 3.58 A total of six clusters focused their Learning Away residentials on improving students' engagement with learning. This included one secondary cluster: Canterbury; two secondary and primary clusters: Walney and Newall Green; and two primary clusters: East and Christchurch. All were focused on improving pupils' engagement with their learning, leading to improved school attendance and behaviour. Learning Away activities were either targeted at particular groups of pupils (for example in Newall Green) or focused on the whole year group (for example in Canterbury).
- 3.59 Overall, pupils' responses show that they feel their attendance and behaviour will be better as a result of going on the residential. The majority (84% and 83% respectively) of junior pupils and secondary students felt that, as a result of the residential, their behaviour in school will be better, and they will try harder to be on time for school. This was particularly the case for junior pupils with 92% stating that, as a result of the residential, they will try harder to be on time for school, and 91% stating that they think their behaviour in school will be better (see **Table 3.4**). Pupils also felt their attendance was likely to improve, with 78% of junior pupils and secondary students thinking that their attendance at school would be better as a result of the residential:

"I like school more 'cos I used to hate coming, but after the residential I'm OK about coming."

Table 3.4: Learner Engagement	
SECONDARY (n=72)	%
Because of the residential, I feel that my school work is more important to me and my future	71
Because of the residential, I think my behaviour at school will be better	69
Because of the residential, I will try harder to be on time for lessons	67
Because of the residential, I am less likely to give up when school work is difficult	65
Because of the residential, I think my attendance at school will be better	58
Because of the residential, I feel more strongly motivated to learn/I want to learn more	54
Because of the residential, I think I will find lessons more interesting	50
Because of the residential, I think I will not be as bored in class	44
Because of the residential, I like school more	40
JUNIOR (n=136)	
Because of the residential, I will try harder to be on time for school	92
Because of the residential, I think my behaviour at school will be better	91
Because of the residential, I am happier when I am learning	90
Because of the residential, I think I will find lessons more interesting	89
Because of the residential, I think my attendance at school will be better	88
Because of the residential, I am less likely to give up when school work is difficult	88
Because of the residential, I think I will not be as bored in class	85
Because of the residential, I think it is more important to learn	71
Because of the residential, I like school more	64
INFANT (n=5) one cluster only	
Because of the trip, I like school more	60
Because of the trip, I think I will find lessons more interesting	40
Because of the trip, I am happier when I am learning	40

3.60 Comparing pre and post survey responses showed that the majority of pupils who felt that the residential would have a positive impact on their behaviour and attendance already felt their behaviour and attendance was good prior to the residential. However, just over half (23 out of 45) of the primary aged pupils who responded that their school attendance was 'sometimes' good before the residential, felt that as a result of the residential their attendance would be better. Similarly, half of the primary pupils who said that their behaviour was 'sometimes' good before they went on the residential felt their behaviour would be better as a result of the residential.

3.61 In terms of impact on pupils' engagement and motivation in the classroom:

- 80% of junior pupils and secondary students felt that, as a result of the residential they were less likely to give up when they found school work difficult. Nearly three quarters (22 out of 30) of secondary students who said they would give up 'always', 'usually' or 'about half the time' when they found school work difficult before the residential, said they were less likely to give up after the residential;
- 75% said they thought they would find lessons more interesting: more than two thirds of primary (36 out of 53) and secondary students (26 out of 37) who stated that pre-residential they 'always' or 'usually' found lessons interesting, felt that because of the residential they would find lessons more interesting;

- 71% said they thought they would not be as bored in class. Half of secondary students who stated that before the residential they were occasionally bored in class felt that they would be less bored in class post residential;
- the residential had less of an impact on pupils' enjoyment of school, particularly at the secondary level. Overall, 56% of pupils said they liked school more because of the residential: 64% of junior pupils, but only 40% of secondary students.

3.62 **Table 3.4** also highlights variation between secondary and primary responses. Secondary students were most likely to identify that the residential had made them feel that their school work was more important to them, whereas primary pupils were most likely to identify impacts on being on time for school and their behaviour. Secondary students were also less likely to feel that the residential impacted on how much they liked school or their engagement in class and interest in lessons. Primary pupils were least likely to say that the residential impacted on how much they liked school. However, 64% still felt that it had impacted on their enjoyment of school.

3.63 Pupils also identified during focus group discussions that they were not sent out of class as much as they were prior to the residential and, as a result of attending the residential, they were trying not to mess about and concentrate more in lessons. Attitudinal changes seen on the residential had been sustained back in the classroom. In addition, because pupils understood and were more engaged with their learning, their behaviour in class had improved:

"I don't get sent out any more, because I understand it a bit more better".

3.64 The responses from infant pupils need to be treated with caution due to the small numbers involved. However, it was interesting that, in contrast to the other age groups, they were most likely to say that the residential had impacted on their enjoyment of school.

Parent and Staff Views

3.65 A total of 43% of parents thought that their children found their school work more interesting as a result of attending the residential. Furthermore, around a third of parents also felt their child's behaviour, attendance and attitude towards school had improved as a result of the residential, and 26% felt that their child's behaviour at home had also improved¹.

3.66 Only three of the 11 staff survey respondents felt that the residential had begun to achieve its aims in relation to improving learner engagement; the remaining respondents felt that it was too soon to say. The three members of staff who felt the residential had begun to meet its aims were all from the same cluster (Canterbury). The following reasons were given:

- the residential had a positive impact on **pupil motivation and behaviour**: *"Pupil motivation and behaviour in lessons has increased massively."*
- the residential had a positive impact on **pupils' engagement in their learning**: *"Pupils are engaged more."*

¹ Parents were most likely to neither agree or disagree with these statements

- the residential had **improved relationships between pupils**: *"Pupils are happier with other pupils as they have got to know them."*
- 3.67 The most common reasons given why the Learning Away residential contributed towards improving pupils' engagement with learning were because it provided:
- fun activities (n=4);
 - problem-solving tasks and opportunities (n=4);
 - varied and participative activities (n=3);
 - collaborative activity(n=3);
 - opportunities for pupils to develop closer/more adult relationships with staff and pupils (n=3).
- 3.68 Staff identified the following immediate outcomes as a direct result of the Learning Away residential:
- **improvement in the transition process**: *"Children were excited about the last few weeks of school and excited to move onto high school. Much of the anxiousness disappeared"*;
 - **improved relationships** resulting in improved levels of engagement and achievement:
 - *"Pupils appear more ready to engage at school with teachers that went on the residential"*;
 - *"Through developing relationships, some pupils attempted and achieved work that previously they would not have done"*;
 - **improved levels of engagement and collaboration in class**:
 - *"Pupils were more focused back in school, with more of a collaborative attitude towards their learning"*;
 - *"The work ethic in my classes has improved massively"*.
- 3.69 The residential facilitated achievement of these outcomes by providing:
- an environment/context in which to develop relationships between staff and pupils: *"bringing them closer together, staff perceived as more human by pupils."*
 - collaborative and problem solving activities and opportunities for leadership and independent decision making: *"Providing children with opportunities to lead their own learning and collaborate with others."*
- 3.70 Staff identified the following longer-term outcomes that they hoped to achieve:
- improved pupil aspirations (n=6);
 - improved achievement (n=5);
 - improvements in behaviour (fewer disciplinary issues) (n=4);
 - evidence of engagement sustained back in school (n=3);
 - improved pupil interest in learning (n=3);
 - broadening pupils' perceptions of themselves as learners (n=3).
-

3.71 To sustain improvements, staff will:

- **build on the relationships** developed whilst on the residential to maintain learner engagement:
 - *“By sustaining positive relationships and using the success that occurred on the residential as examples of how well a student did there”;*
 - *“Through the relationships and values that were built/gained on the residential”;*
- **continue to monitor and review pupils’ progress:** *“Pupils’ progress will be monitored closely. Follow-up discussion with pupils will be undertaken”;*
- **use Learning Away approaches** back in school: *“The teachers will carry the positives from the trip into classroom teaching”;*
- **revisit and remember Learning Away activities:**
 - *“By reminding pupils what they achieved on the residential and giving them the aspirations to continue the momentum”;*
 - *“Referring back to past experiences shared with them”;*
- **continue to develop the residential opportunities available within their school** by *“future planning of similar residentials”.*

3.72 Focus group discussions with staff from two secondary schools noted that improved behaviour was impacting on the atmosphere in class and the school in general. It was also noted that improved behaviour as a result of the residential experience had reduced the risk of exclusion for some pupils. Staff from one secondary school identified increased attendance and a reduction in exclusions ten weeks after the residential and increases in Year 10 attendance had been sustained for over a year since the residential. The residential had also been used to successfully re-engage school ‘refusers’:

“Before the residential both of those children were complete school refusers... It’s about re-engaging with a very formal institution and...how we compromise as far as we can to enable them to access... [they are] now accessing school and before the residential they weren’t.”

Impact on Relationships

- 3.73 A total of eight clusters were focusing their Learning Away residential programme on developing deeper relationships between staff and pupils and pupil-pupil relationships that can be sustained back in school with the aim of improving learner engagement and achievement. This comprised: one secondary cluster (Calderglen); two primary and secondary clusters (Walney and Thomas Tallis); and four primary clusters (East, Hanover, Twickenham and Bulwell).
- 3.74 In addition, Newall Green’s family residentials focused on improving relationships within families. As Newall Green’s approach was unique, the findings from its surveys are discussed separately.

Pupils' Views

- 3.75 Survey responses showed that Learning Away had a substantial impact on pupils' relationships, both with other pupils and members of staff. The largest impacts were identified by secondary students, in relation to their relationships with other students (see Table 3.5).

Table 3.5: Relationships	
SECONDARY (n=43)	%
On the residential, I got to know people I didn't know before	91
Because of the residential, I am happier to work with all my classmates in my lessons	84
Because of the residential I get on better with the other pupils in my class	77
Because of the residential, I get on better with my teachers	74
Because of the residential, my teachers know me better	72
Because of the residential, my teachers have a better understanding of how I like to learn	53
As a result of going on the residential, I feel better able to talk about my relationships with other people	42
JUNIOR (n=154)	
On the residential, I got to know people I didn't know before	79
Because of the residential, I like my teachers more	70
Because of the residential, I get on better with the other pupils in my class	69
Because of the residential, my teachers know me better	68
INFANT (n=123)	
Because of the trip, I like my teachers more	89
Because of the trip, I get on better with the other pupils in my class	83

- 3.76 In terms of relationships with other pupils, 82% of junior and secondary students said that they got to know people they did not know before the residential, and 76% of all pupils felt they got on better with other pupils in their class as a result of the residential. Focus group discussions identified that the residential helped develop new and more trusting relationships between pupils (including friendships across year groups), which were much deeper because of the shared experiences and the time spent together:

"[In abseiling] someone had to support your weight otherwise you'd fall so it helped us trust each other. People we wouldn't normally talk to we had to trust them or we'd get hurt, so we all got along really well. Whereas, when you're at school you don't really talk to some people, but there everyone's equal...it's really good."

"These are...basically like my brothers and sisters...this is like my other family."

- 3.77 Primary aged pupils talked about other pupils that they had not spoken to before the residential who they found they got on well with, and these relationships were maintained back in school:

"I know that I have friends now ... I can talk to people now I didn't really get along with."

"It was just really nice because you could connect with people you don't normally get along with and find that you have something in common with them."

- 3.78 Comparison of pre and post residential surveys showed that most pupils felt they got on well with other pupils prior to going on the residential, but that the residential helped them get on better with other pupils. In addition, approximately half (21 out of 41) of junior respondents who said that they got on 'a little' with other children in their class before the residential said that because of the residential they got on better with other pupils in their class.
- 3.79 In terms of relationships with their teachers, 78% of all pupils felt they got on better with their teachers as a result of the residential, and a further 69% of junior pupils and secondary students felt that their teachers knew them better as a result of the residential. Secondary students identified that they felt more comfortable going to lessons with staff who had been involved in the residential and looked forward to their lessons more with those members of staff because they knew them better.
- 3.80 Comparison of pre and post residential surveys showed that although pupils were most likely to say that they got on well with their teachers before going on their residential, the majority of junior pupils felt that as a result of the residential their teachers knew them better and they knew their teachers better (73% and 77% respectively). Secondary students also felt that their teachers knew them better as a result of the residential (21 out of 25) and they got on better with their teachers (28 out of 38). Furthermore, half (eight out of 15) of secondary students who were 'not sure' whether their teachers knew them well before the residential, felt that, as a result of the residential, their teachers knew them better.
- 3.81 Secondary students provided the following comments about how their relationships with teachers and other pupils had changed as a result of their involvement in Learning Away:

Changing pupils' relationships with teachers
<i>"We were able to talk to them because it was more relaxed and wasn't like a school. So, in school now I feel more comfortable going to them if I have a problem."</i>
<i>"I feel more confident to ask the teacher for help when I'm stuck."</i>
<i>"With teachers, I feel more comfortable around them and feel like I can have a laugh with them, unlike before I felt they were only there to teach me."</i>
Changing pupils' relationships with pupils
<i>"The teachers mix people in teams ... having people we don't talk to, and haven't met before. I am glad they have done that because I am now close to the people in my class."</i>
<i>"It made me work with people I wouldn't normally and realise that the people who I knew but had never really spoke to were really nice and I would be happy working with them in school."</i>
<i>"Since the residential, people that I never really spoke to I have gone out with at the weekends and during the week playing sports with them."</i>

- 3.82 Those pupils from the Newall Green cluster who attended family residentials raised some concerns during focus group discussions about not knowing the staff or families who attended the residential. They felt that more time should have been spent prior to the residential getting to know them:

"I think they should meet families more because it was weird at first cos I didn't know most of the people that were there."

Parent and Staff Views

3.83 Nearly two thirds (61%) of parents felt their child got on better with their friends and 55% felt that they got on better with other pupils as a result of attending the residential. A further 59% also thought they got on better with their teachers.

3.84 Most staff (seven out of ten respondents) felt that their Learning Away residential had begun to achieve its aims in relation to improving relationships. The reasons cited were:

- **improvements in relationships with staff:** staff and children got to know each other better on the residential and had a better understanding of one another. Children saw that staff were also learning and were having to conquer their own fears:
 - *"Teachers/TAs have a greater respect for the capabilities of the children and vice versa. There is an ethos of overcoming fears (for all!). Even parents have realised their children are growing up and can manage more than they expected";*
 - *"They remember that you are a person, you're not just a teacher and you have their best interests at heart. It's really helped having that bond with the student...I don't believe that even the best teacher in the world could create a similar bond within the classroom...it's only in those circumstances [residential] you get those experiences";*
 - *"You couldn't build that relationship in a week in school...but, in that setting, you just build up a relationship. The relationships I've got with some of the students we went away with, when you compare that to the relationships with students that I've been teaching all year that I didn't go away with...there's a big, big difference."*
- **improvements in relationships between pupils:**
 - *"Different friendship groups have developed as a result of the residential. Children are observing characteristics in each other which would be unnoticed in a normal everyday school environment";*
 - *"Younger/older pupils working together as a team. Pupils showing lots of empathy toward peers";*
 - *"Having to go to people they wouldn't normally, to get advice because different children are good at the outdoor things: people they might 'normally look down on in class'".*

3.85 The most common reasons why staff felt Learning Away had improved relationships were that the residential provided opportunities for pupils and staff to:

- get to know each other in new and different settings (n=8);
- experience different adult role models (n=7);
- develop new friendships (n=6).

3.86 Most staff (seven out of ten respondents) felt that the following immediate outcomes had been achieved as a result of the residential:

- the development of new friendships;
- increased empathy, compassion and understanding between pupils;
- more confidence in relationships with adults and pupils' 'opening up', i.e. in confidence and/or conversation.

3.87 The residential facilitated achievement of these outcomes by:

- providing an increased sense of individual and shared responsibility, creating a self-reliant and supportive community:
 - *"By allowing the children to discuss what they want and giving them the opportunities to explain why they feel this way. Valuing their ideas and building on them. Working in teams and sharing responsibilities. Allowing them to do things for themselves";*
 - *"[The residential] gave pupils opportunities to be responsible for themselves and each other by following and reminding all of the rules for safety. They had to take care of their own hygiene needs, which some had never done before. They looked after each other";*
- allowing pupils to experience the shared (often new) experience of being away from home and families: *"They have to rely on each other a lot more".*
- providing time away from the pressures and constraints of the usual school timetable and opportunities to spend 'down time' with their peers:
 - *"You've not got distractions from the system...the school, your mum...it's just free...If you haven't quite finished by four o'clock it doesn't matter because we're here all night. There's no time restraints, there's no pressure, it's very laid back".*

3.88 Staff identified the following longer-term outcomes that they hoped to achieve:

- enhanced peer relationships (n=9);
- enhanced pupil/teacher relations (n=7);
- valuing those who are different (n=6).

3.89 Enhanced peer relationships were clearly evidenced in discussions with both staff and pupils. Staff noted that the residential provided an environment where barriers could be broken down, which were maintained back in school:

"The barriers between 'cool' and 'uncool' are broken down...This helps in classes when you come back to school."

A member of staff described two boys who had an argument that day. It was noted that they were able to sit down and talk it through as a result of the relationship they had built up on the residential: *"Instead of just carrying that on for days...because they've been away together, they know each other better, they've slept in the same room, they've been up chatting together, they've shared this experience, they've bonded."*

3.90 To sustain improvements, staff will:

- nurture new friendships and behaviour developed during the residential;
- reinforce experiences and outcomes from the residential by:
 - sharing experiences with others in the school and maintaining links with their partner schools;

- provide feedback to parents: *“parents will be invited to look at the photographs and listen to the children’s thoughts. They will also be encouraged to give their thoughts on the impact the residential has had on their child”*;
- help pupils to identify how the new skills they have developed will be transferable into secondary school;
- use Learning Away approaches, such as co-construction in class, especially in topic work.

Impact on Family Relationships

3.91 Newall Green’s family residentials are focused on improving relationships within families and, therefore, pupils from this cluster were asked questions about whether they felt their residential impacted on how they got on with their family. Post residential surveys were received from 18 pupils in this cluster (nine secondary, four junior and five infants).

3.92 Pupils were most likely to identify that, as a result of the residential, their family or brothers and sisters were more likely to help them out if they had problems (14 out of 18 respondents). Focus group discussions showed they enjoyed spending time away with their siblings and parents:

“I liked having lots of time with my brothers and sisters.”

“I enjoyed being away with my mum – going on walks and finding things.”

3.93 Having returned from the residential, pupils felt they got on better together as a family (nine out of 13² respondents) and fought less with their siblings: *“I don’t argue so much with my sister.”* They also felt that they were likely to do more fun things with their families (12 out of 19), and that their brothers and sisters would like school more (10 out of 19 respondents).

3.94 A number of questions were asked of secondary students only. The majority felt that family members’ understanding of one another had improved as a result of the residential: seven out of nine respondents felt that they understood each other better as a family and six out of nine felt their parents understood them better as a result of the residential:

“It has helped us to talk and listen to each other.”

3.95 However, secondary students felt that the residential would have less of an impact on the challenges they faced as a family with less than half (four out of nine respondents) feeling that they would have fewer difficult times as a family.

3.96 Staff felt that the family residentials had provided families with opportunities to develop:

- different types of family relationships with new family boundaries and structures and new ways of dealing with conflict:
 - *“new ways of listening, talking and behaving together”*;

² Only junior pupils and secondary students were asked this question

- *“breaking out of ‘critical parent’ ‘adapted child’ styles”.*
 - greater understanding of one another: *“new knowledge of each other”* and *“valuing active time together”*.
- 3.97 The residential provided opportunities for staff to model, encourage and challenge families in real life situations. As a result of the residential, staff noted that they are aware of:
- **impact at home/in the community:**
 - family engagement in new activities at home in the evenings and weekends;
 - more confident children and parents in the family and the community;
 - children playing more of a role in household work;
 - parents valuing time with their children;
 - new boundaries and structures at home;
 - **impact at school:**
 - children playing together and new friendships developed;
 - more support from parents for school work and interventions;
 - the first parental self-referral for Learning Away via the recommendation of another parent who had been on the programme.

Impact on Transition

- 3.98 The Learning Away programme in four clusters was focused on improving pupils’ transition experiences. These were primary clusters focused on primary/secondary transition, or transition from one key stage to the next (South Hetton, Christchurch and Walney).
- 3.99 In terms of transition, 48% of Year 6 pupils (44% of all junior pupils) said that, as a result of the residential, they felt less worried about next year and 54% were more excited about changing class or school next year (see **Table 3.6**):

“It raised my confidence lots, and I made new friends so I will know people when I move schools. I’m a lot less worried and I’m ready for secondary school.”

“Because it was so fun, I don’t feel worried about next year.”

- 3.100 As a result of the residential:

- 79% of all pupils said they liked trying new things;
- 66% of all pupils said they found it easier to make new friends.

“It helped me feel better about making new friends.”

“I talk to more pupils and made new friends.”

Table 3.6: Transition	
JUNIOR (n=330)	%
Because of the residential, I like trying new things	80
Because of the residential, I find it easier to make new friends	66
Because of the residential, I am excited about changing class or school	54
Do you feel less worried about next year as result of going on the residential?	44
INFANT (n=31) – one cluster only	
Because of the trip, I like trying new things	71
Because of the trip, I find it easier to make new friends	65

3.101 Comparison of pre and post residential surveys showed that:

- two thirds (135 out of 205) of junior pupils who found it ‘very easy’ or ‘quite easy’ to make friends felt that the residential had made it easier for them to make new friends;
- more than half (17 out of 31) of junior pupils who found it ‘difficult’ to make friends felt that the residential had made it easier for them to make new friends;
- more than two thirds (48 out of 70) of junior pupils who said, prior to the residential, that they ‘sometimes’ liked trying new things felt that because of the residential they now liked trying new things;
- nearly half (43 out of 87) junior pupils who said, prior to the residential that they were a ‘little excited’ about changing school or class next year, after the residential said they ‘were excited’ about changing class or school next year.

Parent and Staff Views

3.102 Nearly half (49%) of parents said that their child was less worried about next year as a result of attending the residential:

“My child came back from camp really happy and looking forward to moving to her new school in September knowing she has made new friends.”

3.103 Just over half (five out of eight) staff survey respondents felt that their Learning Away residential had begun to achieve its aims in relation to facilitating pupils’ transition experiences, mainly due to improved confidence:

“Pupils are more confident about moving on. They have had experience of working with a range of unknown adults in different contexts and they have coped well, so this has given them greater confidence in dealing with new situations.”

3.104 The main reasons why staff felt that the residential had helped improve pupils’ transition experiences were that it provided opportunities for pupils to reflect:

- on what has been new and different that they were anxious about but have tried and survived/enjoyed (n=5);

- that they have undertaken problem-solving challenges leading them to understand that this could be a transferable skill if they don't know what to do in their new school (n=4).
- 3.105 Focus group discussions with staff also identified that pupils were more confident about transition because the residential provided opportunities for them to:
- visit new places on a regular basis;
 - to experience learning successfully in new ways;
 - to develop relationships with pupils from other schools;
 - to share experiences and memories.
- 3.106 More than half of staff survey respondents also felt that the residential achieved immediate outcomes in relation to improving pupils' transition experiences, which were focused on pupils being less anxious about transition and the continuation of cross-school friendships in the community and their new school. It was felt that the residential facilitated achievement of these outcomes by:
- providing activities which facilitated pupil engagement and giving them opportunities to meet members of staff from their new schools:
 - *"Activities encouraged children to work together, talk to each other and feel at ease with each other. They had the opportunity to meet a friendly member of staff in their new school, especially more vulnerable pupils who are in a nurture group!"*
 - ensuring that pupils worked with pupils from other schools:
 - *"Allowing children to collaborate with pupils from other schools";*
 - *"In the planning of mixed school groups";*
 - *"Pupils worked with pupils from different primary schools".*
- 3.107 Staff identified the following longer-term outcomes, which they hoped would be achieved:
- pupils having confidence in new situations and trying new things (n=6);
 - development of new friendship networks (n=4);
 - pupils gaining transferable skills (n=3);
 - the development of self-belief and resilience (n=3);
 - developing self-esteem (n=3).
- 3.108 To sustain improvements, staff will:
- reinforce experiences and outcomes from the residential by:
 - *"Continuing to develop the confidence pupils gained back in class. Maintain contact with secondary colleagues and build on more transitional experiences out of the classroom";*
 - *"We hope to invite these children back to the camp next year to act as mentors to the next transition camp. This year also identified the importance of having key members of staff from the comprehensive school";*
 - plan similar experiences in the future: *"We will plan days like this in future to enable children to work collaboratively with pupils from other schools";*
-

- to involve the secondary school receiving primary pupils in further residentials.

Impact on Leadership, Co-design and Facilitation

3.109 A total of seven clusters have focused their Learning Away programme on offering opportunities for student leadership, co-design and facilitation. These was one secondary cluster (Calderglen); three primary and secondary clusters (Walney, Newall Green and Thomas Tallis); and two primary clusters (Hetton and New Forest).

Pupils' Views

3.110 More than half of pupils felt that the Learning Away residential impacted on their views about leadership and their engagement in leadership and decision-making activities (see **Table 3.7**). The greatest impacts were seen at the secondary level, with nearly three-quarters (73%) of secondary students feeling that the residential made them realise they could help others with their learning. Focus group discussions reiterated this view. For example, students provided examples of how their participation in sports residentials resulted in them becoming coaches for younger pupils and then becoming leaders and coaches on subsequent sports residentials.

Table 3.7: Leadership, Co-Design and Facilitation	
SECONDARY (n=52)	%
The residential has made me realise I can help people with their learning	73
I learn more if I am involved in the planning of learning	71
On the residential, I enjoyed the opportunity to lead activities	67
The residential has made me realise anyone can be a leader if they want to	67
On the residential, I got the opportunities to be involved in leading the activities that I thought I would	67
Because of the residential, I find that I suggest ways of doing things and others agree or think it is a good idea	56
Because of the residential, I would like to get more involved in helping to decide what we are going to learn or how we learn it in school	52
The residential has made me realise I can be a role model for other pupils	50
JUNIOR (n=304)	
The residential has made me realise I can help people with their learning	61
The residential has made me realise I can be a good example to other pupils	58
Because of the residential, I would like to get more involved in helping to decide what we are going to learn or how we learn it in school	56

3.111 Survey responses showed that most (71%) secondary students believed that they learn more if they are involved in the planning of their learning. More than two-thirds (67%) of secondary students felt the residential met their expectations, in terms of the leadership activities they were involved in, and enjoyed the activities they were involved in. More than half (55%) junior pupils and secondary students would like to get more involved in helping to decide what, and how they learn in school, as a result of the residential.

- 3.112 Comparison of pre and post residential surveys showed that approximately half (16 out of 34) of primary aged pupils who said they ‘never’ or only ‘sometimes’ (58 out of 116) got involved in deciding what they learnt at school or how they were going to learn it said that, as a result of the residential, they wanted to get more involved in the planning and delivery of their learning.

“The residential made me realise I can help others”.

“It shows me that I can do things I thought I couldn’t”.

Staff Views

- 3.113 Two-thirds of (four out of six) of staff felt that the residential had begun to achieve its aims in relation to pupil leadership and co-design, because:
- different children were coming forward as leaders;
 - there was evidence of pupils showing increased empathy towards each other;
 - pupils were beginning to compromise more in groups;
 - pupils were involved in decision making about when and how activities were delivered.
- 3.114 Staff identified the following areas for development:
- to get pupils more involved in leading activities, rather than just planning them;
 - to use leaders identified during the residential as mentors for forthcoming residentials and engage them in planning the activities to be delivered.
- 3.115 Staff identified the following reasons why they felt Learning Away helped develop pupil leadership and co-design. The residential provided opportunities for pupils to:
- be involved in planning activities/learning content (n=3);
 - be involved in delivering activities (n=3);
 - be involved in group-work activities (n=2);
 - engage in problem-solving activities (n=2).
- 3.116 Staff identified the following immediate outcomes as a result of pupils’ engagement in their Learning Away residential:
- increased confidence and cooperation:
 - *“Paired work showed how some of the children were becoming more confident in making suggestions”;*
 - *“Pupils became more resilient, cooperative and willing to have a go”;*
 - identification of pupils’ strengths and leadership skills:
 - *“Pupils demonstrating strengths otherwise not evident in normal school situations”;*
 - *“They were able to take the lead in certain activities”.*
- 3.117 The residential facilitated achievement of these outcomes by providing a context and activities where pupils could become leaders and demonstrate their leadership skills, which may have not been possible within the school environment.
-

"Lots of paired work activities began to show us some natural leaders who we would not have noticed as quickly in a school environment."

"When you're in [name of residential], actually being bright and confident academically doesn't translate as being good on the high ropes. So...other people were coming forward as being confident and competent...It's doing things that are not academic that allows other people's abilities to come through and other leaders to come through that aren't the natural leaders you would normally have in a classroom."

3.118 Staff identified the following longer-term outcomes that they were hoping to achieve as part of Learning Away:

- getting pupils involved in the co-construction/co-design of activities back in school (n=5);
- embedding mentoring activities within school (n=3);
- providing opportunities for peer and older pupil leadership of activities (n=2);
- getting pupils involved in curriculum design/shaping learning content (n=2).

3.119 To sustain improvements, staff will:

- embed Learning Away approaches back in school:
 - *"Ensure opportunities are provided for co-construction in school. Provide time for pupils' voices to be heard";*
 - to ensure: *"pupils support each other more in school. They will be more engaged and independent in their learning";*
- revise future residential:
 - *"I would like to mix up the year groups on residentials - having maybe Years 6 and 4, Years 5 and 3 on the same residentials";*
 - engage pupils more in planning activities prior to the residentials and to ensure that: *"pupils have more ownership of the residential"*. Staff noted that some pupils were *"quite surprised"* to be asked their opinion about meals and planning shopping.

Impact on Cohesion

3.120 The Learning Away programme in four clusters (Thomas Tallis, Newall Green, East and Twickenham) focused on boosting cohesion, interpersonal relationships and a sense of belonging across a cohort of pupils or a whole school community.

Pupils' Views

3.121 Although small numbers of pupils were involved, **Table 3.8** shows that the majority (13 out of 14) of secondary students felt that the residential had made them realise that it was acceptable for people to have different views, and that they were more aware that they could learn from the experiences of other people. The residential appeared to have less impact on other areas, particularly in terms of helping them feel part of their local community.

- 3.122 Overall, 73% of all pupils felt the residential helped them feel part of their school. Those who felt part of their school prior to the residential, felt that the residential had made them feel even more part of their school. Junior pupils were most likely to identify that the residential had impacted on them in this way. A further 62% of pupils felt that the residential had helped them realise that they could get on with pupils from other schools.
- 3.123 Focus group discussions with primary pupils referred to the sense of community developed whilst on the residential and to other children feeling like their family. The time spent together on the residential clearly reinforced this sense of cohesion. Pupils observed that on the residential they worked and lived together and cared for one another and to see what other children were like ‘after hours’ because, for example, they were sleeping in tents together.

Table 3.8: Cohesion	
SECONDARY (n=14)	%
The residential has made me realise that it’s OK for people to have different views	93
Because of the residential, I more aware that I can learn from the experiences of other people	93
The residential helped me realise I could get on with pupils from other schools	57
The residential has helped me to feel part of my school community	50
The residential has helped me feel part of my local community out of school	21
JUNIOR (n=95)	
The residential has helped me to feel part of my school	79
The residential helped me realise I could get on with pupils from other schools	63
Everyone in my school gets on well together	40
INFANT (n=6)	
Everyone in my class and year group gets on well together	50
The trip has helped me to feel part of my school	33

Staff Views

- 3.124 The majority of staff respondents (four out of five) felt that the residential had begun to achieve its aims in relation to improving cohesion. They were seeing:
- the development of interpersonal relationships cross age/friendship groups:
 - *“Children are more open to suggestions from others not in their immediate friendship groups”;*
 - *“Older pupils showing more patience/understanding of younger pupils”;*
 - the strengthening of existing staff and pupil relationships:
 - *“Year group and staff relationships are much stronger than prior to the trip”;*
 - *“They already had good relationships this year, but there were next to no issues on camp as the children were really supportive of each other”.*
- 3.125 Staff identified the following reasons why they felt Learning Away helped improve cohesion amongst pupils. Learning Away provided opportunities for pupils to:

- **develop new relationships** working with a wide range of staff and working with other pupils outside of their normal peer groups: for example, different ages, cultures/backgrounds and different schools;
- **engage in activities which fostered cohesion**, such as communal and collaborative activities, informal and incidental learning, new activities in new environments: for example, camping and communal living and pupils excelling at new activities that enhanced their standing with peers. Informal time provided opportunities for pupils to organise their own games and use their initiative: *“not relying on being provided with everything to do, having the space and freedom to make those decisions and invent things.”*

3.126 Staff (three out of five respondents) identified the following immediate outcomes as a result of the residential:

- *“One child who shone at orienteering gained huge respect from her peer group. Her social standing in class is now doubled”;*
- *“Children had better relationships without arguments”;*
- *“Many aspects of the camp were only achieved and successful due to collaboration and cooperation”.*

3.127 The residential facilitated achievement of these outcomes by giving pupils opportunities to learn in a fun and informal way and providing unstructured free time. Staff hoped the following longer-term outcomes would also be achieved:

- pupils more willing to take risks in relation to new activities, environments and meeting people (n=5);
- increasing pupils’ awareness of how their actions affect others (n=4);
- better team working (n=3);
- improved emotional literacy (n=2);
- better problem-solving skills (n=2);
- better understanding of how communities work together (n=2).

3.128 Learning and positive impacts will be sustained back in school by:

- using pupils involved in Learning Away as advocates to promote other pupils’ engagement in residential: *“Children will encourage the next year group to come on the trip and be invited back to volunteer when they are old enough. We also hope the experience has given the confidence to explore secondary school residential experiences”;*
- reinforcing learning from the residential back in school: *“Constant reinforcement of reasons for/outcomes from the experience”;*
- extending opportunities to engage in Learning Away to other (younger) year groups: *“Experience given to the Year 5 children next year”;*
- changing the curriculum and providing more opportunities for community engagement: *“We are aiming to give the children more ownership of their learning through introduction of the International Primary Curriculum. We will be holding more community events”.*

3.129 Focus group discussions showed that primary level staff were already noticing changes in playground dynamics with *“much more talking and playing together”*.

Impact on Resilience, Confidence and Wellbeing

- 3.130 All clusters stated that their Learning Away programme was focused on improving pupils' resilience, self-confidence, and sense of wellbeing.

Pupils' Views

- 3.131 The majority of secondary and junior aged pupils were proud of what they had achieved on the residential. **Table 3.9** shows that 82% of secondary and 77% of junior pupils were proud of what they achieved on the residential.
- 3.132 Pupils also felt their confidence had increased (80% of secondary students), and they were more confident to try new things as a result of their residential experiences (74% of secondary and junior pupils). Pupils also identified that they were less likely to give up when they found things difficult at school (72% of secondary students and 77% of junior pupils). Half (91 out of 182) of junior pupils who said that they would sometimes give up when they found things hard at school, said that they were less likely to give up when they found things difficult as a result of the residential.
- 3.133 During focus group discussions, pupils were most likely to identify improvements in their confidence as a result of attending the residential. Pupils felt they were now more confident, both in and outside of school:

"I tell people my ideas rather than just keeping them to myself. I'm quite shy...and usually let people say their ideas and don't say anything."

"I can walk on the street and go to new places and meet new people and I look forward to it."

- 3.134 Residentials appeared to have less impact on pupils worrying about their school work. Nevertheless, 57% of all pupils said that they worried less about their school work because of the things they learnt on the residential. The residential seemed to have impacted on secondary students, in particular, with more than three quarters (39 out of 48) of those who said they worried about their school work 'every day' or 'once a week' indicating that they worried less because of the residential.
- 3.135 The impact on resilience, confidence and wellbeing was less evident for infant pupils than it was for junior and secondary aged pupils.

Table 3.9: Resilience, Confidence and Wellbeing	
SECONDARY (n=95)	
I am proud of what I achieved on the residential	82
I am a more confident person because of the experiences I have had on the residential	80
Because of the residential, I feel more confident to try things I wouldn't have done before	77
Because of the things I learnt on the residential, I am less likely to give up when I find things difficult at school	72
The residential has made me realise there are lots of different things I could do when I grow up (like jobs, or learning)	71
Because of the residential, I am more positive about my future	67
Because of the residential, I know where to get help if I have problems or worries at school	67
The residential has made me realise I have a lot to be proud of	63
Because of the residential, I worry less about my school work	53
JUNIOR (n=492)	
I am proud of what I achieved on the residential	77
Because of the residential, I feel more confident to try things I wouldn't have done before	73
The residential has made me realise there are lots of different things I could do when I grow up (like jobs, or learning)	70
Because of the things I learnt on the residential, I am less likely to give up when I find things hard at school	70
The residential has made me realise I have a lot to be proud of	68
Because of the residential, I know where to get help if I have problems or worries at school	67
Because of the things I learnt on the residential, I worry less about my school work	60
INFANT (n=133)	
I am less likely to give up when I find things hard at school because of the things I learnt on the trip	56
I worry less about my school work because of the trip	50

Parent and Staff Views

3.136 More than two thirds (68%) of parents felt that their child was more confident, and 78% thought their child was more willing to try new things as a result of going on the residential: *"The children were able to try new things (i.e. rock climbing) that they could not have done ordinarily."*

3.137 Nearly two thirds (13 out of 21) of staff survey respondents felt that the residential had begun to achieve its aims in relation to improving pupils' resilience, confidence and wellbeing. The main reasons given were that the residential provided opportunities for pupils to develop their confidence by:

- enabling pupils to express themselves better;
- experiencing activities that were unfamiliar to them;
- providing a new sense of independence and mutual relationships with staff.

3.138 The most common reasons given as to how the Learning Away residential contributed towards improving pupils' resilience, confidence and wellbeing were providing opportunities:

- be independent (n=7);

- work with new people (staff and peers) (n=7);
- build a rapport with pupils/staff (n=7);
- take risks (n=5);
- experience success (n=5);
- try new things (n=5);
- be involved in challenging activities (n=4).

3.139 Just under half of staff (10 out of 21) felt that they had seen immediate outcomes as a result of the residential which focused on:

- an increased sense of personal responsibility: *“Children actually look after their personal property better now. They don't expect us to run around after them looking for their PE kits! They realise that they have to take responsibility for themselves”;*
- evidence of greater perseverance and positive responses to challenging environments:
 - *“Children showed perseverance, especially when it rained on the camping trip. They continued with activities and kept in high spirits throughout”;*
 - *“Several students exhilarated and proud of achieving on challenging activities”;*
- evidence of increased engagement:
 - *“Children who initially were unwilling to take part and would rather stand back and let others do the work got more involved and relaxed as the camp progressed. Even in severe weather conditions!”*

3.140 The residential facilitated achievement of these outcomes by:

“Gave children opportunities to experience success, and be the expert in a situation they might not usually. Children enjoyed being able to help each other and themselves and this has improved their confidence in their own abilities.”

“It provided the opportunity for the children to be taken away from their comfort zones (homes) and learn how to look after themselves.”

“The pupils were away from adults who would normally do things for them. The children were respected and expected to try to do things for themselves.”

3.141 Staff hoped that the residential would achieve the following longer-term outcomes:

- improved self-confidence (n=15);
- increased perseverance/motivation (n=12);
- ability to transfer skills from Learning Away to home/school contexts (n=9);
- more willing to undertake challenging tasks (n=8);
- raised aspirations (n=8).

3.142 Examples of how staff planned to sustain the outcomes already achieved included:

- providing opportunities for pupils to share their experiences with other pupils in the school;
- providing opportunities for pupils to use and build on the skills developed on the residential;

- continuing to provide residential activities working collaboratively with pupils from other schools.

3.143 Focus group discussions with staff provided clear evidence of how pupils' confidence, resilience and wellbeing improved as a result of the residential, particularly for those pupils who were quiet at school or non-academic. The residential gave these pupils the opportunity to 'shine' and show others the skills they had outside the formal learning environment. The impacts identified were continuing to be seen back in school:

Improving Resilience, Confidence and Wellbeing

This pupil was very upset at night and wanted to go home. The teacher talked to her and gave her the option of going home in an hour. She lasted the night, and this gave her a tremendous boost to her confidence: *"In the morning, she was shouting: 'I did it! I actually did it!' She was beaming. She told her mum about it as soon as she got home, and her confidence is really high at school now. She showed resilience through the night and now is much better at standing up for herself in groups, she's a different child. There's been a massive impact."*

This pupil was often in trouble at school: *"He came back with a much higher status – he's practical and can turn his hand to anything, his art work's amazing."* It changed his relationship with his mum as staff talked her through the camp and showed her the pictures of what he was doing on camp and people were coming to him for advice: *"He now has the confidence to take the risks...he has a bit more confidence in his own abilities and so other children have a go from his example."*

A speech therapist working with pupils who had attended the Learning Away residential said that post residential *"pupils with speech impediments were speaking without any sign of these"*.

Impact on Pedagogy

3.144 Six clusters (Canterbury, Christchurch, East, New Forest, Twickenham and Walney) were focusing their Learning Away programmes on widening and developing teachers' pedagogical skills. All these, apart from Canterbury, were primary level clusters. Survey responses were received from 12 members of staff from five clusters and three of the focus group discussions also focused on exploring this hypothesis.

3.145 Three quarters of survey respondents (nine out of 12) felt they had begun to achieve their Learning Away goals and just over half (seven out of 12) felt that as a staff team they had begun to achieve their Learning Away goals. Survey respondents felt the main ways in which Learning Away provided opportunities for staff to develop their practice were that the residential provided opportunities to:

- be out of the classroom context (n=8);
- engage in and develop more experiential learning opportunities (n=6);
- understand how learning takes place in schools and other environments beyond their own school (n=5);
- engage in and develop more practical learning opportunities (n=5).

3.146 At the individual level, staff identified similar impacts to pupils: i.e. the residential had impacted on their own confidence, particularly in new situations, their knowledge and skills and their relationships with pupils and staff.

3.147 Staff were most likely to identify improved confidence as a result of being involved in Learning Away. This related to their confidence and skills in delivering residential; for example, in terms of:

- organisation;
- managing timetables;
- managing staff;
- managing new situations;
- facing their own fears;
- working with pupils they did not normally teach.

"This is my second year of Learning Away, and I had a steep learning curve last year. I have gained confidence in dealing with new people; I am more efficient at organising activities and my time management skills have improved. I know I will continue to build on these from this year's experiences. I am more adventurous as a result - I have gone abroad on my own since the first experience and feel I could tackle anything!"

"I feel more confident with pupils as knowing them in a non-academic way, lunchtimes, dinnertimes, bedtimes etc. helps to see the pupil as a whole, as I am sure it helps them see the staff as a whole person and not just a teacher."

"[Other staff] gained confidence in their ability to lead groups. They have already volunteered to take on mini projects in school, which they would not have done otherwise."

3.148 Staff also felt that they had learnt from, and been inspired by, the teaching of other staff on the residential: *"I have been inspired by seeing others teach from different subjects and using different methods."*

3.149 Staff felt the residential helped develop their relationships with other staff and pupils, which in turn impacted on their relationships and teaching back in school. Staff felt the residential helped develop a bond with other members of staff, which was maintained back in school. They also felt that the residential had a positive impact on their confidence in teaching pupils they did not normally teach.

"I think any kind of residential experience where you're taken out of your comfort zone, and you're placed into something that you're not used to with a load of people you're not used to spending that amount of time with – it just has that impact. And I think it has the same impact for staff – I think it bonds staff in the same way."

"[I] feel more confident with students I do not teach and, also, feel more embedded in the school, having got to know the staff more."

"My relationship with them is the biggest change. It's changed the way I deal with them in school...One girl came out of her shell on residential to reveal a wicked sense of humour. I didn't realise, because normally she's so quiet – now has an impact on the way I teach her."

3.150 The majority of survey respondents (ten out of 12) felt that their involvement in Learning Away would impact on their practice back in school, and just over half (seven out of 12) felt that it would impact on the practice of other members of staff. Just under half (five) of staff were 'very confident' that they would be able to apply what they learnt on the residential back in school, with the remaining staff being 'quite confident' (four) and 'fairly confident'

(three). Those who were 'very confident' stated that these approaches were already built into the curriculum and were now being used in lessons.

- 3.151 Staff focus groups also provided evidence of how approaches and strategies developed and trialled on the residential were being used back in school. There was evidence that staff were thinking more about how they delivered the curriculum and the role of residential within the curriculum: for example, delivering 'mini residential' in school such as overnight 'astrocamps' for Astronomy GCSE students. Primary level staff also identified that they had adapted their delivery of the curriculum back in school to reflect the models of delivery used on the residential.

"It's had a massive impact on my teaching of my class – I've basically followed the same model."

"Staff come back enthused about doing other things in school ... Taking them [pupils] out into our wooded area in school and doing the pixie villages [delivered during the residential] and that kind of thing."

- 3.152 The residential provided staff with opportunities to trial new approaches, which if successful, gave them the confidence to implement within their teaching back in school. Examples included:

- **use of the school grounds** to teach 'quadrats' with Year 7s. This lesson was initially taught on the Learning Away residential and had resulted in a high level of student engagement. Having seen the success of the approach, other staff within the school have now also taken it on board: *"They want a guinea pig to try it first, but once they know it works they'll do it...and now it will be in Schemes of Work"*;
- **using more collaborative and group-focused activities** looking at changing the dynamics of groups: for example, working with peers they would not normally work with:
 - *"I feel a little bit more relaxed now at being able to say, 'Yes that's fine, you can go off, you can work together' because they were so good at it at [name of residential]"*;
 - *"It'll make me look at groups in different ways ... I will change groups around ... Sometimes you need two dynamic people to see that they can go wrong. Before I would have put a quiet one with a noisy one, but the noisy one would take over"*;
- **using more problem solving and practical activities:**
 - *"I have tried to do a lot more problem-solving activities, and I would continue to do that...Children that always used to sit back...were far more engaged"*;
 - *"I noted what the pupils thought about GCSE lessons, and now put into practice what they want - more hands on theory lessons - not just writing down from a PowerPoint"*.

- 3.153 Staff also felt that learning approaches and activities used on the residential increased teachers' awareness of how pupils accessed lessons and provided opportunities for them to adapt activities to suit different styles and needs. Staff felt they were more sensitive to the best way to approach certain pupils and were more creative and more willing to take risks:

"The residential provided the opportunity for staff ... to examine their own practice and adapt accordingly to allow all learners to access the lesson and achieve to the best of their ability."

"If you're not taking those risks you don't stand to reap those enormous rewards."

3.154 At the school level, wider impacts were observed: for example, one of the primary schools was developing a thematic approach to the delivery of the curriculum as a result of their involvement with Learning Away; another was incorporating video making into their curriculum and another was developing their curriculum focused on the residential experience and Learning Outside the Classroom (LOtC).

3.155 Staff also identified a number of school-level impacts in relation to developing pedagogical skills, including the development of opportunities for cross-curricular teaching and engagement of staff not directly involved in the residential:

"Staff not directly involved in residential are still enthused by the whole experience - this has helped to share experiences."

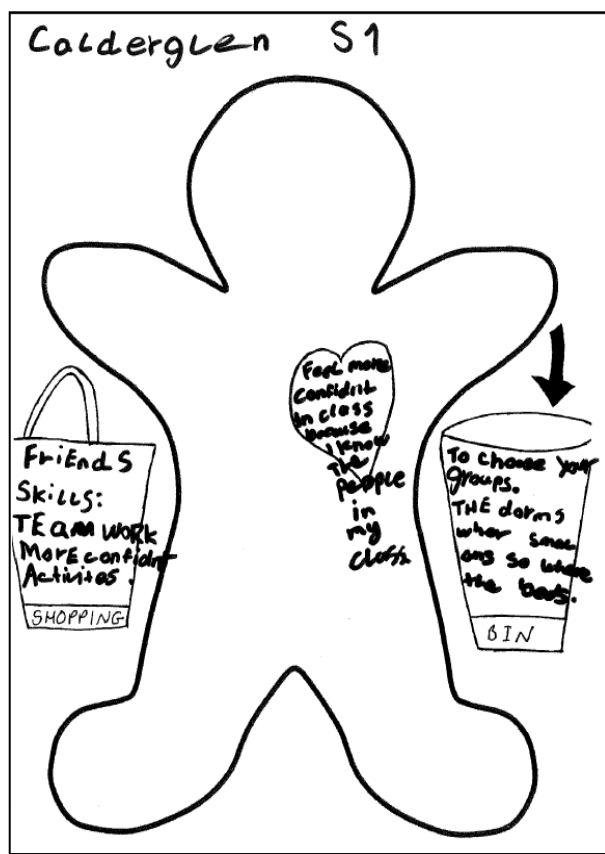
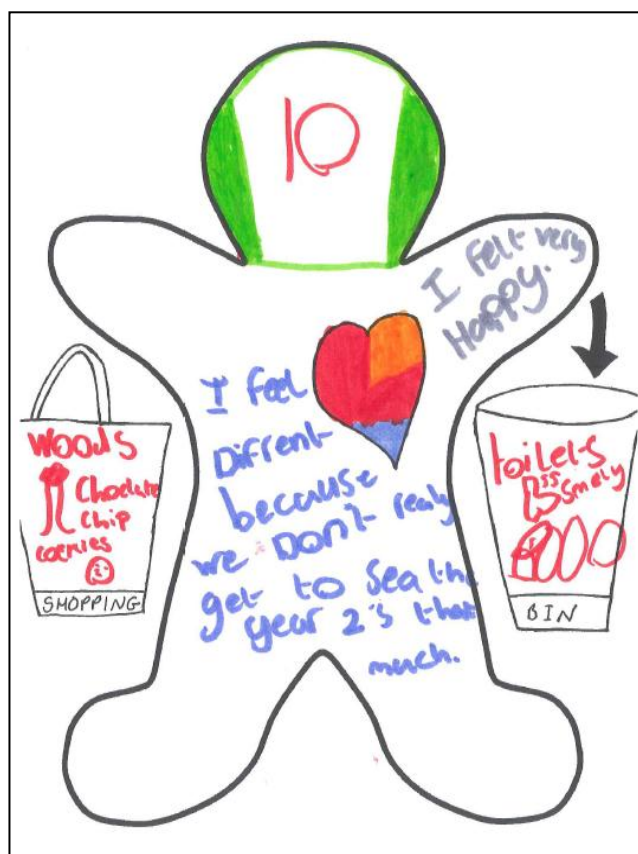
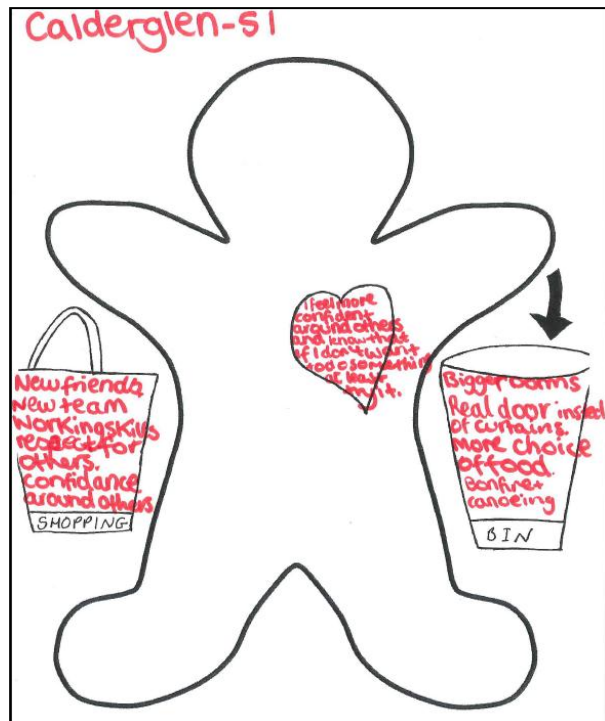
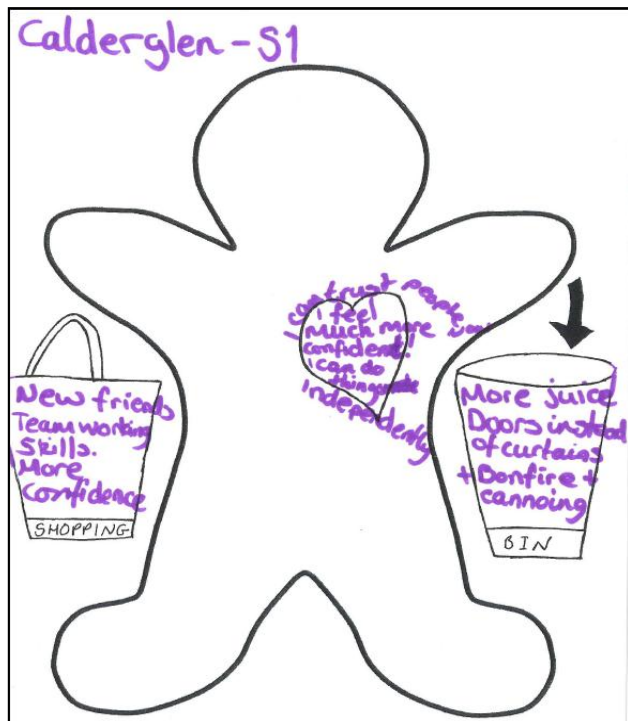
4 CONCLUSIONS

- 4.1 Findings from the pilot phase of the evaluation clearly show that Learning Away residential were valued by pupils, staff, parents and schools. The evidence suggests that many of the positive impacts seen on the residential, for example on the development of relationships, confidence and engagement with learning, as well as the delivery of learning, were also being sustained back in school.
- 4.2 Evidence from the pilot phase also highlights the specific benefits of providing residential opportunities. Staff and pupils highlighted the value of being away together for an extended period of time, away from the distractions and constraints of home and the pressures of the usual school timetable. The residential provided the time, space and context in which existing relationships could be strengthened and new relationships could develop. Away from home, in new environments, pupils had to rely on one another more, resolve issues and deal with unexpected situations. Residential also provided opportunities for both staff and pupils to face and overcome their fears together, which also helped to strengthen staff/pupil relationships.
- 4.3 There was also evidence of improved engagement with learning, leading to improved confidence, engagement and progress in learning back in school. Residential provided an environment where pupils could develop their confidence and skills, in a 'safe' environment for example, in relation to speaking and listening. Staff and pupils identified that the residential provided a more relaxed working environment where pupils felt more comfortable asking their teachers for help because they had got to know them better.
- 4.4 Learning Away residential provided opportunities for pupils to have control of, and direct, their own learning. They also provided a context in which to identify pupils' skills not seen within the classroom context. What pupils were learning, how they were learning and the activities they were engaged in provided opportunities for those who were previously quiet in class or struggling academically to 'shine'. For other pupils, the residential provided a context in which they did not have to live up to their image or the label commonly attributed to them at home or in school, and examples were given of residential helping to re-engage school refusers and address the behavioural issues of those in danger of exclusion.
- 4.5 Those clusters focused on improving attainment were seeing evidence of impact, and initial analysis of the quantitative data appears to reinforce this view. Going forward, it will be interesting to see whether variations in approach; i.e. directly linking activities to learning, or providing separate outward adventurous activity and subject tuition, leads to differential impacts on attainment.
- 4.6 There was also growing evidence that staff were continuing to use the learning strategies trialled and developed on the residential back in school, for example collaborative approaches and group work. Staff identified how the residential had impacted on their delivery of the curriculum and a number of school level impacts were also identified. School level impacts included: taking a thematic approach to the delivery of curriculum; providing opportunities for smaller group work activities; using projects and themes, practical and experiential learning and incorporating video making into the curriculum.

ANNEX A: LEARNING AWAY CLUSTER HYPOTHESES

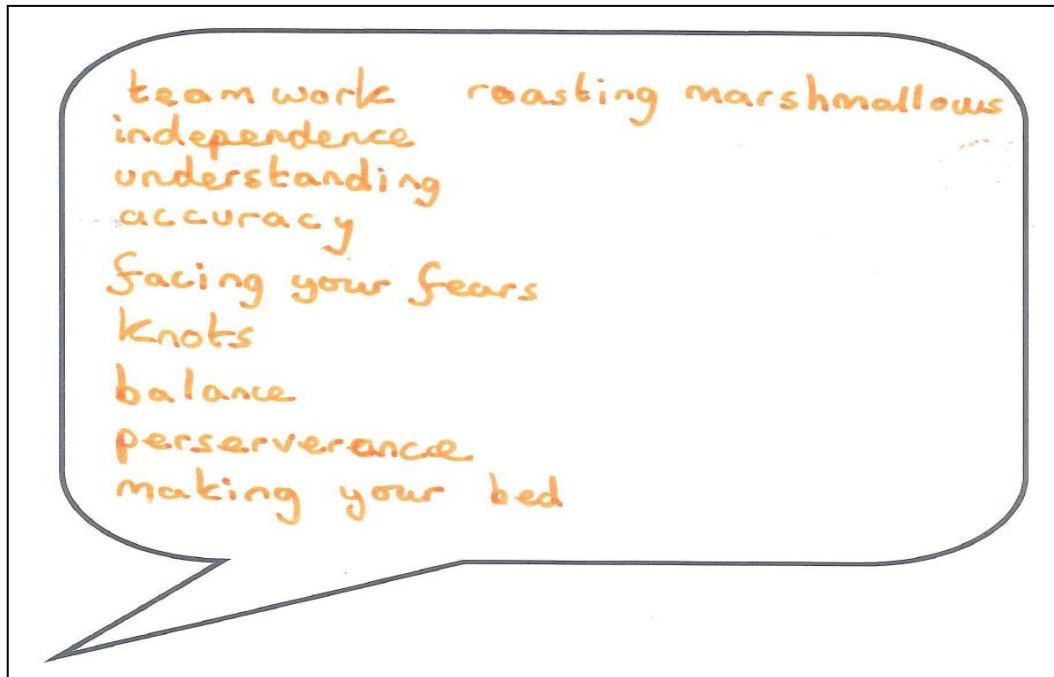
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ANNEX B: LEARNING AWAY FOCUS GROUP MATERIALS



Here pupils show what they learnt and liked about the residential (the shopping bag and the heart), as well as the things they did not like so much (in the bin).

In the speech bubble pupils describe what they did on their residential and what they learnt:



Secondary students identified how their Learning Away residential had impacted on them:

I could be able to work in a team	more confident to speak in front of people. Learnt how to work with new people. I feel more confident in the subject in	no make for different friends outside my group	listen to other Peoples ideas	I Really understood my teachers outside life, which brought us closer
more self-belief in myself. Better teamwork skills	Have confidence in talking in front of people.	- More confident talking in front of other people.	be able to speak out and put my ideas across	Im able to work more harder when Im put into groups
doing. More motivated to do work I listen to what peoples ideas more	Better at working in a team.	More Confident. Better team. Knowledge	I got to know other people more, personality wise	I Felt as a team leader I listened to my group more I collaborated ideas
	It went further in to business skills I did not know in the beginning			