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Paul Hamlyn Foundation

Evaluation of Learning Away: Final Report

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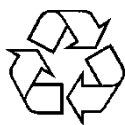
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EXECUTIVE SUMMARY

Introduction

1. *Learning Away* aimed 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 was funded by the Paul Hamlyn Foundation (PHF) from 2008 to 2015.
2. A total of 60 schools (primary, secondary and special), operating in 13 partnerships, were involved in delivering *Learning Away*. Schools participating in *Learning Away* developed new models of residential experiences that were teacher and student designed and led and included a wide range of activities and venues. Residential experiences included camping (on school sites, locally or further afield), co-constructed partnerships with outdoor providers, and school exchanges in urban and rural environments. Each partnership of schools had a distinct identity and focused 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. *Learning Away* aimed to encourage schools – both those with strong existing residential programmes, and those that had not yet committed significantly to residential learning – to change their residential provision and highlight what could be achieved. Schools that received funding had to demonstrate that they were working towards a number of guiding principles for developing an integrated approach to high-quality residential learning, including integration with the curriculum, that they were inclusive, provided a range of experiences, were progressive programmes and involved staff and students in delivery (for further details see <http://learningaway.org.uk/impact/guiding-principles/>).

Aims of the Evaluation

4. In 2012, PHF commissioned York Consulting to evaluate the effectiveness of *Learning Away*. The evaluation had two overarching aims:
 - to test and evidence 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 student-level outcomes; can transform the learning experience of students; can help to transform schools; and does 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* partnerships identified a set of hypotheses, which related to a number of key impact and process themes that the evaluation sought to test and evidence. The core hypotheses focused on:
 - **Relationships:** 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 progress/achievement;
 - **Resilience, Self-confidence and Wellbeing:** residentials can significantly improve students' resilience, self-confidence, and sense of wellbeing;
 - **Engagement with Learning:** residentials can significantly improve students' engagement with their learning, leading to improved school attendance and behaviour;

- **Achievement:** residentials can boost attainment in SATs and GCSE/National 4 and 5 qualifications (previously Standard Grades in Scotland) in the core subjects of English, maths and science;
- **Knowledge, Skills and Understanding:** residentials can significantly improve student knowledge, understanding and skills in a wide range of curriculum areas at the primary and secondary phase;
- **Cohesion:** residentials can significantly boost cohesion, interpersonal relationships and a sense of belonging across schools/communities;
- **Leadership, Co-design and Facilitation:** 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;
- **Transition:** residentials can significantly improve students' transition experiences;
- **Pedagogical Skills:** residentials can enable teachers in primary and secondary schools to widen and develop their pedagogical skills in ways that support learner engagement and progress/attainment.

Methodological Approach

6. The evaluation took a mixed methods approach, which included:

- **student, staff and parent surveys:**
 - students completed pre- and post-residential surveys, along with long-term follow-up surveys to capture their views on the impact of Learning Away;
 - staff involved in delivering Learning Away completed pre and post residential surveys along with a final staff survey to capture their views on the impact of the programme. Other staff were also asked to complete surveys for individual students where Learning Away was felt to have had a significant impact;
 - parents were asked to complete a survey after their child attended a Learning Away residential;
- **focus groups:** undertaken by PHF Learning Away advisors with students and staff post-residential;
- **quantitative data collection:** attainment, behaviour and attendance data was collected in partnerships where delivery of the programme was focused on improving outcomes in these areas.

7. This is the final report produced by York Consulting as part of the evaluation of Learning Away. It presents the findings from the surveys, focus groups and quantitative data analysis undertaken throughout the programme.

Overview of Surveys and Focus Groups

8. The following surveys and focus groups were completed during the evaluation:

- **Student surveys:** 11,461 surveys were completed (5,821 pre-residential surveys, 4,652 post-residential surveys and 988 long-term follow-up surveys¹) from 53 schools. The numbers of surveys completed by school phase were:
 - primary surveys (key stage 1 and key stage 2): 4,872 pre-residential; 3,842 post-residential; and 688 long-term follow-ups;

¹ completed two to three terms after the residential

- secondary surveys: 915 pre-residential; 787 post residential; and 300 long-term follow-ups.
- **Parent surveys:** 718 parent surveys were completed. The vast majority (635) were from parents of primary-aged children.
- **Staff surveys:**
 - 285 pre-residential and 254 post-residential surveys were completed by staff. A further 51 staff completed a final staff survey to gather views of the overall impact of the programme, both on individual members of staff and their schools;
 - student impact surveys: 32 were completed by staff, highlighting impact on individual students.
- **Focus groups:**
 - **student focus groups:** 63 focus groups involving 398 students across 27 schools (19 primary, seven secondary and one special school);
 - **staff focus groups:** 40 focus groups involving 192 staff across 37 schools (26 primary, eight secondary and three special schools).

KEY FINDINGS

Impact

Impact on Relationships

9. One of the most significant impacts of Learning Away was on relationships, both peer relationships and those between staff and students (at the secondary and primary level).
10. The main impacts on peer relationships (identified in focus groups) were: the opportunities residential provided for students to develop new peer relationships, including vertical relationships across age groups; the development of more trusting and respectful relationships between students, including a change in existing power relationships; and opportunities for students to develop social skills, as well as skills to form relationships.
11. The main impacts on staff-student relationships (identified in focus groups) were: the opportunity for staff and students to develop new relationships, as well as enhancing/changing existing relationships; providing a context where attitudes towards one another could be changed; providing better insights and understanding into each other's behaviour; and the development of more trusting and respectful relationships.
12. Survey responses also highlighted the impact of the residential on both peer and staff-student relationships. Responses to the final staff survey showed that the change in staff-student relationships was the most significant longer-term impact of Learning Away. Similarly, student survey responses showed that:
 - post residential, 70% of key stage 2 pupils felt they knew their teachers better and 71% felt they got on better with their peers as a result of their residential experiences. These views were enhanced in long-term follow-up responses: 79% of key stage 2 pupils felt they knew their teachers better, and 71% felt they got on better with their peers as a result of their residential experiences. Approximately two thirds of key stage 2 pupils (in both post and long-term follow-up surveys) felt that their teachers knew them better as a result of the residential;
 - post residential, more than 80% of secondary students felt that the residential had helped improve their relationships with their peers and teachers. Interestingly, 71% of secondary

students felt that, as a result of the residential, their teachers had a better understanding of how they liked to learn best. Given that only 56% of students felt that this was the case prior to the residential this can be seen as an important finding.

- although secondary students' responses to long-term follow-up surveys were slightly less positive than their post-residential responses, the drop was not as great as in other areas of impact, suggesting that changes in relationships seen during and immediately after the residential were generally sustained in the longer term;
 - post residential, 84% of staff felt that the Learning Away residential had begun to achieve its aims in relation to improving relationships, and 60% stated that immediate outcomes had been achieved in terms of providing opportunities to: enable participants to get to know each other in new and different settings (62%); develop new friendships (61%); and learn in different groups (42%).
13. Learning Away also evidenced the value of family residentials in improving home-school relationships, impacting on relationships within families, and improving staff-student relationships with children within those families

Impact on Resilience, Self-confidence and Wellbeing

14. When focus group participants were asked to identify what difference the residential had made to students, they were most likely to identify an increase in confidence: within students themselves, in their learning, and in their relationships with others. Positive impacts on confidence were directly linked to consequent positive outcomes, such as improved relationships, better engagement with learning and the development of leadership skills.
15. Survey responses reinforced the views expressed in focus groups:
- post residential, the majority of key stage 2 and secondary students were proud of what they achieved on the trip (82% and 89% respectively), and these views were maintained in the long-term follow-up surveys (84% and 82%). More than three quarters (78%) of key stage 2 pupils and 87% of secondary students stated that they felt more confident to try new things as a result of their residential experience. Responses to long-term follow-up surveys showed that 79% of key stage 2 pupils and 80% of secondary students had tried new things that they would not have done before the residential;
 - post residential, 75% of staff said that the residential had already begun to achieve its aims in relation to improving students' resilience, confidence and wellbeing by providing activities and experiences, which challenged students and gave them new experiences, as well as the opportunity to develop new relationships within a supportive group environment. Importantly, they also felt that the residentials gave students opportunities to be more independent and helped develop their resilience;
 - just under three quarters (74%) of parents said their children were more willing to try new things and more than two thirds (67%) said their children were more confident as a result of their residential experiences.

Impact on Engagement with Learning

16. Positive impacts on students' engagement with learning were also identified, particularly for secondary students. Both staff and students identified impacts on students' behaviour and attendance and staff noted that the residential experience had helped re-engage those students in danger of exclusion. Residentials were felt to be particularly effective for students who had difficulty concentrating and engaging in the classroom context, as it gave them a positive experience of themselves. The more relaxed learning environment, the availability of one-to-one support and small group work, practical and experiential learning opportunities, as well as the chance to experience success, were all felt to contribute to improved learner engagement.

17. The majority of impacts identified were in relation to improved behaviour. However, a small number of secondary students also identified improvements in their attendance and time keeping as a result of their residential experiences, and nearly a quarter (23%) of parents stated that their child's attendance at school was better as a result of their residential experiences. Quantitative evidence provided by one of the partnerships demonstrated the impact on the attendance of students who were at risk of disengagement. Following participation in family residentials, the attendance of more than three quarters of students improved and for approximately two thirds of students these improvements were maintained in the longer term.

Impact on Achievement

18. Staff and students felt the residentials had impacted on their levels of attainment and in surveys and focus groups provided evidence of students' progress in learning, for example: moving from BTEC to GCSE courses; improving the confidence of lower attaining students resulting in improved attainment back in school; students having a better awareness of their strengths and weaknesses; and knowing what they needed to do to improve their attainment.
19. Quantitative data provided by partnerships also highlighted the impact on student achievement. Data was provided which showed that secondary students who attended Learning Away residentials improved their performance and achieved higher than their predicted grades (in GCSEs and Highers). Students from one partnership who attended a GCSE maths residential outperformed their peers who did not attend the residential (both groups were C/D borderline students). More than a third of students who attended the residential improved their maths score post residential compared to 14% of their peers and more than two thirds (69%) achieved a C grade in their GCSE compared to none of their peers. Both of these results were statistically significant indicating a conclusive positive impact on achievement.
20. Similarly, 61% of students who attended a Higher Drama residential achieved higher than their predicted grade, compared to 21% of students who did not attend the residential. Staff and students linked this impact to the increased focus on specific drama work and activities; the ability to have focused one-to-one teaching; the opportunity to allow peer assessment and for students to receive feedback from classmates who were sitting the same exam. In addition, there was another factor, which none of the staff or students anticipated, and that was the development of a group ethos and a drive towards students doing the best they possibly could.
21. Pre- and post-residential assessments also showed positive impacts on students' achievement, suggesting a residential effect when students were tested at or immediately after the event. Impacts were identified in a range of subjects, notably science, maths and English. However, in one partnership impacts on achievement seen immediately after the residential were not reflected in improvements in students' predicted or actual GCSE grades in the longer term.
22. There was also evidence from the primary partnerships that Learning Away residentials were impacting on pupils' progress and achievement. Staff and pupils from two primary partnerships stated that they had seen an improvement in literacy scores pre and post residential and both attributed this to their residential experiences. Staff noted an impact on low and average achievers and boys' literacy scores in particular. Furthermore, primary staff commented that pupils' attitudes to learning and reading and writing had also improved as a result of their residential experiences, resulting in improved progress.
23. Survey responses showed that:
- more than half (58%) of key stage 2 pupils thought they would do better in their school work as a result of the residential and just under half (48%) felt they would do better in their tests or SATs. The views of secondary students continued to be positive in the post residential context with two thirds or more thinking that as a result of the residential

they: would make better progress in their subject (72%); had a better understanding of the subject (72%); were better at problem solving (66%); and would do better in their exams/tests (66%). Secondary students were most positive about how they were taught on the residential, with more than three quarters (76%) saying that the way they were taught would help them do better in the subject;

- positive responses of key stage 2 pupils seen post residential were maintained in the long-term follow-up surveys. Long-term follow-up responses from secondary students were less positive. Nevertheless, approximately one half of secondary students still felt that the residential had had a positive impact on them two to three terms after the residential;
- post residential, more than half (57%) of staff respondents felt that Learning Away residential were beginning to achieve their aims in relation to improving student attainment and/or progress in specific subject areas.

Impact on Knowledge, Skills and Understanding

24. Impacts on students' knowledge and skills were also identified by participants including that students were:
- becoming more independent learners, as well as learning how to work as a team (both primary and secondary students);
 - developing a deeper and better understanding of the subject, for example, using different approaches to problem solving in maths and developing specific skills in music (secondary students);
 - developing study and research skills (both primary and secondary students);
 - improving creativity: residential provided inspiration and helped to enrich students' work in a range of subject areas (both primary and secondary students);
 - developing vocabulary and speaking and listening skills (particularly for primary pupils).
25. Post residential, nearly three quarters of staff survey respondents felt that the residential had begun to achieve their aims in relation to improving students' knowledge, understanding and skills. Students' survey responses also showed the impact on team working and problem solving: three quarters of key stage 2 pupils in post-residential and in long-term follow-up surveys stated that they were better at working in groups in school because of the residential. Pre residential, 43% of key stage 2 pupils said even if they did not know the answer when they were given a task, they could work it out. Post-residential 63% felt that they were better at problem solving as a result of their residential experiences; in long-term follow-up surveys this figure was 60%.
26. Secondary students were also positive about the residential facilitating the development of their subject knowledge and understanding. Post residential, more than two thirds (68%) of students felt that they knew more about the subject; they were better at problem solving (69%); and they felt the subject was more interesting and important to them (69%). Long-term follow-up responses from secondary students were less positive than key stage 2 respondents. Nevertheless, more than half of secondary students still felt the residential had impacted on their knowledge of the subject; the way they were taught on the residential helped them learn, they had a better understanding of what they were trying to learn and had learnt new skills.

Impact on Cohesion

27. The sense of community developed on the residential and the memorability of the experiences helped to boost cohesion, interpersonal relationships and a sense of belonging amongst participants.
28. Post residential, 70% of staff survey respondents stated that the residential had begun to achieve its aims in relation to improving cohesion and interpersonal relationships by, most

commonly, providing opportunities for students to: engage in new activities in new environments; work with other students outside of their normal peer groups; and shine at new activities thereby enhancing their standing with their peers. Both staff and students talked of improved relationships between students (both from their own schools and other schools), as well as students' increased confidence to develop new relationships, both with staff and other students. Staff also identified that students who did not normally work as part of a team did so on the residential, and continued to do so back at school.

29. Students' survey responses showed that as a result of the residential, key stage 2 pupils were more likely to think that everyone in their school got on well together, and that the residential helped them realise that they could get on with people from other schools.

Impact on Leadership, Co-design and Facilitation

30. The most significant evidence of this impact was on secondary students involved in student leadership programmes. Student leaders were responsible for planning and delivering residential activities, either for their peers or for younger students.
31. A range of impacts were identified (in focus groups and staff surveys) for both student leaders and for those they were leading, including: increased confidence, particularly being given responsibility to lead activities; providing a role model for other students; improved organisational and presentation skills; improved independence and maturity; and an enhanced learning experience as a result of student involvement in designing and planning the residential.
32. Students were most likely to identify an increase in their confidence as a result of being involved in leadership activities. Experiencing success in leadership activities motivated students to take on additional responsibilities and made them want to continue with their leadership role. This created a 'virtuous circle' of behaviour that led to improved student motivation and engagement. Residential that were part of a progressive programme of activity enhanced the development of students' leadership skills, enabling them to build on them year on year.
33. Survey responses showed that students' views changed as a result of their residential experiences:
- prior to attending the residential, only 40% of secondary students felt they could be a role model to others. Post residential more than two thirds (67%) of secondary students felt that the residential had made them realise they could be a role model to others. This view was maintained in students' responses to long-term follow-up surveys, which suggests a positive impact on the views of those students who had lower awareness prior to going on the residential;
 - on return from the residential, approximately three quarters (75%) of secondary students said they had the opportunity to be involved in leading the activities that they thought they would, and enjoyed the opportunity to lead activities whilst on the residential (79%). Long-term follow-up survey responses showed that 53% of students had been able to lead activities back in school, but only 42% had got more involved in helping to decide what they learnt or how they learnt in school.

Impact on Transition

34. Residential were also used to facilitate students' transition experiences (mainly between primary and secondary school, but also across year groups and key stages). The main impact identified in focus groups was that, as a result of their residential experience, primary pupils were better prepared for secondary school and had developed the skills and relationships they needed to manage within the secondary school environment. Both secondary and primary staff stated that the residential was "*worth half a term*" in terms of the progress students had made.

The opportunities for social interaction on the residential was seen as one of the biggest benefits for students, in terms of facilitating integration and providing opportunities for students to mix with other students, which many were not used to doing. Post-residential staff survey responses showed that more than half (59%) of respondents felt that the residential had supported staff to facilitate students' transition experiences.

35. Students' survey responses also showed that residential helped support them to develop the skills to make positive transitions. Prior to attending the residential, key stage 2 pupils were most positive about trying new things, but were less certain about changing class or whether they found it easy to make new friends. Post residential, just over two thirds (67%) of key stage 2 pupils felt that, because of the residential, they found it easier to make new friends and just over half (53%) were excited about changing class or school, and these views were maintained in long-term follow-up surveys.
36. Prior to the residential, secondary students' survey responses showed that they were least positive about changing class or school in the following year, and were most positive about trying new things. After the residential, the majority of secondary students liked trying new things (89%); were happier working with people who were not their close friends (85%); felt they were better at coping with new situations (85%); and found it easier to make new friends (85%). Furthermore, nearly two thirds (64%) of students were happier about changing class or school after the residential (reducing to 62% in the long-term follow-up surveys), which was the thing they had been least positive about before going on the residential.

Impact on Pedagogical Skills

37. Staff (in both surveys and focus groups) identified that residential experiences provided opportunities for them to widen and develop their pedagogical skills. The main areas of impact identified were:
 - providing opportunities to develop new ways of teaching and learning that were transferred back to the classroom context, including learning outside the classroom, group learning, problem based learning, discovery learning, student-led enquiry and creative learning;
 - impact on curriculum delivery and providing a more integrated curriculum;
 - staff developing relationships with colleagues from their own and other schools, as well as with other professionals involved in the delivery of residential learning;
 - impact on individual members of staff and professional development opportunities;
 - staff developing a better awareness of, and insight into, students' and families' needs.
38. Staff surveys completed after the residential showed that professionally and as a team of staff Learning Away was achieving its goals (72% and 69% respectively), and staff expected it to impact on their own practice and that of their colleagues (62% and 61% respectively).

How Residential contribute to Impact: Developing a Learning Away Community

39. Residential provide the opportunity and experience of living with others, which leads to the development of a strong sense of community and belonging. Key aspects of the residential experience that made a difference to participants and achieved positive outcomes were:

- **The time, space and intensity of the residential experience:** this was key to developing relationships and learning opportunities. Participants were away from home for an extended period of time, away from their usual routines and distractions, which provides opportunities for them to be immersed in learning and to develop relationships. Unstructured time provided opportunities for discussion and self-reflection and more informal learning. The value of informal time and overnight stays on the quality of the experience and the change in relationships was clearly evidenced.
- **Residentials were a leveller:** residentials provided a new space and context where participants were equal and existing barriers and hierarchies could be broken down. The residential context allowed students to see different qualities in each other, which impacted on their interpersonal relationships, both on the residential and back in school.
- **Relationships developed through sense of community/living together:** residentials allowed participants to create a new positive community away from their normal distractions and gave them time and space to address their goals (both personal and learning related) within a supportive environment. Residentials helped to develop a sense of responsibility and maturity: participants were responsible for themselves and others, helping to promote self-reliance and team work.
- **Challenging activities and opportunities to experience success:** residentials provided a range of practical and physical challenges impacting on confidence, self-belief and attitude to learning, both on the residential and back in the classroom. Success in activities was linked to success in the subject, and these memories were interlinked when students returned to school.
- **New ways of learning/ownership of, and engagement with learning:** residential learning provided a context and model for students and teachers to explore new ways of teaching and learning, and provides experiential and context-based learning. Both of these were factors that helped to develop students' understanding and knowledge, facilitating their engagement with, and progress in, learning. Residentials provided important opportunities for students to revisit and build on their learning experiences from one day to the next.

Quality Principles: Elements of a 'Brilliant Residential'

40. As part of the evaluation of Learning Away, York Consulting was asked to test the concept of the 'brilliant residential'² and identify the key elements that make for high quality residentials. The following provides a summary overview of what the evaluation suggests makes a brilliant residential, in terms of improving outcomes for students and developing learning opportunities within schools:

- **providing progressive residentials:** which give students opportunities to engage in residential experiences on an ongoing basis throughout their school career (i.e. 5-18). Progressive residentials provide a sequence of coordinated residential learning experiences for students that help to develop and embed learning and skills year on year. Providing progressive residentials gives students a clear picture of how they can progress in developing their skills and knowledge. The progressive element is important for sustaining and enhancing growth in confidence year on year;

² Learning Away has developed the concept of 'brilliant residentials' which are led by teachers, co-designed with students and fully integrated into the curriculum. Brilliant residentials can impact on students of all ages and can help to deliver whole school change (for further details see <http://learningaway.org.uk/residentials/#>).

- **providing residentials that are embedded within existing programmes of delivery**, i.e. are integrated with the curriculum and closely linked to classroom activities. Staff noted that the standard of students' work was enhanced after their residential experience, because they were able to draw on what they had learnt on the residential;
- **providing residentials that are designed and led by school staff**: staff involvement in the design and delivery of residential experiences means that activities can be specifically developed to meet the needs and learning objectives of students within their own schools. This approach also helps to embed, reinforce and progress learning from the residential back in school and facilitates the integration of the residential experience fully within the school curriculum. Residentials also provide valuable staff development opportunities and give staff opportunities to share practice and learn from others;
- **providing residentials that are designed and led by students**: involving students in designing, planning and leading residential experiences allows students' to have ownership and control of their learning, which helps enrich the residential experience, leads to improved engagement and confidence and attitude in working with others. Students involved in running residentials can also be important role models for other students;
- **providing new and memorable experiences**: the Learning Away residentials have shown that new does not need to be exotic or expensive, and that memorable experiences are not always planned and are often linked to overcoming adversity. Learning Away demonstrated the value of lower-cost residentials, which were financially sustainable in the longer term.

CONCLUSIONS

41. Learning Away has shown that a residential learning experience provides opportunities, benefits and impacts that cannot be achieved in any other educational context or setting. Throughout the evaluation process, impacts on relationships (both student-student and staff-student) and on students' confidence were strongly and consistently demonstrated. The strength of relationships developed was significant and often unexpected. There was also strong evidence that impacts in these areas led to positive outcomes in terms of students' engagement with, and progress in, their learning, as well as their self-belief and expectation that they would make progress and succeed.
42. The evaluation provided some promising (albeit small scale) quantitative evidence of impact on achievement. Data was provided which showed that secondary students who attended Learning Away residentials improved their performance and achieved higher than their predicted grades (in GCSEs and Highers). Pre- and post-residential assessments also showed positive impacts on students' achievement, suggesting a residential effect when students were tested at or immediately after the event. However, in one partnership impacts on achievement seen immediately after the residential were not reflected in improvements in students' predicted or actual GCSE grades in the longer term. This suggests that there is a need to gather further data to provide more robust evidence of the impact of residentials on achievement in the longer term.
43. There was also evidence from primary partnerships that Learning Away residentials impacted on pupils' progress and achievement, in terms of improvement in pupils' literacy scores pre and post residential. Staff noted an impact on low and average achievers and boys' literacy scores in particular.

44. The longitudinal nature of this evaluation meant that we were able to evidence the longer-term impacts on both staff and students of involvement in this five-year programme. We were able to show the cumulative impact, for example, on staff confidence, skills and expertise in running residential programmes and on the delivery of the curriculum back in school. We were also able to show how residential experiences impacted on students as they progressed through their school career and how the progressive nature of many of the residentials facilitated the development of students' leadership skills, helped maintain their engagement with learning and led to positive transitions.
45. Learning Away highlighted how the bonds created on residentials, between students, between staff and students and between staff were maintained back in school. The evidence shows the benefits of students going away with staff who teach them, in terms of maintaining these improved relationships back in school, as well as providing opportunities to build on and reinforce learning. We have seen how residentials provided opportunities for participants to see others in a different light, and how these changed views were maintained back in school. We have also seen students' empathy and respect for one another increase through being involved in the Learning Away community, and how staff and students developed a common language of experience, which helped them stay connected long after the residential experience. Furthermore, Learning Away showed how residentials could break down the barriers between different groups within classes, in schools and between schools, reflected, for example, in a reduction in bullying and teasing.
46. Learning Away also provided significant staff (teaching and non-teaching) development opportunities, providing opportunities for staff to grow and develop their expertise, which resulted in them becoming more ambitious in their teaching. Learning Away residentials became sustainable, because schools encouraged and facilitated training for their staff to lead residentials. Having become aware of the difference residentials can make to student outcomes, schools developed their own funding strategies to continue their involvement.
47. We have seen the impact of residential experiences on individual students and their teachers: the impact of Learning Away was much wider than the residential experiences themselves. Where Learning Away was successful, it went beyond the residential and impacted on teaching and learning back in school and on schools' approaches to delivering learning, for example, developing a more thematic approach to delivering the curriculum and being more willing to take risks back in school.
48. As a result of Learning Away, residential learning (particularly at the primary level) became embedded within the curriculum, but also shaped how the curriculum was delivered. The importance of staff being able to integrate and embed residential learning back in school should be emphasised. However, at the secondary level in particular, staff noted the challenges they faced in doing this.
49. Schools also went beyond residential learning to developing more opportunities for student co-construction and leadership opportunities back in school. Learning Away resulted in the development of opportunities for Learning Outside the Classroom (LOtC) and group based and peer-led learning back in school, because staff saw the impact on students' engagement with their learning.
50. Schools involved in Learning Away delivered a wide range of residentials with a broad spectrum of aims and ambitions focused on a range of outcomes (e.g. behaviour, relationships and attainment) taking place in a variety of settings, but what was common to them all was that the residentials provided the opportunity to develop a strong sense of community and belonging away from the normal distractions of daily life. The evaluation identified how the residential experience facilitated achievement of these positive outcomes.

51. We were also able to evidence the key aspects of Learning Away residentials that made a 'brilliant' residential and led to improved outcomes. It was clear that when residential learning was integrated within the curriculum it had the potential to provide much greater impact and many more learning opportunities:
- residentials were most successful when they formed an integral part of long-term curriculum planning and were closely linked to classroom activities. Brilliant residentials were not seen as 'one-off' special events but an integral part of the school, fully integrated within the curriculum and life of the school for all students;
 - residentials are more likely to have a long-term impact on students, (especially in secondary schools) and on attainment in particular, when they are followed up on students' return to school.
52. The findings in this report highlighted the value of providing progressive residentials, which help to develop and embed student learning, skills acquisition and confidence year on year. The evaluation showed that staff and student ownership of the residential experience (in terms of design and delivery) was a crucial factor in making a difference. Involving students in designing, planning and leading residential experiences had a positive impact, both on the students involved and the learning of their peers.
53. Staff involvement in design and delivery meant that residentials were designed to meet the specific needs and learning objectives of students within their own school. This learning can then be reinforced and built on back in school, which also facilitated the integration of the residential experience within the school curriculum. Brilliant residentials also provided the opportunity for staff to develop their practice, share good practice and learn from colleagues, both within their own and other schools.
54. The commitment of senior management to residential learning was key to successfully embedding residentials within schools. Once headteachers were on board, opportunities for successfully embedding the programme were much more likely.

RECOMMENDATIONS

55. The following recommendations are provided for schools, providers, policy and research:

Schools

56. Learning Away has shown that a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residentials are fully integrated with a school's curriculum and ethos. Schools should try to provide a wide range of residential experiences integrated with other class-based and learning outside the classroom activities (through themes/projects/ subjects).
57. Learning Away has demonstrated that residentials have greater impact when teachers are clear about their learning objectives, these are shared with providers, and evaluation processes are in place to find out whether they have been achieved. Residentials work best when schools plan their programmes using a planning system that means that residentials are needs-led.
58. Learning Away has identified the value of action research as a model for planning, developing, improving, understanding and evaluating the impact of residential programmes.
59. Learning Away has shown residentials are also more effective when there is active teacher and student involvement in their planning, delivery and evaluation. The more buy-in from participants at the planning stage, the greater the learning on the residential.

60. If using a residential provider, schools should work closely with them during the planning process to get the right mix of activities, whether these are school- or centre-staff led, or student-led. Schools should feel confident to ask providers for planning and delivery flexibility.
61. Schools should plan for evaluation as an essential part of the residential planning process, and evaluate rigorously using both quantitative and qualitative data. Schools should be encouraged to develop action research and theory of change approaches to evaluation in order to understand, develop and confirm the value of their practices. It is good CPD, good reflective practice and good for Ofsted/governors/parents.
62. Residentials can provide significant opportunities for teachers to trial, develop and practise different teaching styles, approaches and pedagogies and to recognise their effectiveness. Many Learning Away schools are also recognising that these successful approaches can be replicated back in school, for example experiential learning, co-construction and project-based learning.
63. Schools could develop a climate that encourages healthy risk-taking in terms of pedagogy, to both support staff willing to run residentials and to support changes to pedagogy when staff return from residentials.
64. Residentials have greater longer-term benefits when the learning is embedded and reinforced on the return to school, especially in terms of achievement, attainment and engagement. Schools should, therefore, ensure that this is part of the residential planning process.
65. Schools should recognise and plan for the value of the informal/social/non-teaching time during residentials. The transformational impact of the relationships developed during this time is crucial to the outcomes of a residential experience (for young people and teachers).
66. Learning Away has shown that residentials are an excellent way of supporting students through transition points and using them to prepare young people for change is an excellent use of time and effort.
67. Learning Away showed that the support of headteachers and SMT was critical to running an effective and sustainable residential programme, and should be seen as a critical factor in successfully embedding residential learning. Schools should try to develop a staffing structure to support staff taking on responsibility for residentials. This role should promote and support teaching and learning, as well as logistics and health and safety management.
68. Learning Away provided invaluable staff development opportunities: there is a need for schools to continue to take advantage of the CPD opportunities presented by residential learning, as well as providing opportunities for staff to come together to share their learning. Schools should try to provide relevant CPD for staff running residentials to support curriculum integration, learning outside the classroom approaches to learning and specific skills to run lower-cost residentials e.g. camping.
69. Learning Away showed the value of schools working in partnerships to plan and deliver residential programmes, provide mutual support and training, come up with creative solutions, share equipment and resources, and combine purchasing power.
70. Schools should look within the wider school community for the expertise they might need on a residential and, when appropriate, for volunteer adults (or older student leaders) to relieve the pressure on staff cover.
71. Learning Away schools have demonstrated that residentials do not need to be expensive and that lower-cost models can provide as good, or often better, outcomes. Schools should therefore investigate lower-cost residentials e.g. camping, shorter times away, more activities run by staff (or all three).

- 72. Learning Away schools have shown that Pupil Premium funding can be used successfully to part fund the cost residentials and have been able to demonstrate their impact on raising the attainment of disadvantaged pupils and helping to 'narrow the gap' between them and their peers.
- 73. There was evidence in some local authorities and partnerships that residential learning was becoming embedded and more schools were joining the programme at the end of the Learning Away programme. There is a need to publicise these successes and show others how residential programmes have been embedded across schools and local authorities. Schools should make greater use of their local networks to spread good practice.

Providers

- 74. There is a need to publicise the benefits of residential programmes to a wider audience: providing customised promotional packs to schools to demonstrate the benefits and the ease of getting started would facilitate this. Providers should direct schools to the Learning Away findings and website.
- 75. In addition, providing a schools' funding guide outlining the low cost sustainable models of residential delivery developed as part of Learning Away would help the engagement of more schools. In this way, providers could publicise the funding opportunities available to schools so that cost does not appear to be prohibitive and/or prevent residential experiences from being available to all young people. In particular providers should highlight the possible use of Pupil Premium and help schools evaluate its use for this purpose.
- 76. Providers could do more to promote and support the development of curriculum integrated, inclusive and progressive residential programmes. Providers could encourage schools to recognise that residentials should be seen as an entitlement for all young people and not an enrichment activity.
- 77. Learning Away has shown the value of partnership approaches, using staff from both schools and residential providers to plan and deliver programmes that are tailored to the needs of individual students and their schools. Residentials are more effective when there is active teacher and student involvement in their planning, delivery and evaluation. Promoting further opportunities for partnership working should be encouraged, as well as publicising examples of successful collaborative approaches. There is a need to make both providers and schools more aware of what can be offered via residential learning experiences and LOTC more widely.
- 78. Providers could do more to highlight the wide range of opportunities provided by residential programmes, including impact on achievement (e.g. GCSE attainment, literacy, maths), student leadership, key stage 2 to 3 transition, training, key stage 1 residentials, family residentials and vertical age subject groups.
- 79. Providers could do more to encourage and support lower-cost models such as provide camping opportunities (sites, equipment and support), shorter residential stays (e.g. two day/one night), more teacher and student-led activities and less centre staff input.
- 80. Learning Away has highlighted the value of informal/social/non-teaching time during residentials. Providers could do more to publicise the uniqueness of this element of the residential experience and help schools make better use of this aspect of their programme.
- 81. Providers need to do more to evaluate the impact of their residential programmes and activities, to involve schools in the evaluation process and to share their data/evidence with schools.
- 82. There is more potential for providers to work collaboratively with schools in action learning clusters to help them develop residential programmes. This could enable providers to increase

their usage or be an enhanced role in promoting the wider use of residentials when centres are already at capacity.

Policy

83. Learning Away has shown that residential learning opportunities can impact on how the curriculum is delivered back in school and help shape the delivery of a more meaningful curriculum. Going forward these impacts need to continue to be promoted.
84. Learning Away has shown that residential programmes can help to develop a learning community for a wide range of educational outcomes and that they can make a significant contribution to achieving such communities across a whole school when the Learning Away principles of inclusion, progression and integration are followed.
85. There are clear links between Learning Away and the Curriculum for Excellence in Scotland and changes to the primary curriculum in England. These links provide a strong case for using residential programmes to help deliver the curriculum more effectively and reinforce students' learning.
86. Learning Away has highlighted the power of family residentials: linking these to the family support agenda and promoting the benefits of residentials to family support programmes more widely would be beneficial.
87. The impact of residential experiences on students' resilience, confidence and wellbeing, clearly fits well with the current focus on supporting schools to develop 'character' and resilience in students in order to prepare them better for adult life. The clear links to character education should be highlighted.

Research

88. This evaluation has provided a wide range of quantitative and qualitative data. However, the quantitative attainment data that schools were able to provide was more limited. A key priority for future research is a purpose designed action research attainment tracking project with comparator groups. This work needs to be undertaken in partnership with schools.
89. It would be would be valuable for future research to explore further: the longer-term impacts of residential experiences; effective strategies for reinforcing and embedding learning; the impact on students' health and emotional wellbeing; and the benefits of residential experiences in the non-formal youth sector.

1 BACKGROUND

About Learning Away

- 1.1 *Learning Away* aimed 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 was funded by the Paul Hamlyn Foundation (PHF) from 2008 to 2015.
- 1.2 PHF's long-term aspiration was to achieve significant shifts, nationwide, in schools' commitment to high quality residential learning experiences for their students. PHF wanted 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 students, 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 would assist schools in working towards and achieving these goals.
- 1.3 A total of 60 schools (primary, secondary and special), operating in 13 partnerships were involved in delivering Learning Away. Participating schools developed new models of residential experiences that were teacher and student designed and led. Residential experiences included a wide range of activities and venues: camping (on school sites, locally or further afield), co-constructed partnerships with outdoor providers, and school exchanges in urban and rural environments. Each partnership had a distinct identity and focused on the challenges and themes relevant to their particular context, from GCSE attainment to key stage 2 to 3 transition, from family support and raising aspirations, to cultural diversity. Additional information on the partnerships involved in delivering Learning Away can be found in **Table D1** in **Annex D**. Further details of the Learning Away programme can be found at <http://learningaway.org.uk/about/>.
- 1.4 Learning Away aimed to encourage schools – both those with strong existing residential programmes, and those that had not yet committed significantly to residential learning – to make a change in their residential provision and highlight what could be achieved. Schools that received funding had to demonstrate that they were working towards a number of guiding principles for developing an integrated approach to high-quality residential learning, including integration with the curriculum, that they were inclusive, provided a range of experiences, were progressive programmes and involved staff and students in delivery (for further details see <http://learningaway.org.uk/impact/guiding-principles/>).

Aims of the Evaluation

- 1.5 The evaluation of Learning Away had two overarching aims:
- to test and evidence 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 student-level outcomes; can transform the learning experience of students; can help to transform schools; and does not need to be expensive;
 - to generate new insights and understanding about how and why residential learning can and does achieve these outcomes.

Evaluation Approach

1.6 The evaluation of Learning Away has taken place in two stages:

- the Centre for the Use of Research and Evidence in Education (CUREE) undertook the first phase of the evaluation (2009-11) and worked with partnerships and PHF to develop their hypotheses;
- in 2012, York Consulting (YCL) was commissioned by PHF to undertake the second phase of the evaluation and helped to develop and test the concept of the brilliant³ residential.

Stage 1: CUREE Evaluation and Development of the Hypotheses

1.7 For the first two years of the Learning Away programme, the evaluation was carried out by CUREE. They proposed an evaluation strategy that would support schools to collect data that CUREE would in turn analyse and synthesise. CUREE initially conducted a literature review to ensure that their evaluation instruments were designed in accordance with existing evidence about those features of learning that could be captured during a residential. CUREE believed that it would be difficult to use common data collection tools available for evaluation, given the diverse nature of the Learning Away schools' residential programmes and the wide range of ages of students involved in these programmes.

1.8 Based on the literature review and the diversity of the schools' programmes, CUREE created a self-evaluation toolkit (SET), a set of four tools to capture evidence about the few aspects of quality residential learning that were consistent across all or most clusters. They developed a set of research-based benchmarks for each of the tools, to measure and 'quantify' student progress and development as well as capture in-depth qualitative evidence illustrating progress indicators. CUREE hoped to use these tools to record the clusters' progress and turn that information into a set of principles and guidance for others interested in evaluating residential learning experiences in the future.

1.9 In addition to the SET, CUREE used two other strands of data collection: extracting evidence from schools' own evaluation activities and undertaking school visits. The SET consisted of four tools designed to help Learning Away clusters to evaluate their practice. Each tool aimed to be an age-appropriate, interactive and visual indicator that students and teachers would use to show progress in specific areas. The areas / tools were:

- wellbeing and relationships to learning: a Blob Tree tool⁴;
- context-based learning: a Diamond 9 tool⁵;
- dialogue and group work: a Tasters tool;
- linking Learning Away with learning at school: a Bull's eye tool.

1.10 In autumn 2010, CUREE produced a first report based on a pilot of their approach (with half of the schools) and case studies from visits to ten of the clusters. The main conclusions of that report were:

- many clusters had made significant progress. Evaluations identified behavioural changes in students, most notably in their self-confidence, independence, and the development of relationships;

³ Learning Away has developed the concept of 'brilliant residentials' which are led by teachers, co-designed with students and fully integrated into the curriculum. Brilliant residentials can impact on students of all ages and can help to deliver whole school change (for further details see <http://learningaway.org.uk/residentials/#>).

⁴ For further information see: <http://www.blobtree.com/>

⁵ For further information see:

http://tlp.excellencegateway.org.uk/resource/IT_CD_6014Q/instantinspiration/discussiondiamond.htm

- evidence of improvements in achievement in curriculum related areas was limited to a few clusters from secondary schools.
- 1.11 In September 2011, CUREE presented their second report to PHF. At the same time, PHF became concerned that this evaluation strategy and approach and the data collected from the schools would probably not provide strong impact evidence and might not generate new insights and an understanding of why residential learning has these impacts. PHF, therefore, decided to develop a new evaluation strategy based on a 'theory of change' approach and identify new external evaluators to implement this strategy.
- 1.12 PHF hoped that testing theories of change would make clearer the significant inputs and processes, probable pathways to change, and underpinning assumptions to test and evaluate, in order to gain new, evidence-based insights into why residential learning can make an impact on students, teachers and schools.
- 1.13 The development of this new approach led PHF, working closely with the Learning Away partnership schools, to identify nine hypotheses, which would underpin a new evaluation strategy. These hypotheses related to key impact and process themes that the evaluation would seek to test and evidence. Each partnership identified the main hypotheses that it would focus on as part of its Learning Away programme (**Table D2** in **Annex D** provides an overview of the hypotheses for each partnership).
- 1.14 Therefore, the second stage of the evaluation of Learning Away (see below) was designed to test and gather appropriate data to evidence these nine key impact themes and core hypotheses, i.e. that high quality residential learning programmes can:
- **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.
 - **Resilience, Self-confidence and Wellbeing:**
 - significantly improve students' resilience, self-confidence, and sense of wellbeing.
 - **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 students in the longer term. This can be achieved for students seen as the most disengaged, and also for students 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.
 - **Achievement:**
 - significantly boost attainment in GCSE/National 4 and 5 qualifications (previously Standard Grades in Scotland) 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, achievement 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 and secondary phase.

- **Cohesion:**
 - residentials can significantly boost cohesion, interpersonal relationships and a sense of belonging across schools/communities.
- **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.
- **Transition:**
 - significantly improve students' transition experiences, particularly between phases, and improve student progression at times of transition from one key stage to the next (particularly where incorporating cross-age/phase peer mentoring and collaborative learning).
- **Pedagogical Skills:**
 - enable teachers in primary and secondary schools to significantly widen and develop their pedagogical skills and repertoire and apply these back in schools to a positive and sustained effect.

Stage 2: York Consulting: Testing the Concept of the Brilliant Residential

1.15 York Consulting's evaluation took a mixed methods approach, which included:

- **Student surveys:** completed pre and post residential, along with long-term follow-up surveys completed two to three terms post residential, to capture students' views on the impact of Learning Away. Three types of student survey were developed for the different age groups involved in Learning Away:
 - primary key stage 1 survey: for students up to and including Year 2 (Primary 1-3 in Scotland);
 - primary key stage 2 survey: for students in Year 3 to Year 6 (Primary 4-7 in Scotland);
 - secondary survey: for students in Year 7 upwards (S1 upwards in Scotland).
- **Staff surveys:** school staff completed two types of survey:
 - those involved in delivering Learning Away completed pre- and post- residential surveys along with a final staff survey to capture their views on the impact of the programme;
 - student impact surveys for individual students where Learning Away was 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 were asked to complete a survey after their children attend a Learning Away residential.
- **Focus groups:** undertaken by PHF Learning Away advisors with students and staff post-residential.
- **Quantitative data collection:** attainment, behaviour and attendance data was requested in those partnerships where delivery of the programme was focused on improving outcomes in these areas.

1.16 Further details of the methodological approach are provided in **Annex F**.

Overview of the Research

- 1.17 This is the final report produced by York Consulting as part of our evaluation of Learning Away. It presents the findings from Years 3 to 5 of the Learning Away programme. The following surveys and focus groups were completed during the evaluation.
- 1.18 **Student surveys:** 11,461 surveys were completed (5,821 pre-residential surveys, 4,652 post-residential surveys and 988 long-term follow-up surveys⁶) from 53 schools. The numbers of surveys completed by school phase were:
- primary surveys (key stage 1 and key stage 2): 4,872 pre residential; 3,842 post residential; and 688 long-term follow-ups;
 - secondary surveys: 915 pre residential; 787 post residential; and 300 long-term follow-ups.
- **Parent surveys:** 718 parent surveys were completed. The vast majority (635) were from parents of primary-aged children.
 - **Staff surveys:**
 - 285 pre-residential and 254 post-residential surveys were completed by staff. A further 51 staff completed a final staff survey to gather views of the overall impact of the programme, both on individual members of staff and their schools;
 - student impact surveys: 32 were completed by staff, highlighting impact on individual students.
 - **Focus groups:**
 - **student focus groups:** 63 focus groups involving 398 students, across 27 schools (19 primary, seven secondary and one special school);
 - **staff focus groups:** 40 focus groups involving 192 staff across 37 schools (26 primary, eight secondary and three special schools).
- 1.19 **Figures A1 – A3 in Annex A** provide an overview of survey responses by cluster. In the main, the reporting of student survey findings is linked to the hypotheses that partnerships focused on as part of their Learning Away programme. Staff surveys were also linked to the partnership hypotheses, however respondents could comment more widely on other areas of impact. Similarly, in the final staff survey respondents could comment on any area of impact.

Positioning the Research

- 1.20 This section provides an overview of how this research fits with current thinking in the field and its contribution to the existing evidence base. The value of learning outside the classroom (LOtC) is well documented. OFSTED's 2008 thematic report on LOtC highlighted that:

“When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development” (OFSTED, 2008).

- 1.21 OFSTED went on to recommend that schools and colleges should:

“Ensure that their curriculum planning includes sufficient well structured opportunities for all learners to engage in learning outside the classroom as a key, integrated element of their experience” (OFSTED, 2008).

⁶ completed two to three terms after the residential

- 1.22 However, initial scoping for Learning Away suggested that relatively few studies in the UK have focused on residential learning or the specific contribution of the residential component of learning outside the classroom programmes. Those studies that have been undertaken have been relatively small scale and qualitative in nature and have not taken a longitudinal approach.
- 1.23 CUREE's (2010) literature review of research on residential learning found that schools rarely monitored or evaluated out of school learning or assessed its impact on learning and the curriculum. The review also identified that it was relatively rare, especially in primary schools, that residential learning opportunities were designed to reinforce students' access to the curriculum and success at school.
- 1.24 Nevertheless, the evidence that is available highlights that residential experiences can lead to individual growth and improvements in social skills, as well as higher order learning (CUREE, 2010). Residential learning can be used to highlight the benefits of taking a holistic approach to education and the importance of experiential education. Scrutton (2014) suggests that the two key features of residential outdoor education that make it an effective learning environment are the **multi-dimensional holistic nature** of the learning experience, along with the **experiential nature** of the learning (social, behavioural or academic) that takes place.
- 1.25 Williams (2012) study of residential adventure education for primary aged students found that:
- the **nature of the learning environment** created novel experiences which were quite different from those accessible in a classroom environment;
 - being in a **new situation** created a disequilibrium, which had the effect of raising the energy levels of students. Two key factors of the residential that provided that energising influence were the element of **challenge** and the **social dimension/opportunities** provided;
 - the **social dimension** also acted as a **catalytic factor**, which reinforced the impact of other aspects of the course. Other catalytic factors included the importance of the affective nature of the experience, its **holistic character** and the way in which all the factors interacted with, and reinforced each other;
 - cementing factors included the **memorability of the experience** and the intrinsic nature of the reward.
- 1.26 Similarly, Scrutton's (2014) review of the qualitative research evidence available also highlights the *"fundamental role played by the personal and social aspects of learning"*. He goes on to state that the research provides nearly universal agreement that these:
- "Improved personal and social skills lead to a better attitude towards school work and the acquisition of academic skills, which in turn leads to improved achievement and even attainment" (Scrutton, 2014).*
- 1.27 He also suggests that there is strong independent evidence that social and emotional learning leads to improved academic achievement (op cit). Evidence of sustained change in students' attitudes towards school work were also seen when the teacher and students went through the experience together and continued to build on it back in school.
- 1.28 Participants in Williams (2012) study identified a range of positive outcomes for students, including: improved confidence, better inter-personal awareness and maturity, as well as interaction effects (in which whole group behaviour emerges) and transformative effects such as a step change in confidence. His survey of 232 primary pupils also showed that the impact of a residential on students was **multi-dimensional** with many different aspects of the experience combining to create the overall impact. Williams highlighted four clearly identifiable components to the impact that residential adventure education had on students:
- living with others;
-

- challenge;
 - teacher relationships;
 - learning about self.
- 1.29 For a sub-set of 24 students, he also found a significant correlation between their attainment and two of the impact components: living with others and teacher relationships, although this did not demonstrate causality. In a sub-set of 31 students, he also found a statistically significant increase in pro-social behaviour between pre- and post-test measures and a statistically significant reduction in self-perceived hyperactivity from pre-course to post-course.
- 1.30 Hattie's (1997) meta-analysis of 96 studies showed that there were significant improvements in independence, confidence, self-efficacy, self-understanding, assertiveness, internal focus of control and decision making as a result of outdoor adventure programmes.
- 1.31 Other studies have highlighted that residential can provide important opportunities to enhance learning and development by providing opportunities for relationship building (Fleming, 1998; Stott and Hall, 2003 and Beedie 2000), and creating time and space for immersion in learning (Fleming, 1998; Smith-Sebasto, 2009; and Beedie 2000). However, for these positive outcomes to be sustained and developed, there is a need for the learning to be reinforced and built on back in school, which many did not achieve (Beedie, 2000; Ofsted, 2008).
- 1.32 It is also recognised that many of the previous studies have failed to evidence the effectiveness or value for money of residential activities.
- "The vast majority in the sample were not able to assess the effectiveness, inclusiveness or value for money of such activities" (Ofsted, 2008).*
- 1.33 Existing evidence reinforces findings from this study of Learning Away, particularly in relation to the residential experience and how it can impact on outcomes for students and schools; the need to look at why residential experiences may be more effective than learning outside the classroom/classroom based practice (i.e. the value of the overnight stay); and the need to investigate the relationship between programme characteristics and outcomes (Hattie *et al.*, 1997).
- 1.34 This evaluation of Learning Away provides important insights into the impact of residential learning due to its mixed methods approach (incorporating both quantitative and qualitative data) and the scale and longitudinal nature of the programme. Furthermore, where appropriate, it includes an exploration of the impact of residential learning on students' attainment, attendance and behaviour. It also explores what it is about the residential context that makes the difference to those involved and what makes a 'brilliant residential'⁷.

Structure of the Report

- 1.35 This report is structured as follows:
- **Section Two:** explores the main impacts of Learning Away linked to the hypotheses partnerships were working towards. It draws on both qualitative and quantitative evidence;
 - **Section Three:** focuses on the ways in which residential experiences lead to improved outcomes and the development of a Learning Away community;
 - **Section Four:** explores the quality principles identified by the evaluation and the key elements of what makes a 'brilliant residential';
 - **Section Five:** provides conclusions and recommendations.

⁷ op cit.

2 FINDINGS

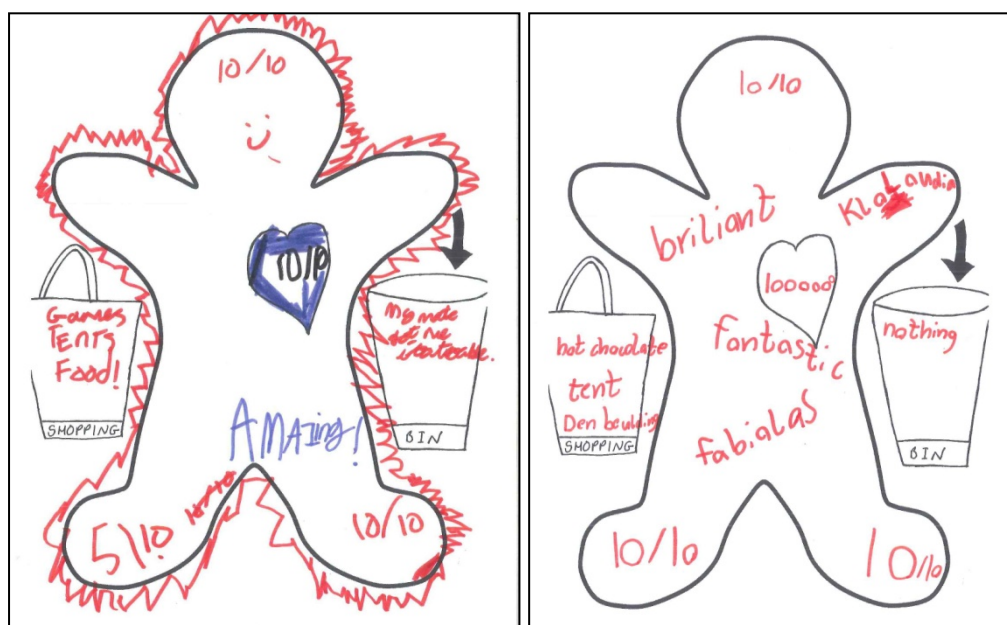
Participants' Views of Learning Away

- 2.1 The following section explores student, staff and parents' views of Learning Away as reported in their survey responses.

Students' Views

- 2.2 The vast majority (90%) of students said they liked or enjoyed their residential and 89% of secondary and key stage 2 pupils liked their residentials 'a lot' (see **Figure 2.1**). Students identified (in order of frequency) 'the activities', 'time with friends' and 'learning new things' as their favourite parts of the residential (see **Figure 2.1** from primary pupils). When asked if there was anything they did not like about the residential, the most common student response was 'nothing'. However, a significant minority of students did not like 'being away from home', and some did not enjoy the journey.
- 2.3 Students also valued the opportunity to take ownership of the planning process. More than half (56%) of primary pupils and nearly two thirds (64%) of secondary students felt activities were better because they helped plan and decide what they were involved in.
- 2.4 More than a third (37%) of secondary students felt that they had changed as a person because of the residential. They were most likely to say that they were more confident, better at working together and more willing to try new things as a result of their residential experiences.

Figure 2.1: Primary Pupils' Enjoyment of Their Residential



Staff Views

- 2.5 Staff were extremely positive about students' engagement in residential activities, with nearly three quarters (73%) of staff stating that they felt residentials were 'extremely' beneficial for their students. A further 23% stated that students benefited 'very much' from their residential experiences. Only 2% thought they were moderately beneficial. When asked specifically about Learning Away residentials, prior to the residential, 71% of staff felt that it would be an extremely beneficial experience, and a further 23% stated that they felt students would benefit very much from their residential experience. On return, responses remained positive, with more than two

thirds (68%) stating that the residential had been extremely beneficial for their students and 28% stating that students had benefited 'very much' from the experience (a further 4% felt that the residential had a 'moderate' benefit for students).

"The general success of the trip was amazing. Although I already had high expectations, these were massively surpassed by the students. The amount of learning was brilliant!" (Secondary Staff Survey)

- 2.6 Prior to going on the residential, the vast majority (86%) of staff felt that it would be 'extremely' or 'very' beneficial for them as professionals. The remaining staff felt they would benefit 'moderately' (9%) or 'slightly' (1%) from their involvement, and only one respondent felt that they would not benefit at all. On return, 87% of staff felt that the residential had been 'extremely' or 'very' beneficial for them as professionals (a further 11% said they had benefitted moderately and 2% slightly or not at all).
- 2.7 Prior to attending the residential, the vast majority (91%) of staff felt that it would be 'extremely' or 'very' beneficial for their school. On return, 91% of staff felt that the residential had been 'extremely' or 'very' beneficial for their school (a further 8% said their school had benefitted moderately and 1% slightly or not at all). Staff also identified the value that volunteers brought to their residential programmes, whether this was parents, governors or other staff from school who provided their support on a voluntary basis:

"Volunteers brought a huge amount of experience with them. Both staff and children learnt a great deal from them" (Primary Staff Survey).

- 2.8 The role played by non-teaching staff (including teaching assistants, catering staff and family support workers) in planning and delivering residentials was also significant and increased as the Learning Away programme developed and became more embedded within schools. As the programme progressed, the value of engaging a wide range of school staff became more apparent. Staff were most likely to identify the following as the main focus of Learning Away activity within their school (in order of frequency):

- to improve transition experiences (between year groups, key stages and primary and secondary);
- team building and developing team-work skills;
- to provide students with new experiences: for example, being away from home (often for the first time), experiencing cultural and lifestyle differences etc.;
- to improve students' confidence and self-esteem;
- to develop relationships;
- to develop knowledge and understanding;
- to improve attainment;
- to develop students' independence;
- to provide outdoor learning opportunities.

"[The main focus of Learning Away activity is] to broaden the children's horizons in terms of aspirations beyond their estate and the lifestyles that they see modelled. To develop social and interaction skills from teachers and from meeting other children from a different social group" (Primary Staff Survey).

- 2.9 At the primary level, staff identified that Year 6 students were most likely to be involved in the residentials they were delivering, closely followed by Years 3 and 2. At the secondary level, Year 10 students were most likely to be involved, followed by Years 11 and 9. However, it was interesting that a number of primary and secondary partnerships (five primary and two secondary) were targeting **all year groups**, showing the progressive and integrated nature of residentials within these schools. The majority (80%) of staff also stated that their Learning Away residentials were targeting the whole year group rather than specific cohorts of students.
- 2.10 When asked the extent to which Learning Away was linked to their school's overall development strategy, almost half of respondents stated that it was closely linked (29%) or fully integrated (17%). A further third said they were some links or were developing links and only 1% said there were no links. When asked to describe the link between Learning Away and the curriculum in school, 41% of respondents said it was closely linked or fully integrated. A further 47% said there were some links or links were being developed and only 2% said there were no links.
- 2.11 Staff identified key differences in how students learnt on residentials and in school. These focused on the different learning environment/context and opportunities to explore alternative approaches to teaching and learning. Primarily:
- that the residential provided a more relaxed, informal and less structured learning environment with no time constraints and opportunities to be immersed in learning;
 - the interactive, experiential and inspirational nature of the learning environment that could not be replicated in the classroom. Staff felt students were more engaged because they were outside the classroom environment;
 - the residential provided opportunities to develop relationships (both staff-student and peer);
 - the residential provided opportunities for more collaborative learning and team work.
- 2.12 Residentials provide a unique learning experience that cannot be achieved in any other educational context or setting. The combination of activities and shared experience of living and learning with others makes a residential a unique learning opportunity.

Parents' Views

- 2.13 Parents clearly valued the opportunity for their child to be involved in a residential experience: the vast majority of respondents (97%) considered residentials to be 'very valuable' or 'valuable' experiences and 94% felt that their children would get a lot out of the residential.
- 2.14 Before the residential, parents felt well informed about it (92% strongly agreed or agreed with this statement) and two thirds (66%) had no concerns about their child attending. Those (31%) who did have concerns were worried about their child settling away from home, lack of contact and issues of safety and security. After the residential, the vast majority of parents felt their child had enjoyed their residential (97% strongly agreed or agreed with this statement).

[Any concerns about the residential?] *"I knew my son would be extremely well looked after during the trip. My only concerns were that he had not been away from home before. I needn't have worried, he had an amazing time"* (Parent Survey).

The Impact of Learning Away

- 2.15 This section looks at the main impacts of Learning Away identified during the evaluation process. It explores different types of impact directly linked to the hypotheses that partnerships focused on achieving. It should be noted that many of these impacts were closely interlinked. Each hypothesis is explored in turn and, where relevant, variation in impact by age or type of student is discussed. The hypotheses are explored in the following order:

- Relationships;
- Resilience, Self-confidence and Wellbeing;
- Engagement with Learning;
- Achievement;
- Knowledge, Skills and Understanding;
- Cohesion;
- Leadership, Co-design and Facilitation;
- Transition;
- Pedagogical Skills.

2.16 The following discussion presents an overview of the key findings (both qualitative and quantitative data) supported by evidence from the field presented in the form of vignettes, case studies and quotes from staff and students. Tables detailing the main findings from the student surveys are provided in **Annex B**.

Impact on Relationships

- 2.17 One of the most significant impacts of Learning Away identified by participants was on relationships, both peer relationships between students and those between staff and students at both the secondary and primary level. Nine of the 13 partnerships were focused on improving relationships, either student-student (nine partnerships) or staff-student (eight partnerships).
- 2.18 When asked to describe relationships within their school prior to the residential, staff provided the following responses:
- **relationships between students:** 57% stated that generally relationships were good and that students got on well; and 36% of respondents stated that there was some tension between groups of students;
 - **staff-student relationships:** 68% stated that working relationships were very good and were built on mutual understanding and respect; and 30% stated that a significant number of working relationships were very good, but there was room for improvement across the school;
 - **home-school relationships:** 65% stated that some parents were engaged, but others were harder to engage; and 23% stated that parents have interest and involvement with school on a regular basis.
- 2.19 In relation to impacting on relationships, the outcomes staff said they wanted to achieve most were: enhanced peer relationships (75%); access to new friendships and experiences (68%); and enhanced student-teacher relations (66%). Staff were most likely to identify that Learning Away residential had been designed to improve relationships by providing opportunities for participants to get to know each other in new and different settings (66%), to learn in different groups (58%) and to develop new friendships (51%).
- 2.20 Post residential, 84% of staff felt that the Learning Away residential had begun to achieve its aims in relation to improving relationships with 60% stating that immediate outcomes had been achieved, highlighting the immediate impact seen in relation to this hypothesis. Staff indicated that the residential had met the aims they had been designed to achieve and had provided opportunities to: enable participants to get to know each other in new and different settings (62%); develop new friendships (61%); and learn in different groups (42%).

- 2.21 The strength of relationships developed between staff and students and the unexpected friendship groups that emerged between students were key unexpected outcomes identified in the staff surveys. Parents also highlighted the value of the residential in providing opportunities for their children to develop and cement relationships with their peers and school staff, especially in terms of supporting transition.

"I think this is a very worthwhile trip for first years, as it encourages integration with other pupils and teachers!" (Parent Survey).

Peer Relationships

- 2.22 The main impacts on **peer relationships**, identified by both staff and students, were:
- the development of **new relationships**, including: friendships across year groups and with students from other schools or within existing year groups, as well as opportunities to **develop and enhance existing peer relationships** and **cross-gender relationships**;
 - a change in **existing power relationships** seen between students within school. The residential provided a context where less confident or quieter students could be seen in a new light, for example: taking the lead, being the first to try new things, or taking the initiative. Staff also noted that those students who were popular and outgoing in school were more willing to associate with less confident or quieter students on the residential. Similarly, because quieter and less confident students felt more comfortable within the residential context, they were more willing to interact with their peers;
 - the development of **more trusting, supportive and respectful** relationships between students;
 - developing **vertical relationships** with older peers, for example: student leaders, providing opportunities to discuss learning and develop positive relationships;
 - developing students' **social skills and skills to form relationships**, for example: learning how to talk to different people, learning how to start conversations and make people feel comfortable.
- 2.23 The residential provided a context and activities where new relationships could be developed and forged and existing relationships enhanced within a safe space. Within this environment students were more trusting and supportive of each other and more willing to talk to others and had the confidence to join in. There was evidence that social groups became more interlinked on the residential, at both secondary and primary levels. In a number of partnerships, this was further enhanced by running residential with mixed year groups, for example: Years 1, 2 and 3 going away together. Improved relationships were also noted between groups of students that tended to argue and fall out in school, but whose relationships on the residential were far more respectful and empathetic (see **Table 2.1**).

Table 2.1: Voices from Learning Away: Impact on Peer Relationships

Developing New Relationships	Changing Existing Power Relationships
<p><i>"You spoke to more people that you didn't normally speak to" (Secondary Student Focus Group).</i></p> <p><i>"You got to know a lot more about them [friends]" (Secondary Student Focus Group).</i></p>	<p><i>"I think it probably helped the quiet ones [students]... you can see them building relationships with other students and feeling more comfortable with them ... they wouldn't have done this in school" (Secondary Staff Focus Group).</i></p>
<p><i>"I felt really happy because I got to mix with different people that I wouldn't normally mix with" (Primary Pupil Focus Group).</i></p>	<p>A member of staff talking about a student with SEN who normally spends a lot of time with staff, becoming friendly with a boy from another school:</p> <p><i>"To see someone who actually struggled to make friends in his own school become somebody completely different, because this person didn't know anything about him..." (Primary Staff Focus Group).</i></p>
<p><i>"There was a lot more flexibility between the groups, especially between the boys and girls, who tend to be separate sides of the classroom by their own choice" (Secondary Staff Focus Group).</i></p>	
Developing More Trusting and Respectful Relationships	
<p><i>"Pupils demonstrated the ability to work collaboratively with peers and adults, who they would not usually have chosen to work with! This then enhanced their social skills AND gave them opportunities to see things from differing perspectives!" (Staff Survey).</i></p> <p><i>"There wasn't a single incident while we were away and boys who usually don't get on, showed respect and empathy towards each other" (Staff Survey).</i></p>	<p><i>"The kids, in that environment, are a lot more happy to help one another, especially those children that don't necessarily talk to one another... in school they normally stay in their little groups" (Secondary Staff Focus Group).</i></p> <p><i>"They would never normally speak to each other in the school environment but they were looking out for each other" (Secondary Staff Focus Group).</i></p>
Developing Vertical Relationships	
<p><i>"Instead of just going for a couple of hours you get to know all the kids more, you got to spend more time with them and do activities with them" (Student Leader Focus Group).</i></p>	

Staff-Student Relationships

<p><i>"Really, the fundamental thing in terms of impact is based on the relationship [between staff and students] more than any other measure" (Secondary Staff Focus Group).</i></p>	<p><i>"The student-teacher relationship built in a week on residential is similar to that of a relationship built over an entire year in a normal class situation" (Secondary Staff Survey).</i></p>
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2.24 The following impacts on staff-student relationships were identified (see **Table 2.2** for examples). The most notable impacts were on relationships between secondary school staff and students:

- the development of **new relationships** between staff and students, for example: staff getting to know students in other year groups, as well as **enhancing/changing existing relationships**, for example, getting to know students better and developing a better rapport. Staff noted that they learnt a great deal about their students within the residential context, which would not have been possible within the school environment and returned from the residential knowing their students much better;
- changing attitudes towards one another**, primarily students seeing teaching staff as individuals and having a better understanding of them. Within the residential context staff-student relationships could be more equal and relaxed, for example: secondary students calling staff by their first names and sharing a joke with them;
- providing staff with **better insights and understanding** of their students' behaviour and how best to respond to that behaviour;

- the development of **more trusting and respectful relationships** between staff and students, which came about through facing common challenges and fears and working together as a team. This change in relationships was identified mainly post residential (see discussion on sustaining outcomes).

Table 2.2: Voices from Learning Away: Impact on Staff-student Relationships

Developing New Relationships and Enhancing Existing Relationships	Changing Attitudes
<i>"It changes your relationship with them... part of me would think, 'Gosh, taking away children that I've only had in my class a week and half – not a good idea - but actually I've come back knowing those children far better than I would have done..." (Primary Staff Focus Group).</i>	<i>"They see a different side to us as well... they learn something different about us, that we're not just the teacher, we are another person" (Primary Staff Focus Group).</i>
<i>"Seeing how much better they respond to you in that context... I learnt a great deal about the students I had previously worked with, I learnt a great deal being away with them for a week in an environment... not at school" (Secondary Staff Focus Group).</i>	<i>"[What liked best about the residential] Getting to know the teachers. It sounds strange but you don't see teachers as teachers. [In school] you see teachers as scary and strict but on the residential trip they're so much nicer. [You see them as] normal human beings" (Secondary Student Focus Group).</i>
More Trusting Relationships	
<i>"Because of the trip I think the teachers are trusting us to do more, like carrying on with our work, not looking over our shoulders" (Primary Pupil Focus Group).</i>	
<i>"Doing activities with students when teachers are facing their own fears makes you seem more human to them... Sometimes they forget that we have feelings and we're not robots ... They remember this when they come back to school. Doing scary activities together and teachers achieving them, with encouragement from students, makes you feel like they're all on your side..." (Secondary Staff Focus Group).</i>	
<i>"On a residential students have to trust your judgment... trust everything you're setting up for them and that improves relationships. So they trust teachers more back in the classroom and understand they are being asked to do things for a reason" (Secondary Staff Focus Group).</i>	
Better Insights and Understanding	
<i>"You can diffuse situations by... simply having a bit of knowledge about someone" (Secondary Staff Focus Group).</i>	

Home-School Relationships

- 2.25 A number of impacts on home-school and family relationships were also identified by school staff. Staff from SMILE Trust High School and two of the primary partnerships felt that residential helped them **get to know parents better** and, particularly in SMILE Trust, **helped improve relationships** with parents (see **Table 2.3**).
- 2.26 Within the SMILE Trust partnership, providing family residentials, participants also identified **impacts on family relationships**, particularly around better communication and listening within the family. **Case Study 1** provides an overview of the impact that the residential had on one student and his family. It highlights improved staff-student relationships, improved behaviour and also better home-school relationships.

Case Study 1: Impact of Family Residentials

This student was involved in a family residential with his sister and his mum. A number of impacts were identified, both on the residential and back in school:

Impact on Family Relationships and Relationships with Staff

Family Relationships: *"From being involved in Learning Away, the pupil has benefited by building a better relationship with his sister, mother and staff/school. They continue to play well together, as a family. They communicate better, listening and compromising."*

Staff-student relationships: Follow-up work from the residentials *"have helped this young man become more settled and approachable in school. He feels at ease and is able to approach members of staff from the residentials and offload any concerns or feelings... This wouldn't have been possible if Learning Away wasn't accessible."*

Before Learning Away: *"this pupil didn't know us to talk to..."* After the residentials: *"the pupil became more comfortable and found us a lot more approachable on the other residentials and around school. As a result of Learning Away, the mother of the pupil finds certain members of staff a lot more approachable and comes to us if she has home life issues as well as school life issues. I feel the family have developed a great relationship with school and the ongoing support will help this to be sustainable."*

Impact on Resilience: The residential provided important opportunities for group activities with the family and staff, which helped this student learn *"not to give up when things are tough and not going their way."*

Impact on Behaviour and Engagement with Learning: *"Learning Away and the follow up work from that has helped his behaviour in and around school and also at home. Learning Away has helped this young person become more happy and content around school, and this results in this child staying in class and learning... On the residential and back in school the staff involved helped the pupil understand and think of ways of dealing with their issues regarding behaviour e.g. making the right choices when in difficult situations. The ongoing support on the residential, and the support in school, helped this pupil to become more honest and aware with themselves on the behavioural issues they may have."*

Impact on Skills Development: *"Throughout Learning Away, this pupil developed new skills, but also progressed and learnt how to use their existing skills. For example, the pupil could potentially play well with his sister, but in some cases didn't know how too. They both struggled with losing and compromising, but we helped them understand that winning isn't all that matters, it's about the taking part and just enjoying the game! The pupil also developed their culinary skills."*

Sustaining Impact: Staff felt that the above impacts would be maintained, because Learning Away had *"a massive impact on this child, and with the ongoing work within school and home, I believe that this impact won't change and will help this child progress further in learning"* (Student Impact Survey).

- 2.27 Primary staff felt that the residentials provided **opportunities for contact with parents**, which previously they might not have had. Furthermore, when residentials were run at the beginning of the school year primary staff commented that they provided a good basis for developing relationships with parents throughout the rest of the year. Primary staff also felt that the enhanced relationships developed with parents and children because of the residentials **facilitated the integration of younger siblings** into the school.
- 2.28 In a small number of primary schools, parents were also involved in delivering residentials. Again, this was seen as a way of developing positive relationships with parents, but was also seen as a mechanism for **facilitating community engagement** and providing opportunities for **parents to develop their own skills**.

Table 2.3: Voices from Learning Away: Impact on Home-School Relationships

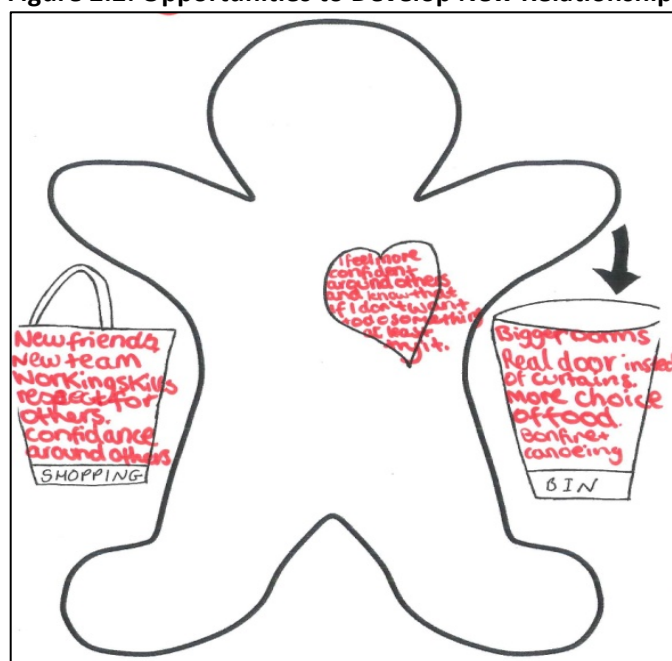
Improving Relationships with Parents	
<p><i>"We got to know parents very quickly because of the residential" (Primary Staff Focus Group).</i></p> <p><i>"They [parents] think 'hang on a minute, these staff aren't here to tell me what to do or to judge them, they're here to support us'" (Primary and Secondary Staff Focus Group).</i></p> <p><i>"I'm not the scary teacher lady but the camp lady" (Primary Staff Focus Group).</i></p>	<p><i>"It [the residential] makes you a bit more approachable... it opens up that way of communicating" (Primary Staff Focus Group).</i></p> <p><i>"Mum now feels that she has one person who she can contact and support her with anything to do with school... [Because of the residential] we built up a trusting relationship between mum and staff" (Student Impact Survey).</i></p>

Sustaining Outcomes: Are New/Enhanced Relationships Maintained Back in School?

Peer Relationships

- 2.29 There was strong evidence that changes in student relationships were sustained back in school (see **Table 2.4** for examples). The impact of the levelling effects of the residential carried forward and ensured that barriers broken down on the residential were maintained back in school. The continuation of these relationships was manifest in various ways in the school environment. For example, staff noted that **less confident students were more forthcoming** in class and students had **maintained new found relationships** (including cross-gender friendships) back in school.
- 2.30 Secondary students noted they were **more willing to work with others** and found it easier to get on with their work, now they knew each other better. **Figure 2.2** highlights how, for one student, their residential in the first term of their new secondary school helped them develop new relationships and more confidence in their relationships with other students. Primary pupils said they **talked more to other students**, because they knew them better and generally felt more confident in talking to others. Primary pupils in particular noted that since the residential their **friendship groups had grown**, and they had **greater choice about who they spent time with**. Residential experiences gave students the confidence to develop new relationships back in the school and in the future, for example, when they moved to secondary school (see section on Transition).

Figure 2.2: Opportunities to Develop New Relationships



- 2.31 At the secondary level, staff observed that the **widened social networks** seen on the residential

were maintained back in school. The above views were reinforced in the final staff surveys. When staff were asked about the impact of Learning Away on their school, the second most frequent response (after impact on staff-student relationships) was the impact on peer relationships: 74% of respondents stated that Learning Away had a 'significant' or 'transformative' change on peer relationships. Similarly, half of parents felt that, as a result of the residential, their child got on better with other students at school.

Vignette 1: Increased Confidence

A member of staff talked about a very shy girl who went on the residential who was taken under the wing of more outgoing girls who encouraged her to get involved in activities and she *"has now started speaking up for herself more... her year manager said, 'Wow'"* (Secondary Staff Focus Group).

Vignette 2: Enhanced Relationships

A teacher provided an example of a student in her class who was asked by an Ofsted inspector about relationships in the school. This was a student who the teacher was worried about talking to Ofsted and what he might say... The student told the inspector: *"they're very good sir, but in this class they're especially good."* The teacher said, *"I don't think that kind of comment would have come out had he not been to [residential]"* (Primary Staff Focus Group).

- 2.32 For those students involved in mixed year group residentials, staff noted that the relationships developed were maintained by students throughout their school careers, and that these relationships helped to reinforce the sense of community and cohesion within school. Staff were explicitly building on the improved patience and support seen between students on the residential back in school. Staff interviewed post residential noted improved relationships back in school, manifested in **fewer arguments and students being more tolerant and respectful** of one another. Students were described by staff as 'kinder' to one another and had greater empathy and awareness of each others' needs (see **Table 2.4**). Secondary students said that improved relationships with their peers meant that they were more willing to answer questions in class, because they were less fearful of being laughed at and respected one another more.
- 2.33 Staff noted that students were using their new social skills in the classroom and playground, helping them to **distance themselves from previous tensions, arguments and conflict**. This included a new found respect for students who did not excel within the classroom, but were seen in a new light on the residential (noticeable at the primary level in particular). Staff felt students had gelled more and that groups were less cliquey, which had resulted in reduced stress and bullying and a better atmosphere in the classroom. Staff felt that improved relationships between students meant that students worked more effectively together in the classroom, and they were more willing to collaborate with each other. Secondary staff also felt that students were managing their relationships with other students better, because the residential had helped them learn to manage their emotions more effectively.
- 2.34 One partnership had used their residential to support the integration of new students into the school. Staff noted that the positive relationships and sense of inclusion seen on the residential were maintained back in school.
- 2.35 The majority of secondary (90%) and key stage 2 (85%) students said they got to know people on the residential who they did not know before. Responses to long-term follow-up surveys showed that 87% of secondary and 49% of key stage 2 pupils still spent time with people they got to know on the residential. Furthermore, secondary students' long-term follow-up responses showed that 41% felt that the residential had impacted on how they got on with people outside of school.

Table 2.4: Voices from Learning Away: Sustaining Peer Relationships

Greater Tolerance and Respect	
<p><i>"Some people don't hate me any more... there was a group of people who I thought didn't like me very much and they didn't but because we were at [residential] and we knew we were going to have to be in a group together... that got resolved. I didn't think it would last once [residential] finished, but it did" (Secondary Student Focus Group).</i></p> <p><i>"Before when the teacher would ask you a question and you had to put your hand up you'd be nervous 'cos you'd think people are going to laugh at you and you don't know them. Because we went [residential], we got to know people better so when you answer now they respect your answer more so it's easier" (Secondary Student Focus Group).</i></p>	<p><i>"You used to get, if someone said something that was slightly wrong, they'd all giggle. They don't do that so much now, that's calmed down an awful lot, they're nicer to each other now" (Primary Staff Focus Group).</i></p> <p><i>"Being together for a week, it's made them realise that they are actually equal in a sense and understand people's weaknesses and strengths and work on it, and they've been quite helpful to each other and tolerant and accepting other people more I think" (Secondary Staff Focus Group).</i></p> <p><i>"Students have learnt that their peers will support rather than ridicule them if they are struggling" (Staff Survey).</i></p>
Widened Friendship Groups	
<p><i>"Now I know that I can trust people that I play with and I talk more..." (Primary Pupil Focus Group).</i></p> <p><i>"Before, I didn't really know people very much, so I didn't really talk much to different people, but now because I went on camp I know people better so I talk to them more" (Primary Pupil Focus Group).</i></p>	<p><i>"You see different kids talking to each other where before they wouldn't... they are a lot more interactive with each other and I think their relationships with each other have definitely improved" (Secondary Staff Focus Group).</i></p> <p><i>"I think that's a big thing... kids mixing with other students that they wouldn't necessarily spend time with in school. I've seen it since we've been back, kids who were there acknowledge each other, whereas [before the residential] they would walk past each other in the corridor..." (Secondary Staff Focus Group).</i></p>
Developing Lasting Relationships	
<p><i>"You see them built [relationships] and they're built for ever... So, as they get older the children... still look after them [the younger children they attended camp with] and still talk fondly of it. So bridges and relationships are built across the year groups" (Primary Staff Focus Group).</i></p>	<p>[Any concerns about the residential?] <i>"Only as they had just started school and didn't know if they would settle. I feel the trip made a huge impact on my child settling and developing close friendships" (Parent Survey).</i></p>
Better Integration	
<p><i>"The team work resulted in my child feeling more comfortable with some pupils she did not know very well" (Parent Survey).</i></p>	<p><i>"Those new children going on the camp has allowed them right from the start to be felt as part of the class. That was nice how the rest of the class welcomed them in and included them... and that's carried on now [back in school]" (Primary Staff Focus Group).</i></p>

Staff-Student Relationships

- 2.36 Staff and students also noted that the relationships they developed on the residential were maintained back in school (see **Table 2.5**). Responses to the final staff survey suggested that the change in staff-student relationships was the most significant longer-term impact of Learning Away: nearly three quarters (74%) of respondents stated that Learning Away had a 'significant' or 'transformative' change on peer relationships. Nearly half of parents (46%) also felt that their child got on better with staff as a result of their residential experiences.
- 2.37 When asked in focus groups what was the best thing about the residential, secondary students were most likely to say **getting to know staff better** through living together and activities engaged in. Secondary students stated that they had a **closer bond** with staff and that the residential had

made them realise that 'strict' teachers were 'quite nice really'. For most, this change in relationship was maintained back in school. At both the primary and secondary level, this was evidenced in students feeling more confident and comfortable with staff, because of the relationships they had developed on the residential.

- 2.38 Students felt **staff were more approachable** and, therefore, were **more willing to ask for help**. As a result of the trusting relationships developed on the residential, students were more willing to confide in staff, knowing that someone would listen to them.
- 2.39 Staff also noted that residential run early on in the year meant that they could build on the relationships developed with students for the rest of the year (and beyond). A number of secondary staff stated that students' relationships with them were "*totally different*" when they returned from the residential. They suggested that this even helped improve their relationships with students who did not attend the residential, as the latter saw the change in relationships between staff and students who went on the residential, and this made them realise that staff were more approachable. Staff also noted that involvement in the residential helped them develop relationships with the wider student cohort back in school, i.e. those who they would not normally teach.
- 2.40 Staff said that post residential, students were **more respectful and responsive towards staff** and these changes in relationships were sustained in the longer term. Improvements in, and the maintenance of, relationships developed during the residential have led to further positive benefits, including enhanced engagement with learning and improvements in behaviour in school (see Impact on Engagement with Learning). Staff felt that as a result of improved staff-student relationships they had a **better understanding of their students' needs** (see Impact on Pedagogical Skills) and that the trusting relationships developed between staff and students meant that staff were more willing to give students additional responsibility within the classroom and school environment.
- 2.41 Survey responses highlighted the impact of the residential on both peer and staff-student relationships. Post residential, 70% of key stage 2 pupils felt they knew their teachers better, 70% felt they got on better with their peers and 64% felt that their teachers knew them better as a result of their residential experiences (see **Table B1** in **Annex B**). These views were enhanced in long-term follow-up responses where 79% of key stage 2 pupils felt they knew their teachers better and 71% felt they got on better with their peers as a result of their residential experiences (see **Table B1**).
- 2.42 Post residential, more than 80% of secondary students felt that the residential had helped improve their relationships with their peers and teachers (see **Table B2** in **Annex B**). Interestingly, 71% of students felt that as a result of the residential their teachers had a better understanding of how they liked to learn best. Given the relatively negative view pre residential (only 56% stating that their teachers knew how they liked to learn best), this is an interesting finding. Although secondary students' responses to long-term follow-up surveys were slightly less positive than their post-residential responses, the drop was not as great as in other areas of impact, suggesting that changes in relationships seen during the residential were, in the main, sustained in the longer term. Furthermore, as a result of the residential, secondary students felt better able to talk to others about their relationships (66% post residential and 77% long-term follow-up).

Table 2.5: Voices from Learning Away: Sustaining Staff-student Relationships

Maintaining the Residential 'Bonds'	Developing a Better Understanding
<p><i>"We created bonds with the teachers we'd never had before and that means that if we have a problem now we know who to go to, we know the teachers better, we know how to ask people how to help us"</i> (Secondary Student Focus Group).</p> <p><i>"We can talk to the teachers better about our work... I didn't used to be able to ask for help but now I can talk to them..."</i> (Student Leaders Focus Group).</p> <p><i>"[Teacher] is my head of year and she was in our dorm looking after us and she's one of my favourite teachers now. I'm really close to her and I feel I can ask her anything or tell her anything, so it's really bonded us together"</i> (Secondary Student Focus Group).</p> <p><i>"Now we go past each other in the corridor and look at each other and laugh because of what happened on the trip... it's like a bond now"</i> (Secondary Student Focus Group).</p>	<p><i>"I think they [staff] understand how people [students] work better... You can talk to them more... You're more confident around them as well... you'll say things that you wouldn't have said before"</i> (Secondary Student Focus Group).</p> <p><i>"Me and Ms M didn't really get on very well, we always had our ups and downs but after the residential trip... we get on really well"</i> (Secondary Student Focus Group)</p> <p><i>"Because we know their [staff] better side, like their calm side, you understand why they get angry, so you don't feel so frustrated at them"</i> (Secondary Student Focus Group).</p> <p><i>"I feel a lot closer to those [children] who did go [on the residential] and I seem to be able to meet their needs a lot better than maybe the children who didn't go who I'm probably not as close to and don't know as well yet"</i> (Primary Staff Focus Group).</p>
<p><i>"It is an excellent opportunity for the children to get to know their class teacher and other pupils who they might not ordinarily mix with. Helps promote strong class team work. This trip was particularly well timed in the first half of the Autumn term"</i> (Parent Survey).</p>	
Maintaining More Respectful Relationships	
<p><i>"One thing that always hits me is that when you come back from a residential, the kids that have been on that residential, how respectful they are to you... they'll always remember it for the whole year"</i> (Secondary Staff Focus Group).</p>	

Impact on Resilience, Self-confidence and Wellbeing

- 2.43 All the partnerships were focused on improving students' resilience, self-confidence and wellbeing. The key issues identified by staff in their survey responses were: students' lack of confidence (54%) and lack of resilience (36%), as well as their low self-esteem (33%), low aspiration and difficulties taking on new challenges (both 31%). Learning Away residentials were seeking to address all of these issues.
- 2.44 When staff and students were asked in focus groups to identify what difference the residential had made to students, they were most likely to identify an increase in confidence: within students themselves, in their learning, and in their relationships with others (see **Table 2.6** for examples). Staff survey responses reiterated this view with 75% of staff stating that the residential had achieved its aims in relation to improving students' resilience, confidence and wellbeing by (most commonly) providing opportunities for students to be independent (50%), take risks and be involved in challenging activities (both 35%). Similarly, nearly three quarters (74%) of parents said their children were more willing to try new things and more than two thirds (67%) said their children were more confident as a result of their residential experiences.
- 2.45 Positive impacts on confidence were directly linked to consequent wider positive outcomes, such as improved relationships, better engagement with learning and the development of leadership skills (see **Case Study 2**). Conversely, the opportunities provided by residentials for relationship building are also seen as having a positive impact on participants' confidence, self-esteem and wellbeing (Stott and Hall, 2003 and Kabel, 2002). Therefore, many of the outcomes identified in this section closely mirror those described in other sections of this report and show the significance and value

of the impact of residential on students' confidence, resilience and wellbeing.

2.46 The main impacts identified by both staff and students were:

- improved **confidence to develop new relationships**;
- improved **confidence in coping with a new environment** and more **willing to try new things**;
- a greater sense of **self-belief, self-confidence, self-reliance and self-respect**;
- improved **resilience, perseverance and persistence**;
- improved **confidence in learning/subject matter** (see attainment section).

2.47 Both staff and students identified significant impacts on students' confidence, resilience and wellbeing whilst on the residential. Staff felt that the residential facilitated development of these outcomes by providing activities and experiences that challenged students and gave them new experiences and the opportunity to develop new relationships within a supportive group environment.

2.48 Importantly, the residential also gave students opportunities to be more **independent** and helped **develop their resilience**. Within the residential context, it was suggested that students were **less concerned by failure** and were more willing to try new activities, push themselves and **persevere when faced by challenges**. Staff also highlighted how students' confidence grew during the course of the residential, for example, in terms of what activities they were willing to engage in.

2.49 Secondary students commented that, as a result of the activities they had taken part in on the residential, they were much more confident in speaking to people they did not know and to undertake presentations and respond to questions within a group setting. For many younger primary pupils, the residential was their first time staying away from home, which staff felt had a massive impact on their self-confidence and sense of independence. Within the residential context students also had increased responsibility for themselves and others, for example: looking after their own things, and staff observed that as a result students were more independent and self-reliant, which in turn impacted on their confidence and self-belief.

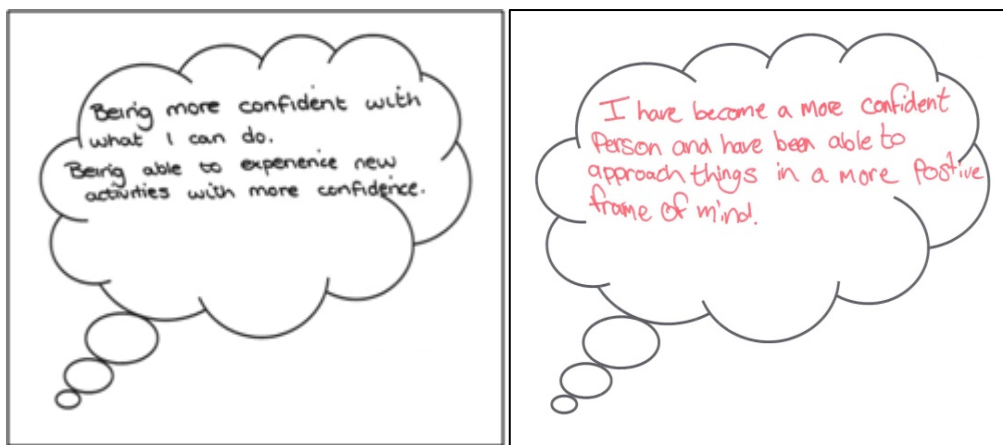
Table 2.6: Voices from Learning Away: Impact on Resilience, Self-confidence and Wellbeing

Coping with Failure	
<i>"I feel like I can fail in front of people and just be all right about it"</i> (Secondary Student Focus Group).	<i>"If they got something wrong they just laughed it off and carried on"</i> (Secondary Staff Focus Group).
Students undertaking market research: "[You learn to] just deal with rejection and carry on" (Secondary Student Focus Group).	<i>"You're not really bothered... what other people think... if you get an answer wrong... you're not bothered any more"</i> (Student Leader Focus Group).
Speaking to People	
<i>"You're more willing to speak to people you've just met"</i> (Secondary Student Focus Group).	<i>"My confidence has gone up speaking to people I don't know"</i> (Secondary Student Focus Group).
Impact on Self-confidence	
<i>"She was not keen at the start of the week, then the last activity [gorge scrambling] they were given an easy or a harder route and she chose the hard one. At the start of the week, she wouldn't have even dreamed of going for something like that. Her confidence went through the roof in the space of three days"</i> (Secondary Staff Focus Group).	<i>"She was our most improved student. On the last day she was very confident, whilst at the beginning she had been thinking about not going because she was so low on confidence. She said she was really glad she went. She had the confidence to talk to DLR staff when they were lost – she was the only one in her group who did"</i> (Secondary Staff Focus Group).

Sustaining Improvements in Resilience, Self-Confidence and Wellbeing

- 2.50 Impacts on resilience, self-confidence and wellbeing seen on the residential were maintained back in school and for many (staff and students) these impacts became more apparent when they were back at school. Staff survey responses showed that more than half (61%) of staff identified the following immediate outcomes post residential. Students were:
- developing their confidence through taking risks and working with others;
 - more willing to try new things and face challenges;
 - experiencing success and being proud of their achievements;
 - developing greater confidence in their own abilities;
 - increasing their independence back in school;
 - quieter students more willing to speak up back in school.
- 2.51 In focus groups, staff and students stated that students were more confident about their work and speaking in front of others. Staff also noted that students were more engaged in their learning. Students noted that they were now more willing to ask for help and try something new and had more self-belief in their ability to progress. They also continued to be more willing to 'have a go' and push themselves and were joining in more in class. Students said they were more willing to try 'scary things' at school now they had learnt to do this on the residential (see **Table 2.7**).
- 2.52 **Figure 2.3** highlights two secondary students' views of how their confidence had grown as a result of the residential experience. **Case Study 2** provides a staff overview of how residential experiences had impacted on the confidence of one student and subsequently her involvement in leadership activities and progress in learning back in school.

Figure 2.3: Impact on Students' Confidence



Case Study 2: Impact on Student Confidence and Relationships

Background: This student experienced her first Learning Away residential in Year 2. She is now in Year 5 and has taken part in several Learning Away experiences since.

What was it about the Residential Experience that made a Difference? *"The pupil was motivated to try new activities in a new and exciting environment. This encouraged her to work outside of her comfort zone. I believe that the residential provided a variety of activities that enabled her to grow in confidence and realise that she was able to achieve. As a result of this, she was more motivated to try other activities, hence why she has been on every residential since. The residential enabled her to engage with learning in a more exciting manner, and this is something that we have taken forward into our curriculum."*

Impacts Identified

Impact on Confidence Leading to Improved Engagement and Involvement in Leadership Activities: *"The pupil developed in confidence on the residential... Over the last few years, she has grown dramatically in confidence and as a result of this she is more motivated to take part in a variety of activities, both in and outside of lesson time. Since attending the residential, she has been involved in other residential, as well as joining many after school clubs and taking a role in the school council. She enjoys the responsibility that comes with being in the school council and has now joined several after school clubs, including the area band and the school choir. I believe that this is as a result of the Learning Away programme."*

"As her confidence and self-worth increased, as a direct result of the activities and the residential experience, she began to believe in her ability to lead others. She began to seek out opportunities that would enable her to help with the planning and leadership of activities."

Improved Confidence Leading to Progress in Learning: *"This confidence also shows through in her work and she is making more progress as a result of this. She takes a greater responsibility for her own learning. Several teachers have commented on her greater engagement with learning in the last few years and this continually grows."*

Impact on Relationships: *"The pupil has developed solid relationships with her peers over the years, and I believe that this was enabled by her involvement in Learning Away and the experiences that they have shared... The pupil has developed a stronger sense of self, and as a result she is more confident when interacting with her peers. She has a greater self-worth and does not compare herself to others. She has therefore, then been able to build deeper relationships with her peers. This is also as a result of the shared experiences that they have all engaged in, as part of Learning Away. I believe that her self-worth and confidence has provided her with the life skill of building relationships, and I believe that this is something that she will keep and develop for many years to come."*

Impact on Resilience: *"The pupil has grown in confidence. As a result, she is now more resilient when working on a variety of tasks and she is able to persevere. Her self-esteem has dramatically increased... She has a greater sense of her own identity. She now feels a greater sense of belonging."*

Sustainability: *"These relationships have been sustained over a period of around three years already. Learning Away is something that the children have access to each year and enables the children to develop their relationships in different circumstances"* (Student Impact Survey).

- 2.53 Staff and students (both primary and secondary) noted an increased willingness for students to put their hand up in class, even if they were not absolutely sure their answer was right. They noted that students were more willing to put themselves forward and offer to do things in class that they would not have done before. Staff also evidenced the impact on the confidence of students (both primary and secondary) with additional needs. Success experienced on the residential and resulting improvements in confidence were evidenced in the classroom. For example, a secondary student who had a:

"Massive amount of confidence about the physical challenges and helping others with them" on the residential had brought this confidence back into the classroom:
"I can help, I am able in the maths room to help other people" (Secondary Student Focus Group).

- 2.54 In contrast, staff commented that students who struggled with the physical challenges on the residential, but had achieved them, now realised that if they kept trying they would succeed, and

this was reflected in greater resilience and perseverance back in the classroom. Improved relationships seen on the residential led to increased confidence back in school. Staff noted that the most significant impact was on the confidence of quieter students, and the extended period away had made the difference:

"I don't think you'd get that from a day's residential. A week's experience has really grown these children" (Secondary Staff Focus Group).

- 2.55 These students' experience of being in a challenging environment, where they had to get on and communicate with others and engage in new experiences, had resulted in a significant growth in their confidence. They were more willing to ask questions, to talk with other students around them, more confident in their abilities and to take the lead in school activities. In addition, staff also noted impacts on the confidence of lower attaining students.
- 2.56 It was felt that the levelling effect of the residential had a beneficial impact on students' confidence back in the classroom as those students who were 'super confident' and those with 'no confidence' saw themselves as more equal post residential. It was also suggested that the improved confidence seen in students who attended the residential also had an impact on those who did not attend. Those partnerships that were delivering progressive residentialials felt that the progressive element was important for sustaining and enhancing growth in confidence from year to year.
- 2.57 Parents said their children's confidence had increased through increased independence engendered by the residential. Parents were also more confident in allowing their children to take part in activities, which previously they would have deemed too risky, but because they successfully took part in them on the residential they were now willing to let them have a go. For example, a student with autism spectrum disorder (ASD) whose mum thought it was too dangerous for her to use the trampoline at home saw a video of her trampolining on the residential and subsequently allowed her to go on the trampoline at home.
- 2.58 The following provides an overview of the impact on one student who, prior to the residential, would not communicate or interact with staff.

Vignette 3: Improved Communication and Interaction

It was felt that the shift in talking and interacting with others came from the feeling that, on the residential, she could choose who she spoke to and when, rather than being under pressure to do what others wanted her to do. The comments are from three members of staff including a social worker.

"Before the residential, I used to see her but I couldn't get her to speak ... I couldn't get a word out of her. It's from going on the residential that that's changed."

"It was unbelievable, so amazing for someone who wouldn't look at you, wouldn't speak, just would not engage with you to actually come on the residential to begin with was a big thing. At the end of the residential, we was all dancing with each other and she actually went up to and asked him to dance. It was like wow!"

"Once she realised it's ok and that people would be supportive and not judgemental, she's managed to build on that, and now we've got a better understanding of what life has been like for her. It's aided us to help her to make some decisions about the changes she wanted. She lived in a unit with a female carer, but now she's moved and lives with her father, which is something she wanted for a long time, but she's not known how to communicate. Recognising you could live in different family units she was enabled to do that. Going to the [residential] made her realise you could live in a different place and it can be home" (Secondary Staff Focus Group).

- 2.59 Student survey responses highlighted the impact of the residentials on their resilience, confidence and wellbeing. Post residential surveys completed by key stage 1 pupils (see **Table B3**) show that there was a slight reduction for this group in relation to worrying about their school work and giving up when they found things hard at school.

- 2.60 Prior to the residential, nearly half (47%) of key stage 2 pupils said they always (9%) or sometimes (38%) gave up when they found things hard at school (see **Table B3**). Post residential nearly two thirds (62%) of students said that they were less likely to give up when they found things hard at school because of the things they learnt on the trip; in the long-term follow-up surveys this figure had increased to 67%.
- 2.61 Post residential, the majority of key stage 2 pupils were proud of what they achieved on the trip (82%), and these views were maintained in the long-term follow-up surveys (84%). Interestingly, more than three quarters (78%) of students stated that they felt more confident to try new things as a result of their residential experience, and the long-term follow-up surveys showed that 79% of students had tried new things that they would not have done before the residential.
- 2.62 Prior to the residential, most students said they would always (54%) or sometimes (39%) ask for help if they had worries or problems at school. Nevertheless, 64% said they were more likely to ask for help, because of their residential experiences, and these views were maintained in their responses to long-term follow-up surveys (60%). Approximately three quarters of key stage 2 pupils also felt that the trip had made them realise they had a lot to be proud of, and that there were lots of future options open to them.
- 2.63 **Table B4** highlights secondary students' views of how the residential had impacted on their resilience, confidence and wellbeing. It shows particularly positive views post residential in terms of being proud of what they achieved and being more confident to try new things and being a more confident person. Secondary students' views were less positive in the long-term follow-up surveys, particularly around asking for help and feeling more positive about their future. Nevertheless, responses to long-term follow-up surveys showed that 80% of secondary students felt more confident to try new things and 72% were a more confident person as a result of the residential, and they continued to be proud of what they achieved on the residential.
- 2.64 More than half (52%) of secondary students also stated in their long-term follow-up surveys that the residential helped them change as a person. This was mainly around developing their confidence, but also learning how to get on with others, working as part of a team and giving them more clarity about what they wanted to achieve in the future.

Table 2.7: Voices from Learning Away: Sustaining Impact on Resilience, Self-confidence and Wellbeing

Improved Self-confidence	
<i>"Now I can actually stand up and ask for help" (Secondary Student Focus Group).</i>	<i>"[Son] has learned new skills, appears more confident and has stood up for himself at the activity centre and at home" (Parent Survey).</i>
<i>"Before the residential, he was very passive and sat back relying on the teaching assistant. He's now more likely to put his hand up, he even smiles at you now... When he was on residential, I didn't know he spoke so much!" (Primary Staff Focus Group).</i>	<i>"The majority of changes were the quieter ones, they're much more vocal now... just simply getting involved in things" (Secondary Staff Focus Group).</i>
<i>"His mother contacted us at the end of the trip and said that it has had a profound effect upon his confidence, upon his manner and that's gone on through the school" (Secondary Staff Focus Group).</i>	<i>"She didn't really speak to anybody when she got on the coach... and now... the sarcasm's coming out and to me that shows a lot more confidence. Today I saw her interacting with another student... she looked so confident talking to this student...." (Secondary Staff Focus Group).</i>
Improved Resilience	
<i>"She's definitely shown more resilience. She's realised that if she keeps trying something... she should eventually get there... Before [the residential] she would have given up, but after she is persevering... which is out of character. She's showing that she's willing to keep plodding along at something 'til she gets there, which is what she showed us on the hill – she is putting that into practice" (Secondary Staff Focus Group).</i>	<i>"She has got more confident in saying 'no' to people – like saying she wants to get on with her work" (Secondary Staff Focus Group).</i>
	<i>"She had no option to quit so she had to get on with walking to the top of the hill. Not having the option to quit made her realise that when she doesn't quit she will get there eventually" (Secondary Staff Focus Group).</i>
Improved Wellbeing	
<i>"Their confidence has increased. They are much more 'Yeah, I'm proud of myself'. They hold themselves in higher esteem. They have much more worth than they had thought. We're very good in schools at judging on levels and recording achievement based on... targets ... Camp showed them that we're able to value them in different ways, in a different environment" (Primary Staff Focus Group).</i>	

- 2.65 The evidence from Learning Away, in terms of the impact of residential experiences on students' resilience, confidence and wellbeing, clearly fits well with the current focus on supporting schools to develop 'character' and resilience in students in order to prepare them better for adult life⁸. Residentials can provide the ideal context in which to develop the positive characteristics required for success, including 'grit', determination and the ability to work in teams in challenging circumstances.

Impact on Engagement with Learning

- 2.66 Six of the partnerships were focused on providing residentials that aimed to improve students' engagement with their learning, leading to improved school attendance and behaviour. In relation to impacting on learner engagement, staff identified that Learning Away residentials were most likely to be aiming to impact on behaviour and motivation (66%), student ownership/responsibility for their own learning (63%) and social interaction (59%). The outcomes they were most likely to be hoping to achieve were focused on improved student interest in learning (60%), improvements in students' motivation to learn (59%) and improved achievement (54%).

⁸ <http://www.telegraph.co.uk/education/educationnews/11296280/Nicky-Morgan-lessons-in-character-just-as-important-as-academic-grades.html>
<https://www.gov.uk/government/news/measures-to-help-schools-instil-character-in-pupils-announced>
<https://news.tes.co.uk/b/news/2014/02/12/tristram-hunt-children-should-be-taught-39-grit-and-determination-39-in-school.aspx>

- 2.67 Both staff and students suggested that the residential context provided a more relaxed learning environment with different styles of teaching, which helped facilitate students' engagement with their learning (see **Table 2.8**). Opportunities to use 'real life' situations, for example, when teaching maths, facilitated students' engagement in their learning and students valued greater control of their learning. Students also said they found it easier to learn because teachers were more relaxed than they were in the classroom. Working in smaller groups meant that there was more time to discuss issues and problems, so increasing their learning and understanding.
- 2.68 Post residential, 48% of staff felt that the Learning Away residential had begun to achieve its aims in improving learner engagement and over half (52%) of staff noted that immediate outcomes had already been achieved. Impacts had arisen as a result of: providing 'fun' activities that facilitated learner engagement (41%), by providing students with problem-solving tasks and opportunities (39%) and by providing opportunities to develop closer/more adult-adult relationships between staff and students (36%). As a result of their residential experience, more than half of parents (60%) felt their child's enjoyment of school would improve, nearly a third (31%) thought their child's attitude to school had changed and nearly a quarter (24%) said their child's behaviour at school and home was better as a result of their residential experiences.
- 2.69 Staff and students noted **changes in students' behaviour** as a result of their residential experiences, with staff highlighting that this had shifted some students from the 'brink of exclusion' to 'settling in'. **Vignette 4** provides an overview of the impact of a residential on one student with behavioural issues.

Vignette 4: Impact on Behaviour

An example was given of a student at risk of permanent exclusion in Year 11 whose involvement in residential experiences was seen as contributing to his successful retention in school (at the time he was in Year 13). Post residential the student was said to be: *"Enthusiastic, he is confident, his behaviour is ten times better... he loves residential, he will put his hand up to everything...we're like his family ... The residential speed up change over longer periods of time"* (Secondary Staff Focus Group).

- 2.70 The strongest evidence of impact on behaviour was drawn from data relating to individual students. In addition, quantitative evidence provided by one of the secondary partnerships (see **Table C1** in **Annex C**) for a Year 10 and 11 residential showed that a slightly higher number of Year 10 students who attended the residential had improved behaviour than their peers who had not attended the residential. There was evidence that Year 11 students who attended the residential also showed improvements in their behaviour, although this was for a lower proportion of students than those who did not attend.
- 2.71 Improvements in behaviour and engagement with learning were closely linked to the development of relationships with peers and staff, which were transferred back to the school environment. Staff felt that, as a result of relationships they had developed with students on the residential, students had a better awareness of staff expectations regarding behaviour in the classroom and, as a result, they were less likely to try and push boundaries. The residential context had acted as a neutral space, described as an 'ice breaker', where new behavioural norms could be established and then transferred back into the classroom context with associated consequences for improved engagement.
- 2.72 Staff noted that students' improved social interaction skills resulted in enhanced engagement with teaching and learning strategies, which in turn allowed staff to increase group-work opportunities in the classroom. Staff also felt that, as a result of relationships developed on the residential, students settled more quickly into classes, which meant that they were ready to engage in learning earlier in the lesson. Similarly, secondary students noted that the widening of friendship groups as a result of the residential impacted on their engagement with learning. They felt more comfortable with peers who previously they had not interacted with and were now more willing to work with them, which in turn resulted in improved levels of concentration and engagement.

- 2.73 Students also commented that, as a result of the relationships developed on the residential, physically they **felt more comfortable in the classroom**, both with staff and other students, which they felt improved their engagement with school. Students noted that widening of friendship groups gave them opportunities to manage their behaviour more effectively back in school and in turn this also impacted on their attitude to school. It was felt that students' behaviour had improved as a result of their residential experience, because the time away gave them the opportunity to get to know other students better, resulting in less conflict back in school.
- 2.74 Focus group discussions with staff working with more **challenging students** revealed that the relationships developed on the residential had a positive impact on students' relationships and behaviour back in school. Students were more aware of teachers' expectations and staff noted less pushing of boundaries back in the classroom. Trusting relationships, developed on the residential through shared experiences, meant that staff felt that they could challenge students more effectively. In addition, as previously identified, it was felt that as a result of the residential, staff had a better understanding of students' behaviour and this enhanced knowledge could be shared with other members of staff. Relationships developed out of the school environment showed staff and students a different side to one another, resulting in improved behaviour and better engagement with learning. Students noted that they were managing to stay in the classroom, and had been placed in higher groups because their behaviour had improved. Staff also noted that the improved behaviour of more challenging students had a positive impact on learning for the whole class.
- 2.75 Other examples of improved student engagement back in school were linked to the success students experienced on residential, including overcoming both physical and academic challenges. They were more willing to try and less frightened by failure. As a result, staff noted that students were calmer in school, responded better to a wider range of staff and were more engaged in lessons. Students said they were more engaged in their learning, because when they knew and understood what they were doing, their learning was more enjoyable. Residential were felt to be particularly effective for those students who had difficulty concentrating and engaging in the classroom context, because they gave these students a positive experience of themselves.
- 2.76 The majority of impacts identified in focus group discussions were in relation to behaviour. However, a small number of secondary students also identified improvements in their **attendance and time keeping** as a result of their residential experiences, and nearly a quarter (23%) of parents stated that their child's attendance at school was better as a result of their residential experiences. Students linked these impacts to their improved engagement with their learning. They also suggested that the residential made them **value their education**, and they wanted to do well for their teachers as they realised the effort staff put in to teaching them. Staff felt that students had a better understanding of the need to learn and saw a point to their learning. Students said that, as a result of their residential experiences, they had greater respect for their teachers and, consequently, were engaging better in class because they wanted to show staff that they valued what staff were doing.
- 2.77 For some students the impact of the residential on their school attendance was transformational. Staff from one secondary school described the experience of one of their students who was a school refuser. Staff worked with her to get her to engage in the residential. As a result, she returned to school and took her GCSE examinations. Staff were clear that, without her involvement in the residential, which allowed her to rebuild her relationships with staff and peers, she would not have re-engaged in school and would not now be successfully attending college. The levelling effect of the residential context was seen as critical in securing her re-engagement as it provided a 'neutral' environment, away from school, where everyone was seen as equal:

“She wouldn’t walk through the school gates. [Member of staff] managed to get her to go on the residential. After the residential she came back to school and got 5 A-Cs. She wouldn’t walk through the door before. All those priorities can be addressed through residential” (Coordinators Focus Group).

- 2.78 Quantitative evidence provided by the SMILE Trust also demonstrated the impact on the attendance of students who were at risk of disengagement, living in families in need and often in crisis. The attendance of more than three quarters (76%) of students involved in family residentials improved following participation in the programme and for approximately two thirds of these students these improvements were maintained in the longer term (see **Figure C1** in **Annex C**). Students’ average attendance increased from 87% to 96% over the period and again this improvement was maintained in the longer term. This can be seen as a significant impact given the challenging circumstances faced by the students supported by this residential programme. Attendance data provided by other partnerships provided little evidence of change and reflected the relatively high levels of attendance pre and post residential.
- 2.79 **Table B5** in **Annex B** shows that key stage 1 student survey responses in relation to learner engagement remained consistently positive both pre and post residential. Key stage 2 pupils were also positive about their engagement with learning pre residential, and this continued afterwards with 60% or more of key stage 2 pupils indicating that the residential had impacted positively. These views were maintained in long-term follow-up surveys.
- 2.80 **Table B6** highlights secondary students’ views in relation to their engagement with their learning. Pre residential, the majority of secondary students thought what they learnt at school was important to them (87%) and that they tried to be on time for lessons (90%), although 33% acknowledged that they did give up when they found work difficult, and 31% said that they were bored in class.
- 2.81 Post residential, secondary students were most likely to indicate that the residential had impacted on them trying to be on time for lessons (72%), and making them realise that what they learn at school is important to them (79%). These were both areas that students were most positive about prior to the residential. Areas where they felt the residential had had less of an impact were their enjoyment of school (45%) and their boredom in class (47%).
- 2.82 Again secondary students’ responses to long-term follow-up surveys were less positive than their post residential surveys. Nevertheless, more than half said that the residential continued to impact on their views of the importance of their school work (63%), that they were less likely to give up when school work was difficult (55%) and that their behaviour (58%) and attendance/punctuality (54%/53%) at school was better.

Table 2.8: Voices from Learning Away: Impact on Engagement with Learning

Changed Behaviour on the Residential	
<i>“Learning Away allowed us to see the pupils in many different learning environments. Pupils that have/ were viewed as having behaviour/emotional/social issues and potential issues whilst on Learning Away thrived on so many occasions” (Staff Impact Survey).</i>	
Changed Behaviour Back in School	
<i>“In English, I didn’t pay as much attention as I do now... the residential... helped cos I got along with the teachers... I had a good relationship with the English teachers... and they persuaded me to pay more attention in English.”</i> Prior to the residential this student was frequently sent out of lessons. Another student noted that he had not been sent out since the end of the residential (Secondary Student Focus Group).	<i>“If we don’t want to get into trouble, we now have those new people who we can go and sit with... and then when it’s all calmed down just go back to our old friends” (Secondary Student Focus Group).</i>

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Table 2.8 cont...	
<i>"[Son] doesn't get into so many fights. I think it's because he's been away with a group of them from his school, so he got to know ones that he might not have bothered with... or that he'd had run-ins with, but he found that they weren't too bad..." (Parent of a Secondary Student).</i>	
Changed Behaviour in the Classroom	Changed Attitude to School
<p><i>"Considering I didn't know them that well, I actually get responses out of them that people find quite surprising for those students. It has to be due to the relationships I built on the residential" (Secondary Staff Focus Group).</i></p> <p><i>"I've taken [colleague's] lesson a couple of times and they were always quite difficult and now they're much better... They're much better behaved, because they know me and they know what I expect from them" (Secondary Staff Focus Group).</i></p> <p><i>"Because his behaviour has improved then the time he spends in lesson has improved so he now spends more time learning. Linked to this his confidence, self-esteem and resilience has improved" (Student Impact Survey).</i></p>	<p><i>"... Before going on the trip I hated school but now I just love it. I love to learn about maths, literacy and science" (Primary Focus Group).</i></p> <p><i>"Since the residential started in Year 4, I've not found school boring, but before that I did" (Primary Pupil Focus Group).</i></p>
Improved Engagement with Their Learning	
<p><i>"[They're becoming more] adult learners – they're doing it because they want to, not because I've told them... They are highlighting areas they are struggling with and asking for specific worksheets to cover these areas... They're not only engaging in the actual learning, but they're engaging in assessing themselves, working out their weaknesses and then progressing forward with those. So it's engagement, not just in their learning in the lesson but engagement in 'I'm not going to get the grade I want unless I do this, this and this'... they're taking ownership of their own learning" (Secondary Staff Focus Group).</i></p>	<p><i>"I've definitely seen a change within the... lower ability students, where they actually engaged so much on the trip, when they're back in lessons, that engagement's carried on. Where we've had struggling relationships before, those relationships we built just over a week, they've seen 'Oh there's a point to this' rather than sitting there going 'Oh you're just telling me to do it just for the sake of it'" (Secondary Staff Focus Group).</i></p> <p><i>"Because they got on with the teacher, they followed their lead into the subject because they'd built that relationship with them... They did engage in the learning and subject... purely because of the relationship that teacher had with them" (Secondary Staff Focus Group).</i></p>
<i>"If you're sitting in the classroom with loads of people that you don't know, you're going to feel uncomfortable... and then you won't be able to concentrate... but... now that there's people that I'm friends with that I wasn't before, it's easier to concentrate because you know them and know what they're like, and they know what you're like... it just makes you feel more comfortable" (Secondary Student Focus Group).</i>	
Improved Attendance/Punctuality	
<p><i>"I wouldn't normally be in school until this time now [10.30 am] and the trip's made me realise that I need my education, I enjoy education, I enjoy learning and I was in school at half eight this morning, which is a whole two hours before I normally am" (Secondary Student Focus Group).</i></p>	<p><i>"It's been easier to get out of bed in the mornings...I can feel more comfortable learning in the... school environment that I'm in now...we know a lot more about the teachers...how they are as a person and we know a lot more about each other's personality... and I've kind of learnt a lot more about my own personality" (Secondary Student Focus Group).</i></p>
<i>"As a result in the improved relationships with teachers and home, the attendance of this child has improved from 83% to 95%. This is having a knock-on effect and the child is making good progress in school" (Student Impact Survey).</i>	

Impact on Achievement

- 2.83 Five of the partnerships focused their Learning Away residentials on supporting students' progress, achievement and attainment⁹ in the core subjects of English, maths and science¹⁰. Four of the five partnerships focusing on this hypothesis were secondary schools. When speaking to participants it was clear that often these terms were used interchangeably and there was a considerable amount of overlap. Therefore, for the purposes of this evaluation, where participants talk about achievement, progress and attainment we have not attempted to tightly define these terms and use 'achievement' to cover all areas of impact. Where data was available, we have looked at impact on achievement pre and post residential.
- 2.84 Staff were most likely to identify that Learning Away residentials were designed to improve achievement through developing staff-student relationships (55%), making learning more fun (54%), and providing collaborative learning opportunities (51%). When asked what they were specifically trying to achieve through the residential in relation to improving achievement, staff were most likely to focus on improvement in grades (secondary staff) and providing opportunities and inspiration for students to develop their reading, writing and speaking and listening skills (primary staff). Residentials most commonly focused on the following subjects: English (62%), citizenship (54%) and maths (49%).
- 2.85 Staff and students felt the residentials had impacted on levels of achievement in terms of:
- **progress in learning**, for example, moving up a set in maths, working at a higher level in literacy, lifting borderline students up a grade, or moving from BTEC to GCSE courses. In terms of progress, teachers felt that residentials had the biggest impact on 'middle of the road' and low achievers. **Figure 2.4** provides one student's perspective on the progress they had made in maths, English and science as a result of their residential experience;
 - improving the **confidence and motivation of lower attaining students**, resulting in improved achievement back in school (see **Figure 2.5**);
 - students having a **better awareness of their strengths and weaknesses** and knowing what they needed to do to improve their attainment (see **Table 2.9**).
- 2.86 The majority (89%) of parents felt their children had learnt a lot on the residential, and 43% suggested that as a result of their residential experiences they felt their children would do better in their school work.
- 2.87 **Case Study 3** provides an overview from a member of teaching staff of the impact the residential experience had on one of their students. This highlights how opportunities to experience success, take on leadership roles and develop better relationships with staff on the residential had directly impacted on this student's achievement, progress, confidence, motivation and engagement with learning back in school.

⁹ Achievement is the progress made by a student in acquiring new skills that are reflected in improvement in grades. Attainment is reaching a certain skill level that has been set as a benchmark. For further details see:

<http://www.differencebetween.com/difference-between-achievement-and-vs-attainment/>

¹⁰ It should be noted that schools expanded this focus to include other subject areas, including science, PE, drama and ICT.

Case Study 3: Impact on Progress and Achievement

Overall Impact: "Grades have increased phenomenally, as have his relationships with staff across the school (not just staff from the residential)."

What was it about the residential experience that led to these impacts? "Relationships with staff, ability to succeed and taste of success. Given leadership roles and opportunities to positively channel his enthusiasm. Understanding that teachers are human - seeing teachers experiencing the same challenges, forming informal relationships with teachers outside of a learning context". His behaviour on the residential also changed, he was described as: "much more engaged and more willing to see other people's viewpoints."

Main Impacts Sustained Back in School:

Progress and Achievement: "student has gone from a D grade to a B grade with potential to achieve an A..."

Learner Engagement, Confidence and Motivation to Succeed: "He is much more confident within the subject because he was able to experience success on the residential... With each challenge achieved, his confidence grows and his motivation to do well increases. Continued success has increased his eagerness to succeed and given him the resilience to accept some failures."

Raised Aspirations: "Very passionate about achieving... He is eager for more success. He is desperate to get an A, and is constantly discussing with me how to do this. He will now come and sit in my room and have informal conversations with me."

Improved Relationships with Staff: "Clear engagement, not just with residential teachers, and much better with all staff. He is proud of his changed behaviour. Much politer and more interested in teacher's thoughts and feelings. He will consider situations from the teacher's perspective, and apologise if in the wrong. He is continuing to develop relationships with staff and to consider things from their perspective."

Improved Behaviour: "Pupil doesn't misbehave in lessons any more. He is proud of his changed behaviour."

Leadership: "He is eager to help and lead others in the class room when they are struggling. [He] enjoys the success that these roles give him" (Student Impact Survey).

Figure 2.4: Progress in Maths, English and Science

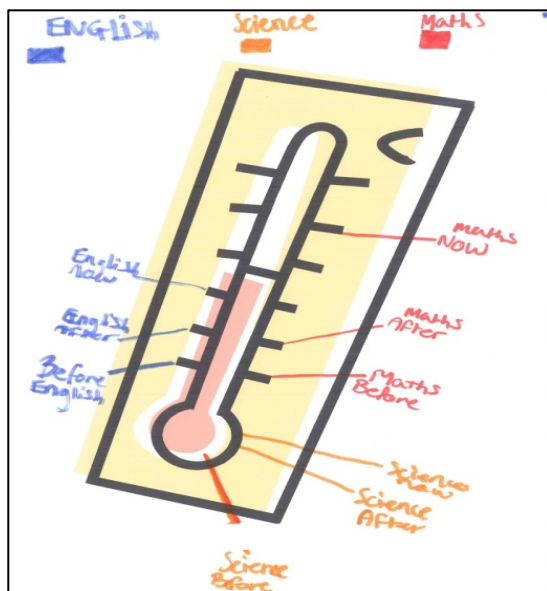
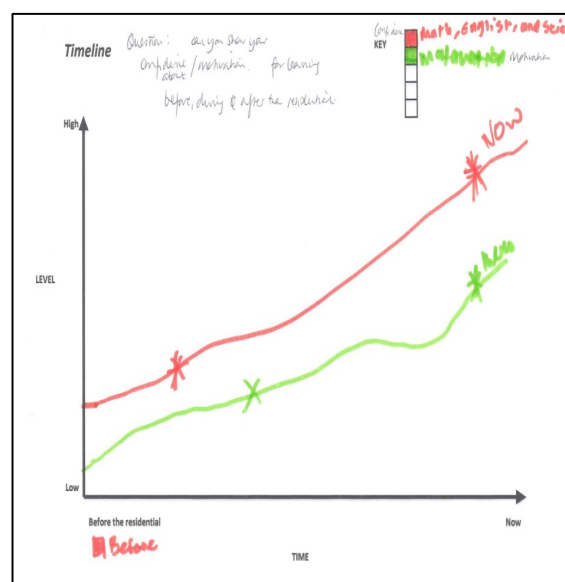


Figure 2.5: Confidence and Motivation to Learn



- 2.88 Quantitative data provided by partnerships also highlighted the impact on student achievement. At the secondary level, data was provided which showed that students who attended Learning Away residentials improved their performance and achieved higher than their predicted grades (GCSEs and Highers). Evidence provided by Calderglen and Radcliffe Schools showed improved examination grades for students attending Learning Away residentials in maths and drama.

- 2.89 Students from Radcliffe School who attended a GCSE maths residential out-performed their peers who did not attend the residential (both groups of students were C/D borderline students). **Figure C2** in **Annex C** shows that more than a third (39%) of students who attended the residential improved their maths score, compared to 14% of the comparison group. Furthermore, more than two-thirds (69%) of students who went on the residential achieved a C grade in their GCSE maths, whereas none of the comparator group achieved this grade. Both of these results were statistically significant, indicating a conclusive positive attainment impact. **Figure 2.6** shows the main areas of impact identified by two students who attended the maths residential. They highlight the activities they were engaged in and what helped them learn, for example the availability of teachers and instructors to answer questions, and impacts such as making friends and improved confidence.
- 2.90 Similarly, 61% of students who attended the Calderglen Higher Drama residential achieved higher than their predicted grade, compared to 21% of students who did not attend the residential (see **Figure C3**). Staff and students linked this impact to the increased focus on specific drama work and activities; the ability to have focused one-to-one teaching; the opportunity to allow peer assessment and for students to receive feedback from classmates who were sitting the same exam (see **Table 2.9** for comments from students who attended the drama residential). In addition, there was another factor, which none of the staff or students anticipated, and that was the development of a group ethos and a drive towards students doing the best they possibly could. The Faculty Head observed that:

“The sense of being ‘in it together’ and mutual encouragement went a long way towards supporting weaker performances and producing a higher attainment for some of the less confident/able candidates. This was something which could almost certainly not have been generated in a school setting but was eminently clear to the whole group as the weekend developed”.

- 2.91 Pre- and post-residential assessments also showed positive impacts on students’ achievement. Data provided by the SMILE Trust for students who attended its family residentials showed that more than half of students showed an improvement in their levels of achievement immediately after the residential, and, for a significant number, particularly in English, this was sustained in the longer term (see **Figure C4**).
- 2.92 Similarly, data provided by Canterbury Academy from four residentials highlighted improvements in students’ scores pre and post residential (see **Figures C5-C11** in **Annex C**) suggesting a residential effect when students were tested at or immediately after the event. Impacts were identified in a range of subjects, notably science, maths and English. The improvement in achievement was directly linked to students’ engagement in practical tasks and experiential learning, which developed their knowledge and understanding of the subject and subsequently impacted on their achievement. However, for Canterbury students, the impacts on achievement seen immediately after the residential were not reflected in improvements in their predicted or actual GCSE grades in the longer term (see **Figures C12-15** in **Annex C**).
- 2.93 There was evidence from the primary partnerships that Learning Away residentials were impacting on pupils’ progress and achievement. Staff from two primary partnerships stated that they had seen an improvement in pupils’ literacy scores pre and post residential and pupils themselves also commented on their improved literacy scores (see **Table 2.9**). In particular, staff noted an impact on low and average achievers, for example, after residentials involving a creative writer, staff observed improvements in literacy scores for these pupils, as well as improvements in boys’ literacy scores.

- 2.94 Furthermore, primary staff commented that pupils' attitudes to learning and reading and writing had also improved and that pupils were taking a more collaborative approach to their learning. This was reiterated by primary pupils in focus group discussions who stated that they were working together with other pupils to improve their grades. Students (both primary and secondary) identified that the opportunities presented by the residential for **peer learning and support** resulted in improved progress. The peer support and encouragement experienced on the residential (along with the opportunities to experience success and small group sizes) also meant that students were more willing to participate in tasks, which they might be unwilling to do within the classroom environment, for example, speaking in front of others. This not only impacted on their engagement with learning, but also their progress in their learning.
- 2.95 Primary staff also felt that residential were impacting on their gifted and talented pupils. Data provided by the Christ Church partnership showed that the schools' top performing pupils were being stretched and had achieved Level 6s in reading and writing. Staff commented that this was a significant improvement in achievement for pupils in their schools (see **Figure C16**).
- 2.96 The residential environment provided opportunities for students to experience success in a range of activities. Experiencing success in practical and physical challenges was felt to have a direct impact on students' confidence, self-belief and attitude towards achievement in their learning, both on the residential and back in the classroom. Success in activities was linked to success in the subject, and it was felt these memories were interlinked when students returned to school, i.e. transferring success in one area to success in an academic context.
- 2.97 The intensity of the residential experience also impacted on students' progress and achievement and importantly students were able to see the progress they were making, which impacted on their confidence and attitude towards their learning. Students pushed themselves and realised they could achieve more, which raised their expectations of what they could achieve. This resulted in them being more willing to try more challenging work because of the success they had on the residential. Students' improved confidence in their abilities and feeling more comfortable in the learning environment meant they were more willing to put their hand up, answer more questions and more willing to have a go.

Figure 2.6: Maths Residential – Activities and Outcomes Identified by Students



- 2.98 Post residential, more than half (57%) of staff survey respondents felt that Learning Away residential were beginning to achieve their aims in relation to improving student progress, achievement and attainment. The vast majority of the remaining respondents (41%) were unsure, either because it was still too early to say or because students had moved on to other schools.
- 2.99 Evidence to support the views of staff who felt the residential had begun to achieve its aims in relation to attainment, included: improved levels of progress; an increased interest in the subject; better subject knowledge; more engaged and confident students with a better attitude to learning

and who were using things they learnt on the residential back in school. Respondents felt that the residential facilitated achievement of these outcomes by providing students with a stimulating and inspiring environment and a context that helped improve understanding. Residentials also provided a more informal environment where relationships between staff and students could be improved.

- 2.100 Within one of the primary partnerships (running a progressive residential programme), staff noted that the residentials had been the starting point for the generation of a new-found enthusiasm for learning amongst students, resulting in improved levels of engagement and subsequent impacts on behaviour, progress, achievement and attainment. This had led to the development of a 'virtuous circle of behaviour' as students' confidence increased, reinforcing the positive outcomes seen. Within this partnership, it was noted that students now planned projects better, they were more persistent and were more likely to see tasks through to the end.
- 2.101 Staff noted that post residential the maintenance of improved staff-student relationships had a particular impact on the progress and achievement of lower achieving students. Staff noted that these learners showed **greater motivation** back in school and had developed a **new found enthusiasm for learning** because of their levels of achievement on the residential. This improved motivation was also linked to the practical activities engaged in on the residential and improved relationships developed with teachers. Staff also noted that students were more motivated to use the resources the school had put in place to help them learn in their own time, and had a clearer sense of what they needed to achieve, and how they were going to go about it. Students also actively wanted to discuss their progress with staff, and were purposively seeking out staff to discuss their test/mock results.
- 2.102 Primary staff also observed that students were more interested in writing (as a result of creative writing activities on the residential), were using richer language and were more willing to try new things (see **Table 2.9**). Both staff and pupils commented that pupils, especially boys, were doing a lot more reading and writing and felt more inspired to read. It was noted that students continued to refer back to the residential all year in their classroom work, especially in creative writing. Primary staff noted that the sense of equity and relationships developed with staff on the residential meant that students were much more confident and willing to challenge their views, which had a positive impact on students' progress in learning.
- 2.103 Staff also felt that after the residential students were more confident in their learning and more willing to try and attempt questions and activities that they would not have attempted prior to the residential. Furthermore, secondary staff noted that students' engagement in other subjects, not directly linked to the residential, had improved: students were more confident; they wanted to be involved and lead activities and show *"that they're doing better than they were before."*
- 2.104 The **memorability of the experience** was seen as key in reinforcing the learning outcomes achieved on the residential back in school. Williams (2012) notes that memorability:
- "appears to be an important factor in achieving transfer of learning. It also appears to be linked to the affective nature of the learning and the added impact that this imparts."*
- 2.105 Our evidence reinforced this view: the focused nature of the residential experience, the different approaches to teaching and learning and the shared memories reinforced the strategies students learnt on the residential. **Vignette 5** provides an overview of how one student's levels of achievement improved as a result of their residential experiences. This student's attitude to the subject (maths) had completely changed, his behaviour had improved and he had developed a positive relationship with his maths teacher.

Vignette 5: Impact on Achievement

This student has now achieved a C grade, one year ago he was achieving a grade F. The difference the residential made: *"Learning was fun and in context and engaging in a real life situation."*

On the residential: *"We had a laugh doing the activities, which changed his opinion of maths".* The residential also provided the opportunity for the student to develop a relationship with his teacher: *"We didn't know each other before. Now we have a great relationship which enhances my teaching. Now we get on very well / lots of banter and learning."*

Since returning from the residential the student's behaviour had also improved, and he was being sent out of class less frequently: *"Much better behaviour. Less send outs".* As a result his levels of achievement also improved: *"He is working hard and enjoys maths now. He could now go on to study higher tier (to get up to an A*) before he was only Foundation (up to grade C)"* (Student Impact Survey).

- 2.106 Student survey responses (see **Tables B7 and B8 in Annex B**) showed that, prior to the residential, secondary students were more positive about their ability within subjects than younger students, although secondary students were less confident about how well they would do in their exams. Post residential more than half (58%) of key stage 2 pupils thought they would do better in their school work as a result of the residential and just under half (48%) felt they would do better in their exams.
- 2.107 The views of secondary students continued to be positive in the post-residential context with two thirds or more of respondents thinking that as a result of the residential they would make better progress in their subject (72%), had a better understanding of the subject (72%), they were better at problem solving (66%) and would do better in their exams/tests (66%). Secondary students were most positive about how they were taught on the residential with more than three quarters (76%) saying that the way they were taught on the residential would help them do better in the subject.
- 2.108 Post residential, positive responses of key stage 2 pupils were maintained in the long-term follow-up surveys. Long-term follow-up responses from secondary students were less positive. Nevertheless, more than half of secondary students still felt that the residential had had a positive impact on them two to three terms post residential: 55% of secondary students felt that the way they had been taught and helped to learn on the residential was continuing to help them do better in the subject, and 51% felt they were better at problem solving and had a better understanding of the subject.
- 2.109 Long-term follow-up surveys showed that more than two thirds (67%) of primary pupils felt they had been able to use what they learnt on their residential back in school, whilst 48% of secondary students said that they had used what they learnt on the residential to help them achieve better in the subjects the residential had focused on.

Table 2.9: Voices from Learning Away: Impact on Achievement

Impact on Progress and Achievement	
<p><i>"I wanted to engage the boys especially in writing. They went away with a creative writer. They now can't stop - I have to give them notebooks to take home so they can work on their diaries and novels. Their literacy scores have gone from 3b to 4c" (Primary Staff Focus Group).</i></p> <p><i>"We put on an extra creative writing residential with a local author. The children read his book and the author came into to school to do readings before going away. On the trip the author joined them and they then wrote their own stories in workshops and inspired by the local setting. The children were very enthusiastic and took to the author as he went to school locally, lives locally and they know his books are popular" (Primary Staff Focus Group).</i></p> <p><i>"They question me a lot more... If they think I'm saying something wrong they'll argue back... I can pitch the level higher and go for more higher-order thinking skills, which is doing loads for their learning. The residential played a massive part in them being comfortable with talking in that sort of way with a teacher" (Primary Staff Focus Group).</i></p> <p><i>"Students who at school would only write a line or two were writing over a page of quality work" (Secondary Staff Focus Group).</i></p>	<p><i>"What was really good was that they made progress on the weekend... Even within the weekend they could see real progress in what they were doing" (Secondary Staff Focus Group).</i></p> <p><i>"You could see the difference in front of your eyes – it was amazing" (Secondary Staff Focus Group).</i></p> <p>Students working at U grades in school produced C/D standard work on the residential: <i>"They want that [environment] now back in school and they've got that enthusiasm of 'actually I can do something'... Normally my battle... is getting them motivated and believing that they can achieve... I've gone into the room and they've gone 'What are we doing next?' It's not something I ever hear from a low ability group, it's normally 'Do we have to?'" (Secondary Staff Focus Group).</i></p> <p><i>"Because it's so intense that week, they don't do anything else, it's purely a maths focus, I think they tend to reinforce the memories of what they've learnt so there's nothing to distract them... and because it's done in a different way... they bring that back into school as a very vivid, very clear memory" (Secondary Staff Focus Group).</i></p>
<p><i>"Our reading was on a 3b before I went to the camp. After it I turned to be a 4a" (Primary Pupil Focus Group).</i></p>	<p><i>"You want to take part and because of what we learned from the trip, I think that's how my level have gone up" (Primary Pupil Focus Group).</i></p>
Improved Achievement	
<p><i>"The acting, which was much better because of the trip, pulled up my grade a lot. If we hadn't gone away it would have been quite a different result" (Secondary Student Focus Group).</i></p>	
<p><i>"I would have failed drama if it had not been for my acting assessment. Instead, I got an A" (Secondary Student Focus Group).</i></p>	
<p><i>"I've actually started thinking about the words I use, so I've managed to bump up my grade... instead of going straight into something, actually how I'm going to plan it out" (Secondary Student Focus Group).</i></p>	
Raised Expectations and Aspiration	
<p><i>"They've come back more confident, they're more willing to try. One of them came up to me with a full exam paper completed and said 'I think I've done all right on it. She never would have on her own initiative before she went... She's realised she can do it, and she's going to go out of her way to try and she has moved up a group" (Secondary Staff Focus Group).</i></p>	<p><i>"We came on the trip thinking our pieces were quite good and we wouldn't change much. By the end of the trip, we had probably changed everything! We had no idea of our standard before, but the teachers grilled us and completely raised our game" (Secondary Student Focus Group).</i></p>
<p><i>"Now they are attempting more of the slightly scary topics in maths [because of their achievements in the physical aspects of the residential] everything that's scary, or challenging, or physical, isn't something I can't do, I just need to put a little bit more into it" (Secondary Staff Focus Group).</i></p>	<p><i>"Before I went I was doing what I thought was my 100%... After I went... there's stuff [on the residential] you just don't cover in the classroom, so it's not so much that I moved up, my 100% was stretched further" (Secondary Student Focus Group).</i></p>

Table 2.9 cont...

"She has been more focused and has set herself final grades over and above what the school has targeted her. [What was it about the residential that did this?] It put her in the position of a leader, and put her in new environments, where she realised she had more ability than she thought" (Student Impact Survey).

Impact on Knowledge, Understanding and Skills

2.110 Five of the partnerships were focused on providing residentials which aimed to improve students' knowledge, understanding and skills in a range of curriculum areas. In order to meet this particular hypothesis, staff identified that Learning Away residentials were aimed at impacting on team working (75%); confidence building (57%); and communication skills (55%) by developing problem-solving skills (55%); enhancing students' understanding of the world (42%); and developing transferable skills (41%). The majority of staff (72%) stated that Learning Away activity was aimed at developing both **new** and **existing** knowledge, understanding and skills (survey responses).

2.111 The main impacts identified by focus group participants (both staff and students) were that students were:

- becoming **more independent learners**, as well as learning how to **work as a team** (both primary and secondary students);
- **developing a deeper and better understanding of the subject**, for example, in maths or developing specific subject-related skills, such as in music or sports coaching (secondary students);
- developing **study and research skills** (both primary and secondary students), for example, how to approach problem solving and how to 'sense check' and review their work;
- **improving creativity**: residentials provided inspiration and helped to enrich students' work in a range of subject areas (both primary and secondary students);
- developing **vocabulary** and **speaking and listening skills** (particularly for primary pupils) (see Figure 2.6).

2.112 In addition, participants identified the wide range of life skills that students acquired on the residentials, for example, knowing how to behave in different situations and opportunities for students with disabilities to be engaged in physical activities.

2.113 Figure 2.6 provides examples of impact and skills learnt by primary students on a creative writing residential where students had developed word bags/banks to learn new words and construct better sentences, and used them to stimulate their writing.

Figure 2.6 Impact on Knowledge, Understanding and Skills: Student Perspectives



- 2.114 Secondary students and staff who were involved in subject-specific residential stated that the learning on the residential provided students with different ways of approaching the subject, enabling a better understanding and in turn improving students' confidence in the subject. Students talked about learning different ways of solving (subject-related) problems on the residential and being encouraged to work with others to achieve this. Staff also felt that the intensity of the residential gave students time to develop their study skills, for example, helping them to learn how to focus more effectively when studying.
- 2.115 Staff commented that the improved knowledge, understanding and skills developed on the residential were continuing to be seen back in the classroom. Students were continuing to use the techniques and skills learnt on the residential back in school and relating back to what and how they learnt on the residential. Staff were building on this by providing students with more opportunities for group working, independent learning and speaking in front of others. Secondary students identified that their improved knowledge meant that they enjoyed the subject more and, as a result, were more engaged in their learning back in school.
- 2.116 Staff survey responses reiterated this view: post residential 73% of staff felt that Learning Away residential had already begun to achieve their aims in relation to improving students' knowledge, understanding and skills. Staff observed that the residential had impacted on the skills that they wanted to impact on prior to going on the residential, i.e. students' problem solving skills (57%), developing their transferable skills (48%) and enhancing their understanding of the world (43%). More than half (53%) of staff highlighted that immediate outcomes had been achieved post-residential. These were linked to the development of specific skills (practical, team-work and problem-solving skills), students' increased confidence and independence and opportunities to be immersed in their learning with the chance for reflection.
- 2.117 **Tables B9** and **B10** highlight students' views of the impact of Learning Away residential on their knowledge and understanding and **Tables B11** and **B12** highlight students' views on skills development. **Table B9** shows that pre residential the majority of key stage 1 pupils were extremely positive about their enjoyment of and interest in their lessons, and how their teachers and lessons helped them to learn. Pre residential, over half of key stage 2 pupils felt their school work was interesting (58%) and enjoyable (59%). Post residential, nearly two thirds (65%) of students felt that their school work was **more interesting**, and over half (59%) found their school work **more enjoyable** because of the residential. Students remained positive in their long-term follow-up surveys with 60% thinking their lessons were more interesting and 66% thinking they were more enjoyable because of the residential. Similarly, key stage 2 pupils felt their residential experiences helped them with their problem solving: pre residential 43% said even if they did not know the answer when they were given a task, they could work it out. Post residential, 63% felt that they were better at problem solving as a result of their residential experiences and in long-term follow-up surveys this figure was 60%.
- 2.118 Secondary students were also positive about the residential facilitating the development of their subject knowledge and understanding (see **Table B10**). Again, secondary students were positive before they went on the residential about their enjoyment and interest in the subject and how they were taught. Post residential, more than two thirds (68%) of students felt that they knew more about the subject, they were better at problem solving (69%) and they felt the subject was more interesting and important to them (69%).

- 2.119 Post residential, over three quarters of secondary students felt that they had a better understanding of what they were trying to learn (75%), had learnt new skills (76%), would make better progress (77%), and the way they were taught on the residential helped them learn (80%). When students were asked how the residential helped them with the subject, they said it helped them develop their understanding and provided a better learning environment, which enhanced their acquisition of subject knowledge. They also said their residential experiences increased their confidence in the subject and the intensity of the experience allowed them to focus on things they found difficult. The smaller classes were also seen as having facilitated improved learning.
- 2.120 Long-term follow-up responses from secondary students were less positive than key stage 2 respondents. Nevertheless, more than half of secondary students still felt the residential had impacted on their knowledge of the subject (53%), that the way they were taught on the residential helped them learn (55%), that they had a better understanding of what they were trying to learn (60%) and that they had learnt new skills (63%). They were less positive about the residential impacting on their interest (46%) and enjoyment (46%) of the subject. Post residential, more than three quarters (77%) of secondary students felt that, as a result of the residential, they were making better progress in the subject. However, in their long-term follow-up surveys they were less positive with only 39% of secondary students still thinking that they were making better progress in the subject as a result of the residential.
- 2.121 **Table B11** shows that key stage 1 survey responses in relation to skills development remained consistently positive both pre and post residential. Pre residential roughly half of key stage 2 pupils felt that they were good at speaking and listening in class. Post residential more than half of key stage 2 pupils felt that they were better at listening to their teacher (58%), were joining in class discussions more (61%) and were happier to talk in front of their class at school (56%) because of the residential. These views were maintained or increased slightly in their long-term follow-up survey responses.
- 2.122 The most significant impact related to group working with three quarters of key stage 2 pupils in post-residential and in long-term follow-up surveys stating that they were better at working in groups in school because of the residential. Improvements were also noted in relation to problem solving: pre residential, 42% of key stage 2 pupils said they were very good at solving problems in their school work. Post residential, 50% felt that, as a result of their residential, they were better at solving problems in their school work, and in long-term follow-up surveys this figure had risen to 58%.
- 2.123 **Table B12** highlights secondary students' responses in relation to skills development. It shows that pre residential students were positive about all aspects of skills development apart from talking in front of a group in class. Post residential over three quarters of secondary students felt that because of the residential they were: more able to join in class discussions (78%), better at listening (80%), better working in a group (84%), better at explaining things to others (77%) and had a better understanding of their strengths and weaknesses (79%). Furthermore, more than two thirds (69%) of secondary students stated that they were more confident talking in front of a group in class as a result of the residential (the area where they were least confident pre residential). Secondary students' responses to long-term follow-up surveys were less positive, but nevertheless more than half said that the residential still had an impact on their skills development, particularly in relation to their confidence in working in a group (76%), and were better at listening to other people in school (72%).

- 2.124 Secondary students were overwhelmingly positive about the way they learnt on the residential with 91% stating in post-residential surveys that they liked the different approach to learning they experienced on the residential. Responses to long-term follow-up surveys showed that 55% of secondary students said that they had been able to use the new skills they learnt on the residential back in school, and 54% said they had been able to use the different ways of learning experienced on the residential back in school.

Table 2.10: Voices from Learning Away: Impact on Knowledge, Understanding and Skills

Developing Independent Learners and Team Working Skills	
Skills gained on the residential have been transferred back into school using questioning in the classroom: <i>"Think how you managed to solve that problem [on camp], what skills did you use? That's been a big change, the teambuilding part in our classroom"</i> (Primary Staff Focus Group).	<i>"I think they're better at solving problems between each other, producing a piece of work and talking about it, even in very academic terms, actually working as a group and hearing each other, taking ideas on board and not getting a stroppy fit because somebody hasn't listened to their idea"</i> (Primary Staff Focus Group).
<i>"[It's given them] independence to figure out how they're going to go about tasks rather than wait to be given a structure"</i> (Secondary Staff Focus Group).	
<i>"I learnt it in school it was hard, but when I went to the residential it became... simple because you see... all your friends doing it... so you just ask them how to do it and they can explain it to you because they have all the time in the world... You see how they do it... and all of a sudden it just sticks and you can do it easily"</i> (Secondary Student Focus Group).	<i>"[The experience of going into a work environment and pitching ideas to others]: That whole experience of being in a team, coming up with ideas and then trying to sell that idea to a bunch of people, it's probably something that you're going to do like a lot when you're working"</i> (Secondary Student Focus Group).
Developing Study Skills	Developing Presentation Skills
<i>"It showed me how to study, what's effective... now I know what's best for me"</i> (Secondary Student Focus Group).	<i>"[The presentation on the first day] was a bit of a disaster at times. We learned from it, and we could use what we did on the first day on the second day and everyone improved greatly... just that experience on the first day helped to be better prepared on the second day"</i> (Secondary Student Focus Group).
<i>"The trip showed different ways of working it out and getting different ideas from other people ... In maths lessons, they usually give you one way to solve it, but the trip showed there was more than one way to solve it"</i> (Secondary Student Focus Group).	
Developing Subject Specific Skills, Knowledge and Understanding	
<i>"Although I failed biology I felt more confident with it. I don't feel as bad. If I hadn't went on that residential, I wouldn't have known what I do now"</i> (Secondary Student Focus Group).	<i>"Since I first did leaders in Year 9, that was when I first got really interested in sport and now I want a career in sport, so it can like decide stuff for you"</i> (Secondary Student Focus Group).
<i>"I know a lot more [maths] from the trip, and when you know what you're doing, the thing's more enjoyable because you can just get on with it"</i> (Secondary Student Focus Group).	<i>"It was a lot easier to understand stuff there, so I think my understanding back in school is going to be better... You can reflect back to stuff you've seen [on the residential]... It just gives you a lot more understanding, so I think I can use it again and again"</i> (Secondary Student Focus Group).
<i>"I understand things more better [in maths]"</i> (Secondary Student Focus Group).	
<i>"The benefit you see when you come back to school is their ability to understand that topic, but then also to apply it to the exam-type questions"</i> (Secondary Staff Focus Group).	
<i>"Two girls who perceived themselves to be the weakest [at maths] on the trip...they just worked and worked, and now they're more confident in class and one of them is putting their hand up in class. It's nice to see those kids feel comfortable enough that they've understood something well enough to... tell it to everyone else, and... if those 24 kids come back and tell just five people what they've learnt when they're there... that's half the year group"</i> (Secondary Staff Focus Group).	

Table 2.10 cont...
Developing Vocabulary and Speaking and Listening Skills
In one cluster 'the coast' was introduced as a new theme for the residential this year. It included science, geography, English, social studies and PE elements. <i>"We've found it's enhanced their speaking and listening skills, their vocabulary because it's first hand, it's not from a book, they've experienced it first hand, they can talk about it and their talking leads into their writing"</i> (Primary Staff Focus Group).
Developing Life Skills
Student in a wheelchair using a leaf blower: <i>"We've got him the hard hat, the safety specs, the worker's gloves, the high vis vest, the steel capped boots and tell him to clear off and clear the path and he comes back and he's sitting two inches taller because he's involved, he's actually interacted"</i> (Special School Staff Focus Group).
Student in a wheelchair: <i>"Had a brush and shovel that could be attached to his wheelchair that he thought was amazing. He washed two cars and wanted to mop floors... it's a skill he can take home... for the future it's something that helps him be more independent"</i> (Special School Staff Focus Group).
<i>"There's educational learning when you're at school... but then there's life skills learning. If you don't go away much you're not going to get so social... you need to be socially educated to be in life. This helps you with your learning as you do both at the same time"</i> (Primary Pupil Focus Group).

Impact on Cohesion

- 2.125 Eight of the 13 partnerships were focused on providing residentials which aimed to boost cohesion, interpersonal relationships and sense of belonging. Many of the impacts identified in relation to this hypothesis have already been explored in relation to impact on relationships, supporting transition and the development of co-construction and leadership skills. The sense of community developed on the residentials and the memorability of the experiences helped to boost cohesion, interpersonal relationships and a sense of belonging amongst participants. These aspects of the residentials are explored in further detail in **Section 3**.
- 2.126 The key issues around cohesion and interpersonal relationships identified by staff in their survey responses were some students' poor motivation to learn (64%) and students feeling isolated, anxious or lonely (46%). Staff hoped to achieve the following immediate and longer term outcomes as a result of their Learning Away residentials:
- improved social skills (69%);
 - more confidence in engaging in learning activities (48%);
 - greater awareness of how their actions affect others (44%).
- 2.127 Prior to the residential, staff hoped that the residentials would improve cohesion and interpersonal relationships by providing opportunities for students:
- to engage in new activities in new environments, e.g. camping (73%);
 - to work with other students outside of their normal peer groups, e.g. different ages, cultures/backgrounds, different schools (64%);
 - to engage in communal and collaborative activities (56%).
- 2.128 Post residential, 70% of staff said that the residential had begun to achieve its aims in relation to improving cohesion and interpersonal relationships by, most commonly, providing opportunities for students to: engage in new activities in new environments (46%); work with other students outside of their normal peer groups (44%); and shine at new activities thereby enhancing their standing with their peers (43%). More than half (54%) of staff respondents also stated that immediate outcomes had been achieved. These were in relation to:
- working with students they normally would not work with;
 - providing support for their peers rather than laughing at them when things went wrong;

- having a shared purpose and goal.
- 2.129 Focus group discussions reiterated these views (see **Table 2.11**). As previously identified, both staff and students talked of improved relationships between students (both from their own schools and other schools), as well as students' increased confidence to develop new relationships, both with staff and other students. Staff also identified that students who did not normally work as part of a team did so on the residential, and continued to do so back at school. Furthermore, the vertical peer relationships developed on the residential, for example between student leaders and younger students, were maintained back in school, which strengthened the sense of community and integration within the school. Staff noted that working with staff and students they did not normally work with impacted on the sense of cohesion back in school and made school more personal and connected when they were back in school.
- 2.130 **Tables B13** and **B14** provide an overview of primary and secondary students' survey responses to the residentials' impact on cohesion. **Table B13** shows that as a result of the residential key stage 2 pupils were more likely to think that everyone in their school got on well together, and the residential also helped them realise that they could get on with people from other schools.
- 2.131 **Table B14** shows that, prior to the residential, secondary students had very positive views about the acceptability of others having different views to their own and that they could learn from the experiences of others. They also felt that people from different backgrounds got on well together (81%) but were slightly less positive (albeit still positive) about feeling part of their school and local community (73%). Post residential students felt that it was a positive experience, and had impacted on their views of whether it was acceptable for others to have different views to their own (although this was very positive pre residential); could learn from the experiences of others; and could get on well with students from other schools.

Table 2.11: Voices from Learning Away: Impact on Cohesion

Community Cohesion	Sense of Community on the Residential
<i>"When you're at home you feel more confident doing stuff, and when you go outside you feel confident that you're not going to get hurt or anything" (Primary Pupil Focus Group).</i>	<i>"Everything we did we were mixed up together..."</i> <i>"We was in tents... it just felt like we was in a group".</i> <i>"We was all together in everything we did" (Primary Pupil Focus Group).</i>
Developing a Stronger Sense of Community Within School	
<i>"With the younger kids they'll acknowledge you and say 'hi', so you are a role model to them, but they can say hi to you as a friend, they don't have to be afraid of you" (Student Leaders Focus Group).</i>	
<i>"In my first year, the school was a scary place, but when you knew more people that coached us [on the residential] you could go up to them and talk to them – so it gave you a network you could go to" (Student Leaders Focus Group).</i>	
<i>"It gives them [primary pupils] a friend that's not their buddy that they can just come up to and talk to. There's like a year of friendship before they come up here" (Student Leaders Focus Group).</i>	
<i>"You feel more part of the school now you know more people" (Secondary Student Focus Group).</i>	
<i>"When we went to [residential] everyone was different, but when we came back we stayed a bit different" (Primary Pupil Focus Group).</i>	

Impact on Student Leadership, Co-design and Facilitation of Learning

2.132 Just over half (seven) of the partnerships undertook residential focused on offering opportunities for student leadership, co-design and facilitation of learning. Staff survey responses showed that these residential were most likely to be aiming to impact on student confidence (71%) and improving peer relationships (61%) and student engagement (56%). Staff identified the following as the most common ways that residential provided opportunities for student leadership and co-design:

- providing opportunities for students to be involved in group-work activities (71%);
- engaging students in problem-solving activities (60%).

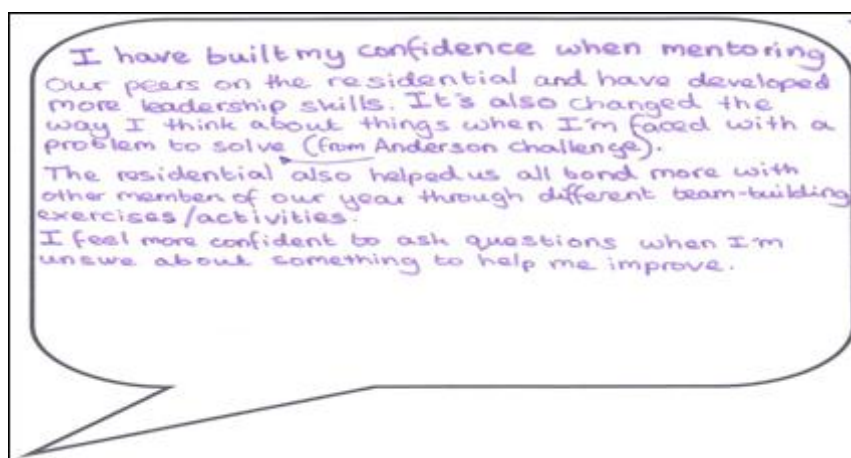
2.133 Post residential, 46% of staff noted that immediate outcomes had been achieved. Learning Away had provided students with opportunities for leadership and co-design by involving them in group-work activities (46%), providing opportunities for students to become role models for other students (44%) and involving them in leading groups (36%).

2.134 The most significant evidence of impact was on secondary students involved in student leadership programmes. Student leaders were responsible for planning and delivering residential activities, either for their peers or for younger students. Examples of leadership opportunities and peer tutoring at the primary phase were also provided. A range of impacts were identified for both student leaders and for those they were leading (see **Table 2.12**). These included:

- **increased confidence**, particularly being given responsibility to lead activities;
- providing a **role model** for other students;
- improved **organisational and presentation skills**;
- improved **independence and maturity** and the development of **interpersonal skills** learning to communicate with a range of individuals (staff, parents, professionals, peers and younger children);
- an **enhanced learning experience** as a result of student involvement in designing and planning the residential.

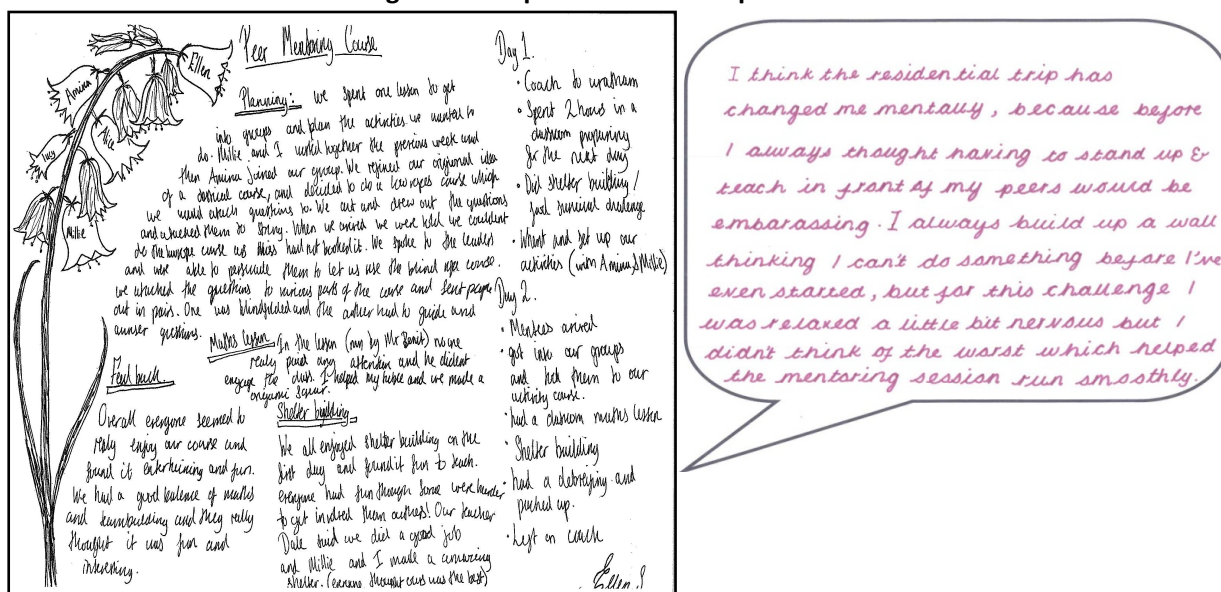
2.135 **Figure 2.7** highlights the impacts that involvement in peer tutoring had on students, including: impact on their confidence (including their confidence back in the classroom), their relationships with others and helping them to develop their problem-solving skills.

Figure 2.7: Impact on Leadership Skills: Student Perspective



- 2.136 Students were most likely to identify an **increase in their confidence** as a result of being involved in leadership activities. Students noted that being given responsibility to lead activities and staff trusting them to do this provided a huge boost to their confidence. Student leaders said they treated more like equals by staff on the residentials, and that the social aspect of the residential was important for developing those relationships. Experiencing success in leadership activities motivated students to take on additional responsibilities and made them want to continue with their leadership role. A 'virtuous circle' of success can be seen, leading to improved student motivation and engagement. Seeing their success on the residential also gave staff confidence that students were able to take on leadership challenges and plan and deliver effective activities and learning opportunities for other students.
- 2.137 Student leaders also felt that their leadership experiences had improved their **organisational, presentation, communication and listening skills**, as well as their **independence and maturity**. In particular, being responsible for delivering activities without their teachers increased students' confidence in their own abilities to lead activities and communicate with a wide range of individuals including primary pupils, staff they did not know, the general public and business professionals. The leadership activities helped students to 'think on their feet' and took them out of their 'comfort zone', for example, undertaking market research with the general public or presenting to business professionals. Students felt that these experiences would be extremely useful for future leadership activities that they might be involved in, as well as helping them at school.
- 2.138 **Figure 2.8** highlights the planning involved in running a peer tutoring session as well as the impact that it had on student leaders, particularly in relation to increasing their confidence in speaking in front of others and their presentation skills.

Figure 2.8 Impact on Leadership Skills



- 2.139 Student leaders felt that they provided **positive role models** for other students, sharing their experiences and knowledge, as well as **modelling pro-social behaviour**. They hoped that they would inspire primary pupils to take on leadership roles or take up sports activities when they themselves transferred to secondary school.
- 2.140 Staff noted an **enhanced residential** experience as a result of student involvement in the designing, planning and running of the residentials. Staff in one partnership noted that they had planned to buy in support to lead activities, but that the student leaders were so successful they continued using them instead. In another partnership, gifted and talented students delivered maths sessions to their peers. Staff noted that these student-led sessions were more effective than the session led by staff, and felt they would have been even better still if all the sessions had been run by students.

- 2.141 Student leaders also preferred the sessions where they were given responsibility for delivering all aspects of the activities, rather than those where staff took joint responsibility. Their peers also valued student-led aspects of the residential programme, for example, in terms of developing their understanding, their confidence to ask questions and clarify their understanding, as well as their levels of enjoyment.
- 2.142 Residentials that were part of a progressive programme of activity enhanced the development of students' leadership skills, enabling them to build on them year on year. Examples were provided of students attending residentials when they were younger, returning as a student leader for a day camp and then returning as an older leader to stay overnight and deliver activities over an extended period of time. Students involved in progressive residentials said they found the leadership activities were enhanced, because they had the opportunity to build up their skills over time. Staff in one partnership highlighted that, initially, leadership opportunities were available for older students (Years 11 and 12), but once they saw the benefits, these opportunities were extended to younger students within the school. Students now studying at university were still returning as paid employees to work on residentials and mentor student leaders.

Table 2.12: Voices from Learning Away: Impact on Student Leadership, Co-design and Facilitation of Learning

Impact on Confidence as a Result of Engagement in Leadership Activities	
<p><i>"Being a leader makes you a lot more confident cos you work with different people..."</i> (Student Leader Focus Group).</p> <p><i>"Because our teachers weren't there we knew we had to do it ourselves, so our confidence increased"</i> (Student Leader Focus Group).</p>	<p><i>"It's helped me with my confidence... I didn't know any of the teachers, so it's helped with my confidence going into the school and not knowing anyone and working with them"</i> (Student Leader Focus Group).</p> <p>On the residentials <i>"you just realise that you don't really need help, you can do it on your own"</i> (Student Leader Focus Group).</p>
Improved Organisational Skills	Improved Maturity
<p><i>"I think it's made me more organised... when I'm doing a session now I know everything that I need, I know what I need to do, how I need to do it, how long I've got... Whereas, when I started I just did it until I was told to stop... I think I've become my own type of boss... I work independently without any advice"</i> (Student Leader Focus Group).</p>	<p><i>"I think I'm a more mature person now... It's like you're growing up. Now I've started to work on more leadership things, it's made me mature. The first time I was leading, I was probably not taking it too seriously, whereas now I take it a lot serious"</i> (Student Leader Focus Group)</p>
Providing a Positive Role Model	Providing Student-led Learning
<p><i>"You can't do things that you shouldn't do... you have to be an example... because they take after you"</i> (Student Leader Focus Group).</p> <p><i>"When someone comes up to you and thinks they can ask you for help on work it makes you feel proud that they can turn to you if they need help"</i> (Student Leader Focus Group).</p> <p><i>"It gives them [primary pupils] the confidence to join the clubs having the experience of it [sports] before. They've had someone who's older come in and teach them so they'll have the confidence to come up and go for the clubs available, make their friends, make their own role models"</i> (Student Leader Focus Group).</p>	<p><i>"Not only does it build us as people, it builds them [primary pupils] as people as well"</i> (Student Leader Focus Group).</p> <p><i>"[What was the best thing about the residential?]</i> <i>"That we wasn't getting taught by teachers, we were getting taught by students so it was kind of fun... It was better cos you didn't have as much pressure as you would with the teacher. You... both understand each other and it's better"</i> (Secondary Student Focus Group).</p>

Table 2.12 cont...	
Providing Opportunities to Build on and Develop Leadership Skills	
<p><i>"If you'd started us off at this point, we'd have found it more difficult. Because we've worked our way up to it we've just got on with it"</i> (Student Leader Focus Group).</p> <p><i>'When I started volunteering, I was one of the quiet ones. Through all the work I've done coaching and volunteering and stuff it's just changed the way I speak'</i> (Student Leader Focus Group).</p>	<p><i>"It was good to be able to move from the year before with people telling me what to do, and then I was in that position to try and help them in what to do"</i> (Student Leader Focus Group).</p> <p><i>"With the primary schools it's more nerve wracking. You have to keep them interested for a longer period of time. They're easily distracted. It's really hard to keep them under control, but over the year, I think I've developed my leadership and confidence to go into an environment like that"</i> (Student Leader Focus Group).</p>
<p><i>"We could see how they [student leaders] were developing, and we could trust them with the children... I think they thrived on being allowed to take responsibility"</i> (Primary Staff Focus Group).</p>	

Sustaining Outcomes: Development of Leadership Skills

- 2.143 There was clear evidence of students building on the leadership skills developed on the residential on their return to school (see **Table 2.13**). In one partnership, secondary sports leaders went on to take responsibility for setting up and running after-school clubs, were involved with the delivery of 'Active Schools', were assisting with sports teaching in local primary schools and organised and led their own trip to South Africa to develop PE at a school in a deprived area. In addition, a significant number of students who went on to be prefects were students who had been on the leadership residential. Similarly at the primary level, leadership residential were being used to train students to take on a leadership role back in school, for example, leading activities in the playground. Staff also felt that as they had become more experienced in delivering residential they were more willing to give students enhanced responsibility for delivery, further developing the leadership opportunities available to students.
- 2.144 Student leaders noted that they were continuing to use the organisational skills they had learnt and developed on the residential back in school, for example, using a notebook to keep track of work deadlines and in their sports leadership activities. Increased levels of confidence, as a result of engagement in leadership activities, also impacted on students' confidence in the classroom. They felt they were more confident in speaking to others and standing up for what they felt was right.
- 2.145 Staff noted that the skills students developed on the residential were transferable to other contexts such as learning how to behave in primary school settings and work settings in general. Student leaders felt that the increased sense of maturity that leadership opportunities had given them had made them more serious about their future and realise the importance of their academic studies. As a result, they felt they were taking their GCSEs more seriously than their peers. Students said that they had more respect for teachers back in school as their experience of leading had given them a greater appreciation of the work involved in teaching and delivering activities.
- 2.146 A number of primary staff were building on the leadership and co-construction activities students were involved in on the residential, such as orienteering, back in school. One Reception teacher stated that, as a result of her residential experiences, she was providing more opportunities for her students to be involved in planning lessons which facilitated ownership and engagement within the classroom context. Survey responses from primary staff also suggested that they were promoting more student-led learning back in the classroom and finding ways to allow students to take control of their learning.

Table 2.13: Voices from Learning Away: Sustaining Impacts on Student Leadership, Co-design and Facilitation of Learning

Increased Staff Confidence to Provide Leadership Opportunities	Undertaking Leadership Activities Back in School and Outside School
<p><i>"Because we've been so many times and we've worked with the leaders a lot we know what's appropriate and not appropriate to ask them to do, and you can give them that responsibility..." (Primary Staff Focus Group).</i></p> <p><i>"As part of my practice, it has opened the door to encouraging pupils/supporting pupils to get more involved in the planning of residential. Also, the use of residential to support senior pupils with leadership within the school" (Secondary Staff Focus Group).</i></p>	<p><i>"Before I started leading I didn't know what I was doing, I was forgetting everything... but now I'm organised, I know what I'm going to do, when it's got to be done by" (Student Leader Focus Group).</i></p> <p><i>"Since the residential, I have took on the role of coaching two netball teams and a dance team in the local schools. Also coaching within my gymnastics club and volunteering in 2 different dance schools" (Secondary Student Survey).</i></p>
Increased Confidence Back in School	Better Appreciation of Leadership Skills
<p><i>"I wouldn't have done what we did the other day... we did an act out of Jeremy Kyle in English... in front of everyone and we got A*... I wouldn't have been able to do that if we'd done it a couple of years ago. So it's helped in other lessons as well... in front of classes, definitely" (Student Leader Focus Group).</i></p>	<p><i>"We were teaching. Everybody was just watching the board. It was hectic. Now I know what Miss feels like!" (Primary Pupil Focus Group).</i></p>

- 2.147 Survey responses showed that students' views about leadership, co-design and facilitation changed as a result of their residential experiences. Pre residential, just over a third (35%) of key stage 2 pupils felt that they were a good example to other children, and 39% felt they could help other people to learn (see **Table B15**). Post residential, more than half of key stage 2 pupils felt that the residential had made them realise they could be a good example to other children (56%), and that they could help other people with their learning (59%). These positive views were maintained in the long-term follow-up surveys with 56% of students still feeling that the trip had made them realise that they could be a good example to other children, and 58% stating that the trip made them realise that they could help others with their learning.
- 2.148 Pre residential, just under a third (32%) of key stage 2 pupils said they got involved in deciding what they learnt at school. Post residential more than half (59%) of key stage 2 pupils felt that the residential had made them realise that they would like to get more involved in helping to decide what they learnt or how they learnt in school. However, long-term follow up surveys showed that only a third (33%) of key stage 2 pupils said that since going on the residential they had become more involved in deciding what or how they learnt at school.
- 2.149 Replicating the views of key stage 2 pupils, prior to attending the residential, only 40% of secondary students felt they could be a role model to others (see **Table B16**). Post residential, more than two thirds (67%) of secondary students felt that the residential had made them realise they could be a role model to others. This view was maintained in students' responses to long-term follow-up surveys (62%), which suggests a positive impact on the views of those students who had lower awareness prior to going on the residential.
- 2.150 **Table B16** shows that pre residential, 45% of secondary students felt that they were involved in helping decide what they learnt or how they learnt at school. However, 71% of students felt they learnt more if they were involved in the planning of their learning. On return from the residential, three quarters (75%) of secondary students said they had the opportunity to be involved in leading the activities that they thought they would, and enjoyed the opportunity to lead activities whilst on the residential (79%). Long-term follow-up survey responses showed that 53% of students had been able to lead activities back in school, but only 42% had got more involved in helping to decide what they learnt or how they learnt because of the residential.

Impact on Transition

- 2.151 Five of the partnerships were focused on using residentials to improve students' transition experiences. In the main, this was focused on improving students' transition from primary to secondary school, but schools were also aiming to improve transitions within school, across year groups and key stages. The key transition issue (identified by 89% of staff survey respondents) that schools were trying to address through their Learning Away residentials was to **build relationships between students** (89%). In addition, residentials were also seeking to address engagement issues and the achievement dip (both 34%).
- 2.152 Staff most commonly identified that they were hoping to develop more confident and independent learners (65% and 62% respectively) as a result of their Learning Away residentials. Staff felt that the residentials would help staff facilitate students' transition experiences by providing opportunities for staff to develop relationships with students (85%) and improve staff knowledge of students (79%). Residentials had been designed to improve transition by:
- focusing on developing students' social and collaborative working /learning skills (59%);
 - providing informal time that allowed relationships to develop between students (52%);
 - embedding the residential experience within the school curriculum (35%).
- 2.153 The main impact identified by participants in the focus group discussions was that primary pupils were better prepared for secondary school, and had developed the skills and relationships they needed to manage within the secondary school environment. Both primary and secondary staff stated that the residential was "*worth half a term*" in terms of the progress students had made.
- 2.154 Residentials provided opportunities for students to form new relationships, which were maintained in secondary school and the residential context also provided an environment where students had the confidence to develop new relationships, both with staff and other students. The opportunities for social interaction on the residential was seen as one of the biggest benefits for students in terms of facilitating integration and providing opportunities for students to mix with other students, which many were not used to doing. Staff noted a particular impact on those students who struggled to form relationships with their peers (see **Table 2.14**). They also identified the lasting impact that the residential experiences had on their students (see **Vignette 6, Table 2.14** and **Case Study 4**).

Vignette 6: Impact on Transition

A member of staff spoke about a student who was involved in a Learning Away residential when he was six years old: "*He was a six year-old nightmare kicking, biting, nipping and running away. He's now in Year 7, and is an adorable young man. Every time he sees me he talks about what we did on the residential and that's five years on, which is some impact. The fact he's come to high school knowing staff he can really trust has had a big effect on him in our school.*" It was noted that this student and others who had attended the residential would now seek out staff who they had developed relationships with on the residential when they were struggling at home or school (Secondary Staff Focus Group).

- 2.155 Student leaders identified that they had better relationships with younger students back in school because of the relationships developed with them on the residential. It was also felt that using student leaders on the residential facilitated the transition process for students transferring from primary to secondary school. Student leaders were acting as ambassadors for the secondary school and younger students were seeing that secondary school could be fun and enjoyable. It was also suggested that siting primary residentials within the grounds of secondary schools to which students were likely to transfer helped facilitate the transition process, as it gave primary pupils a chance to become familiar with the secondary school.

- 2.156 **Case Study 4** highlights the impact on one student whose residential experience helped him settle into his new secondary school at a time when he was facing extremely challenging circumstances. It highlights how the residential facilitated the development of relationships with peers, staff and home-school relationships.

Case Study 4: Residentials Supporting Successful Integration into Secondary School Through Developing Relationships

Background: The student's mother had committed suicide when he was in his last year of primary school and he had no links with his father. His mother had struggled with mental illness and drug/alcohol addiction. As a consequence, the student had never been on holiday, did not know how to ride a bike, climb etc. He was apprehensive at going away with the school.

Difference the Residential Made: The residential gave staff the opportunity *"for us to see the real person"* and gave the student *"the opportunity to bond with the others in his group, learn to trust others, develop good relationships with key members of staff and build his confidence."*

What was it about the residential experience that made the difference? *"For this pupil, it meant that everyone was learning together, there were no barriers for him as everyone was learning to work with one another at the same time. For the first time in his life, he was equal to everyone around him. The learning experience provided him with a real and liberating experience that could not be replicated in the classroom... I believe it was because the experience gave him the opportunity to identify qualities he had which helped build his self-esteem."*

Impacts Back in School: *"In primary school, the pupil lacked confidence and had low self-esteem. After Learning Away, he became involved in the wider life of the school and attended extra-curricular clubs and activities. He was awarded Endeavour Certificates in several subjects at the end of S1. He is thriving in this environment and wants to give back wherever he can. The positive experience he has had so far means that he loves attending school."*

Impact on Relationships: *"The change in this boy is verging on miraculous. His aunt, who is now his carer, is so proud of him, and we have been able to build strong relationships with his new family who are encouraging him to go from strength to strength. He has a good group of friends who support one another and have taken on leadership roles in the school."*

Impact on Home-School Relationships: *"The Learning Away experience took place just as the pupil was learning to live with his new foster family. His foster mum was apprehensive about how she would manage the boy at the beginning of S1. By the end of S1, she was proudly attending our awards ceremony watching her 'son' accept several awards... In primary, the pupil's family rarely engaged with the school. His aunt is in touch on a regular basis and will call for advice and support. The school realised the importance that going on the Learning Away experience would be for the pupil so paid for him to go from school funds. The family then understood how much we wanted to support them and things developed from there."*

Sustaining Impacts: *"We have already sustained a very good relationship for over a year, and I have no reason to believe it will diminish... I am convinced that relationships formed through the learning away experience will be long lasting... The family have made the connection between the improved home-school relationships and the improvement to the quality of their son's life"* (Student Impact Survey).

- 2.157 Focus group discussions also highlighted the benefits for secondary staff of being involved in residentials. The residentials provided them with an opportunity to get to know their new students within a relaxed environment, develop relationships with them and have a better understanding of their needs, prior to their transfer to secondary school. However, one partnership said that they had struggled to get the secondary schools involved in the transition residentials, which was seen as a missed opportunity on the part of the secondary schools.
- 2.158 Additional benefits for the schools involved in transition residentials were that they had strengthened partnership working between the primary schools involved, which had resulted in other projects being developed and more collaborative working across the schools. Again, there was disappointment within some of the partnerships that the level of cross-phase working was more limited because of the challenges of getting the secondary schools involved.

- 2.159 Post residential staff survey responses showed that more than half (59%) of respondents felt that the residential had supported staff to facilitate students' transition experiences by providing opportunities for them to develop relationships with students (48%), improving staff knowledge of students (39%) and providing students with opportunities to undertake new activities and experience success (39%). Furthermore, post residential 40% of staff felt that immediate outcomes had been achieved in relation to facilitating students' transition experiences. These outcomes were linked to the relationships they had developed with students on the residential and the opportunities students had to develop relationships with other students who were transferring to secondary school with them.
- 2.160 Student survey responses highlighted the impact of the residentials on a range of factors that were likely to influence their experiences of transition. Pre residential, key stage 2 pupils were most positive about trying new things, but were less certain about changing class or whether they found it easy to make new friends. Post residential, just over two thirds (67%) of key stage 2 pupils felt that, because of the residential, they found it easier to make new friends and just over half (53%) were excited about changing class or school, and these views were maintained in long-term follow-up surveys (see **Table B17**). Key stage 2 pupils were also very positive about the residential impacting on their willingness to try new things with 82% (post residential) and 83% (long-term follow-up) stating that this was the case (although most were positive about this prior to the residential). **Table B17** shows that key stage 1 survey responses in relation to making new friends and trying new things were consistently positive both pre and post residential.
- 2.161 Prior to the residential, secondary students (like key stage 2 pupils) were less positive about changing class or school in the following year, and were most positive about trying new things (see **Table B18**). After the residential, the majority of secondary students liked trying new things (89%); were happier working with people who were not their close friends (85%); felt they were better at coping with new situations (85%); and found it easier to make new friends (85%). Furthermore, nearly two thirds (64%) of students were happier about changing class or school after the residential (reducing to 62% in the long-term follow-ups), which was the thing they had been least positive about before going on the residential. Secondary students were less positive about other areas of impact in the long-term follow-up surveys but nevertheless more than two thirds of students felt that the residential continued to have an impact.

Table 2.14: Voices from Learning Away: Impact on Transition

<p><i>"I've met new people... I made a couple of friends... So, if I can make a couple of friends there I can make a couple of friends at a new school"</i> (Primary Pupil Focus Group).</p> <p>How the residential helped them prepare for changing schools: <i>"Doing activities with pupils from other schools. Playing football with other pupils... [At secondary school] We'll know each other and settle in easier"</i> (Primary Pupil Focus Group).</p> <p><i>"I know people I will be friendly with when I go to secondary school"</i> (Primary Pupil Focus Group).</p>	<p>Residential held in first term of secondary school: <i>"I think it was better we went on the residential at the beginning of the year because that was helping to build your confidence. You make new friends and you're able to talk to other people, not just your friends from primary"</i> (Secondary Student Focus Group).</p> <p><i>"The trip was valuable, because the children have made new friends with others who will also be at their high school. My child is now looking forward more to high school and also appears to have conquered a fear of heights"</i> (Parent Survey).</p>
<p><i>"The relationships they make on that one day stay with them for the whole of their secondary career. Children we identified prior to going on camp that would have problems making friends and find it hard, they are attracted to similar children and stick together. One of my boys, who I thought was really going to struggle, met someone on camp and after camp his whole attitude changed. I don't know if his attitude in school was because he was scared of going to secondary, but he was completely different, and he's carried that through to secondary and now he's gone into another school with a pupil he met on camp to do a presentation to the new Year 7s that will be coming through next year. That makes you proud: one day in a new school made a real difference to that child's life"</i> (Coordinators Focus Group).</p>	

Table 2.14 cont...

<p><i>"Secondary school staff report that the students on entering Year 7 settle more quickly emotionally and confidence wise, are calmer, they have friends already made at camp. We have less problems, less upset children [about 50% of students have experienced the transition residential] (Primary Staff Focus Group).</i></p>	<p><i>"We did an evaluation on transition and what's having an impact, and Learning Away has come out again and again. It's still making a difference to them even when they're in Year 8 – they are still talking about it. It makes them feel more confident and helps them to know familiar faces. All the things they tell us they worry about, it makes a difference" (Coordinators Focus Group).</i></p>
<p><i>"We do Learning Away with three other schools in our learning community. It is a superb opportunity for children from all schools to get to know each other in a fantastic context in preparation for transition to high school...We have feedback from [secondary school] and the children themselves that it helps them to form friendships much more easily when they meet again in high school" (Final Staff Survey: Primary).</i></p>	<p><i>"Improvements in links between the cluster schools has really been of enormous benefit ensuring that we begin to forge stronger transition links. This, in turn, is having a massive impact on the children's move to high school. They are establishing relationships outwith their own school, and thus moving into a new class is less daunting" (Final Staff Survey: Primary).</i></p>
<p><i>"[As a result of the residential student had] increased confidence to make new friends and cope with the pressures of building new relationships. He is much more willing to take risks and not so afraid if things aren't perfect. He left [primary school] feeling confident about moving to new school" (Student Impact Survey).</i></p>	<p><i>"[The residential is] a valuable element in the transition process: students joining in Year 7 with new friends from different primary schools and knowing a few staff very well from the Learning Away camp" (Final Staff Survey: Secondary).</i></p>

Impact on Pedagogical Skills

- 2.162 Just over half (seven) of the 13 partnerships were focused on enabling teachers to widen and develop their pedagogical skills and apply these back in school. Staff surveys completed prior to the residential showed that the majority of respondents wanted to use the residential to further develop their understanding of their students (88%) and to provide inspiration for alternative approaches for their teaching and learning (74%). They felt that the residential would provide them with further understanding and experience of teaching approaches (74%), learning opportunities (73%) and learning approaches (70%) to be used back in school.
- 2.163 Surveys completed after the residential showed that most staff felt that they had already begun to achieve the goals they had for Learning Away, both personally (72%) and as a team of staff involved in delivering residential (69%), and expected it to impact on their own practice (62%) and that of other staff (61%). Learning Away provided opportunities for staff to develop their practice by providing opportunities for staff to teach outside the classroom (69%) and engage in and develop more practical learning opportunities (47%). Similarly, post-residential staff confidence in their ability to apply what they learnt on the residential back in school was high, with 40% being very confident and 55% fairly or quite confident.
- 2.164 The main areas of impact on pedagogical skills identified by staff in the focus groups and staff surveys were:
- **developing new ways of teaching and learning** that were transferred back into the classroom context. This included increased use of LOTC approaches and developing more opportunities for group learning, problem based learning, discovery learning, student-led enquiry and creative learning;
 - **impact on curriculum delivery** and delivering a more **integrated curriculum**;

- **developing professional relationships:** staff involved in residentials were developing professional relationships with staff from their own and other schools, as well as with other professionals involved in the delivery of residentials;
- **impact on individual members of staff and professional development opportunities;**
- **staff developing a better awareness** of, and insight into, students' and families' needs.

Developing New Ways of Teaching and Learning

2.165 Staff identified that residentials provided a context (time and space) where they could test out and develop new ways of teaching and learning. Having used the residential to successfully test out these approaches staff (both primary and secondary) felt that they were more confident to incorporate them into their practice back in school. As a result of the residentials, staff identified that they were undertaking more:

- **LOtC:** staff were increasing the opportunities available for LOtC because they had seen on the residentials how these approaches could improve students' engagement with their learning and behaviour. As a result of their experiences on the residentials, staff stated that they were more confident about using LOtC approaches, were less daunted by managing students outside the classroom and were more confident in providing outdoor activities that involved collaborative learning and problem solving. More than two thirds (69%) of staff responding to the final impact survey stated that Learning Away had a 'significant' or 'transformative' impact on their use of LOtC;
- **practical, real-life learning opportunities and more active learning:** on the residentials staff saw the benefits of providing practical hands on learning that really engaged students;
- **collaborative and group-based learning opportunities**, as well as providing more opportunities for students to **choose how they learnt** within the classroom environment and more **freedom to move around the classroom**. More than half (57%) of staff responding to the final impact survey stated that Learning Away had a 'significant' or 'transformative' impact on their use of collaborative learning within the classroom context (see **Table 2.15**).

2.166 Staff felt that, as a result of their residential experiences, they had become more **experimental and flexible in their teaching**, were **more willing to take risks** and had more **confidence to try different types of teaching**. Staff stated that they were also **more trusting of their students** and linked this to the improved relationships developed on the residentials. Staff said that they were more relaxed in the classroom environment and were giving students more responsibility, freedom and independence, leading to a more positive teaching and learning experience. The impact of this in the classroom was that students became more engaged in learning, meaning that staff worried less about behaviour management and discipline and focused more on the content of the lesson and what was being learned.

2.167 Residentials provided staff with opportunities to be more experimental, but also time to focus on their teaching. Staff said the residentials gave them time to reflect on their practice and think more about how they delivered their teaching. One secondary teacher noted that the way she taught her classes and how she presented information to students had changed as a result of her residential experiences because the residential had provided her with an opportunity to reflect on her teaching. Others stated that learning with their students on the residential had made them reflect on their practice, helping to develop a better understanding of how individuals learn and critique their practice from the students' perspective. As a result, staff felt they were more aware of how students felt when they were being taught something for the first time, they were more aware of students' levels of concentration and the need to respond appropriately, how they communicated with students and of the need to celebrate success within the classroom context.

2.168 Residentials provided staff with opportunities to **share ideas with colleagues** and develop new strategies and approaches to teaching. Opportunities to observe colleagues' teaching gave them ideas and strategies that they would not have picked up without going on the residential. For example, a member of staff who helped out in an English lesson on the residential saw the grade target cards students had and as a result had used them in her own lessons back in school.

Table 2.15: Voices from Learning Away: Impact on Pedagogical Skills

Developing New Ways of Teaching and Learning: More LOfC and Practical Activities	
<p><i>"We did a literacy lesson outside, we were doing poetry about autumn so we went outside and we were feeling the leaves and jumping in them and that helped them to write their poems" (Primary Staff Focus Group).</i></p> <p><i>"[Doing a practical activity to teach loci] they understood it a lot better. So that's changed the way I'll teach that topic from now on because they can visualise it and it was easier. I've tried to teach that subject theory-based so many times and it's never quite got there for all of the students so now that's my new way to teach it" (Secondary Staff Focus Group).</i></p> <p><i>"[My teaching] it's much more kinaesthetic, more practical, more moving around, it's trusting the kids a little bit more to be able to behave... Before the residential, I was probably a little bit afraid about doing that sort of thing, whereas now I know I can handle it, it's fine and I'm getting much more positive results from it, which is really great" (Secondary Staff Focus Group).</i></p> <p><i>"It [Learning Away] gives you more confidence as a practitioner to take things outside the classroom even in the school environment. As a school, we're involved in things like Forest Schools... just to take that learning outside of the classroom and know how to handle those kinds of situations" (Primary Staff Focus Group).</i></p> <p><i>"As a teacher, the biggest impact has been having the confidence to organise learning outside and using the outdoors in my day to day practice" (Final Staff Survey).</i></p>	
Developing More Trusting Relationships	Taking Risks
<p><i>"I put more trust in the students... I'm not hovering over them thinking 'Are they doing the right thing, is everything under control?' I can actually put more trust in them and rely on them to be independent" (Primary Staff Focus Group).</i></p> <p><i>"I think I trust them a bit more, I give them a bit more responsibility and let them go ahead and get on with it" (Primary Staff Focus Group).</i></p>	<p><i>"Because of the skills that people have got from going on residentials, they are taking a lot more risks, like Key Stage 1 this half term have been studying the Great Fire of London, so they've built a house and set it on fire... that is definitely down to the teacher that's done it has been on a residential and feels quite comfortable and happy... Next half term we're having a bonfire in Foundation Stage 2... I definitely have noticed that we are more risk takers now than we have ever been" (Primary Staff Focus Group).</i></p>
Better Insights into how Students Learn	Balance and Adaptability
<p><i>"I learned from watching an instructor teach someone how to climb. They break it down into such small tasks and explain it really clearly. As a teacher, I'm learning from them. You're so used to doing something in your own area, but when you're doing something new you put yourself in the shoes of the pupil who's learning something for the first time, which makes you a better teacher" (Secondary Staff Focus Group).</i></p>	<p><i>"Knowing how to balance the content of your teaching... it's made me think a lot more about 'how long am I expecting you to concentrate for, what does this task actually involve, will it take this amount of time, will I get the best possible engagement from you or do I need to think about breaking this up slightly, how can I make this more relevant to you?" (Secondary Staff Focus Group).</i></p>

Table 2.15 cont...	
<p>"[On the residential the reward was immediate] <i>if the sail went up quickly then we caught the wind and the boat moved faster... We need to make a point back in school of celebrating the things they do really well right at the moment that it happens rather than letting it go by a week. By then it's too late, you've lost that moment</i>" (Secondary Staff Focus Group).</p>	<p><i>"I feel like I can adapt a lot better... if something happens I'm not afraid to adapt my lesson... you relax a lot more in lessons"</i> (Secondary Staff Focus Group).</p>
<p><i>"I've learned I need to make sure they all understand, that they all have listened and that they all know exactly what they're doing. For me communication probably has improved. I need to make sure I've said the right things to the right people"</i> (Secondary Staff Focus Group).</p>	

Impact on Curriculum Delivery

- 2.169 Staff noted that residential were also impacting on the **delivery of the curriculum in school**, particularly in terms of developing a more integrated and thematic approach to curriculum delivery, and that they were using residential to deliver their statutory curriculum objectives. Staff from one of the special schools noted that the residential had helped them develop a more skills-based curriculum, and that they had used the residential to identify key life skills that students needed to acquire and the best ways of supporting them to develop these skills. Within one of the primary partnerships, involvement in Learning Away had changed the school's approach to delivering the curriculum, and staff were now looking to embed LOTC approaches throughout the curriculum. At the secondary level, relationships developed with staff on residential had resulted in a review of the alternative curriculum available within school and the development of a new curriculum which better met the needs of students (see **Table 2.16**).
- 2.170 Cross-curricular work undertaken on residential also helped teachers identify just how many opportunities there were for taking a similar approach back in school: *"it made us really aware of the potential that was there, and how we can link all our subjects together"* (Secondary Staff Focus Group). Staff felt that the residential gave them the confidence to deliver cross-curricular activity that they would not have considered possible prior to their residential experience, for example, building a trench as a cross-curricular commemoration project around World War 1 (see **Table 2.16**).
- 2.171 Importantly, residential provided opportunities for staff to share practice across disciplines and made them more aware of potential linkages across subjects. Examples were provided of English and maths teachers sharing syllabuses and good practice, which they said they would never have the opportunity to do within the school context. Staff also noted that they were sharing practice developed on the residential *"it increases everybody's practice, it improves it, it gives them much more variety"* (Secondary Staff Focus Group).
- 2.172 Sharing practice on the residential also made staff realise the need to join-up the curriculum more effectively to avoid duplication and improve attainment. For example, in one secondary school there was an issue with students struggling to recognise that questions on science papers were essentially maths questions. Consequently, science and maths teachers were working together back in school to identify ways of teaching maths in science so the students could see the connection and that it was *"the same as they're learning in maths and they do know how to do it."* Staff were working together to develop better understanding.
- 2.173 Staff from schools in Scotland identified how residential learning could help them deliver the Curriculum for Excellence. Many of the outcomes they wanted to achieve in the curriculum could be delivered or reinforced by residential learning opportunities, for example final assessments for drama and PE (see **Table 2.16**). These benefits also helped promote the value of residential learning to colleagues and senior managers.

- 2.174 The importance of integrating and embedding residential learning back in school should be emphasised and for many of the staff spoken to this was clearly what they were trying to achieve. However, at the secondary level in particular, staff acknowledged the challenges they faced in embedding residential approaches back at school:

"It's still not as high on the agenda as it should be. It's not as embedded in the curriculum or subject areas as it should be. It should be part of their [staff] termly planning but it's not and that's where we want it to go long term... So we still have to drive [staff] to do them because we know the difference they make" (Coordinators Focus Group).

Table 2.16: Voices from Learning Away: Impact on Pedagogical Skills

Impact on Curriculum Delivery
<i>"Learning Away not only helped embed residential within the school: they're a given and happen in every year group and are still developing... But now we are looking much wider and looking at embedding LOTC in its widest sense in every year group and using the outdoors on a daily basis"</i> (Coordinators Focus Group).
[Plans to build a trench as a cross-curricular World War 1 commemoration project]: <i>"I don't think we would have had the bravery a couple of years ago to say, 'we're going to build a trench' but... after the success of the residential... we are now in the place where we can do that sort of thing"</i> (Secondary Staff Focus Group).
<i>"As a direct result of the impact of this project, we developed "Forest Schools" on our grounds, and we have re-written the curriculum with a much more themed approach, with practical experiences interwoven throughout"</i> (Final Staff Survey).
[What has had the biggest impact on you as a teacher?]: <i>"Developing key relationships with other staff that have borne fruit in developing alternative strategies for working with young people back in school. As a result, new programmes of alternative curriculum have developed with a more appropriate approach"</i> (Final Staff Survey).
<i>"You look at the curriculum and think 'that can be done on residential, that's what we do on residential'. How they've changed the exam assessments for subjects like drama and PE, it's a no brainer that when you go away a week before their final drama assessment and have the kids working together for an extended period of time that there's going to be a significant improvement... Even if you take the people involved [in Learning Away] now out of the loop; [the other staff] the class teachers, faculty heads, the headteacher who want to raise attainment can see that, as another strategy, they can do this"</i> (Coordinators Focus Group).

Developing Professional Relationships

- 2.175 Staff noted that working with specialists and experts on the residential both inspired and challenged them to think *"even more outside the box"* in developing their own practice and being more creative (see **Table 2.17**). Staff said they returned from the residential with renewed enthusiasm, confidence and motivation. As already identified, residential provided opportunities for staff to develop relationships with staff and other professionals they would not normally get the opportunity to work with, for example, staff from other subjects/disciplines and from different key stages/year groups. Residential gave staff time to talk and get to know one another and share ideas *"it's really good for staff relationships"* (Primary Staff Focus Group). Responses to the final impact survey showed that more than half of staff felt that Learning Away had a 'significant' or 'transformative' impact on enhancing their relationships with colleagues in their school (61%) and had enhanced or developed new relationships with other professionals (55%).

- 2.176 Staff provided examples of schools coming together to undertake joint activities as a result of relationships developed on the residential. This was seen as particularly important for students living in relatively insular communities in terms of helping to widen students' horizons. Examples were also provided of staff from the same school undertaking joint activities with colleagues because of the relationships they had developed on the residential, for example, primary teachers planning together as a year group and mixing groups, rather than keeping them as separate classes. Secondary staff felt that residential helped break down barriers between staff normally 'stuck' in subject groups. As a result, staff noted that the school felt more connected and personal because of the relationships developed on the residential. Residential were seen as a particularly valuable way of integrating new staff into the school and developing both their relationships with staff and their skills in behaviour management, particularly of more challenging students.
- 2.177 It was felt that staff developed much closer relationships with staff who they had been away with, resulting in more supportive relationships back in school and staff being more attuned to one another's needs. The trusting relationships developed between staff on the residential meant that, if they were working with colleagues back in school, it would be those staff who went on the residential that they would go to first because they knew they could depend on one another. Furthermore, staff from one secondary school observed that as a result of the residential they now had points of contact in other departments, so if, for example, they wanted to introduce numeracy into their lessons they knew who to go to and felt comfortable doing that. The relationships developed on the residential meant that staff were more comfortable talking to each other back in school. Primary teaching staff also observed that relationships developed between teaching assistants on the residential were maintained back in school. It was felt that this had led to a more integrated and team-based approach to supporting students within the classroom which resulted in better behaviour management in the classroom and issues being contained prior to escalation (see **Table 2.17**).

Table 2.17: Voices from Learning Away: Impact on Pedagogical Skills

Developing Professional Relationships
<i>"When does an art teacher get to hang out with a maths teacher? You get to know all these different members of staff on a whole different level and ... build friendships. It makes you think 'I quite like work because I quite like the people I work with,' and that makes you happier, which makes you enjoy your job, which is fed through to the kids" (Secondary Staff Focus Group).</i>
<i>"We've learnt from each other how to manage behaviours. The way [teacher] manages behaviour coming from a youth work background is completely different to how a classroom teacher would, and that approach works with challenging children rather than the classroom approaches we are used to. So, being able to see that is really good" (Secondary Staff Focus Group).</i>
<i>"If I was going to be working with someone in the school, the people around this table would be my first port of call because I know from being at the residential... everyone mucked in... We know that we can depend on each other to get stuff" (Secondary Staff Focus Group).</i>
<i>"They will do anything for each other – all those barriers that are normally there are broken down... They'll do anything for anyone 'cos they've all been in that situation and worked together as a team when they've been away and sat up all night" (Coordinators Focus Group).</i>
<i>"The teaching assistants have developed a network where they're really supportive of each other and they notice when they're struggling, even without anybody saying... They pick up each other's slack, which didn't happen before... it's really noticeable" (Primary Staff Focus Group).</i>
<i>"Participation in Learning Away gave me the opportunity to plan co-operatively with other colleagues. Working in a one form entry primary school, there are not many chances for this to happen. It's given me a clearer understanding of other teachers' strengths and I have been able to use this to seek support from colleagues" (Final Staff Survey).</i>

Impact on Individual Members of Staff and Professional Development Opportunities

- 2.178 Staff noted that engagement in Learning Away had made a huge difference to individual members of staff and that residential had been used as a valuable mechanism for staff development. Residential had been used to develop the skills of new staff and give experienced staff additional responsibility. School managers suggested that, as with some students, the residential context provided the opportunity for them to identify strengths in members of staff that may not have been apparent within the school/classroom environment, which they could build on back in school and on further residential. Examples were provided of the profound impact involvement in residential had on individual members of staff (see **Table 2.18**).
- 2.179 Individual members of staff said they had grown professionally as a result of their Learning Away experiences and many had been 'converted' to the benefits of LOTC. They also noted that their residential experiences had given them the confidence and inspiration to achieve further or additional qualifications (including in outdoor learning) and to push themselves professionally. In addition to noting the benefits for their staff, senior leaders also felt that involvement in Learning Away had made them more evaluation and outcomes focused.
- 2.180 Learning Away was felt to have helped embed residential learning and LOTC more generally with the schools involved. When staff were asked in the final staff survey what impact Learning Away had had on their school's residential programme they were most likely (61% of respondents) to identify that it had led to an increase in staff involvement in residential. Furthermore, evidence from the focus groups showed that schools were no longer struggling to staff residential because staff could see the benefits both for themselves and for students.

Table 2.18: Voices from Learning Away: Impact on Pedagogical Skills

Impact on Individual Staff and Professional Development Opportunities	
<p><i>"Whenever you come back, you're not the same person you were when you left. For however long that lasts ... you're completely different, and it has completely changed your interpretation of pretty much everything"</i> (Secondary Staff Focus Group).</p> <p><i>"I would not be where I am now without the residential... It changes your outlook, it changes your practice and it makes you a better teacher"</i> (Secondary Staff Focus Group).</p> <p><i>"[Learning Away] has been one of the best experiences I've been involved in at [school]. I was the kind of person who didn't camp, that wasn't my kind of thing. Having been involved over the years and seen how much the teachers and staff get from it, and what an amazing opportunity it is for our kids, I think it's been just the most amazing experience"</i> (Primary Staff Focus Group).</p> <p><i>"It's been fantastic to see that one of the TAs was the lead coordinator for our most recent camp and she's going to continue with that role. It's been about bringing people in where they have strengths that we might not have seen in school"</i> (Coordinators Focus Group).</p> <p><i>"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"</i> (Secondary Staff Survey).</p>	<p><i>"It's definitely made me grow as a person. I would never have done my [further qualifications] without this job or these residential"</i> (Coordinators Focus Group).</p> <p><i>"The development of practice within staff is what drives them to recommend it [Learning Away] to other people"</i> (Coordinators Focus Group).</p> <p><i>"What it's done is not only be life changing for children, but also some members of staff. I can see that in some staff in our school who would never do learning outside the classroom activities... it's made a huge difference to staff and children"</i> (Primary Staff Focus Group).</p> <p><i>"We took one member of staff last year who hated the thought of camping. She overcame the fear of spiders and all the other things that go with camping. She was enthused by the way the children were reacting to the experience. She's volunteered already for next year"</i> (Primary Staff Focus Group).</p> <p><i>"For me as one of the middle managers I can help people with their professional development because I've seen it, I've done it and I've organised it. It helps me to help members of staff that I support in school. It's quite an important thing for me really"</i> (Primary Staff Focus Group).</p>

Developing Better Awareness of Students' Skills and Needs

- 2.181 Staff felt that residential helped them develop a **better understanding of students' strengths and limitations** *"you come back and you've got a completely different understanding"* (see **Vignette 7** and **Table 2.19**). Staff felt that seeing students in a different context helped them develop better insights into students' needs and thus work more effectively with them back in school. Secondary staff stated that they had a better understanding of students' styles of learning, and therefore could adapt their teaching to suit students' individual needs. Students also felt that as a result of the relationships developed with staff on the residential, staff had a better understanding of how they liked to learn.
- 2.182 The residential context provided staff with opportunities to **see students in a different light**, for example quieter students becoming more confident and outgoing and, once that was known, staff observed that they could create similar opportunities back in school. Staff also noted that the residential changed the way they treated these students back in school, for example, they could be more challenging and push them further to achieve more because they had a better understanding of what they were capable of. Thus, residential helped raise staff expectations of what students could achieve.
- 2.183 The above views were reiterated in the final staff surveys. When staff were asked about the impact of Learning Away on awareness of and insight into their students and their needs staff were most likely to identify that it had helped them **see their students in a different light**, and had given them a **better awareness of students' strengths and limitations**: 82% of respondents said that Learning Away had a 'significant' or 'transformative' impact on them seeing their students in a different light and 78% felt that Learning Away had a 'significant' or 'transformative impact' on their understanding of their students' strengths and limitations.

Vignette 7: Developing a Better Awareness of Students' Needs

"[What has had the biggest impact on you as a teacher?] understanding students' strengths and limitations. Seeing normally confident children shy away from challenge yet others who seem less confident seem to grow in an experiential, outdoor learning environment. It has made an impact on my practice in that the children, also in accordance with Curriculum for Excellence, take a far greater role in planning their experiences. This has allowed everyone to have a voice in their learning. Grouping children in new ways has also resulted. Further, this has led to a greater interest in experiential outdoor learning" (Final Staff Survey).

- 2.184 Staff said that within the residential context they discovered things they would not see in the classroom, and as a result, were more sensitive as to the best ways of approaching students (see **Table 2.19**). For example, seeing students with particular needs, such as ADHD, responding well to residential activities gave staff ideas for new ways of working with them in the classroom. Similarly, staff observed that on residential students paired up with other students whom staff would not have expected. This made staff realise that sometimes in class it would be beneficial for students to be placed with other students with whom they could socialise. Consequently, staff said once back at school they were more careful about pairing students, and were grouping them differently for different activities or allowing them to group themselves.
- 2.185 Staff felt that the residential context gave them improved insights into **effective behaviour management strategies**, for example, understanding the link better between home and behaviour at school made them rethink their approach to managing behaviour back in school. Secondary staff felt that the residential provided a context where they could learn from other staff how to manage students' behaviour more effectively, particularly managing the behaviour of more challenging students. Staff also noted that they were able to share successful strategies used on the residential with colleagues back in school and that those staff who participated in residential talked to each other more about behaviour management strategies on their return to school.

2.186 Staff felt that the trusting relationships with students and better understanding of student behaviour developed on the residentials meant that they were more effective at diffusing potential situations of tension and conflict back in school – staff had greater confidence to deal with issues and knew how to manage them more effectively. Similarly, staff identified that the relationships they developed with more challenging students on the residential could be built on back in school, which meant that students had someone they could trust and go to if they had a problem. Staff also felt that the more trusting and respectful relationships developed with students on the residential meant that when staff needed to be more authoritarian back in school, students listened and responded quicker because of those relationships developed on the residential.

Table 2.19: Voices from Learning Away: Impact on Pedagogical Skills

Developing Better Awareness of Students' Skills and Needs	
<i>"We found a lot out about our students. Spotting those who take the lead and those who take a back seat... we were surprised at students who fell into each group... You only find out these qualities on residentials" (Secondary Staff Focus Group).</i>	<i>"New information is gained about students that can be passed on to other staff: what makes them tick, how best to deal with them in a certain situation. It can make their experience in school a bit more positive" (Secondary Staff Focus Group).</i>
<i>"Working with children in a different environment highlighted how little we knew about our children as individuals; their leadership skills, their ability to innovate, their fears, their co-operative skills (or lack of them!). Staff involved in the project brought this new knowledge back with them" (Final Staff Survey).</i>	<i>"Knowing students and having a history together gives you new ways to support students or challenge students in school. They can tell you anything when they've seen you in pyjamas! They think 'I can actually say things and I'm not going to be taken away... people will work with me" (Secondary Staff Focus Group).</i>
<i>"Staff witness pupils having problems or concerns raised about pupils and [the residential] gave us a bigger insight to all the pupils and valuable knowledge on the return to school" (Final Staff Impact Survey).</i>	<i>"I think that getting to know them [staff]... and how we behaved in different environments helps us now when we've come back, 'cos they know how we like to learn" (Secondary Student Focus Group).</i>

3 HOW RESIDENTIALS CONTRIBUTE TO IMPACT: DEVELOPING A LEARNING AWAY COMMUNITY

- 3.1 Residentials provide the opportunity and experience of living with others, which leads to the development of a strong sense of

"It makes you one family" (Secondary Student Focus Group).

community and belonging.

"We were away from this really big London community and we were... our own little community while we were there" (Primary Student Focus Group).

- 3.2 They provide opportunities for group reinforcement and support, as well as the chance for participants to learn more about themselves and others (Fleming, 1998). Williams (2012) goes on to suggest that the residential community experience can help facilitate the creation of a 'virtuous circle' of behaviour:

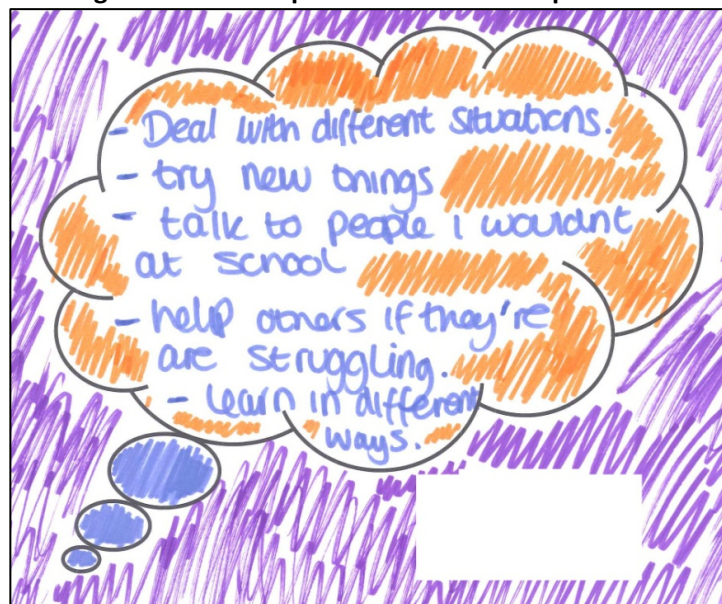
"The new environment and its energising influence creates an openness to new experiences... Students want to do well in the eyes of their peers and are therefore persuaded to have a go at something difficult. Support from fellow students contributes to success. The emotional impact of overcoming fear creates an obvious sense of achievement. That raises the aspiration of those who might be dubious and gives them the confidence to try. They succeed in turn and the effect is a self-sustaining process of raising achievement".

- 3.3 Drawing on the impacts identified in Section 2, **Figure 3.1** provides an overview of how residential experiences contributed to these improved outcomes and **Figure 3.2** provides an overview of the impact on one student. It should be noted that many of these factors were interlinked. The remainder of this section discusses each in turn.

Figure 3.1 How Residentials Contribute to Impact: Developing a Learning Away Community

<p>Time, space and intensity of the residential experience</p> <ul style="list-style-type: none"> ➤ time, space and intensity of the residential experience is key to developing relationships and learning opportunities; ➤ participants are away from home for an extended period of time, away from their usual routines and distractions; ➤ residentials provide opportunities for participants to be immersed in learning and to develop relationships; ➤ unstructured time provides opportunities for discussion and self-reflection and more informal learning. Informal down time and being away overnight are important for developing peer and staff-student relationships.
<p>Residentials are a leveller (sense of equity, levelling effect and breaking down of barriers)</p> <ul style="list-style-type: none"> ➤ residentials provide a new space and context where participants are equal and existing barriers and hierarchies can be broken down; ➤ the sense of equity is further enhanced, because participants are engaged in activities and challenges they might not have experienced before; ➤ the residential context allows students to see different qualities in each other, which impacts on their interpersonal relationships, both on the residential and back in school.
<p>Relationships and skills developed through sense of community /living together</p> <ul style="list-style-type: none"> ➤ residentials allow participants to create a new community away from their normal distractions and give them time and space to address their goals (both personal and learning-related) within a supportive environment; ➤ the residential context also gives students and families opportunities to be immersed in a positive community environment that they may not experience at home; ➤ the residential context helps to develop a sense of responsibility and maturity: students are away from home for an extended period of time and are often given new levels of responsibility within the residential community, for example, looking after their own and other people's things, preparing food, putting up tents to ensure they have shelter, and keeping the fire lit so they have hot water and can keep warm. This increased sense of responsibility helps to promote and develop both self-reliance/independence and team-working skills, which can be transferred back into the classroom context.
<p>Challenging activities and opportunities to experience success</p> <ul style="list-style-type: none"> ➤ the residential experience provided opportunities for students to experience success in a range of practical and physical challenges impacting on confidence, self-belief and attitude to learning, both on the residential and back in the classroom; ➤ success in activities was linked to success in the subject and these memories were interlinked when students returned to school.
<p>New ways of learning, ownership and engagement with learning</p> <ul style="list-style-type: none"> ➤ residential learning provides a context and model for students and teachers to explore new ways of teaching and learning e.g. group work, discussion, different ways of resolving problems and LOTC opportunities; ➤ residential learning is focused on real-life activities and experiences. Experiential and context-based learning was seen as key to developing students' understanding of the subject and facilitating their engagement with, and progress in, learning; ➤ residentials provided important opportunities for students to revisit and build on their learning experiences from one day to the next, which help to achieve deeper student learning. Discussions during informal down time further enhance the learning opportunities.

Figure 3.2: The Impact of Residential Experiences



Time, Space and Intensity of the Residential Experience

- 3.4 The residential context provided the **time, space and intensity of experience**, which enabled participants to develop relationships and learning opportunities. In terms of relationships, residentials provided a context where new relationships could be developed and existing relationships enhanced. Participants noted that the residential context provided students with opportunities to interact with staff and students they did not know (including cross-age mixing and mixing with students from different schools). It was felt that the residential experiences - for example, sharing rooms with peers they would not normally talk to, sleeping together in tents and dorms, sharing meals and playing games - helped change relationships, both on the residential and back in school. Residentials also provided opportunities and the time for students to strengthen and develop existing peer relationships (see **Table 3.1**).
- 3.5 The **informal down time** available within the residential context and **being away overnight** was seen as especially important for facilitating the development of peer relationships. The intensity of the residential experience, i.e. that participants were together for 24 hours a day, meant that they had to learn how to get on with one another and resolve issues, because they were not going home at the end of the day. The opportunity for students to spend an extended period of time away from home with their peers was seen as especially valuable for students with special educational needs, who would not normally get the opportunity to have this sort of experience.
- 3.6 Being away overnight was seen as critical in providing opportunities to develop and enhance staff-student relationships, particularly allowing students to see staff, not just as teachers, but also individuals, which would not be possible on a day trip. In turn, this was seen as developing more trusting staff-student relationships back in school. Students valued the fact that staff gave up their time to go away with them, they felt that they cared. This in turn facilitated student engagement and motivation and improved staff-student relationships.
- 3.7 Being away from home for an **extended period of time**, getting to know new people and engagement in new activities, all served to increase students' confidence and self-belief. Staff noted that students were more prepared to try new things and were more confident with new people as a result of their residential experiences. It was noted that the impact on younger students' confidence could not have been achieved on a day trip; it was as a result of staying away overnight (and was particularly marked for those students for whom this was their first time away).

- 3.8 Furthermore, it was felt that the time away meant that participants developed much deeper relationships and bonded more effectively as a group. These relationships gave students greater confidence to engage in particular types of learning activities, such as speaking in front of the group, which they would not have done prior to the residential. The outcomes achieved for less confident students could not have been achieved on a day trip. The step changes in confidence seen for these students were only achieved because of the time spent away on the residential, and the extended time away also gave students opportunities to develop their resilience and confidence when things did not go right, for example, giving them time to reflect and change their approach when they did not succeed in a particular activity or task.
- 3.9 In terms of learning opportunities, Williams (2012) suggests that residentials provide **time** for participants to focus on their learning, and also provide a **different quality of time** that is not about *"bells, timetables and hierarchies"* (Beedie, 2006). Fleming (1998) goes on to suggest that residentials provide opportunities for unstructured time for discussion and self-reflection and time for participants to be immersed in their learning. Residentials also provide more opportunities to learn in a 24 hour period as discussions can continue informally over meals and during informal down time. In addition, residentials provide opportunities for more informal and incidental learning (Kabel, 2002).
- 3.10 Our findings reflect those from the literature. Evidence from both the focus groups and surveys showed that residentials gave students the **time and space to work more intensively** and be **immersed in their learning**, which impacted on their engagement with their learning, their knowledge and understanding and their progress and attainment. The residential context provided more time (and space) to enhance and improve on students' learning and levels of understanding. The residential context gave staff time to build on and develop students' learning, for example, it gave staff time to work with and develop the knowledge and understanding of under-achieving students, but also helped show high-performing students that they also had the potential to improve.
- 3.11 Students felt they had time to ask staff to explain things to them and work through queries when they were struggling. Students were immersed in their learning during the residential and noted that the intensity of the residential experience helped them focus on their learning, increasing their aspiration, motivation and performance. As well as raising students' awareness, it made them realise that they could achieve more.
- 3.12 Residentials provided invaluable opportunities for students to **revisit and build on their learning experiences** from one day to the next helping them to progress in their learning. They also provided the time and opportunity to discuss their learning, including during informal down time. Staff noted that the informal time on residentials supported 'deep learning' as students had the opportunity to reflect on the day with each other and with staff.
- 3.13 Student leaders also felt that their leadership skills were enhanced on the residentials because of the overnight stays, often without teachers from their own schools. **Being away overnight** gave them a heightened sense of responsibility and independence. The intensity of the experience also helped develop their skills, particularly in relation to developing their confidence and independence as leaders.

- 3.14 The residential context also gave students a better understanding of the work needed to plan and deliver interrelated activities and sessions over an extended period of time. For students involved in leadership activities, the time spent planning with staff and delivering activities helped them develop more respectful and trusting relationships – staff had to trust students to be responsible for developing and leading activities and students had to take those responsibilities on board. The time spent on the residential gave student leaders opportunities to develop relationships with younger students, which could not have been achieved on a day camp, for example, completing surveys before the residential, travelling with them to the residential and having their own groups to work with on the residential.

Table 3.1: Voices from Learning Away: Time, Space and Intensity of the Residential Experience

Opportunities to Spend an Extended Time with Peers and Staff Impacting on Relationships	
<p><i>"You don't really spend time and be in a tent with people from your school all the time. You may do sleepovers... but you wouldn't spend a week in a tent with your friends..."</i> (Primary Pupil Focus Group).</p> <p><i>"Before I wasn't very confident about meeting new people or going overnight, but now I am because I know how it's going to be and how other people will probably be, so I'm not as worried"</i> (Primary Pupil Focus Group).</p> <p><i>"I thought the night helped as well cos there's this girl in our class who's quite new, and I shared a tent with her and I got to know her more in there as well"</i> (Primary Pupil Focus Group).</p> <p><i>"When we stayed over... we were all mixed in rooms so we got to socialise much more easily. If I was at home, I would just probably do the task, go home and then come back again without talking with anyone"</i> (Secondary Student Focus Group).</p> <p><i>"Because they [younger students] knew you were staying as well and the primary staff introduced you before you went, they respected you more... They was less intimidated by you, they came towards you and tried making conversations"</i> (Student Leader Focus Group).</p>	
<p>Students with special educational needs: <i>"That for me was the best thing – to see them just all sitting, talking, laughing, chatting, just having that time together"</i> (Secondary Staff Focus Group).</p> <p><i>"Some of the parents have been amazed at the change in their children, particularly the ones who were really nervous about going away overnight. Lots of these children have been asking already if they can go next year. The parents are saying: 'This is amazing', they had to work very hard to get their children to go and now they want to go again"</i> (Primary Staff Focus Group).</p>	<p><i>"I think the overnight stay part of it is really important, because it's something that you don't always get to see your teacher doing is it - in the morning in your pyjamas?... I think it's nice for them to see you with your barriers down. That's important to the relationship"</i> (Primary Staff Focus Group).</p>
Time and Space to Enhance and Develop Student Learning and Understanding	
<p>In smaller groups/one-to-one <i>"you can build up more success and get the students to understand how to break down questions and how to build up the marks – rather than just get a general understanding of the topic, actually apply that"</i> (Secondary Staff Focus Group).</p>	<p><i>"They were able to share their experiences and what they'd learned from each day ... if they'd had a bad performance, the next day they got a chance to put it right and to reflect and think about it and improve it"</i> (Staff Secondary Focus Group).</p>
<p><i>"Usually if you do something wrong... there's so many other children to work with you can't actually ask the teachers how it's done"</i> (Secondary Student Focus Group).</p>	
The Intensity of the Residential Impacting on Progress	
<p><i>"The kids definitely learnt a lot more in that week than I think they've learnt in the last half term... because it's so concentrated. They can focus on one subject; they don't have five/six other subjects pulling at them for coursework..."</i> (Secondary Staff Focus Group).</p>	

Table 3.1 cont...
Providing Unique Opportunities to Develop Leadership Skills
<p><i>"You feel like you're more of a leader than you are [if] just going for the day" (Secondary Student Focus Group).</i></p> <p><i>"You get more out of it and more experience than if you're just going for the day. [On the residential]... you felt more part of the whole school with the teachers... Whereas before [when going just to deliver activities] you wouldn't feel as much part of it" (Secondary Student Focus Group).</i></p> <p><i>"Waking up without a teacher telling you what to do... being able to do it on your own and take charge" (Student Leader Focus Group).</i></p>

Residentials are a Leveller

- 3.15 Residentials are a **leveller**, they provide a new space and context where everyone is equal and existing barriers between participants (staff and students) can be broken down. The residential learning environment provides a new space/place, both physical and interpersonal (Williams, 2012) where existing hierarchies are not apparent and participants can see others in a new light and understand them better. Within the residential context, relationships are formed between individuals who may not normally choose each other's company, and there are opportunities for informal bonding that are not normally available in non-residential programmes (Fleming, 1998). Participants (staff and students) are often engaged in activities and challenges that they might not have experienced before, further enhancing this sense of equity.
- 3.16 Evidence from this research reinforces these findings, particularly in relation to the levelling opportunities presented and the intensity of the residential experience. Examples were provided of students who were less academic or lacked confidence in the classroom context 'shining' on the residential, whilst those who were confident and/or high achievers at school being less confident when faced by physical challenges. They saw different qualities in each other on the residential, which impacted on relationships between students, both on the residential and back in school, for example students were more willing to engage with students that they might not have been willing to associate with prior to the residential and demonstrated greater empathy and understanding of one another. As a result, staff noted that students formed different friendship groups, which were maintained back in school (see **Vignette 8** and **Table 3.2**).
- 3.17 Staff observed that the levelling effect of the residential had a significant impact on the self-esteem and confidence of those students who lacked confidence in the classroom or were less academic. Similarly, those students who were more confident or high achievers at school were perceived as less inaccessible by others and acted more inclusively themselves. In addition, for those students who might have a 'reputation' (for example in relation to behaviour) in school, it was an opportunity to be someone completely different, they did not have to live up to the label that they had in school, particularly when working with staff from other schools. Staff also observed that facing their own fears alongside students had a levelling effect on the relationship between staff and students which was transferred back into the classroom.
- 3.18 Staff felt that the residential context took opportunities for students to develop their leadership skills to *"a different level all together."* The residential context allowed students to take ownership and have control because, unlike school, they were in an environment where staff and students were seen as **equal**.

Vignette 8: Residentials Providing Opportunities to Break Down Existing Hierarchies

A member of staff spoke with a parent who was concerned her daughter was being bullied and felt intimidated by another child who was new to the school. At the end of the year the mother told the member of staff the two girls had become friends and planned to see each other in the holidays. *"The change was on camp and her daughter could articulate it and said, 'Do you know, I never knew she had a really good sense of humour and we ended up spending lots of time on camp together.' I think there's something about that space... children could actually see each other for what they were..."* (Primary Staff Focus Group).

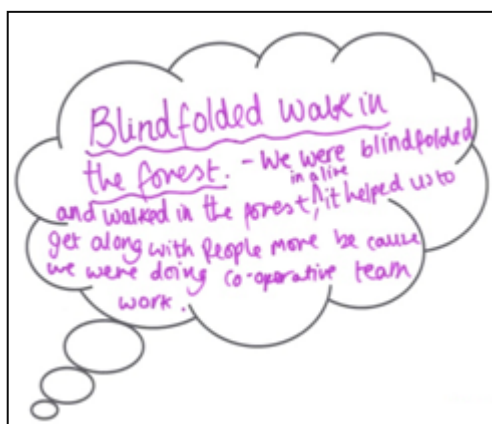
Table 3.2: Voices from Learning Away: Residentials are a Leveller

Breaking Down Existing Hierarchies and Boundaries	
<i>"It empowers us [staff] but it takes away our power as well in that we can actually be on a level with the kids and we can sit down on the grass with them. Whereas in a classroom situation it is 'I am teacher, you are student'. You're actually physically levelled, and I think that has a massive impact on relationships with students"</i> (Secondary Staff Focus Group).	<i>"If somebody that they wouldn't normally look at, never mind talk to was upset or worried they were able to recognise that because they felt a little bit out of their depth as well... [They] were able to show that empathy and comfort them"</i> (Primary Staff Focus Group).
<i>"The pupil we now have in school is transformed from the pupil who came to us last year. He participates in all class activities with enthusiasm and confidence. [What difference did the residential make?] He was given a level playing field for the first time in his life. He was given the opportunity to identify his own strengths"</i> (Student Impact Survey).	The teacher described a student who helped everyone up a tricky path during a group walk in the woods when it was getting dark. This was a student who would not normally put himself forward to be in charge. The residential provided <i>"a level playing field where he could... be a new person because it's new territory"</i> (Primary Staff Focus Group).
Staff facing their fears: <i>"Being a bit more understanding when you get back, because you've done something that's not easy for you"</i> (Secondary Staff Focus Group).	<i>"Residentials blur all the lines... if you decide to go with it it's a much more fulfilling experience, because everyone's working together and there's no hierarchy"</i> (Secondary Staff Focus Group).
<i>"The teachers treat us like we was adults; we didn't feel like kids... You feel like more of a teacher, like helping out with the kids, not just someone that's been... brought in to do an activity then go home"</i> (Student Leader Focus Group).	
<i>"It makes us feel like we're all one... it's not a hierarchy..."</i> (Secondary Student Focus Group).	
Providing Opportunities for Students to Shine	
<i>"There are so many situations on a residential... that children can shine in any way, whether it's looking after somebody or a physical activity or an artistic activity, that every child has somewhere they can do very well"</i> (Primary Staff Focus Group).	
Mixing schools: <i>"[the staff are] I don't know whether you can read or write, I don't care whether you can, this is what we're doing and you're doing it well... and for some children that's really refreshing"</i> (Primary Staff Focus Group).	
<i>"It was nice for them to be a lot better than their teacher!"</i> (Secondary Staff Focus Group).	
<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> (Staff Survey).	

Relationships and Skills Developed Through Sense of Community /Living Together

- 3.19 The intensity and depth of the relationships developed during the residentials was clearly evident and reinforces existing understanding. The literature highlights the rich social interaction that arises through living with others within the residential context (Williams, 2012). Furthermore, it is suggested that the mutual support that is evident within the residential context provides reinforcing positive feedback loops. Williams (2012) goes on to suggest that the social/community dimension to the residential, i.e. that participants are together for 24 hours a day means an accelerated learning environment, more frequent interactions between participants and a greater range of experiences.
- 3.20 Residentials allow participants to create a new community away from their normal distractions and gives them time and space to address their goals (both personal and learning related) within a supportive environment. Within the residential context participants are isolated from their school/community and the distractions of their daily lives such as TV, mobile phones, computers and electronic games. The residential context gives students and families opportunities to be immersed in a **safe, positive community environment** that they may not experience at home. It provides a safe place, as well as a space to try out new ways of relating and making new friends.
- 3.21 The physical attributes of the residential (i.e. the context, setting and activities) and how staff and students respond and behave in those settings (i.e. the interactions within the residential setting) impact on the sense of community, team working and identity developed between participants. It is not possible to have one without the other; they are mutually dependent and reinforcing. The evidence suggests that the residential experience and activities engaged in fostered this sense of community identity and team work (see **Figure 3.3** for one student's view).

Figure 3.3: Developing a Sense of Community



- 3.22 Living together for an **extended period of time**, sharing tasks and learning to look after yourself (as well as others), engagement in group work activities and a sense of equity between participants, were all aspects of the residential that helped to achieve a strong sense of community. This also reflected the significant change in power relations that were seen on residentials. Staying away from home and parents for an extended period of time was seen to develop a level of **independence and self-reliance** in students that could not be achieved on a day trip. For many of the younger primary pupils the residential was their first time away from home and often their first time away from their parents. When young primary pupils were asked what they were most proud of they frequently stated that it was that they had stayed overnight away from home (see **Table 3.3**).
- 3.23 For students with special needs, it was felt that the residential environment provided a unique opportunity for them to be **more independent**, to **take more responsibility for themselves** and to

take (managed) risks, which would not be possible within their home or school environment (see **Table 3.3**).

- 3.24 Staying overnight gives students' opportunities to have new experiences and face new challenges. They are often given new levels of responsibility within the residential context: all students, whatever their age, were expected to be **responsible for themselves** and look after their own and other people's belongings/property. If they were not organised and did not get ready in time they missed out on activities, if they lost something they had to find a way round it, if they had forgotten something they improvised or shared. It was felt that this increased sense of responsibility made students more mature and developed their self-management skills. For example, they had to erect the tents together to ensure they had shelter, they had to keep the fire lit so that they would have hot water and warmth and they needed to prepare their own food. This increased sense of responsibility helped to promote and develop both self-reliance/independence and team working skills which could be transferred back into the classroom context.
- 3.25 The residential environment engenders a **sense of maturity** in students, they have to resolve issues and disputes and get along with one another in order for the residential to be successful. The realisation that they could not walk away and they were reliant on one another for the duration of the residential was seen as a positive aspect of the residential experience.
- 3.26 **Engagement in domestic activities** (see **Figure 3.4**), for example, students and staff preparing food and eating together, which would not have happened on a day trip, also helped to develop a sense of community and 'family atmosphere'. These activities helped engender a sense of collective responsibility, which students might not experience in their daily lives, for example, ensuring the site was tidy and clearing up after themselves as no one else was going to do it for them. It was also noted that as the residential progressed students started to look out for one another more, and that they helped each other more than they did in the classroom. Students gained a better understanding of how they needed to work together as a group to successfully complete tasks and working together to complete a common aim.
- 3.27 **Vignette 9** provides an example of a group of six- and seven-year olds working together to solve a problem, which could only have happened on a residential experience in terms of providing the opportunity for teamwork, context, space and time.

Vignette 9: Providing Opportunities for Team Working

One of the pupils could not remove a boot and the other students were trying to help, but were not able to take it off. Another pupil found a rope and tied it round the boot and then a number of pupils were tugging the boot off together: *"it was such a brilliant moment, and he was problem solving and they were all working together to solve this problem... if I'd not stayed over and they'd not got up at five in the morning and they weren't doing that, you'd have missed that"* (Primary Staff Focus Group).

- 3.28 Shared activities, particularly during informal down time, also helped to engender a sense of community and bonding between participants. The residential context gave participants time to bond and get to know one another by, for example, sitting on their beds chatting. This highlights the importance of residentials having informal down time, as well as structured activities and the importance of that down time in developing a sense of community.
- 3.29 The residential environment provides an atmosphere of commonality, which can be conducive to encouraging participants to modify their behaviours and act in a more group orientated way. This was seen to be beneficial for areas of personal and social development and was particularly evident for some primary and special school students. As already identified, residentials provided a new context where participants were away from their usual routines, which could help to change behaviours, for example, in relation to food and sleep (see **Vignettes 10 and 11**). Interestingly, these changes in behaviour were maintained post-residential.

Vignette 10: Modifying Behaviours Within the Residential Context

The teacher described a student who, prior to the residential, had a “*bad time with food*” and had lost lots of weight. However, by the end of the residential he was said to be eating “*loads... He ate everything we put in front of him. He’s gone home and he’s now eating back at home and he’s back to normal*” (Special School Staff Focus Group).

Vignette 11: Modifying Behaviours Within the Residential Context

A member of staff described a student with “*awful*” food issues whose mother wanted to prepare and bring his meals to the residential. At breakfast, on the first day, he had eaten very little so the teaching assistant suggested they ate their cornflakes together. This “*broke the habit*” and after that he “*ate every meal. I think it’s broken that routine, there’s a chance to sort it out. He’s more relaxed with food in school now. [What made the difference?] ‘I think it’s because you see all your peers just getting on with it, everyone trying different foods and trying things. It’s giving that different opportunity and finding out about yourself’*” (Primary Staff Focus Group).

- 3.30 There was evidence that the positive outcomes and sense of community seen on the residential were being maintained back in school. Staff felt that as a result of involvement in team work on the residential, there was better social interaction between students back in school. This was reported to have contributed to improved engagement with teaching and learning strategies in the classroom and enhanced opportunities for group work. Students also noted that their social interaction skills had improved as a result of the residential stating that they were now more willing to work as part of a team. There was evidence of team working being transferred to the classroom context and students working together better as a result of their residential experiences. Primary staff also noted that students were showing greater empathy towards one another and were more supportive of their peers post residential. Faced with challenges in school, students were now looking out for one another more. It was felt that this behaviour would not have happened without the residential experience and the group support it engendered.

Figure 3.4: Engagement in Domestic Activities



Table 3.3: Voices from Learning Away: Relationships and Skills Developed Through Sense of Community / Living Together

Developing a Positive Community Environment	
<p><i>"Some of the children in my year group are neglected in lots of different ways. Suddenly at [residential] they've got people to talk to and that are listening to them. I'm not talking about the adults but other children. They've got people to play with, it's not being stuck in front of a TV, they've had decent food, they've got shared experiences. The whole shared bit is part of what makes it really special"</i> (Primary Staff Focus Group).</p> <p><i>"The fact that it's just them as a community means that... they get closer and are more willing to help each other than if we were in school... in that 24- hour group environment they have to make friendship bonds with other people, and do so willingly...."</i> (Secondary Staff Focus Group).</p>	<p><i>"Taking them [families] out of the community and saying 'you're here this is your family and these are the things you can do', little tweaks can make so much difference in an environment where they are isolated and they can see it. They're not distracted by the TV or the door or the neighbours or by that sense of overwhelmedness around life's difficulties. Those two days make them [parents] see them [children] as babies as they brought them into the world. It gives them that space and opportunity"</i> (Social Worker Staff Focus Group).</p>
Developing Independence	
<p>[What were you most proud of?]: <i>"Because I didn't see my mum I was proud"</i> (Primary Pupil Focus Group).</p> <p><i>"I was proud 'cos the night when I didn't see my mum I weren't going to cry"</i> (Primary Pupil Focus Group).</p>	<p><i>"Whilst you're there you don't have a mum to tell you what time to go to bed, get off the X-box, go and do your homework... It's more like taking control of your thing and making sure that you are on time, making sure that you've got to take control of your own situations"</i> (Secondary Student Focus Group).</p>
<p>[What do you learn on the residential?] <i>"Independence, teamwork because you're away from your parents. Some people do rely on their parents a lot so when they're away from their parents they've got to kind of take that independence and take that teamwork"</i> (Primary Pupil Focus Group).</p>	<p><i>"Letting the kids go somewhere without their parents, having the freedom of doing their own thing, carrying their own bag... making sure when they pack they have everything"</i> (Student Leader Focus Group).</p> <p><i>"Not relying on other people all the time ... You gain some kind of initiative by doing it"</i> (Secondary Student Focus Group).</p>
<p><i>"I think they pick up over the years every interpersonal skill you can think of is addressed in a residential – the team building, the confidence, every skill, because for most of them in Year 3 it will even be the first night they've spent away from home or a family member so it was a massive thing for them"</i> (Primary Staff Focus Group).</p> <p><i>"It's amazing just to see them being able to go walking, for a lot of ours, just to be able to walk independently in a new environment is brilliant... To see the joy on a child's face who can just lie on some grass and just be... without anybody bothering them... it's great"</i> (Special School Staff Focus Group).</p> <p><i>"Being able to go off into the woods as a group in a safe environment independently without us having to be there and hold their hands kind of thing; rescue each other from the bog!"</i> (Primary Staff Focus Group).</p>	
<p>[Any concerns?] <i>"I was slightly worried she would be home sick, with no calls allowed, but she wasn't and says she could have stayed longer"</i> (Parent Survey).</p> <p>[Any concerns?] <i>"Just not being able to contact them, I have never not spoken to him for more than a day, but when he came home and told us he's had so much fun, it was worth me missing him!"</i> (Parent Survey).</p> <p><i>"Residential trips help a child gain a certain sense of independence, which is great"</i> (Parent Survey).</p>	

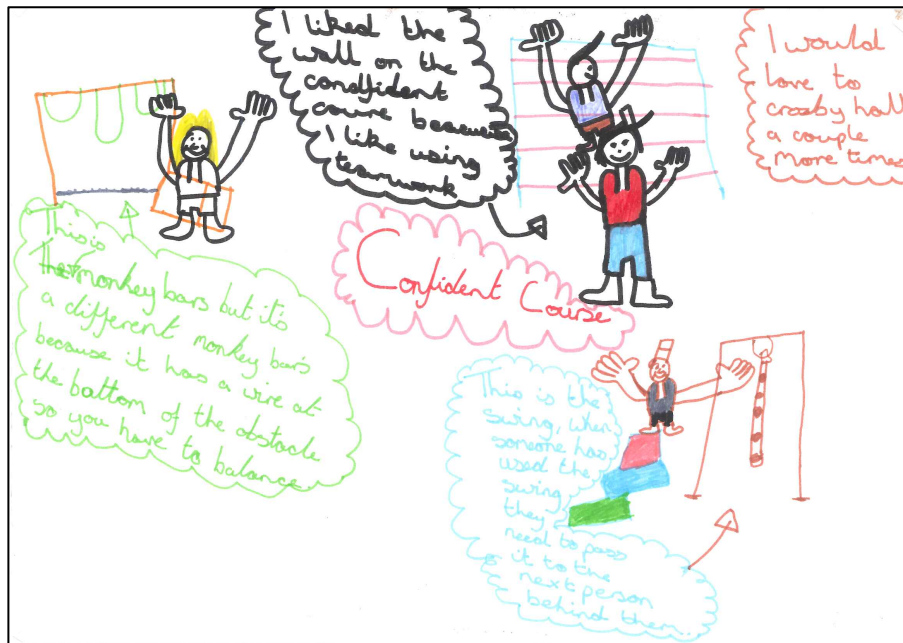
Table 3.3 cont...
Developing a Sense of Maturity
<p><i>"You live life with them. Everyone gets tired and there are problems, but they have to deal with these things. You can't walk away and think 'I'm not going to talk to that person now'... they have to work through that and that's a bond that grows"</i> (Secondary Staff Focus Group).</p> <p><i>"If they had issues with each other they had to sort it out, because they were with each other in close proximity for a week... they had to be adult and go 'Right, we've had this conflict, how are we going to work through it so that we can get on the rest of the week?' I don't think that's something you often do in school... I think that really helped them"</i> (Secondary Staff Focus Group).</p>
<p><i>"Most of the things you had to work together, like the tents, the cooking, the den building or making the fires. You had to do it with at least one other person. You might be partnered with someone you didn't get on with at school, but with camping it was either get the thing done or not so... you have to deal with it"</i> (Primary Pupil Focus Group).</p>
Engaging in Domestic Activities
<p><i>"For the first time in their lives there just isn't going to be someone who does that tidy up when they go to bed... Whereas, if we make this field a mess, that's it"</i> (Primary Staff Focus Group).</p> <p><i>"Having meals together, then having a tiff over who washes up, negotiating over bed time – gels you as a family and you wouldn't get that on a day trip. It's those sort of little experiences, they aren't planned, it's just the social interactions that gel the group"</i> (Secondary Staff Focus Group).</p>
<p><i>"You get more responsible for your own things, 'cos at home I always let my mum tidy my room for me but at camp you're more responsible for your own things, so at the tent if it was your mess, you'd like clean it up and put it into your bag"</i> (Primary Pupil Focus Group).</p>
Developing More Group Oriented Behaviours
<p><i>"In terms of social interaction, working together and team strategies you can certainly see a difference"</i> (Secondary Staff Focus Group).</p> <p><i>"You do everything together: you wash together, you eat together, you wash up together, you sit by the fire together... that's quite a big thing"</i> (Secondary Staff Focus Group).</p> <p><i>"Everyone has to pitch in, because if they don't it doesn't work... You don't get that as much on a day trip – students have to deal with things, rather than walk away from them like they can on a day trip"</i> (Secondary Staff Focus Group).</p>
<p><i>"Back home they live in very muddled situations with lots of shouting and unacceptable behaviour. The camp situation helps them to realise there are other ways to be with each other and talking about problems rather than resorting to violence"</i> (Primary Staff Focus Group).</p> <p><i>"The weather, the tiredness, being with each other all week - they had to overcome all these things and learn to be resilient"</i> (Secondary Staff Focus Group).</p>
<p>They <i>"made you work together more so you come back here and everyone helps each other and supports each other"</i> (Secondary Student Focus Group).</p> <p><i>"I feel more social and feel like I want to be more in a team"</i> (Secondary Student Focus Group).</p>

Challenging Activities and Opportunities to Experience Success

- 3.31 A key theme emerging from the focus group discussions was that on the residential everyone was working towards a **common purpose/goal** and supporting one another to achieve this. There was a strong sense of mutual support within the residential context. The sense of community was reinforced by participants **facing common challenges and overcoming adversity** together. They were learning how to work together as a team to solve problems and achieve the outcomes central to the residential experience (see **Table 3.4**).
- 3.32 Residentials provide unique opportunities for participants to **engage in team-work activities** and challenges. Students valued the opportunities for team and group working (across age and year groups) and frequently identified these activities as the best parts of the residential (see **Figure**

3.5). Students identified the benefits of team working, and how it could lead to the development of more positive learning outcomes for both individuals and the group as a whole. Engagement in team-work activities, shared activities and challenges, where participants (staff and students) learnt how to work together and had the time to work together on tasks, also led to the development of enhanced and more trusting relationships between staff and students.

Figure 3.5: Challenging Activities and Team Work



- 3.33 The residential context was seen as an environment where **success could be celebrated** and where students were **less judgemental**, more encouraging of one another and the negativity sometimes seen within the school context was not as apparent (see **Table 3.4**). It was felt that engagement in team work activities and challenges and the sense of community developed on the residential facilitated the development of these more positive attitudes. It also meant that students were more willing to take others' views into account and were more aware of how their actions affected others. Students were learning to negotiate with one another and achieve positive outcomes by working together.
- 3.34 Within this supportive residential community, it was felt that students were more willing to 'have a go' and push themselves. Students were out of their 'normal' environment, engaged in activities that they would not normally participate in and overcoming challenges they thought were not possible. This gave them a sense of achievement and success, elements of which were sustained on their return to school. Staff felt that as a result of working as a team and the sense of community developed on the residential, students were more willing to 'have a go' and push themselves back at school. It was felt that this was because students were more willing to take risks and less afraid of failure. This was associated with the shared experiences and sense of community developed on the residential.
- 3.35 **The challenges and activities** undertaken on the residential were felt to have a significant impact on students' confidence. **Figures 3.6** and **3.7** show how the activities students were involved in, for example blindfolded walks or scaling the wall, helped develop their confidence and trust in others. Activities in which students could see progress taking place over a short period of time were often mentioned, for example, archery, the second go on the zip wire or the climbing tower. The residential experience pushed students beyond their existing comfort zone, giving them the opportunity to create new levels of comfort zone, beyond existing boundaries.

were more **persistent** and had **greater levels of perseverance** as a result of the activities they had been involved in on the residential.

- 3.39 The activities and time spent on the residential also resulted in students being more **independent and self-sufficient**, more confident about taking the initiative and not waiting to be told what to do. The challenging conditions were felt to have made them more resilient, they were expected to be responsible for themselves and, therefore, they were more willing and had the confidence to do things on their own.

Table 3.4 Voices from Learning Away: Challenging Activities and Opportunities to Experience Success

Experiencing Success	
<i>"They have this syndrome 'I'm not good at anything'. A lot of them come back from that [residential] and think 'no, wait a minute, I can lead a team and I can contribute ... so I'm not that worthless ... I can do things' and that definitely has an impact" (Secondary Staff Focus Group).</i>	<i>"Some of them didn't want to go on the London Eye, but some of the others chatted to them and said 'go in with me and go in the middle and we'll sit with you', they were really kind to each other. Some of these are the ones in school told off for swearing and fighting, but they were showing this kind nature on the trips" (Primary Staff Focus Group).</i>
<i>"There are a lot of them that don't perceive themselves as being able to succeed, and I think this makes a big difference to their attitude to themselves" (Secondary Staff Focus Group).</i>	
Overcoming Challenges	
<i>"[In rock climbing] you have to push yourself and talk to people to get them down, work your way around problems. It helps your confidence in a group and with other people in your class. Reaching a new goal in something different, it shows if you actually push yourself you can actually get what you want" (Secondary Student Focus Group).</i>	
<i>"It shows if we continue pushing on we can reach the top, even past our limits... if you link that to the subject and continue pushing on even if we feel we can't do any more we can still achieve our goal" (Secondary Student Focus Group).</i>	
<i>"It's good to be able to say that you've like had the experience to go out of your comfort zone, into a school that you don't know, with kids that you've never met before and then... go to a place where you've never been and stay overnight... and have to get involved... That just shows that you are willing to do things that might push you but you're willing to try anyway" (Student Leader Focus Group).</i>	
<i>"When we went to [residential] it boosted up my confidence more, because I used to be really scared of heights then I did the zip wire and the rock climbing it was actually quite okay and nothing really happened" (Primary Pupil Focus Group).</i>	
<i>Walking up a mountain on the first day: "When they get to the top they suddenly realise that something they never thought they were going to be able to do, they have achieved... They realise they can do these things... [In maths you say to them] 'you did that this morning, and you didn't think you were going to be able to do that, so you're going to be able to do this [maths] as well'" (Secondary Student Focus Group).</i>	
Developing Team Work Approaches	
<i>"Getting to work in teams with your friends, as well as people you didn't really know so well... it built new bridges" (Secondary Student Focus Group).</i>	<i>"It helps having spent more and more time as a group, so the relationships are more familiar, the quieter students are getting more confident" (Secondary Staff Focus Group).</i>
	<i>"They were having to do things together like making the food or there won't be anything to eat, stoking the fire... They have to work as a team or it [tent] will fall down" (Primary Staff Focus Group).</i>

Figure 3.8: Facing Fears and Supporting Others



New Ways of Learning, Ownership and Engagement with Learning

- 3.40 Residentials provided opportunities for both staff and students to explore new ways of learning, for example, experiential learning and intensive learning opportunities (see **Table 3.5**). The residential context also facilitated the development of group-work activities and encouraged students to work together, explore different ways of working out solutions, and provided opportunities for learning outside the classroom. Crucially, the residential provided the opportunity to revisit and build on learning experiences throughout participants' time together, including during informal down time. The key aspects of the residentials, which made a difference to students' progress and engagement with learning were identified as:
- **context based/experiential learning opportunities**, including practical and creative activities;
 - a **different learning environment**: outdoor learning, more relaxed, one-to-one support, small group work and more opportunities for peer mentoring and support.
- 3.41 What came over most strongly from participants was that learning on the residential was focused on real-life activities and experiences and students were 'learning as they were doing'. **Experiential and context based learning** was seen as key to developing students' understanding of the subject and facilitating their engagement with, and progress in, learning. Students valued the practical and creative opportunities provided by the residential learning environment, as well as the opportunities to go and find things out for themselves; they got to 'experience' their learning. Staff also suggested that their understanding of what experiential learning was had developed significantly as a result of their involvement in Learning Away, resulting in more effective models of delivery (see **Section 4** for further discussion).
- 3.42 Staff and students observed that students were inspired and their work was enriched by the residential context, which resulted in increased motivation and performance. A key feature was that students were in inspiring spaces. Staff were able to build on those experiences and provide similar opportunities back in school. For others, the residentials provided LOTC opportunities, which could not be experienced within their school or local environment.

- 3.43 **Figure 3.9** highlights how one student felt the residential context helped them progress in their learning. The thermo-evaluator provides a pre- and post-residential assessment. Similarly, **Figure 3.10** highlights how opportunities for experiential and peer-based learning, as well as the dance learnt to remember maths rules, helped this student develop their knowledge and understanding.

Figure 3.9: How the Residential Context Helped Students Learn

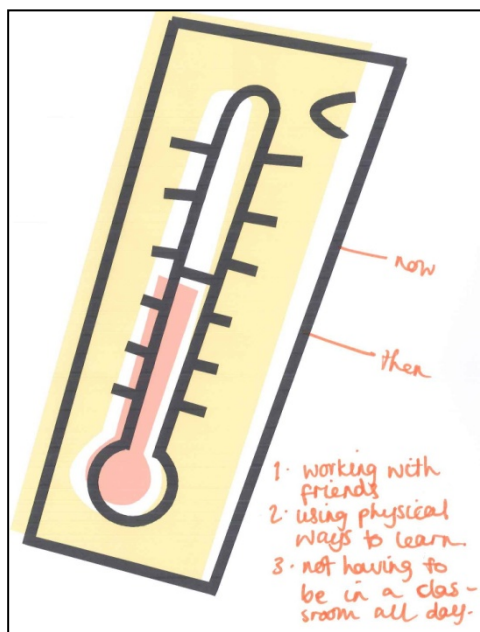
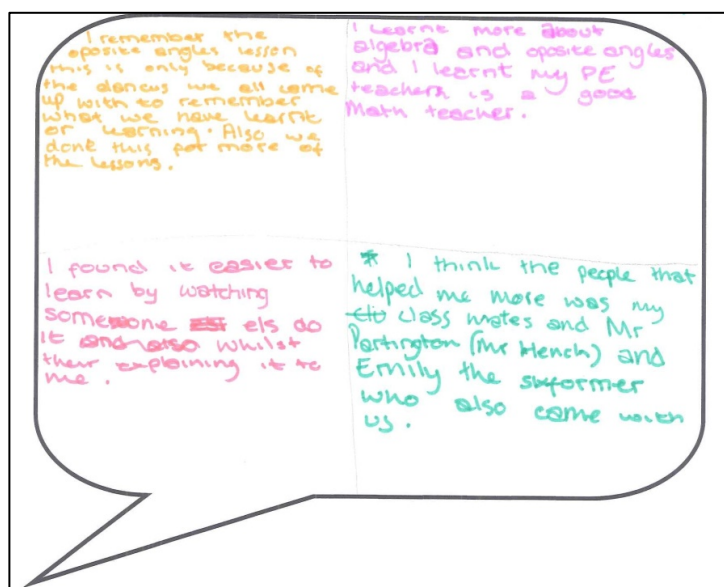


Figure 3.10: How the Residential Context Helped Students Learn



- 3.44 Residentials provided participants with a **different learning environment**. They provided opportunities for students to engage in small group work, which was seen as extremely important for facilitating the learning experience and developing more independent learners. Staff noted that smaller groups made the lessons more student led; that students were more willing to answer questions within this 'safe' learning environment; and were less worried about whether their answers were right or wrong. Staff felt that this resulted in improved discussion and debate and better application of learning. Secondary students valued the opportunity to work collaboratively with others and discuss their learning. They contrasted this with the classroom

experience where they reported working alone and in silence (see **Table 3.5**).

- 3.45 The different learning environment on the residential also impacted on students' engagement with, and understanding of, their learning. Learning on the residential provided students with **different ways of approaching the subject** and greater understanding, which in turn improved their confidence in the subject. Students talked about learning different ways of solving (subject-related) problems on the residential (see **Figure 3.11**) and being encouraged to work together to do that. The residential context provided a **more relaxed learning environment** with different styles of teaching, which helped facilitate students' engagement with their learning (see **Figure 3.12**). Students also said they found it easier to learn because teachers were more relaxed than they were in the classroom. Working in smaller groups meant that there was more time to discuss issues and problems, so increasing their learning and understanding.

Figure 3.11: Problem Solving

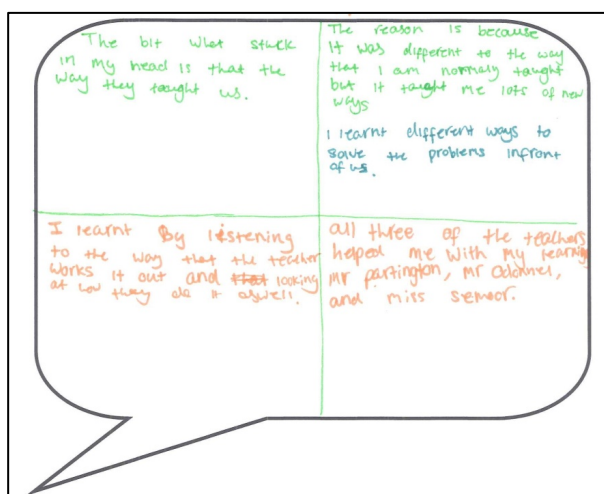
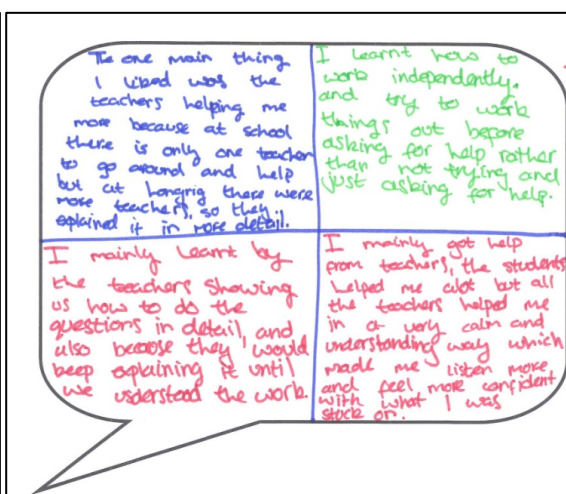


Figure 3.12: Different Ways of Teaching and Learning



- 3.46 Residentials also provided an environment where **different approaches to teaching and learning** could be used, for example, peer-led learning and teaching by non-specialist staff. This facilitated students' understanding and engagement with their learning, but also changed their views about how they learnt and who they could learn from (see **Vignette 12**). Working within a different learning environment at the residential also helped students understand that learning habits they used in the classroom were unhelpful when they were engaged in 'a learning community'.
- 3.47 Strategies such as copying other students work were not possible and, therefore, the residential context helped them develop more helpful approaches (such as developing a more supportive group based approach to learning), which were then carried back into revision sessions in school following the residential. The residential context also provided opportunities for more self-directed learning where students had to resolve problems for themselves. Staff acknowledged that these sorts of opportunities were limited within the classroom context because of the constraints of delivering the curriculum.

Vignette 12: Peer-led Learning and Teaching by non-specialist staff

This maths residential mixed Set 3 (predicted a C grade at GCSE grade but aiming for a B) and Set 4 (D/C Foundation Paper students) students. Staff were surprised that the Set 4 students helped those from Set 3: *"which obviously boosted the Set 4 students' confidence and also taught the Set 3 that you can learn from anyone, it doesn't all have to come from the teacher... [Set 4 students explained in a way other students "can understand a lot easier and it encouraged them to help each other a lot more when they realised it [help] didn't have to come from a person who is a specialist in the subject."*

Non-specialist staff were also involved in teaching maths during the residential, which was felt to help develop students understanding: *"I feel as though having almost learnt it from nothing like they have, I feel like sometimes it's easier for them to understand my explanations, because I'm coming from a very similar background to them in terms of their knowledge and understanding of the subject area... being able to explain it in more laymen's terms... it helps those kids... it's much more step by step, it's much more simple... because they can see that I'm not far away from being the same level as them, they think to themselves, 'Oh ok, I'll try and do it that way then'"* (Secondary Staff Focus Group).

Table 3.5: Voices from Learning Away: New Ways of Learning, Ownership and Engagement with Learning

Experiential Learning and LOtC	
<i>"[English lesson] I used a lot of my surroundings, whereas if I was sitting in a classroom I just would have been like, 'Oh I don't know what it looks like' but I could just look up and around me for detail about it ... Compared to the one [essay] I done at [residential], if I'd done one in the classroom...the one from the [residential] would be a lot better because I got to experience more"</i> (Secondary Student Focus Group).	<i>"Instead of being just told something you get to go and find it out for yourself. It's much better than just sitting in a class and listening to a teacher. You're actually finding stuff out for yourself"</i> (Secondary Student Focus Group).
<i>"The way we did it... In school it's very theoretical, whereas what we did there was very practical... something that you know you were going to use in the future"</i> (Secondary Student Focus Group).	<i>"Everyone in maths says, 'Oh when are we going to use this in life?' so it was good to know that you do.... you can solve problems in real life by using maths"</i> (Secondary Student Focus Group).
<i>"We used maths, we used science, we used masses of speaking and listening... they're still learning all these things... but they're not aware of it and they don't go in with that same label"</i> (Primary Staff Focus Group).	<i>"[Back in school] I ran a maths session outside, and my class said in the afternoon 'we haven't done maths today'..."</i> (Primary Staff Focus Group).
<i>"The writing produced after the residential was of a higher quality as the pupils had actual experience of what they were writing about. They then used some of the language learnt and discussed on the residential in further pieces of writing"</i> (Staff Survey).	<i>"I am pleased with the trip, I am happy he went and the fact that this term is all about the experience, it makes him want to attend school and makes it more exciting for him as he has experienced it first-hand"</i> (Parent Survey).
	<i>"By using the grounds of the centre the children saw the orienteering activity as an adventure and not a chore. They competed with each other in order to go on to the more difficult trails. They particularly enjoyed the trail in the woods where they are convinced they saw a bear (great opportunities of literacy)"</i> (Staff Survey).

Evaluation of Learning Away: Final Report
Section Three: How Residentials Contribute to Impact - Developing a Learning Away Community

Table 3.5 cont...	
A Different Learning Environment	
<p><i>"Many of the activities they couldn't do in school 'cos we're surrounded by two up two downs Victorian housing and back yards with no green space. So if you're in the middle of a woodland you have opportunities to do things that we would never be able to do at school"</i> (Coordinators Focus Group).</p>	<p><i>"[In the classroom]... they learn that we'll give them the answer but we don't [on the residential]. They have to figure it out for themselves and we won't back down on that... it's those differences where I think the real progress is made"</i> (Secondary Staff Focus Group).</p>
<p><i>"The trip showed different ways of working it out and getting different ideas from other people ... In maths lessons, they usually give you one way to solve it, but the trip showed there was more than one way to solve it"</i> (Secondary Student Focus Group).</p>	<p><i>"I found it easier to learn because of the way the teachers were acting differently to what they would have in a classroom ... they were more relaxed"</i> (Secondary Student Focus Group).</p>
<p><i>"Being in a cosy environment for maths where you could sit where you wanted in your own clothes and relax and you felt comfortable to do what you wanted to do and do it in your own time"</i> (Secondary Student Focus Group).</p>	<p><i>"It was quite comfortable, not laid back but the teachers their style of teaching was quite different from school... I understood more than I would if I was in an actual lesson at school. I think it's probably because the environment was different"</i> (Secondary Student Focus Group).</p>
<p><i>"Normally in maths we get told to work on things in silence so that we don't disturb each other but when we was there it was 'talk to your partner, talk to people on your table' and things like that"</i> (Secondary Student Focus Group).</p>	<p><i>"It was outdoors... you weren't locked up in a room... you want to work more then"</i> (Secondary Student Focus Group).</p>
Providing a Learning Environment Where Students are More Willing to Take Risks	
<p><i>"[Less academic student] she'd just come out of her shell so much, she was able to apply her skills in such a different way... she was chatty... she was willing to have a go and take risks certainly a lot more than she would in the classroom because there wasn't that fear of getting it wrong"</i> (Primary Staff Focus Group).</p>	

4 QUALITY PRINCIPLES: THE ELEMENTS OF A 'BRILLIANT RESIDENTIAL'

- 4.1 As part of the evaluation of Learning Away, York Consulting was asked to test the concept of the 'brilliant residential'¹¹ and identify the elements of the residential that make for high quality residential. This section explores what the evaluation identified as making a brilliant residential, in terms of improving outcomes for students and developing learning opportunities within schools. **Figure 4.1** provides a summary overview of what the evaluation identified makes a 'brilliant residential'.



¹¹ op cit.

Figure 4.1 cont...

Providing residentials that are designed and led by students

- recognition that involving students in designing, planning and leading residential experiences leads to better outcomes;
- providing opportunities for students involved in running residentials to be role models for other students. Using ex-students who were now working or studying at university as residential leaders, forming part of the staff team, helped to raise students' aspirations and expectations.

Providing new and memorable experiences

- the memorability of the residential experience and the shared memories of participants helped to maintain the sense of community developed on the residential back in school and also helped to sustain the positive impacts seen on the residential. A brilliant residential can help facilitate memorable experiences by developing a sense of belonging and community;
- staff and students referred to their 'common language of experience', particularly in relation to the new experiences and activities that they shared on the residential. These common experiences helped participants stay connected back in school, and these connections continued long after the residential experience;
- Learning Away has shown that 'new' does not have to be exotic or expensive, for example some of the most successful residentials involved camping in school grounds. Furthermore, Learning Away has shown that memorable experiences are not always planned, and are often linked to overcoming adversity, for example camping in bad weather.

Providing Progressive Residentials

- 4.2 Progressive residentials provide opportunities for students to engage in residential experiences on an ongoing basis throughout their school career (i.e. 5-18). They provide cumulative benefits for students and staff, building on and linking residential experiences year on year to develop and enhance learning. Providing progressive residentials with a sequence of coordinated residential learning experiences helps to embed and develop learning and skills year on year.
- 4.3 Both staff and students highlighted how progressive residentials enabled students to build on their skills and see progress and improvement. Running progressive residentials in each year models the idea of making progress. For example, primary pupils told us that going camping in the same tents each year, they noticed how they became better at putting up and taking down the tents in terms of knowing how to do it, being stronger, working together more effectively and helping others who were less skilful. Similarly, students said that when trying activities for a second time they noticed improvements, and this also provided a chance for them to try things they did not attempt in an earlier year. This gave students a clear picture of how their skills and knowledge had developed, which increased their confidence, made them more independent and helped them realise they could achieve and progress, both on the residential and back in school.
- 4.4 The progressive element is important for sustaining and enhancing growth in confidence year on year. Students involved in progressive residentials were developing their confidence, for example, in leading activities and working as a team. Residentials that were part of a progressive programme of activity enhanced the development of students' leadership skills, enabling them to build on them year on year. Students' leadership skills improved as they repeated their leadership experiences, whilst other students were getting better at working together or helping others who were less skilful.
- 4.5 Providing progressive residential opportunities helps to facilitate the engagement of students and their families, particularly those students who historically (e.g. because of lack of confidence or cultural reasons) might not have participated in residential learning. Staff highlighted that running an extended day in the first instance or allowing students to attend for the day helped build

parents' and students' confidence about staying overnight. As a result of this incremental approach, staff stated that students were staying overnight in Year 3 because they had been able to attend for the day in Year 1 and Year 2. In another partnership, staff identified that take up of their Year 6 residential (which was a week long and held some distance from home) had increased substantially, since students were given the opportunity to experience shorter residentials nearer home from Year 3 onwards (see **Table 4.1**). Another partnership ran an extended day for Year 1s at the same time as Year 2 students stayed overnight, which helped raise the expectations and confidence of Year 1 students and their parents about staying overnight the following year.

- 4.6 Reducing the age of students' first residential experience lays solid foundations for learning, as well as helping to develop students' confidence and independence. Taking a progressive approach to residential delivery also helped schools reduce the age of students' first residential experience. Staff saw the benefits of providing residentials and wanted to provide them earlier in their students' school career (primary and secondary) and build on the skills and relationships developed. One partnership had developed its residential offer from a Year 6 only residential to running residentials for all year groups, including an extended day for nursery, Reception and Year 1 students. This meant by the time students were in Year 2 both parents and children were more confident about staying over. As a direct result of this approach staff, highlighted that now Reception and Year 1 parents were saying they were happy for their children to stay overnight as well.
- 4.7 Staff observed that providing progressive residentials helped raise students' and parents' expectations and aspirations about their/their children's residential 'entitlement' and was now seen by families as part of the school's 'core entitlement offer', which they realised was not available to students in other schools. Providing progressive residentials also help staff embed and develop their skills and confidence, improving the residential experience for all.

Table 4.1 Voices from Learning Away: Providing Progressive Residentials

Progressive Residentials Facilitate Engagement	
<p><i>"Prior to Learning Away we've always done a final Year 6 residential just before they went to secondary school. We thought that as the children come into key stage 2 if we had something that was more progressive, rather than throw them into a long-term residential, like four or five days and a big distance away they can gradually build up their confidence about what that experience might be like. We started off two years ago doing one overnight residential for each year group in key stage 2.... We felt that as we started when they are very young, Year 3, that one night was enough but that over the next couple of years they could build up until eventually they got to Year 6. The whole of the year group wanted to go because they'd had such an amazing experience on residentials previously. Before, when they got to Year 6, because it was so daunting and they'd not necessarily been on a residential, the interest wasn't as high. It's given them the confidence to want to do that at the end of Year 6" (Primary Staff Focus Group).</i></p>	<p><i>"The residentials that we have planned and developed are progressive and have a different focus. E.g. Year 2: focus on building relationships and developing their engagement. Year 3/4 work with children of a similar age but from a different school. Year 5 go away for longer, and they go at the beginning of the year and focus on the transition into a new class with a new teacher" (Final Staff Survey).</i></p> <p><i>"Residentials have become part of the [name of school's] package, and we now have few parents who are worried about their children taking part" (Final Staff Survey).</i></p>

Table 4.1 cont...
Progressive Residentials Help Build On and Develop Skills
<i>"Initially we focused our leadership ideas on the fifth and sixth forms first, but we're now doing it in the third year. We've introduced the Sports Leader Award, for example. So, we have a much greater cohort of kids who have been involved [in leadership] from a young age" (Secondary Staff Focus Group).</i>
<i>"[Student] found team work and communication with others very challenging. He often gets very emotional if things don't go his way. During his second Learning Away experience, he successfully integrated into team work, something he was unable to do the first time he went away when he often chose to sit out of activities. The second time, he was able to negotiate his ideas and compromise with others when trying to solve a problem during a shelter building exercise. [What was it about the residential that made the difference?] The physical space and more time to complete the activity and less pressure to move on" (Student Impact Survey).</i>
Progressive Residentials Raise Expectations
<i>"There's a big expectation that kids go on residentials. They go on one in the first year and then in the second year and then they hear about the leadership stuff in sixth year and they're at your door saying 'how do I get to go on it?' There's a buzz with the kids talking about it" (Secondary Staff Focus Group).</i>
<i>"There's an expectation from parents that we will have a residential every year, and if we don't they're going to be up in arms... This is an expectation about what we do. They [parents] talk to parents in other schools and realise their children do so many things that other schools don't do. It has a knock on effect on people coming to our school knowing that if come here you'll have these opportunities, whereas the school across the road they don't" (Primary Staff Focus Group).</i>
Impact on Staff
<i>"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!" (Staff Survey).</i>

Providing Residentials Embedded within Existing Programmes of Delivery

- 4.8 Brilliant residentials link residential learning back to school and curricular objectives. Residential experiences are integrated with the curriculum and life of the school as an entitlement for all students. Residentials can be integrated with the curriculum in many ways: schools can design residentials to build on and extend themes, projects and subjects initially introduced in school and they can develop life, work and study skills for use back in the classroom.
- 4.9 Staff involved in Learning Away were linking residential learning with delivery of the curriculum and to skills development within school, such as team building and independent learning. One partnership, for example, had developed a leadership model where older students were involved in running residentials as well as developing coaching activities in school. Brilliant residentials were not seen as 'one off' special activities, but were an integral part of the school, fully integrated within the curriculum and life of the school for all students. Staff noted that this was reflected in a shift from the school 'running residentials' to delivering Learning Away, which was embedded within curriculum delivery and developing students skills, knowledge and understanding (see **Table 4.2**).
- 4.10 In a number of partnerships, the focus on residential learning had led to a much wider focus on LOTC, which was being embedded in all aspects of curriculum delivery (see **Table 4.2**). As a result, schools involved in Learning Away viewed residential learning and LOTC more generally as integral to the school, its ethos and curriculum delivery. Staff noted that more outdoor learning was happening on a daily basis, with teachers increasingly using school buildings and grounds to deliver a wide range of subjects and topics. Staff noted that this change in approach had a positive impact

on students' behaviour and their engagement with their learning and students were becoming less passive learners.

- 4.11 In a number of primary schools, planning the curriculum around the residential experiences and seeing the impact this had on student learning led to a complete revamping of curriculum delivery within school (see **Table 4.2**). Thus, residential learning was having a direct impact on, and shaping how, the curriculum was delivered in these schools.
- 4.12 Residential learning was also helping staff to respond more effectively to national curriculum changes. Learning Away Coordinators stated that they were using their residential programmes to help them deliver curriculum changes, and that residential learning fitted well with the aims and objectives of the new curriculum (see **Table 4.2**). Furthermore, in a number of schools, residential (which were fully embedded in the delivery of the curriculum) and their impact on students had been identified as a key strength of the school by Ofsted.
- 4.13 Residential experiences embedded within the curriculum are able to enhance leadership programmes and other programmes of delivery and take them to 'another level'. Residential provide opportunities for students to be engaged in activities that they would not be able to experience at school because of lack of time and/or opportunity. The residential context allows students to experience more challenging 'real life' situations that cannot be replicated within the school environment and gives them the chance to develop skills that might be difficult to learn within the classroom context.
- 4.14 Staff involved in Learning Away said that increasingly they were using the residential to think through the skills and knowledge they wanted students to gain, which resulted in better planning for links with the curriculum and the classroom. Staff were using residential learning to test out whether students had learnt skills trying to teach them in class. The residential provided a more challenging environment so staff had a better idea of whether students had really grasped concepts and skills and, if not, could focus on them more when they returned to school.

Table 4.2: Voices from Learning Away: Providing Residential Embedded within Existing Programmes of Delivery

Residential and Outdoor Learning Becoming Embedded Within the School Curriculum
<i>"There's more outdoor learning happening... you will see classes using the hall for maths and outside for maths... people are using the space and using the resources... It's what can you do every day... not always a residential, not always even outside, it might just be the hall or the corridor... more of that goes on, which I think has helped with behaviour and engaging the children in school generally" (Primary Staff Focus Group).</i>
<i>"For us it's gone beyond residential and into developing LOtC through curriculum subjects: how can you do your maths better outside the classroom? Looking at how we can better deliver the curriculum using the outdoors but also opening our eyes further into wider sustainable education, so we're doing a lot of international and global stuff, eco schools. This [Learning Away] and the vehicle this has created has made us develop further... So, when someone says Learning Away to me, it means much more than what it did when we first started off" (Coordinators Focus Group).</i>
<i>"We have brought outdoor learning into other things... that's engaged our children because they were very 'sitting in their places looking towards the front' and over the years that we've been doing this [Learning Away] it's helped with our strategy of not having such passive learners" (Primary Staff Focus Group).</i>

Table 4.2: cont...

"I can't imagine life in school without the residential. It becomes so embedded in everything we do. It brings them [students] on so much" (Primary Staff Focus Group).

Residential Learning Impacting on/Supporting Curriculum Delivery

"Planning the curriculum around the residential experience and seeing what a huge impact that had on the resultant learning, led us to develop a more themed approach for the rest of our curriculum, with practical experiences at their core" (Final Staff Survey).

"Its impact was quite profound. To move from residential to Learning Away is the move that's happened. Staff are planning [residential] in relation to the curriculum and [looking at] the overt relationship between the skills the young people are developing, and how that feeds into the development of the leadership programme and the skills and talents of the young people" (Coordinators Focus Group).

"Residential are now an integral part of what we do in school. In the past, they were more add-ons and limited to one or two year groups. Often they took place at the end of the year (e.g. Year 6 adventure residential post SATs). They are now far more integrated into the curriculum. We also now plan our own experiences rather than just buying something off the shelf" (Final Staff Survey).

"It's definitely helped us with the new curriculum" (Coordinators Focus Group).

"You look at the [new] curriculum and think 'that can be done on residential' or 'that's what we do on residential'" (Coordinators Focus Group).

"We recently had an Ofsted and they highlighted Learning Away as a valuable contribution to learning" (Coordinators Focus Group).

"Something Learning Away has made a big difference to is about justifying why you're doing what you're doing... We're thinking much more about why we want them to do these activities, what skills do we want them to have, what do we want them to take back to school, and then are we going to see what they've learned back at school. I think we're planning more effectively, the activities and the experiences" (Secondary Staff Focus Group).

"Learning Away is such a fantastic opportunity to see whether pupils are managing to transfer the skills we're trying to teach in the school into other contexts. So as well as trying to get them to use these skills it has highlighted if this is an area they still need a lot of support in, to then come back into the school to help them..." (Secondary Staff Focus Group).

Providing 'Real Life' Experiences Linked to Curriculum Delivery

"The topic is linked into the curriculum... the beforehand work where you're talking about den building or building a home for a family or for animals. When you've given them that real first-hand experience and then you come back and ask them to do some more work on that it's amazing the difference you get once they've been and done it for real" (Primary Staff Focus Group).

"The way they have to work together: having a deadline when they have to deliver a presentation to people who aren't their teachers, these are people coming in to judge them, they know that pressure is there – it's not like a coursework deadline that they can talk their way into an extension... they're going to stand up and they're going to look foolish if they haven't done it. That pressure is... a taste of the real world but it also makes them pull their act together and get on with it, even if they're reluctant or they're not quite sure... I think they get more out of it" (Secondary Staff Focus Group).

"What we want them to do is fumble their way through and problem-solve because in the classroom we don't have the time to do that. We have to steer them too much and that's why their problem-solving needs addressing with programmes like this, because it's weak because they're used to being told how to do everything... It [the residential programme] needs to be quite open so they can find their own way through and come up with their own solutions" (Secondary Staff Focus Group).

Providing Residential Designed and Led by School Staff

- 4.15 Staff involvement in the design and delivery of residential experiences means that activities can be specifically developed to meet the needs and learning objectives of students within their own schools. The evidence shows the benefits of students going away with staff who teach them, in terms of maintaining improved relationships back in school, as well as providing opportunities to build on and reinforce learning. Staff from schools that previously relied on external providers to deliver much of their residential learning noted that activities on the residential were better,

because they had been designed and led by school staff (as well as providing unique staff development opportunities). This approach also helps to embed, reinforce and progress learning from the residential back in school and facilitates the integration of the residential experience fully within the school curriculum. Staff also gain a better understanding of how students like to learn and like to be taught.

- 4.16 Residentials provide invaluable staff development opportunities, for example, in terms of developing leadership skills and their own practice. Residentials that were designed and led by school staff also helped develop capacity within schools by 'bringing on' new staff and giving experienced staff additional responsibility. They also provided opportunities for staff to share practice and learn from other disciplines, for example, staff from other departments, other schools or specialists. Learning Away gave staff the opportunity to develop and the confidence to plan and lead residentials and have complete ownership of the experience. This made residential programmes more sustainable, because schools were not reliant on someone from outside delivering the programme; they were delivering it themselves and tailoring it to meet the needs of their students and their school.
- 4.17 Staff also suggested that their whole understanding of what experiential learning was had developed significantly as a result of Learning Away, which in turn had impacted on their understanding and approach to delivery of residential learning (see **Table 4.3**).
- 4.18 As previously identified in Section 2, Learning Away had a profound impact on some school staff. For example, the primary school teaching assistant who, after four years of involvement in Learning Away, became the residential coordinator. The funding, ideas and expertise presented by Learning Away allowed schools to explore alternative models of delivery. This had proved successful in identifying the talents and skills of staff who previously might not have had the opportunity to become involved in residential programmes. Thus, the opportunities for staff development presented by the programme were seen as particularly significant. Those schools that were providing brilliant residentials had created a staffing structure that allowed for a progression of responsibility that was clear to staff and supported with CPD.
- 4.19 To successfully embed residential programmes within a school there is a need to engage as many staff as possible. This was facilitated by senior leaders having clear expectations that all staff should be engaged in, and would benefit from, involvement in residential experiences. The commitment and support of senior leaders was critical to the successful implementation and delivery of brilliant residentials. Staff noted that as more residentials were offered, more staff members took part and, therefore, residential learning had a greater profile within the school. In turn, staff commitment to residential programmes can facilitate parental engagement and impact on parents' willingness to send their children on residentials.

Table 4.3: Voices from Learning Away: Providing Residentials Designed and Led by School Staff

Tailoring Residential Learning to Meet Students' Needs
<i>"How often do teachers or TAs get to see each other's practice? It's a great opportunity to learn from one another and see how each other works. Planning the residential together has made a real difference and has brought out great creativity in the team involved in the residentials" (Coordinators Focus Group).</i>
<i>"We used to employ someone to come in to do bush craft... but last year we did a beach activity instead, which we developed. We all agreed it was a better activity than the bush craft" (Coordinators Focus Group).</i>
Providing Opportunities for Staff Development
<i>"One of the best things for us has been staff from different schools working together...I feel there's a community cohesion built up, and we are all doing it for the good of children in the area. Five years ago there were a lot of staff who wouldn't think about going on residential, but now they are in the minority" (Coordinators Focus Group).</i>
<i>"When staff come back they have more confidence, e.g. to do day trips on their own and try different things in the classroom" (Coordinators Focus Group).</i>
<i>"Residentials are embedded: they happen and are planned and coordinated by the class teacher and that is the expectation. Whereas, five years ago, there was one person planning and coordinating all the residentials. There are teachers whose TLR [teaching and learning responsibility] is LOtC/Learning Away residentials. As a team of schools, we're driving that forward and it's one of the school's highest priorities" (Coordinators Focus Group).</i>
<i>"[What has been the biggest impact on you as a teacher?] My understanding of what experiential learning is. Previously, I thought it was simply a case of being in a different location that made the experience special and therefore memorable. I now think there are multiple factors at work to do with environment, adult/pupil relationship, emotional response, engagement, involvement, purpose, worth and value placed on pupil's involvement as well as the activity design and even menu. This breakdown of all the aspects to do with Learning Away was a result of all the analysis and discussion and process enabled by this project. As a practitioner, this exposé to the myriad of factors at play has enriched my understanding of Learning Away and has helped me to see gaps in planning and to recognise signs of experiential learning taking place. This change took place early on in the project which was good as it meant that risk taking with trying new models of delivery came earlier on in the project. Consequently, we all benefited from the result of some interesting, dynamic combinations of different age pupils" (Final Staff Survey).</i>

Providing Residentials Designed and Led by Students

- 4.20 Our findings show that involving students in designing, planning and leading residential experiences leads to better outcomes. The Learning Away partnership schools used two co-construction models when delivering their residential programmes: the 'Mango' model¹² and the 'Critical Skills' approach¹³.
- 4.21 Providing opportunities for student co-construction and leadership results in a range of positive outcomes. It helps to develop a strong sense of community and a shared learning community where all participants are equal. Within this community, students have ownership and control of their learning, which helps enrich the residential experience, leads to improved engagement, confidence and attitude to working with others. Both staff and students identified students' improved engagement with learning when sessions were led by other students. Students stated that having responsibility for their own and others' learning made them more independent learners and helped develop their problem-solving skills as they had to work collaboratively to work things out for themselves. The residential context also provides unexpected opportunities for student-led and initiated learning (see **Table 4.4** 'bridge building' activity).

¹² A co-construction and community building approach based on the Mango Model. See www.mangocic.org for further details.

¹³ For further details see <http://learningaway.org.uk/resources/co-construction-design/two-approaches-to-co-construction/>

- 4.22 Within this context students take responsibility for themselves and others, which helps to develop team working skills, communication skills and promote democratic approaches to decision making. All help to increase a sense of maturity, responsibility and independence for learners. Providing residential that are designed and led by students also increases the sense of equity between staff and students, leading to the development of better relationships that can be built on back in school.
- 4.23 As previously identified, the residential learning environment helps take students' leadership skills to 'another level'. The residential context provides opportunities for students to develop their leadership activities, for example, their confidence to plan and deliver activities and opportunities to improve their presentation skills. Staff observed that whilst on the residential students took more responsibility for their learning than even they had expected and the positivity they took back to school motivated them and others to get involved in other residential activities.
- 4.24 In order to be effective, this approach has to be maintained and built on back in school. Student leaders and other students highlighted the benefits of building on the skills and confidence established on the residential by having opportunities to undertake leadership and co-construction activities back in school.
- 4.25 Student leaders were important role models for other students, inspiring and motivating them to push themselves and raise their aspirations. Residential also provide opportunities for students involved in running residential to be role models for other students. Using ex-students who were now working or studying at university as residential leaders, forming part of the staff team, helped to raise students' aspirations and expectations.

Table 4.4: Voices from Learning Away: Providing Residential Designed and Led by Students

Improved Engagement with Learning	
<i>"Because then [if students are actively involved] they seem to do it better and they remember it better, and they find it easier to evaluate and modify if they've had some part in the setting it all up" (Primary Staff Focus Group).</i>	<i>"Outcomes from the initial co-constructed residential clearly demonstrated that where learners are able to drive their own agenda, rather than always being led by the educators, they engage at a very different and very positive learning level" (Primary Headteacher).</i>
Improved Ownership of Learning	
<i>"The sports leaders were just amazing, they were absolutely phenomenal. We just didn't get involved at all... we stood back... we almost felt like we were intruding... not one group was misbehaving and they were just incredible" (Primary Staff Focus Group).</i>	
<i>"It was fun to take charge and get our own say in it instead of the teachers telling us" (Student Leaders Focus Group).</i>	<i>"We did some things that we wanted, like make up our own activities" (Student Leaders Focus Group).</i>
Unexpected Opportunities for Student-led Learning	
<i>Were there any unexpected outcomes? "Bridge building: not a planned activity but during 'down time' a child started building a bridge across a shallow ditch. This escalated into an activity joined in by half the group who were totally immersed for a good hour. Language of cooperation, leadership etc. flowed. They then went on to act the 'three billy goats gruff' with different children becoming the troll.....all totally child led" (Staff Survey).</i>	
Inspiring and Motivating Younger Students	
<i>"Going in to P7 classes and helping, I was able to get a girl from there to come up to club level who's probably going to go up to district level. She's such a good player, and if I wasn't there she would never have gone up to club level" (Student Leaders Focus Group).</i>	
Improved Team Working and Problem Solving	
<i>"Students saw improvements in their ability to work effectively in teams, take responsibility for 'real' issues and to problem solve quickly and successfully; they also recognised that supporting one another to develop these skills was a crucial part of co-construction" (Primary Headteacher).</i>	

Table 4.4 cont...
Providing Opportunities for Deeper Learning
"[This residential was designed] to challenge our learning outside and to target our progress as well 'cos I think it helped us understand maths a bit more. 'Cos before, we'd just learn it but we had to really understand what we was teaching... before we could teach it to other people" (Student Leaders Focus Group).
Opportunities for Co-construction Back in School
"Rather than preparing all of the lesson for them I will get them to prepare things for themselves now, because I see they get more out of that than they do just out of the presented experience...Because they have ownership of it they are a lot more engaged in playing with it" (Primary Staff Focus Group).

Providing New and Memorable Experiences

- 4.27 The memorability of the residential experience and the shared memories of participants helped to maintain the sense of community developed on the residential back in school and also helped to sustain the positive impacts seen on the residential. A brilliant residential can help facilitate memorable experiences by developing a sense of belonging and community. Residentials provide a "common language of experience" (Williams, 2012), which are maintained long after the event:

"Feedback from adult ex-students shows that a residential is one of the most memorable aspects of their school career" (Williams, 2012).

- 4.28 Our research also evidenced this (see **Table 4.5**). Discussions with staff and students frequently referred to their 'common language of experience', particularly in relation to the new experiences and activities that they shared on the residential. This included all aspects of the residential experience, from adventurous outdoor activities such as surfing and rock climbing, to domestic activities and routines, to spending time together during informal down time, for example, sitting round the campfire drinking hot chocolate and midnight feasts. For some students it was seeing the sea or a cow or horse for the first time (see **Table 4.5**).
- 4.29 The memorability of the residential experience was reinforced by shared jokes and stories, including serendipitous events such as the 'owl in the toilet' (see **Figure 4.3**). It was felt that these experiences caught students' imagination and engagement, both at the time and later in telling the stories to others. It was felt that these common experiences helped staff and students stay connected back in school and these connections continued long after the residential experience.
- 4.30 Songs and dances students learnt with staff on the residential to help them remember formulae or rules in maths were still remembered back in school. Staff also used photos of students experiencing success on the residential to show to them when they were struggling back in school, which helped motivate them to keep on trying. Staff observed that photos were powerful for triggering students' memories of the residential, and the feelings of success and achievement they had experienced there.
- 4.31 Memorable experiences were not always planned and were often linked to overcoming adversity, such as camping in bad weather (see **Figure 4.2**) or serendipitous events. The drawings in **Figure 4.3** capture the range of memorable experiences that key stage 2 pupils had whilst attending a residential based on the theme of the coast. These experiences included rock pooling, learning lifesaving skills on the beach, body boarding and camping.

"We used to hire porta loos. We've now agreed with the school whose grounds we camp in that we can use the school toilets so we saved money and also that we could use the school hall if the weather was really bad. It's always going to be evolving" (Coordinators Focus Group).

- 4.33 Learning Away demonstrated the value of lower-cost residentials, highlighting that schools do not need to use providers and the power of the camping experience. The development of lower-cost models also meant that residential programmes were financially sustainable in the longer term. Learning Away partnerships demonstrated that successful residentials do not have to be lengthy to be effective – a number of the residentials involved just one overnight stay. Similarly, lower cost models which are staff and student led can lead to a range of other educational benefits and outcomes. Schools also successfully used Pupil Premium to part fund the cost of residentials, thus ensuring that the most disadvantaged students were able to participate.

Table 4.5: Voices from Learning Away: Providing New and Memorable Experiences

Providing Opportunities for Awe and Wonder	
<i>"Teaching in an extremely deprived area of Liverpool means that our children have no concept of the wider world and especially of 'green spaces'. Watching the awe and wonder on children's faces: the first time they encounter a herd of cows or the first time they are allowed to jump in a bog is absolutely priceless! Repeatedly hearing the phrase 'this is the best holiday EVER' really is food for the soul and giving children time to reflect and realise that they have learned just as much, if not more than, a day at school has been a real bonus for both staff and children" (Final Staff Survey).</i>	<i>"Some of the children you take haven't seen cows or horses. It's magical... it's like a world that they've never experienced before, and you can see them light up with this wonder at a deer, and it's like 'What is this creature that I've only ever seen in films?' It's amazing to me" (Primary Staff Focus Group).</i> <i>It's the awe and wonder isn't it? That you can't plan for" (Primary Staff Focus Group).</i>
New Experiences	
<i>"To let them stay up until ten o'clock at night, sitting in the dark in the woods with a fire going, blankets round them... a totally different experience" (Special School Staff Focus Group).</i>	<i>"[Son] really enjoyed his camping trip. I would be willing to let him participate in more activities like this, as he really enjoyed it" (Parent Survey).</i>
<i>"I don't think I stopped talking about it for a couple of weeks... [The banquet on the last evening] that was one of the best things I've ever done in my life" (Secondary Staff Focus Group).</i>	<i>"My son enjoyed the activities most especially football. This scheme has given my son a chance to try out camping, and he would like to do it again (Parent Survey).</i>
<i>"Pupils could get highly involved physically with water getting wet and muddy without having to think that it was the wrong thing to do. E.g. building dams in the streams, jumping in puddles to splash each other, walking over a bog in bare feet and feeling the water and mosses with their feet" (Staff Survey).</i>	
Developing Lasting Memories	
<i>"To hear [secondary school] kids, years on from when they've been on these experiences, still talk to you about it" (Staff Focus Group).</i>	<i>"And they still last. Some of the jokes that... happened they still go on and it makes the bonds better" (Secondary Student Focus Group).</i>
<i>"When they come back in and visit, one of things they still talk about is [the residential]. Out of everything that they remember it's these residentials. It's not the lessons. It's not even the day trips. It's the residentials that they talk about" (Primary Staff Focus Group).</i>	<i>"A colleague made a connection with a student in S1 after a muddy puddle incident on a residential, and both of them still smile and laugh about it whenever they see each other in the corridor – and he is now in S5" (Secondary Staff Focus Group).</i>
	<i>"I was with [students]...at school yesterday, we was talking about 'do you remember when we went pond dipping?'" (Primary Pupil Focus Group).</i>

Table 4.5 cont...
Impact on Learning
<i>"I'll be doing work and I'll remember the jokes that we had down there and that will help me remember... the rules, and it becomes easier"</i> (Secondary Student Focus Group).
Learning about opposite angles: <i>"I'm going to remember that more because of the dance that we done"</i> (Secondary Student Focus Group). <i>"The dance helped me learn better. Rather than just sitting there getting bored they actually made it fun"</i> (Secondary Student Focus Group).

5 CONCLUSIONS AND RECOMMENDATIONS

- 5.1 Learning Away has shown that a residential learning experience provides opportunities and benefits and impacts that cannot be achieved in any other educational context or setting. Throughout the evaluation process, impacts on relationships (both student-student and staff-student) and on students' confidence were strongly and consistently demonstrated. The strength of relationships developed was significant and often unexpected. There was also strong evidence that impacts in these areas led to positive outcomes in terms of students' engagement with, and progress in, their learning, as well as their self-belief and expectation that they would make progress and succeed.
- 5.2 The evaluation provided some promising (albeit small scale) quantitative evidence of impact on achievement. Data was provided which showed that secondary students who attended Learning Away residentials improved their performance and achieved higher than their predicted grades (in GCSEs and Highers). Pre- and post-residential assessments also showed positive impacts on students' achievement, suggesting a residential effect when students were tested at or immediately after the event. However, in one partnership, impacts on achievement seen immediately after the residential were not reflected in improvements in students' predicted or actual GCSE grades in the longer term. This suggests that there is a need to gather further data to provide more robust evidence of the impact of residentials on achievement in the longer term.
- 5.3 There was also evidence from primary partnerships that Learning Away residentials impacted on pupils' progress and achievement, in terms of improvement in pupils' literacy scores pre and post residential. Staff noted an impact on low and average achievers and boys' literacy scores in particular.
- 5.4 The longitudinal nature of this evaluation meant that we were able to evidence the longer-term impacts on both staff and students of involvement in this five-year programme. We were able to show the cumulative impact, for example, on staff confidence, skills and expertise in running residential programmes and on the delivery of the curriculum back in school. We were also able to show how residential experiences impacted on students as they progressed through their school career and how the progressive nature of many of the residentials facilitated the development of students' leadership skills, helped maintain their engagement with learning and led to positive transitions.
- 5.5 Learning Away highlighted how the bonds created on residentials, between students, between staff and students and between staff were maintained back in school. The evidence shows the benefits of students going away with staff who teach them, in terms of maintaining these improved relationships back in school, as well as providing opportunities to build on and reinforce learning. We have seen how residentials provided opportunities for participants to see others in a different light, and how these changed views were maintained back in school. We have also seen students' empathy and respect for one another increase through being involved in the Learning Away community, and how staff and students developed a common language of experience, which helped them stay connected long after the residential experience. Furthermore, Learning Away showed how residentials could break down the barriers between different groups within classes, in schools and between schools, reflected, for example, in a reduction in bullying and teasing.
- 5.6 Learning Away also provided significant staff (teaching and non-teaching) development opportunities, providing opportunities for staff to grow and develop their expertise, which resulted in them becoming more ambitious in their teaching. Learning Away residentials became sustainable, because schools encouraged and facilitated training for their staff to lead residentials. Having become aware of the difference residentials can make to student outcomes, schools developed their own funding strategies to continue their involvement.

- 5.7 We saw the impact of residential experiences on individual students and their teachers: the impact of Learning Away was much wider than the residential experiences themselves. Where Learning Away was successful, it went beyond the residential and impacted on teaching and learning back in school and schools' approaches to delivering learning, for example, developing a more thematic approach to delivering the curriculum and being more willing to take risks back in school.
- 5.8 As a result of Learning Away, residential learning in many schools (particularly at the primary level) became embedded within the curriculum, but also shaped how the curriculum was delivered. The importance of staff being able to integrate and embed residential learning back in school should be emphasised. However, at the secondary level in particular, staff noted the challenges they faced in doing this.
- 5.9 Schools also went beyond residential learning to develop further opportunities for student co-construction and leadership back in school. Learning Away resulted in the development of opportunities for LOTC and group based and peer-led learning back in school, because staff saw the impact on students' engagement in their learning.
- 5.10 Schools involved in Learning Away delivered a wide range of residentials with a broad spectrum of aims and ambitions focused on a range of outcomes (e.g. behaviour, relationships and attainment) taking place in a variety of settings, but what was common to them all was that the residentials provided the opportunity to develop a strong sense of community and belonging away from the normal distractions of daily life. The evaluation identified how the residential experience facilitated achievement of these positive outcomes, notably that:
- the time, space and intensity of the residential experience was key to developing relationships and learning opportunities: the value of informal time and overnight stays on the quality of the experience and the change in relationships was clearly evidenced;
 - residentials were a leveller: they provided a context where existing hierarchies and barriers could be broken down;
 - relationships and skills were developed through the sense of community/living together;
 - residentials provided opportunities to experience success;
 - residentials provided a context where staff and students could explore new ways of teaching and learning.
- 5.11 We were able to evidence the key aspects of Learning Away residentials that made a 'brilliant' residential and led to improved outcomes. It was clear that when residential learning was integrated within the curriculum it had the potential to provide much greater impact and many more learning opportunities:
- residentials were most successful when they formed an integral part of long-term curriculum planning and were closely linked to classroom activities. Brilliant residentials were not seen as 'one-off' special events but were an integral part of the school, fully integrated within the curriculum and life of the school for all students;
 - residentials were more likely to have a long term impact on students, (especially in secondary schools) and on attainment in particular, when they were followed up on students' return to school.
- 5.12 The findings in this report highlighted the value of providing progressive residentials, which helped to develop and embed student learning, skills acquisition and confidence year on year. The evaluation showed that staff and student ownership of the residential experience (in terms of design and delivery) was a crucial factor in making a difference. Involving students in designing, planning and leading residential experiences had a positive impact both on the students involved and the learning of their peers.
-

- 5.13 Staff involvement in design and delivery meant that residentials were designed to meet the specific needs and learning objectives of students within their own school. This learning could then be reinforced and built on back in school, which also facilitated the integration of the residential experience within the school curriculum. Brilliant residentials also provided the opportunity for staff to develop their practice, share good practice and learn from colleagues, both within their own and other schools.
- 5.14 The commitment of senior management to residential learning was key to successfully embedding residentials within schools. Once headteachers were on board, opportunities for successfully embedding the programme were much more likely.

RECOMMENDATIONS

- 5.15 The following recommendations are provided for schools, providers, policy and research:

Schools

- 5.16 Learning Away has shown that a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residentials are fully integrated with a school's curriculum and ethos. Schools should try to provide a wide range of residential experiences integrated with other class-based and learning outside the classroom activities (through themes/projects/ subjects).
- 5.17 Learning Away has demonstrated that residentials have greater impact when teachers are clear about their learning objectives, these are shared with providers, and evaluation processes are in place to find out whether they have been achieved. Residentials work best when schools plan their programmes using a planning system that means that residentials are needs-led.
- 5.18 Learning Away has identified the value of action research as a model for planning, developing, improving, understanding and evaluating the impact of residential programmes.
- 5.19 Learning Away has shown residentials are also more effective when there is active teacher and student involvement in their planning, delivery and evaluation. The more buy-in from participants at the planning stage, the greater the learning on the residential.
- 5.20 If using a residential provider, schools should work closely with them during the planning process to get the right mix of activities, whether these are school- or centre-staff led, or student-led. Schools should feel confident to ask providers for planning and delivery flexibility.
- 5.21 Schools should plan for evaluation as an essential part of the residential planning process, and evaluate rigorously using both quantitative and qualitative data. Schools should be encouraged to develop action research and theory of change approaches to evaluation in order to understand, develop and confirm the value of their practices. It is good CPD, good reflective practice and good for Ofsted/governors/parents.
- 5.22 Residentials can provide significant opportunities for teachers to trial, develop and practise different teaching styles, approaches and pedagogies and to recognise their effectiveness. Many Learning Away schools are also recognising that these successful approaches can be replicated back in school, for example experiential learning, co-construction and project-based learning.
- 5.23 Schools could develop a climate that encourages healthy risk-taking in terms of pedagogy, to both support staff willing to run residentials and to support changes to pedagogy when staff return from residentials.
- 5.24 Residentials have greater longer-term benefits when the learning is embedded and reinforced on the return to school, especially in terms of achievement, attainment and engagement. Schools should, therefore, ensure that this is part of the residential planning process.

- 5.25 Schools should recognise and plan for the value of the informal/social/non-teaching time during residentials. The transformational impact of the relationships developed during this time is crucial to the outcomes of a residential experience (for young people and teachers).
- 5.26 Learning Away has shown that residentials are an excellent way of supporting students through transition points and using them to prepare young people for change is an excellent use of time and effort.
- 5.27 Learning Away showed that the support of headteachers and SMT was critical to running an effective and sustainable residential programme, and should be seen as a critical factor in successfully embedding residential learning. Schools should try to develop a staffing structure to support staff taking on responsibility for residentials. This role should promote and support teaching and learning, as well as logistics and health and safety management.
- 5.28 Learning Away provided invaluable staff development opportunities: there is a need for schools to continue to take advantage of the CPD opportunities presented by residential learning, as well as providing opportunities for staff to come together to share their learning. Schools should try to provide relevant CPD for staff running residentials to support curriculum integration, learning outside the classroom approaches to learning and specific skills to run lower-cost residentials e.g. camping.
- 5.29 Learning Away showed the value of schools working in partnerships to plan and deliver residential programmes, provide mutual support and training, come up with creative solutions, share equipment and resources, and combine purchasing power.
- 5.30 Schools should look within the wider school community for the expertise they might need on a residential and, when appropriate, for volunteer adults (or older student leaders) to relieve the pressure on staff cover.
- 5.31 Learning Away schools have demonstrated that residentials do not need to be expensive and that lower-cost models can provide as good, or often better, outcomes. Schools should therefore investigate lower-cost residentials e.g. camping, shorter times away, more activities run by staff (or all three).
- 5.32 Learning Away schools have shown that Pupil Premium funding can be used successfully to part fund the cost residentials and have been able to demonstrate their impact on raising the attainment of disadvantaged pupils and helping to 'narrow the gap' between them and their peers.
- 5.33 There was evidence in some local authorities and partnerships that residential learning was becoming embedded and more schools were joining the programme at the end of the Learning Away programme. There is a need to publicise these successes and show others how residential programmes have been embedded across schools and local authorities. Schools should make greater use of their local networks to spread good practice.

Providers

- 5.34 There is a need to publicise the benefits of residential programmes to a wider audience: providing customised promotional packs to schools to demonstrate the benefits and the ease of getting started would facilitate this. Providers should direct schools to the Learning Away findings and website.
- 5.35 In addition, providing a schools' funding guide outlining the low cost sustainable models of residential delivery developed as part of Learning Away would help the engagement of more schools. In this way, providers could publicise the funding opportunities available to schools so that cost does not appear to be prohibitive and/or prevent residential experiences from being available to all young people. In particular providers should highlight the possible use of Pupil Premium and help schools evaluate its use for this purpose.

- 5.36 Providers could do more to promote and support the development of curriculum integrated, inclusive and progressive residential programmes. Providers could encourage schools to recognise that residential should be seen as an entitlement for all young people and not an enrichment activity.
- 5.37 Learning Away has shown the value of partnership approaches, using staff from both schools and residential providers to plan and deliver programmes that are tailored to the needs of individual students and their schools. Residential are more effective when there is active teacher and student involvement in their planning, delivery and evaluation. Promoting further opportunities for partnership working should be encouraged, as well as publicising examples of successful collaborative approaches. There is a need to make both providers and schools more aware of what can be offered via residential learning experiences and LOfC more widely.
- 5.38 Providers could do more to highlight the wide range of opportunities provided by residential programmes, including impact on achievement (e.g. GCSE attainment, literacy, maths), student leadership, key stage 2 to 3 transition, training, key stage 1 residential, family residential and vertical age subject groups.
- 5.39 Providers could do more to encourage and support lower-cost models such as provide camping opportunities (sites, equipment and support), shorter residential stays (e.g. two day/one night), more teacher and student-led activities and less centre staff input.
- 5.40 Learning Away has highlighted the value of informal/social/non-teaching time during residential. Providers could do more to publicise the uniqueness of this element of the residential experience and help schools make better use of this aspect of their programme.
- 5.41 Providers need to do more to evaluate the impact of their residential programmes and activities, to involve schools in the evaluation process and to share their data/evidence with schools.
- 5.42 There is more potential for providers to work collaboratively with schools in action learning clusters to help them develop residential programmes. This could enable providers to increase their usage or be an enhanced role in promoting the wider use of residential when centres are already at capacity.

Policy

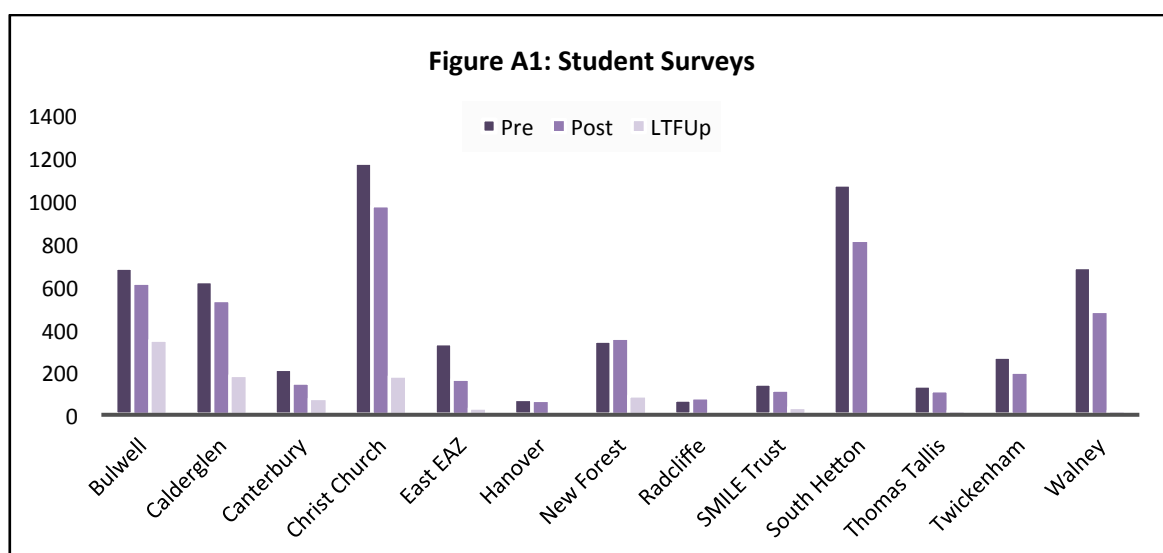
- 5.43 Learning Away has shown that residential learning opportunities can impact on how the curriculum is delivered back in school and help shape the delivery of a more meaningful curriculum. Going forward these impacts need to continue to be promoted.
- 5.44 Learning Away has shown that residential programmes can help to develop a learning community for a wide range of educational outcomes and that they can make a significant contribution to achieving such communities across a whole school when the Learning Away principles of inclusion, progression and integration are followed.
- 5.45 There are clear links between Learning Away and the Curriculum for Excellence in Scotland and changes to the primary curriculum in England. These links provide a strong case for using residential programmes to help deliver the curriculum more effectively and reinforce students' learning.
- 5.46 Learning Away has highlighted the power of family residential: linking these to the family support agenda and promoting the benefits of residential to family support programmes more widely would be beneficial.
- 5.47 The impact of residential experiences on students' resilience, confidence and wellbeing, clearly fits well with the current focus on supporting schools to develop 'character' and resilience in students in order to prepare them better for adult life. The clear links to character education should be highlighted.

Research

- 5.48 This evaluation has provided a wide range of quantitative and qualitative data. However, the quantitative attainment data that schools were able to provide was more limited. A key priority for future research is a purpose designed action research attainment tracking project with comparator groups. This work needs to be undertaken in partnership with schools.
- 5.49 It would be would be valuable for future research to explore further: the longer-term impacts of residential experiences; effective strategies for reinforcing and embedding learning; the impact on students' health and emotional wellbeing; and the benefits of residential experiences in the non-formal youth sector.

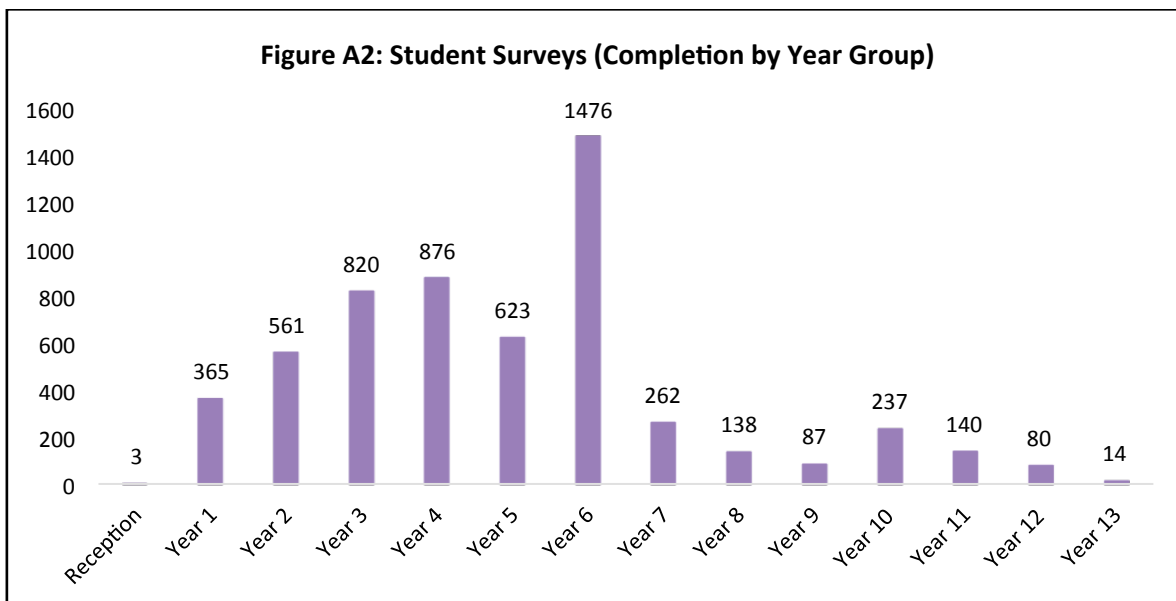
ANNEX A: SURVEY RESPONSES

- Figure A1** provides an overview of the surveys completed by students across the 13 partnerships during this phase of the evaluation. Survey returns were received from 53 schools. A total of 11,461 student surveys were completed consisting of 5,821 pre-residential surveys, 4,652 post-residential surveys and 988 long-term follow-up surveys¹. The numbers of surveys completed by school phase were:
 - Primary surveys** (key stage 1 and key stage 2): 4,661 pre-residential surveys, 3,632 post-residential surveys and 514 long-term follow-up surveys (LTFUp), which consisted of:
 - key stage 1 surveys: 945 pre-residential; 761 post-residential surveys; and 154 long-term follow-up surveys;
 - key stage 2 surveys: 3,927 pre-residential; 3,081 post-residential surveys; and 534 long-term follow-up surveys.
 - Secondary surveys:** 915 pre-residential; 787 post-residential surveys and 300 long-term follow-up surveys.



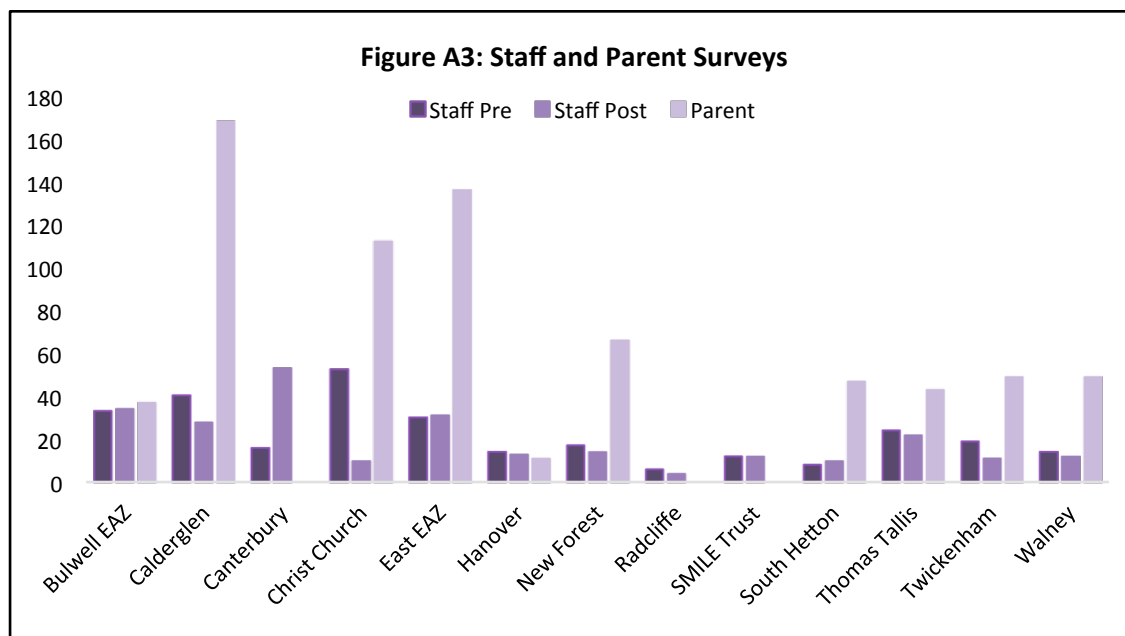
- The numbers of pre-residential surveys completed by each year group are shown in **Figure A2**. It shows that:
 - although the largest number of primary survey completions were from Year 6 students (26.0%), a significant number of younger students also completed surveys (notably from Years 3 and 4);
 - at the secondary level, the largest number of residential survey completions were from students in Year 7. There were relatively few completions from Years 9, Years 12 and 13 reflecting the age groups targeted by the residential.
- Students completing surveys were evenly split between male and female.

¹ Completed two to three terms after the residential.



Parent and Staff Surveys

4. **Figure A3** provides an overview of the staff and parent surveys completed to date. Parents were asked to complete surveys after their children had attended their residential. A total of **718 parent surveys** were returned. The majority (88%) were from parents of primary aged children. Parent surveys were received from ten of the 13 partnerships. A further partnership, SMILE Trust, undertook focus groups with parents due to the challenges associated with getting parents to complete surveys.



5. The following surveys were completed by staff from the partnerships involved in Learning Away:
- 285 pre-residential surveys and 254 post-residential surveys. A further 51 staff completed a final staff survey to gather views of the overall impact of the programme, both on individual members of staff and their schools;

- student impact surveys: 32 were completed by staff highlighting impact on individual students.
6. More than three-quarters (81%) of pre-residential surveys were completed by primary school staff and 15% were completed by secondary school staff. The larger number of primary completions reflects both the larger number of primary schools involved in Learning Away and the greater number of residentials delivered by primary partnerships. A further ten surveys were completed by staff from special schools.
 7. More than half (54%) of pre-residential surveys were completed by class or subject teachers. A further 20% of responses were from headteachers, deputy/assistant headteachers and members of the senior leadership team, reflecting their role as Learning Away leaders within their schools. Teaching assistants and other school staff, such as family support workers, administrators and Special Educational Needs Coordinators (SENCOs) accounted for a further 26% of responses respectively.
 8. The majority (82%) of staff respondents had been involved in previous residentials, and were experienced teachers/members of staff with nearly half (49%) having ten or more years of teaching experience. However, the range of experience was wide, with just under a quarter (24%) of respondents having four years or less experience and more than a quarter (28%) having 15 or more years' experience.

ANNEX B: SURVEY FINDINGS

The following tables provide the main findings from the student surveys. They show the percentage of students' providing a positive response to the statements. It should be noted that secondary students' had the option of a five point Likert Scale and therefore their responses include both those who 'strongly agreed' and 'agreed' with the statement.

Impact on Relationships

Table B1: Impact on Relationships: Primary Students			
KEY STAGE 1	Pre Residential	Post Residential	
	<i>I like my teachers</i>	<i>I like my teachers</i>	
	97%	95%	
	<i>I get on with the other children in my class</i>	<i>I get on with the other children in my class</i>	
	81%	81%	
KEY STAGE 2	Pre Residential	Post Residential	Long-term Follow-up
	<i>I think I know my teachers</i>	<i>Because of the trip, I know my teachers better</i>	<i>Because of the trip, I know my teachers better</i>
	81%	70%	79%
	<i>My teachers know me well</i>	<i>Because of the trip, my teachers know me better</i>	<i>Because of the trip, my teachers know me better</i>
	85%	64%	66%
	<i>I get on with the other children in my class</i>	<i>Because of the trip, I get on better with the other children in my class</i>	<i>Because of the trip, I get on better with the other children in my class</i>
	70%	70%	71%

Table B2: Impact on Relationships: Secondary Students			
SECONDARY	Pre Residential	Post Residential	Long-term Follow-up
Staff relationships	<i>I get on well with my teachers</i>	<i>Because of the residential, I get on better with my teachers</i>	<i>Because of the residential, I get on better with my teachers</i>
	90%	86%	71%
	<i>My teachers know me well</i>	<i>Because of the residential, my teachers know me better</i>	<i>Because of the residential, my teachers know me better</i>
	71%	84%	68%
	<i>My teachers understand how I like to learn best</i>	<i>Because of the residential, my teachers have a better understanding of how I like to learn</i>	<i>Because of the residential, my teachers have a better understanding of how I like to learn</i>
Peer relationships	<i>I get on with the other pupils in my class</i>	<i>Because of the residential, I get on better with the other pupils in my class</i>	<i>Because of the residential, I get on better with the other pupils in my class</i>
	90%	88%	84%
	<i>In school I am happy to work with all my classmates in lessons</i>	<i>Because of the residential, I am happier to work with all my classmates in lessons</i>	<i>Because of the residential, I am happier to work with all my classmates in lessons</i>
	86%	82%	75%

Impact on Resilience, Confidence and Wellbeing

Table B3 Impact on Resilience, Confidence and Wellbeing: Primary Students			
KEY STAGE 1	Pre Residential	Post Residential	
	<i>I give up when I find things hard at school</i>	<i>I give up when I find things hard at school</i>	
	29%	21%	
	<i>I worry about my school work</i>	<i>I worry about my school work</i>	
	34%	30%	
KEY STAGE 2	Pre Residential	Post Residential	Long-term Follow-up
	<i>I give up when I find things hard at school</i>	<i>I am less likely to give up when I find things hard at school because of the things I learnt on the trip</i>	<i>I am less likely to give up when I find things hard at school because of the things I learnt on the trip</i>
	47%	62%	67%
	<i>I worry about my school work</i>	<i>Because of the things I learnt on the trip I worry less about my school work</i>	<i>Because of the things I learnt on the trip I worry less about my school work</i>
	65%	51%	58%
	<i>I always ask for help if I have worries or problems at school</i>	<i>Because of the trip, I am more likely to ask for help if I have worries or problems at school</i>	<i>Because of the trip, I am more likely to ask for help if I have worries or problems at school</i>
	54%	64%	60%
	<i>I have a lot to be proud of</i>	<i>The trip has made me realise I have a lot to be proud of</i>	<i>The trip has made me realise I have a lot to be proud of</i>
	61%	72%	70%
	<i>I think there's lots of different things I could do when I grow up</i>	<i>The trip has made me realise there's lots of different things I could do when I grow up</i>	<i>The trip has made me realise there's lots of different things I could do when I grow up</i>
	78%	73%	72%
		<i>I am proud of what I achieved on the trip</i>	<i>I am proud of what I achieved on the trip</i>
		82%	84%
		<i>Because of the trip, I feel more confident to try things I wouldn't have done before</i>	<i>Because of the trip, I try things I wouldn't have done before</i>
		78%	79%

Table B4 Impact on Resilience, Confidence and Wellbeing: Secondary Students			
SECONDARY	Pre Residential	Post Residential	Long-term Follow-up
	<i>I give up when I find things difficult at school</i>	<i>I am less likely to give up when I find things hard at school because of the things I learnt on the residential</i>	<i>I am less likely to give up when I find things hard at school because of the things I learnt on the residential</i>
	51%	79%	68%
	<i>I ask for help if I have worries or problems at school</i>	<i>Because of the residential, I am more likely to ask for help if I have worries or problems at school</i>	<i>Because of the residential, I am more likely to ask for help if I have worries or problems at school</i>
	78%	75%	45%
	<i>I am a more confident person because of the experiences I have at school</i>	<i>I am a more confident person because of the experiences I had on the residential</i>	<i>I am a more confident person because of the experiences I had on the residential</i>
	70%	82%	72%
	<i>I am positive about my future</i>	<i>Because of the residential, I am more positive about my future</i>	<i>Because of the residential, I am more positive about my future</i>
	76%	77%	62%
	<i>I have a lot to be proud of</i>	<i>The residential has made me realise I have a lot to be proud of</i>	<i>The residential has made me realise I have a lot to be proud of</i>
	74%	75%	68%
	<i>There are lots of options open to me in the future</i>	<i>The residential has made me realise there's lots of different things I could do when I grow up</i>	<i>The residential has made me realise there's lots of different things I could do when I grow up</i>
	75%	76%	69%
		<i>I am proud of what I achieved on the residential</i>	<i>I am proud of what I achieved on the residential</i>
		89%	82%
		<i>Because of the residential, I feel more confident to try things I wouldn't have done before</i>	<i>Because of the residential, I feel more confident to try things I wouldn't have done before</i>
		87%	80%

Impact on Engagement with Learning

Table B5: Impact on Engagement with Learning: Primary Students			
KEY STAGE 1	Pre Residential	Post Residential	
	<i>I think lessons are interesting</i>	<i>I think lessons are interesting</i>	
	84%	86%	
	<i>I am happy when I am learning</i>	<i>I am happy when I am learning</i>	
	90%	91%	
	<i>I like being at school</i>	<i>I like being at school</i>	
	91%	89%	
KEY STAGE 2	Pre Residential	Post Residential	Long-term Follow-up
Motivation & enjoyment	<i>I think lessons are interesting</i>	<i>Because of the trip, I think I will find lessons more interesting</i>	<i>Because of the trip, I find lessons more interesting</i>
	63%	71%	72%
	<i>I enjoy being at school</i>	<i>Because of the trip, I like school more</i>	<i>Because of the trip, I like school more</i>
	70%	74%	80%
	<i>I give up when school work is difficult</i>	<i>Because of the trip, I am less likely to give up when school work is difficult</i>	<i>Because of the trip, I am less likely to give up when school work is difficult</i>
	41%	65%	74%
	<i>I am bored in class</i>	<i>Because of the trip, I think I will not be as bored in class</i>	<i>Because of the trip, I am less bored in class</i>
	43%	63%	62%
Attendance	<i>My attendance at school is good</i>	<i>Because of the trip, I think my attendance at school will be better</i>	<i>Because of the trip, my attendance at school is better</i>
	66%	72%	73%
	<i>I try to be on time for school</i>	<i>Because of the trip, I will try harder to be on time for school</i>	<i>Because of the trip, I am on time for school more often</i>
	93%	80%	72%
Behaviour	<i>My behaviour at school is good</i>	<i>Because of the trip, I think my behaviour at school will be better</i>	<i>Because of the trip, my behaviour at school is better</i>
	69%	77%	73%

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Table B6: Impact on Engagement with Learning: Secondary Students			
SECONDARY	Pre Residential	Post Residential	Long-term Follow-up
Motivation & engagement in class	<i>I feel strongly motivated to learn/ I want to learn</i>	<i>Because of the residential, I feel more strongly motivated to learn/I want to learn</i>	<i>Because of the residential, I feel more strongly motivated to learn/I want to learn more</i>
	73%	71%	43%
	<i>What I learn at school is important for me and my future</i>	<i>Because of the residential, I feel that my school work is more important to me and my future</i>	<i>Because of the residential, I feel that my school work is more important to me and my future</i>
	87%	79%	63%
	<i>I think lessons are interesting</i>	<i>Because of the residential, I think I will find lessons more interesting</i>	<i>Because of the residential, I find lessons more interesting</i>
	60%	57%	46%
	<i>I give up when school work is difficult</i>	<i>Because of the residential, I am less likely to give up when school work is difficult</i>	<i>Because of the residential, I am less likely to give up when school work is difficult</i>
	33%	72%	55%
	<i>I am bored in class</i>	<i>Because of the residential, I think I will be less bored in class</i>	<i>Because of the residential, I get less bored in class</i>
	31%	47%	33%
Enjoyment	<i>I enjoy being at school</i>	<i>Because of the residential, I like being at school more</i>	<i>Because of the residential, I like being at school more</i>
	50%	45%	43%
Attendance	<i>My attendance at school is good</i>	<i>Because of the residential, I think my attendance at school will be better</i>	<i>Because of the residential, my attendance at school is better</i>
	78%	58%	54%
	<i>I try to be on time for lessons</i>	<i>Because of the residential, I will try harder to be on time for lessons</i>	<i>Because of the residential, I try harder to be on time for lessons</i>
	90%	72%	53%
Behaviour	<i>My behaviour at school is good</i>	<i>Because of the residential, I think my behaviour at school will be better</i>	<i>Because of the residential, my behaviour at school is better</i>
	82%	67%	58%

Impact on Achievement

Table B7: Impact on Achievement: Key Stage 2 Students

KEY STAGE 2	Pre Residential	Post Residential	Long-term Follow-up
School work	<i>I am good at my school work</i>	<i>Because of the trip, I think I will be better at my school work</i>	<i>Because of the trip, I am better at my school work than I was before</i>
	44%	58%	58%
Exams/tests	<i>I think I will do well in my exams/tests</i>	<i>Because of the trip, I think I will do better in my exams/tests</i>	<i>Because of the trip, I think I have done better in my exams/tests</i>
	51%	48%	44%

Table B8: Impact on Achievement: Secondary Students

SECONDARY	Pre Residential	Post Residential	Long-term Follow-up
Subject achievement	<i>I am good at this subject</i>	<i>I think I will now do better in this subject than I did before the residential</i>	<i>I think I am doing better in this subject than I did before the residential</i>
	76%	72%	49%
	<i>I know how to do good work for this subject</i>	<i>The activities on the residential helped me to better understand this subject</i>	<i>The activities on the residential helped me to better understand this subject</i>
	82%	72%	51%
	<i>When I am given a problem in this subject, I know I have the skills and understanding to solve the problem</i>	<i>Because of the residential, when I am given a problem in this subject, I feel I will be more able to solve the problem</i>	<i>Because of the residential, when I am given a problem in this subject, I am now more able to solve the problem</i>
Teaching	<i>The way I'm taught and helped to learn helps me do well in this subject</i>	<i>The way I was taught and helped to learn on the residential will help me do better in this subject</i>	<i>The way I was taught and helped to learn on the residential has helped me do better in this subject</i>
	79%	76%	55%
Exams/tests	<i>I am confident I will do well in my exams/tests in this subject</i>	<i>Because of the residential, I am more confident that I will do well in my exams/tests in this subject</i>	<i>What I learnt on the residential has helped me do better in my exams/tests in this subject</i>
	50%	66%	45%

Impact on Skills, Knowledge and Understanding

Table B9: Impact on Knowledge and Understanding: Primary Students			
KEY STAGE 1	Pre Residential	Post Residential	
School work	<i>My school work is interesting</i>	<i>My school work is interesting</i>	
	83%	84%	
	<i>I enjoy my lessons</i>	<i>I enjoy my lessons</i>	
	89%	93%	
Teaching	<i>My teachers and my lessons help me learn</i>	<i>My teachers and my lessons help me learn</i>	
	91%	95%	
KEY STAGE 2	Pre Residential	Post Residential	Long-term Follow-up
School work	<i>My learning in school is interesting</i>	<i>Because of the trip, my school work is more interesting</i>	<i>Because of the trip, my school work is more interesting</i>
	58%	65%	60%
	<i>I enjoy my school work</i>	<i>Because of the trip, I enjoy my school work</i>	<i>Because of the trip, I enjoy my school work</i>
	59%	59%	66%
	<i>When I am given a task, even if I don't know the answer straight away, I can work it out</i>	<i>Since going on the trip, 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</i>	<i>Since going on the trip, when I am given a task, even if I don't know the answer straight away, I feel more able to work it out</i>
	43%	63%	60%
Teaching	<i>My teachers and my lessons help me learn</i>	<i>My teachers and my lessons on the trip helped me learn</i>	<i>My teachers and my lessons on the trip helped me learn</i>
	76%	77%	82%

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Evaluation of Learning Away: Annexes

Table B10: Impact on Knowledge and Understanding: Secondary Students			
SECONDARY	Pre Residential	Post Residential	Long-term Follow-up
Subject knowledge	<i>I think I know a lot about this subject</i>	<i>Because of the residential, I think I know a lot about this subject</i>	<i>Because of the residential, I think I know a lot more about this subject</i>
	68%	68%	53%
	<i>I understand what I am trying to learn in this subject</i>	<i>Because of the residential, I have a better understanding of what I am trying to learn in this subject</i>	<i>Because of the residential, I have a better understanding of what I am trying to learn in this subject</i>
	85%	75%	60%
	<i>When I am given a task, even if I don't know the answer straight away, I can work it out</i>	<i>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</i>	<i>Since going on the residential, when I am given a task, even if I don't know the answer straight away, I feel more able to work it out</i>
	65%	69%	58%
	<i>I learn new skills in this subject</i>	<i>As a result of the residential, I have learnt new skills in this subject</i>	<i>As a result of the residential, I have learnt new skills in this subject</i>
	56%	76%	63%
		<i>As a result of the residential, I feel I will make better progress in this subject</i>	<i>As a result of the residential, I am making better progress in this subject</i>
Subject engagement	<i>This subject is interesting and important to me</i>	<i>Since going on the residential, this subject is more interesting and important to me</i>	<i>Since going on the residential, this subject is more interesting and important to me</i>
	83%	69%	46%
	<i>I enjoy this subject</i>	<i>Because of the residential, I enjoy this subject more</i>	<i>Because of the residential, I enjoy this subject more</i>
	72%	62%	46%
Teaching	<i>The lessons and the way I am taught help me to learn</i>	<i>The lessons and the way I was taught on the residential helped me to learn</i>	<i>The lessons and the way I was taught on the residential have helped me to learn</i>
	79%	80%	55%

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Evaluation of Learning Away: Annexes

Table B11: Impact on Skills Development: Primary Students			
KEY STAGE 1	Pre Residential	Post Residential	
	<i>I am happy to talk in front of my class at school</i>	<i>I am happy to talk in front of my class at school</i>	
	68%	70%	
	<i>I like working in a group at school</i>	<i>I like working in a group at school</i>	
	86%	85%	
	<i>I am good at listening to my teacher</i>	<i>I am good at listening to my teacher</i>	
	82%	83%	
KEY STAGE 2	Pre Residential	Post Residential	Long-term Follow-up
Speaking & listening	<i>I am good at listening to my teacher</i>	<i>Because of the trip, I am better at listening to my teacher</i>	<i>Because of the trip, I am better at listening to my teacher</i>
	53%	58%	57%
	<i>I join in with discussions in class</i>	<i>Because of the trip, I join in class discussions more</i>	<i>Because of the trip, I join in class discussions more</i>
	50%	61%	63%
	<i>I am happy to talk in front of my class at school</i>	<i>Because of the trip, I am happier to talk in front of my class at school</i>	<i>Because of the trip, I am happier to talk in front of my class at school</i>
	52%	56%	60%
Group work	<i>I like working in a group at school</i>	<i>Because of the trip, I like working in a group at school</i>	<i>Because of the trip, I am better at working in groups at school</i>
	67%	75%	73%
Problem solving	<i>I am good at solving problems in my school work</i>	<i>Because of the trip, I am better at solving problems in my school work</i>	<i>Because of the trip, I am better at solving problems in my school work</i>
	42%	50%	58%

Table B12: Impact on Skills Development: Secondary Students			
SECONDARY	Pre Residential	Post Residential	Long-term Follow-up
Speaking & listening	<i>I feel able to join in discussions in class</i>	<i>Because of the residential, I feel more able to join in discussions in class</i>	<i>Because of the residential, I join in class discussions more</i>
	81%	78%	64%
	<i>I am good at listening to other people at school</i>	<i>Because of the residential, I am better at listening to other people at school</i>	<i>Because of the residential, I am better at listening to other people at school</i>
	85%	80%	72%
	<i>I am comfortable talking in front of a group in class</i>	<i>Because of the residential, I am more comfortable talking in front of a group in school</i>	<i>Because of the residential, I am more comfortable talking in front of a group in school</i>
	54%	69%	61%
	<i>I am confident in explaining things to other people at school</i>	<i>Because of the residential, I am more confident in explaining things to other people at school</i>	<i>Because of the residential, I am more confident in explaining things to other people at school</i>
	69%	77%	67%
Group work	<i>I am confident working with other people in a group at school</i>	<i>Because of the residential, I am more confident working in a group at school</i>	<i>Because of the residential, I am more confident working in a group at school</i>
	81%	84%	76%
Problem solving	<i>I am good at solving problems in my school work</i>	<i>Because of the residential, I am better at solving problems in my school work</i>	<i>Because of the residential, I am better at solving problems in my school work</i>
	72%	72%	59%
Strengths & weaknesses	<i>At school, I know what I am good at and not so good at</i>	<i>Because of the residential, I have a better understanding of what I am good at and not so good at</i>	<i>Because of the residential, I have a better understanding of what I am good at and not so good at</i>
	93%	79%	67%

Impact on Cohesion

Table B13: Impact on Cohesion: Primary Students			
KEY STAGE 2	Pre Residential	Post Residential	Long-term Follow-up
	<i>I feel part of my school</i>	<i>The trip has helped me feel part of my school</i>	<i>The trip has helped me feel part of my school</i>
	79%	76%	77%
	<i>Everyone in my school gets on well together</i>	<i>Everyone in my school gets on well together</i>	<i>Everyone in my school gets on well together</i>
	31%	43%	51%
	<i>When I get into an argument with someone I try to find an answer so we can agree</i>	<i>Because of the trip, when I get into an argument with someone, I think I will be more able to find an answer so we can agree</i>	<i>Because of the trip, when I get into an argument with someone, I think I will be more able to find an answer so we can agree</i>
	52%	55%	59%
		<i>The trip made me realise I could get on with pupils from other schools</i>	<i>The trip made me realise I could get on with people from my school, other classes or other schools</i>
		69%	75%

Table B14: Impact on Impact on Cohesion: Secondary Students			
SECONDARY	Pre Residential	Post Residential	Long-term Follow-up
	<i>It's ok for people to have different views</i>	<i>The residential has made me realise it's ok for people to have different views</i>	
	99%	96%	
	<i>I believe I can learn from the experiences of other people</i>	<i>Because of the residential, I am more aware that I can learn from the experiences of other people</i>	<i>Because of the residential, I am more aware that I can learn from the experiences of other people</i>
	90%	93%	83%
	<i>People from different backgrounds get on well together in my school</i>	<i>People from different backgrounds get on well together in my school</i>	<i>People from different backgrounds get on well together in my school</i>
	81%	73%	74%
	<i>I feel part of my school community</i>	<i>The residential has helped me feel part of my school community</i>	<i>The residential has helped me feel part of my school community</i>
	73%	81%	64%
	<i>I feel like I belong to my local community out of school</i>	<i>The residential has helped me feel part of my local community out of school</i>	<i>The residential has helped me feel part of my local community out of school</i>
	73%	65%	48%
		<i>The residential helped me realise I could get on with pupils from other schools</i>	<i>The residential helped me realise I could get on with people from my school, other classes or other schools</i>
		68%	82%

Table B15: Impact on Leadership, Co-design and Facilitation: Primary Students			
KEY STAGE 2	Pre Residential	Post Residential	Long-term Follow-up
	<i>I think I am a good example to other pupils</i>	<i>The trip has made me realise I can be a good example to other pupils</i>	<i>The trip has made me realise I can be a good example to other pupils</i>
	35%	56%	56%
	<i>I can help other people to learn</i>	<i>The trip has made me realise I can help people with their learning</i>	<i>The trip has made me realise I can help people with their learning</i>
	39%	59%	58%
	<i>I get involved in helping to decide what we are going to learn or how we learn it in school</i>	<i>Because of the trip, I would like to get more involved in helping to decide what we are going to learn or how we learn it in school</i>	<i>Since the trip, I have got more involved in helping to decide what we are going to learn or how we learn it in school</i>
	32%	59%	33%

Table B16: Impact on Leadership, Co-design and Facilitation: Secondary Students			
SECONDARY	Pre Residential	Post Residential	Long-term Follow-up
	<i>I get involved in helping to decide what we are going to learn or how we learn it in school</i>	<i>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</i>	<i>Because of the residential, I have got more involved in helping to decide what we are going to learn or how we learn it in school</i>
	45%	71%	42%
	<i>I find that I suggest ways of doing things</i>	<i>Because of the residential, I find that I am more likely to suggest ways of doing things</i>	<i>Because of the residential, I find that I am more likely to suggest ways of doing things</i>
	56%	74%	63%
	<i>I think anyone can be a leader if they want to</i>	<i>The residential has made me realise anyone can be a leader if they want to</i>	<i>The residential has made me realise anyone can be a leader if they want to</i>
	77%	76%	72%
	<i>I see myself as a role model for other pupils</i>	<i>The residential has made me realise I can be a role model for other pupils</i>	<i>The residential has made me realise I can be a role model for other pupils</i>
	40%	67%	62%
	<i>I can help other people to learn</i>	<i>The residential has made me realise I can help other people with their learning</i>	<i>The residential has made me realise I can help other people with their learning</i>
	74%	76%	72%
	<i>I learn more if I am involved in the planning of learning</i>	<i>I learn more if I am involved in the planning of learning for the residential</i>	<i>I learn more if I am involved in the planning of learning for the residential</i>
	67%	74%	69%

Impact on Transition

Table B17: Impact on Transition: Primary Students			
KEY STAGE 1	Pre Residential	Post Residential	
	<i>It is easy to make new friends</i>	<i>It is easy to make new friends</i>	
	71%	74%	
	<i>I like trying new things</i>	<i>I like trying new things</i>	
	91%	91%	
KEY STAGE 2	Pre Residential	Post Residential	Long-term Follow-up
	<i>It is easy to make new friends</i>	<i>Because of the trip, I find it easier to make new friends</i>	<i>Because of the trip, I find it easier to make new friends</i>
	50%	67%	63%
	<i>I like trying new things</i>	<i>Because of the trip, I like trying new things</i>	<i>Because of the trip, I like trying new things</i>
	78%	82%	83%
	<i>I am excited about changing class or school</i>	<i>Because of the trip, I am excited about changing class or school</i>	<i>Because of the trip, I am excited about changing class or school</i>
	45%	53%	56%

Table B18: Impact on Impact on Transition: Secondary Students			
SECONDARY	Pre Residential	Post Residential	Long-term Follow-up
	<i>I am good at coping with new situations</i>	<i>Because of the residential, I am better at coping with new situations</i>	<i>Because of the residential, I am better at coping with new situations</i>
	86%	85%	73%
	<i>It is easy to make new friends</i>	<i>Because of the residential, I find it easier to make new friends</i>	<i>Because of the residential, I find it easier to make new friends</i>
	86%	85%	77%
	<i>I like trying new things</i>	<i>Because of the residential, I like trying new things</i>	<i>Because of the residential, I like trying new things</i>
	94%	89%	75%
	<i>I am excited about changing class next year</i>	<i>Because of the residential, I am more excited about changing class next year</i>	<i>Because of the residential, I am more excited about this year at school</i>
	60%	64%	62%
	<i>I am happy to work with people who are not my close friends</i>	<i>Because of the residential, I am happier working with people who are not my close friends</i>	<i>Because of the residential, I am happier working with people who are not my close friends</i>
	78%	85%	74%

ANNEX C: IMPACT ON ACHIEVEMENT, ATTENDANCE AND BEHAVIOUR

The following tables and figures provide data on impact on student achievement, attendance and behaviour.

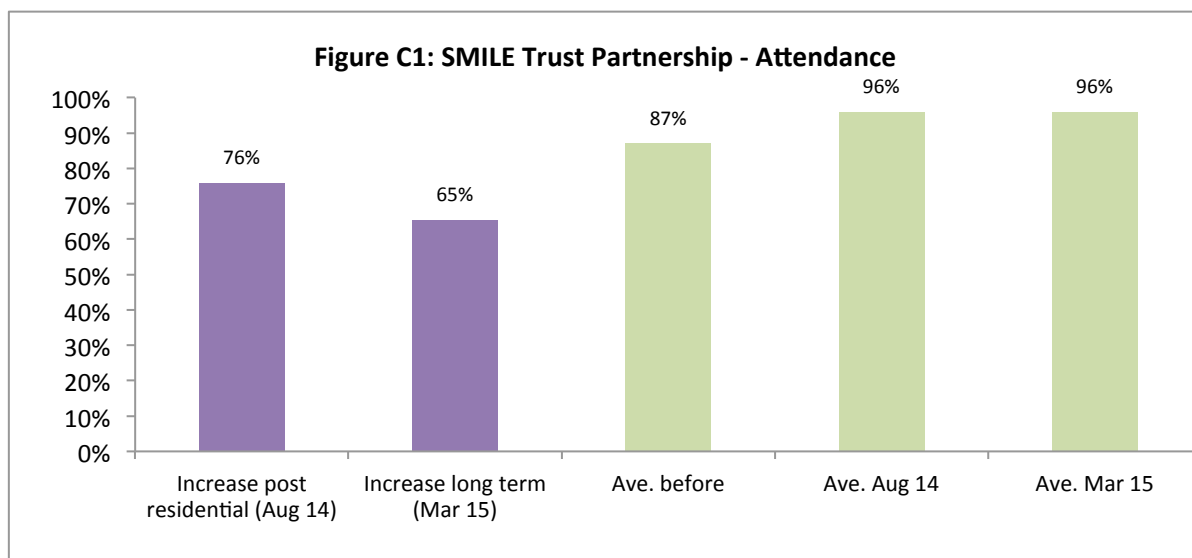
Impact on Behaviour

Table C1: Canterbury: Willow Tree Residential 2014 - Year 10 and 11 Behaviour Points

	Year 10				Year 11			
	Attended Willow Tree		Did not attend		Attended Willow Tree		Did not attend	
Behaviour Points	Count	%	Count	%	Count	%	Count	%
Improved	30	94	114	89	10	63	103	77
Same	1	3	2	2	1	6	8	6
Declined	1	3	12	9	5	31	22	17
Ave. reduction in behaviour points	9*		8		2		6	

*One student incurred 43 behaviour points after the residential. This student was removed as an outlier to avoid skewing the overall data. With this student included, the average reduction in behaviour points is 7.4.

Impact on Attendance

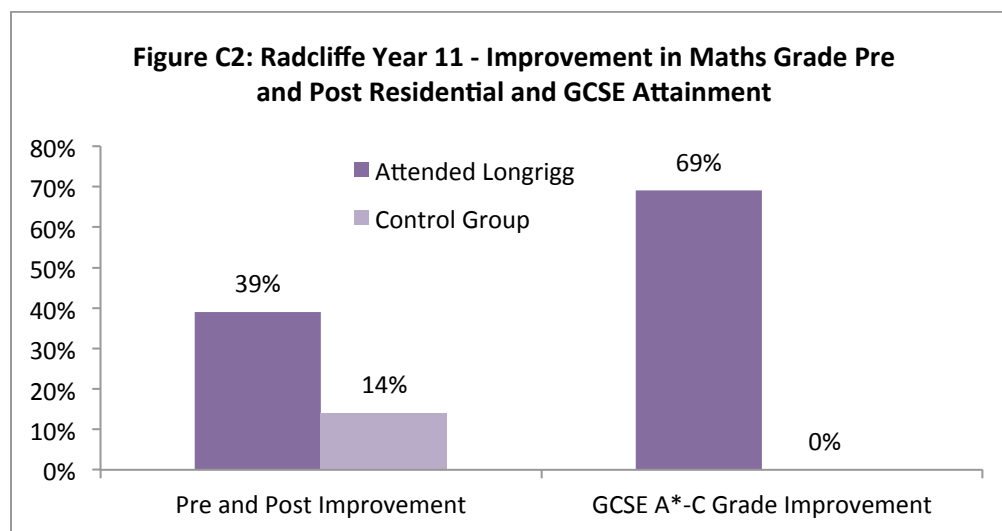


N=29 (start & Aug 2014). N= 26 (Mar 2015).

Impact on Achievement

Radcliffe

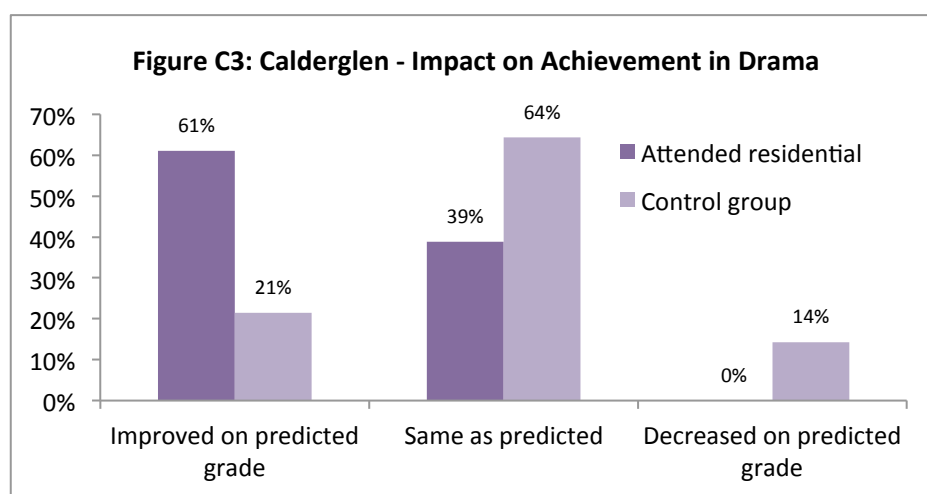
1. Radcliffe School in Milton Keynes run a four-day maths residential each year at the Longrigg Outdoor Centre in Cumbria. The residential was originally targeted at Year 11 C/D borderline maths students (Set 4), and the school subsequently expanded the programme to include a similar residential for Year 10 students.
2. In March 2012, 23 Year 11 students participated on the residential out of a maths set of 45. As all students in the set were borderline C/D, it was possible to establish a robust comparator group of non-participants to compare relative performance. The aim of the residential was specifically to improve maths GCSE attainment to a minimum of a C grade.
3. The delivery model for the residential involved focused maths tuition interspersed with adventurous activities. Each day the students had three two-hour maths sessions and a six hour outdoor activity experience. The two were completely unrelated. The outdoor activities were a reward for the hard work put in on the maths sessions. The maths tuition was informal and relaxed and tailored to individual students' needs. The course was popular with students and appeared to be effective in achieving its objectives.
4. All students in the maths set were tested before and after the residential and the GCSE results they achieved were also reviewed. **Figure C2** shows that well over one third (39%) of the residential students improved their maths score, compared to 14% of the comparator group. It also shows 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 were statistically significant at a 5% level on a Fisher's Exact Test, indicating a conclusive positive attainment impact.



N=23 attended Longrigg; N=22 Control Group

Calderglen: Higher Drama Residential Weekend Ardeonaigh, 2014

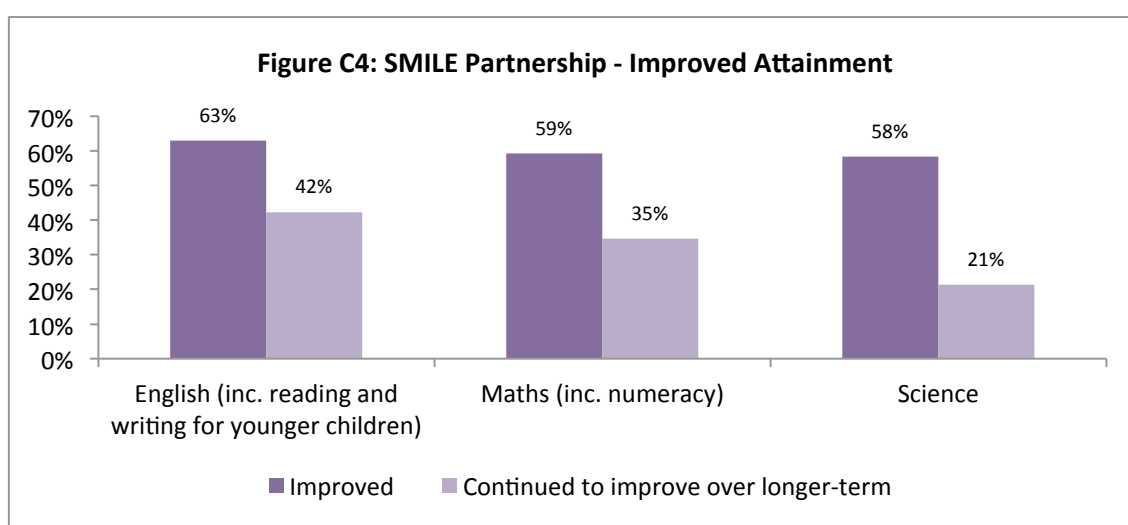
5. A total of 22 students and five staff attended the Ardeonaigh weekend at a residential centre. The residential had a specific focus on the practical assessment requirements for Higher Drama and all students taking the course were encouraged to attend. The weekend also included adventure activities, which were supervised by the centre staff. Four main teaching sessions were arranged for the students to work on two acting pieces with one-to-one teacher input for at least a third of the time available. The intention, which was made clear to the students from the outset, was to provide them with a lengthier and more detailed practice and rehearsal time with increased teacher availability. Calderglen High School provided performance data for all students undertaking Higher Drama, including those who did not attend the residential and acted as a comparison group (see **Figure C3**).



N=22

SMILE Trust: Family Residential

6. Student attainment was provided for 28 of the students (primary and secondary age) involved in family residentials. Assessments were undertaken immediately before and after the residential, as well as in the longer term.



N=28 (English & maths); N=16 (science)

Canterbury

7. Canterbury Academy provided student performance data relating to four residential:

- **Willow Tree, July 2014:** was a curriculum-based residential in a camping setting. The focus was on off-site visits including the Tower of London, Thorpe Park and the use of a local water sports centre. Each curriculum area themed their learning around these visits and produced measurable curriculum outcomes from this. For example the history teacher used the Tower of London as a case study to link in with the castles course work and maths was themed around Thorpe Park focused on distance, time, scales and graphs. Attainment data was provided from students' assessments prior to going on the residential and assessments undertaken after the residential.
- **Hampton Court, July 2013:** was a curriculum-based residential in a camping setting for Year 9 and Year 10 students in the grounds of Hampton Court Palace. The objective was to engage with the palace and its grounds in order to inspire learners to increase attainment in curriculum subjects at Level 2. Immersion within the historical environment of the palace combined with the social context was specifically designed to generate positive results. Students received structured lessons in a range of subjects over the three day period.
- **Carrot Wood, November 2011 and June 2012:** Canterbury Academy ran two residential programmes at Carrot Wood adventure centre in November 2011 and June 2012. These events were targeted at Year 10 students. The school negotiated with the Carrot Wood centre to buy in centre staff to run some adventurous activities, but for school staff to lead the majority of activities. School staff made use of the centre grounds to plan curriculum-related lessons. The residential was self-catering with students from the school's Chefs' Academy (studying for NVQ Hospitality and Catering) planning menus, ordering supplies and undertaking the cooking. The residential lasted for five days.

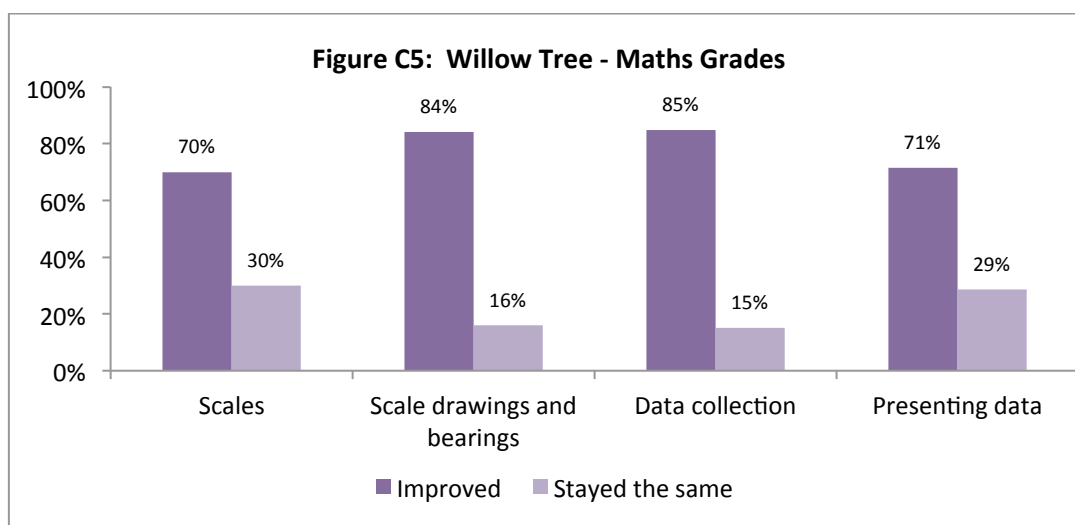
In maths, a series of sessions were organised linked to archery (circles, circumference, area and probability), abseiling (Pythagoras) and swimming (speed, distance and time). In science, sessions were linked to activities on the residential that covered environmental topics, specifically the human impact on the environment. The grounds of Carrot Wood were used to observe these changes. In English, the residential was used to link specific English tasks to encourage students to consider and reflect upon the day's activities. Students were set tasks that focused on developing specific reflection and evaluation skills.

Impact on Maths

8. **Willow Tree:** on the residential 62 students took part in maths lessons which focused on: scales; scale drawings and bearings; data collection; and presenting data. Students were assessed prior to the residential to establish their baseline grade. They were then assessed after the residential to track improvements in specific areas. Post residential, **Figure C5** shows that the majority of students showed an improvement in their assessments, particularly in scale drawings and bearings and data collection. Points to note regarding students' achievement in maths:

- for scale drawings and bearings, there was an average grade increase of 3.2 (maximum of 9);
- there was a 1.7 average grade improvement in presenting data (maximum of 6);

- there was an average increase of 1.7 grades in the scales test (out of a maximum of 6);
- there was an average increase of 1.6 in data collection/questionnaires (maximum of 5).

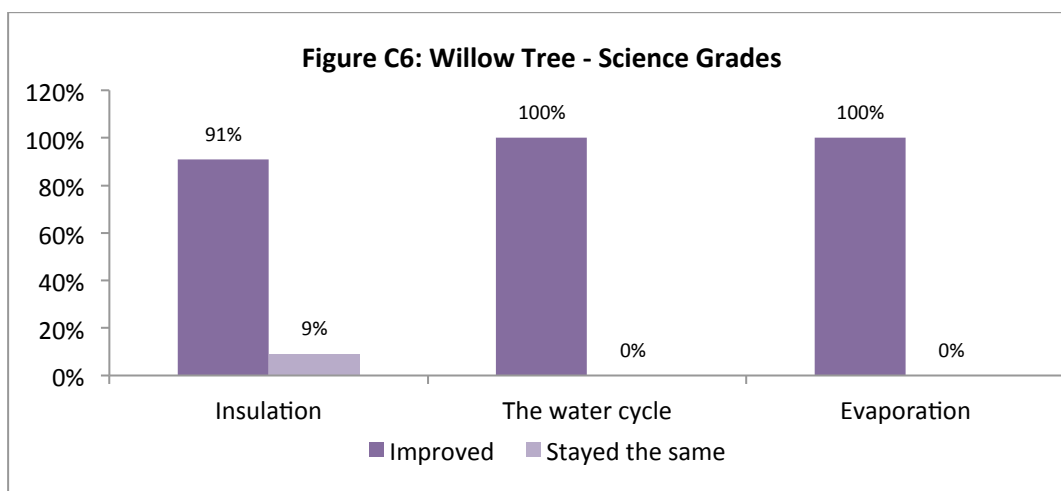


N= 50 (scales); 44 (scale drawing and bearings); 46 (data collection) and 42 (presenting data)

9. **Hampton Court:** students were assessed before and after a subject-related exercise. **Figure C11** shows that the vast majority (91%) of students improved their maths grades.
10. **Carrotty Wood:** in maths, students attending the November 2011 residential made significant progress in all four topic areas covered on the residential. Students took practice exam questions after the residential; in Pythagoras and Relative Frequency (both new topics to the group) 93% and 63% of students passed. In Speed, Distance, Time the pass rate moved from 12% to 90% of students. In Circles the pass rate moved from 4.9% to 83%.

Impact on Science

11. **Willow Tree:** a total of 22 students took part in science lessons focused on: insulation; the water cycle and evaporation. **Figure C6** shows that in two topic areas (the water cycle and evaporation) all students improved their grades and the majority (91%) also improved their grades in the third topic area (insulation). Observations from the science attainment data showed that:
 - there was an average improvement of 4.6 grades for the evaporation lesson. This was out of a maximum of six grades.
 - students' grades for the water cycle lesson improved on average by 1.8;
 - there was an average increase of one grade for the insulation lesson. However, only two questions were asked for this lesson and the water cycle lesson.

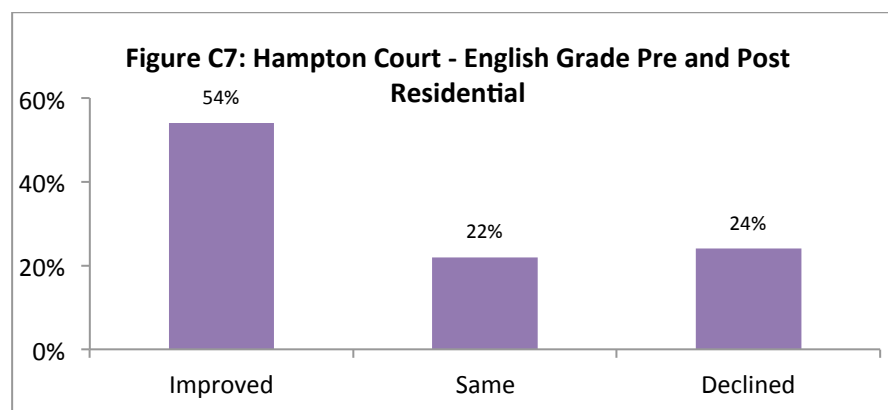


N= 22 (lesson 1); 22 (lesson 2) and 18 (lesson 3).

12. **Hampton Court:** the majority (86%) of students improved their levels of achievement in science in assessments undertaken before and after a subject-related exercise during the residential (see **Figure C11**).

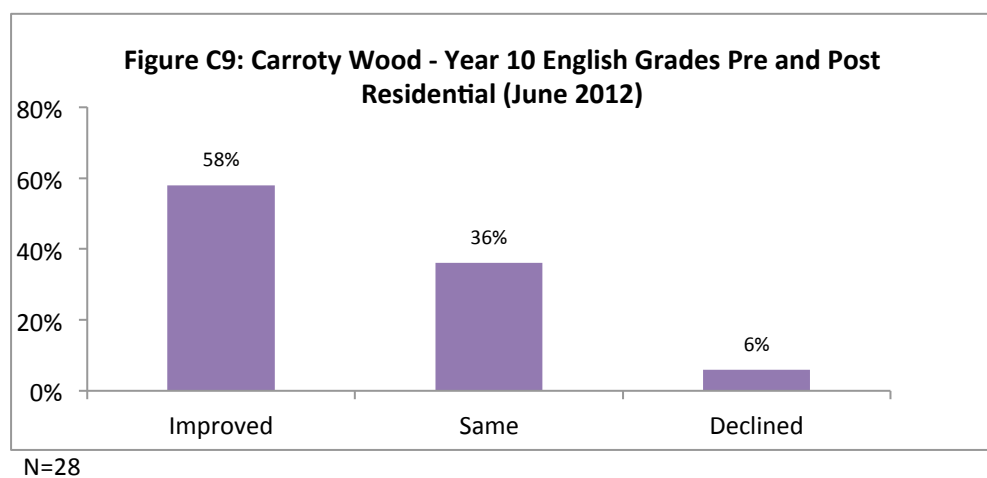
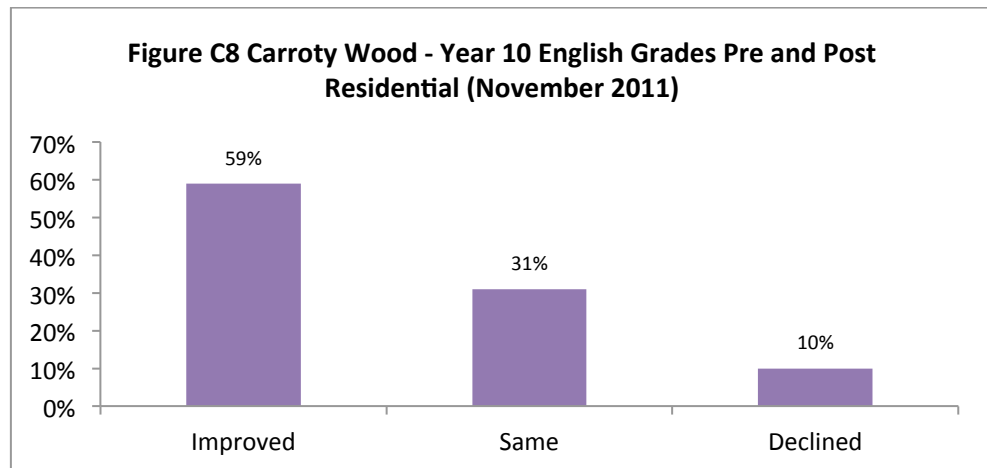
Impact on English

13. **Hampton Court:** assessments in English undertaken prior to and after the residential showed that more than half (54%) of students improved their grades in English (see **Figure C7**).
14. Assessments undertaken during the residential, before and after a subject-related exercise showed that just under half (45%) of students improved their levels of achievement in English (see **Figure C11**).



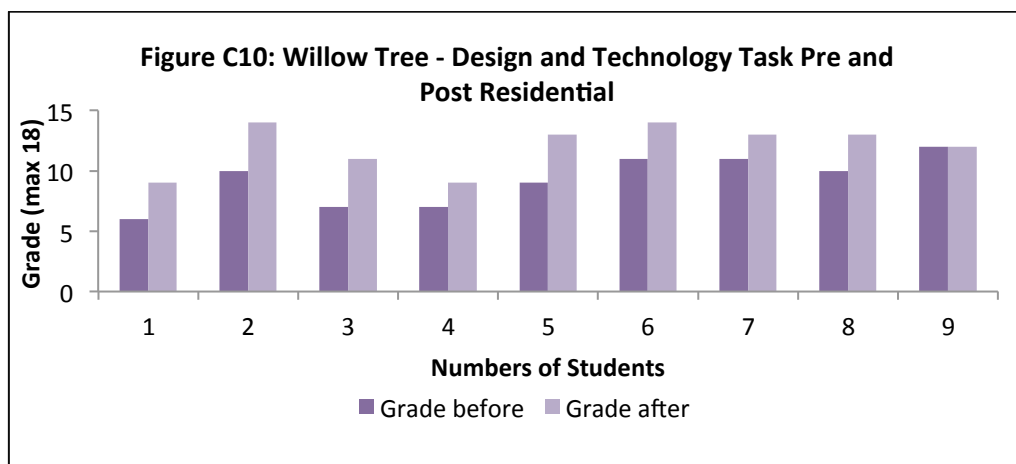
N=77

15. **Carrotty Wood:** all students who attended the November 2011 residential showed an improvement in their speaking and listening coursework assessments. During the residential, 14 students moved from not achieving a grade in their English speaking and listening individual coursework to a grade C or above.
16. **Figures C8 and C9** highlight the change in English grades recorded before and after the November 2011 and June 2012 Carrotty Wood residentials. The analysis shows that over half (59% and 58%) of students improved their grades post residential and only 6% (June residential) and 10% (November residential) showed a decline.



Impact on Design and Technology

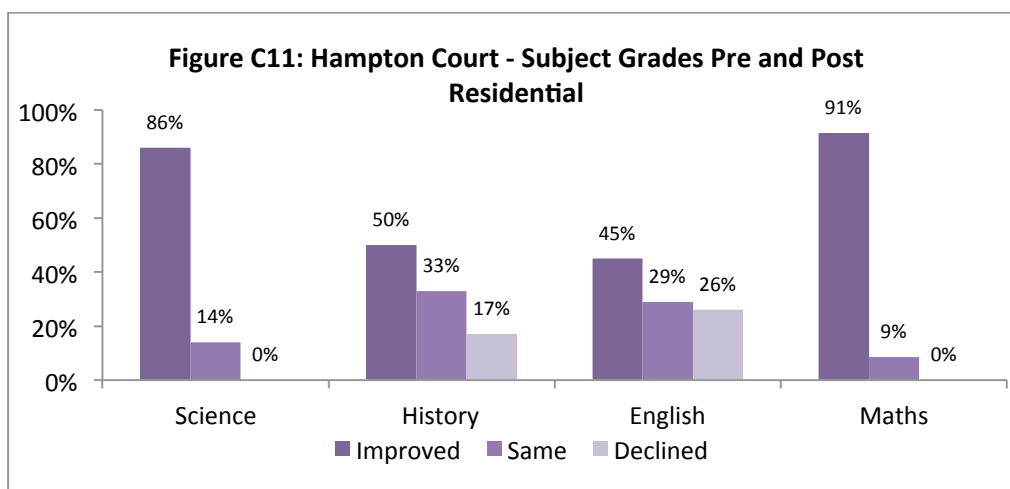
17. **Willow Tree:** data was provided for nine students. **Figure C10** shows that for all but one student (whose grade remained the same) students' grades improved after the residential. There was an average improvement of 2.8 grades per student.



N=9

Impact on History and Other Subject Areas

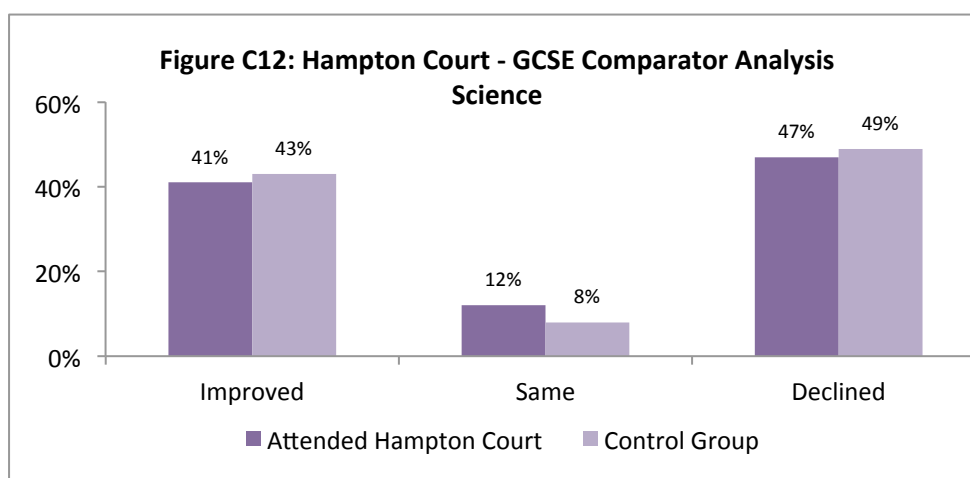
18. **Hampton Court:** Figure C11 shows that 50% of students improved their grades in history following the residential.



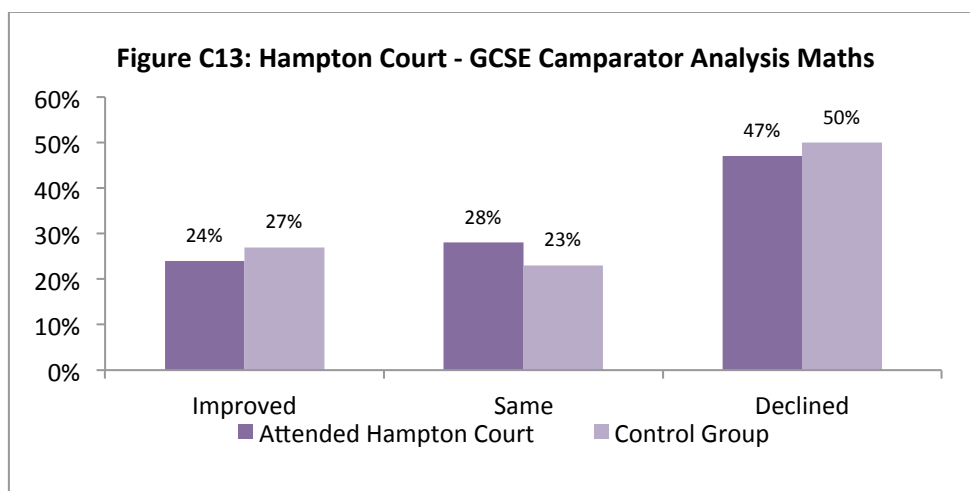
N=58

Impact on GCSE Grades (predicted and actual)

19. **Hampton Court:** students predicted GCSE grades were compared before the residential (end of Year 9) and after the event (beginning of Year 10). The analysis includes a comparator or control group of students who did not attend the residential. This has not been matched, therefore, the assumption is that the Hampton Court students are representative of their year group as a whole.
20. In science, **Figure C12** shows that 41% of students improved their grade following the residential, which was similar to those students not attending the residential. In maths, **Figure C13** shows that almost one-quarter of students improved their predicted score, compared to 27% in the comparator group. This suggests no significant improvement over the control group, and also shows a lower level of improvement compared to testing conducted at the residential itself.

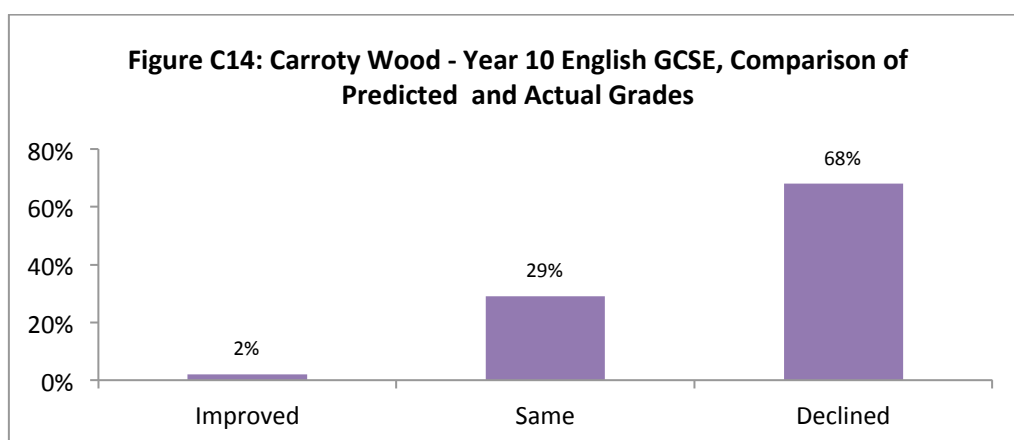


N=21 attended Hampton Court; N=106 control group

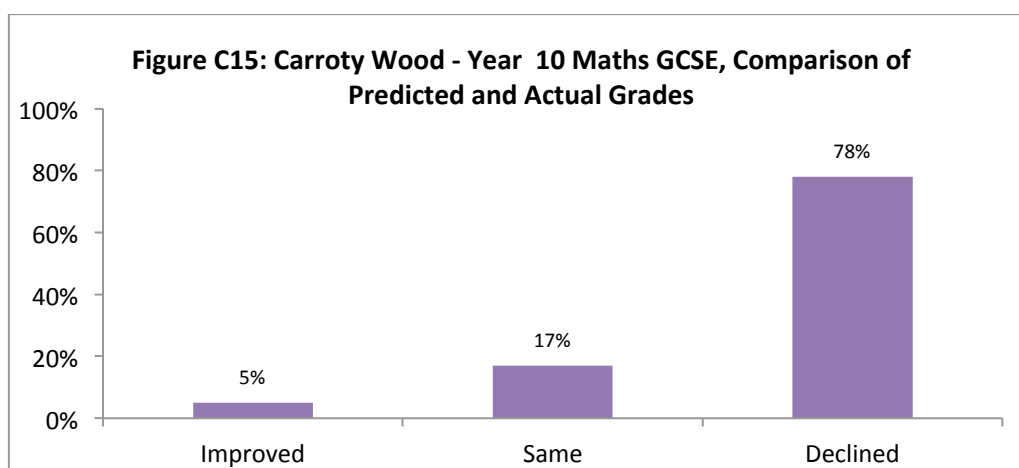


N=51 attended Hampton Court; N=109 control group

21. **Carrotty Wood:** Figure C14 shows the performance of students who attended the June residential, comparing students' predicted GCSE grades prior to the residential with the actual grades they achieved following the spring 2013 GCSE examinations. The analysis shows that only 2% improved on their predicted GCSE grades, with more than two thirds (68%) being awarded a lower grade at GCSE. This result was attributed to problems that occurred in the marking of GCSE English that year. A similar analysis for maths, comparing predicted and actual GCSE results, is shown in Figure C15. Once again, the majority of students (78%) achieved below their predicted grades.

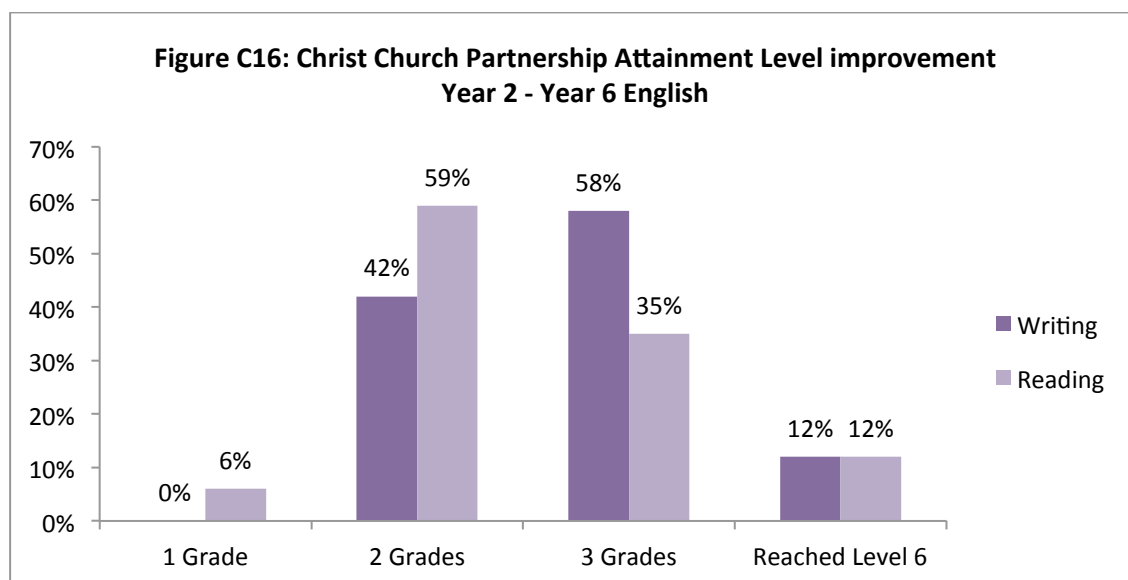


N=28



Christ Church

22. The Christ Church partnership consists of three primary schools, which run progressive residentials for pupils from Year 1 to Year 6. Examples of residentials run by the partnership include:
- Wild about Words (Year 6);
 - Lost Island of Tamarind (Year 5);
 - Terrible Tudors (Year 4);
 - Myths and Legends (Year 3);
 - Great Fire of London (Year 2);
 - Mini Beasts (Year 1).
23. The residentials were designed to improve pupil engagement, as well as stretching the schools' gifted and talented pupils. All participating pupils had three residential experiences commencing in Year 4. Their performance was monitored prior to these residentials, from Year 2, up to the end of Year 6. The partnership provided us with the grades of the 15 best performing pupils drawn from the three primary schools, allowing a before (Year 2) and after (Year 6) comparison. Details of pupils' (15 best performing pupils) grade improvements in English writing and reading are provided in **Figure C16**.
24. For writing, the analysis shows that all pupils improved by the expected two grades, with well over half (nine pupils) improving by three grades. Two pupils reached Level 6, in both reading and writing which staff said represented a significant improvement in performance for pupils in their schools. There was a broadly similar grade improvement for these pupils in reading, with more than half of pupils achieving an improvement of two grades and a third achieving a three-grade increase.



N=15

ANNEX D: LEARNING AWAY PARTNERSHIPS

Table D1 Overview of Partnerships

Name of partnership	Location	Schools involved	Description of Learning Away programme(s)
Bulwell EAZ	Nottingham	1 x secondary 6 x primary	<ul style="list-style-type: none"> This seven-school partnership in the North of Nottingham has developed a progressive range of low-cost residential experiences in partnership with their local outdoor education service. Their programme focuses on transition and support as young people move from one learning phase to another, and ensures that all children in Bulwell have the opportunity to go on several residential throughout their school lives. The partnership uses both school and local heritage sites for annual camping residentials, combining staff- and student leader-led activities with specialist input as necessary.
Calderglen	East Kilbride, Scotland	1 x secondary 8 x primary 1 x special	<ul style="list-style-type: none"> Calderglen High School has been working with its feeder primary schools and a neighbouring school that caters for young people with special needs. Their programme is designed to focus on the skills, abilities and talents of the students, offering them an extended opportunity to participate in activities that they have an interest in but may not have previously been able to study in depth. The partnership has developed four distinctive programmes: <ul style="list-style-type: none"> vertical age subject specific residentials, closely tied to the curriculum new student leadership opportunities residential to support primary to secondary transition (to S1) study skills residential to support students in S2.
Canterbury Academy	Canterbury, Kent	1 x secondary	<ul style="list-style-type: none"> This school has developed a programme to support KS 4 students with GCSE and vocational attainment. Originally two small programmes – one designed for Year 10 students working on the C/D borderline in English and Maths and the other supporting Year 10/11 vocational study attainment. The school is working towards its aim of taking all of Year 10 (180 students plus staff) away camping for a week of real-life learning, led by a mixture of school and external staff.
Christ Church	Bootle, Merseyside	3 x primary	<ul style="list-style-type: none"> The vision of these schools is to embed residential as a fundamental element of the curriculum, educating the whole community to view these experiences as an entitlement for all children. The aims are to: <ul style="list-style-type: none"> provide a cumulative, coherent and progressive programme of experiences for all children; transform the curriculum by using thematic, first-hand experiences as a catalyst for meaningful

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Name of partnership	Location	Schools involved	Description of Learning Away programme(s)
			<p>learning, integrating with the curriculum themes in each school;</p> <ul style="list-style-type: none"> - blend 'extended day' visits and residentials and make use of local / nearby facilities to enable these experiences to become everyday possibilities.
Hanover Primary	Islington, London	1 x primary	<ul style="list-style-type: none"> • This school takes Year 6 pupils away for a week on a 'back to basics' residential, where the focus is on living and working together as a community. • As well as taking part in staff-run camp-based activities, the children play a central role in every aspect of camp life, including cooking all their meals on fires. • The aim is to develop long-term skills in understanding others, communication skills and valuing community involvement.
New Forest	New Forest, Hampshire	5 x primary	<ul style="list-style-type: none"> • This partnership has developed a progressive programme of residentials that focus on sustainability as a whole-school philosophy. • The partnership works with a local outdoor centre to enable sustainability learning to take place in a real-life context, starting in reception with a pre-residential visit then working up to a four-night residential in Year 5/6.
The Pilot Partnership (East EAZ)	Birmingham	6 x primary 1 x special	<ul style="list-style-type: none"> • This partnership has developed a shared, progressive residential programme, with the key aim of 'reinstating enjoyment into the curriculum'. • Residentials are based on curriculum themes and feature a range of creative activities, some teacher-led and some facilitated by external experts. • Residentials are held at local centres, and by working together they have been in a strong position to negotiate which services and activities are included. • The goal is for residentials to be seen by the wider school communities as a natural and integrated learning tool for all children. • The residentials support the partnership's work in tackling prejudice and there has been a determined effort to include pupils who would not normally take part in such activities, sometimes for cultural reasons.
The Radcliffe School	Milton Keynes	1 x secondary	<ul style="list-style-type: none"> • Each year, this secondary school runs two five-day maths residentials, targeted at Year 10 and 11 C/D borderline maths students. • Based at an outdoor centre, each day students have three two-hour maths sessions and six hours of outdoor and adventurous activities.

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Name of partnership	Location	Schools involved	Description of Learning Away programme(s)
			<ul style="list-style-type: none"> Tuition is informal and relaxed, and tailored to individual students' needs. Unlike other Learning Away models, the outdoor activities and maths sessions are unconnected. Outdoor activities act as a reward for the hard work put in during the maths sessions.
South Manchester Inclusive Learning Enterprise (SMILE) Trust	Wythenshawe, Manchester	1 x secondary 3 x primary	<ul style="list-style-type: none"> The SMILE Trust, a federation of one secondary and three primary schools, has developed two distinct programmes, using a holiday cottage in the Peak District during term times, year-round. This gives the schools a regular venue to run small group residentials. The two programmes are: <ul style="list-style-type: none"> Family Residential: involves families from all the partner schools, using a family-based learning approach with cooking and the arts as the lead into parenting and family learning. The rationale for the family-based learning residentials is to identify and support families in need and in crisis, providing the life skills required to become self-reliant. For the young people the intention is to re-engage them with learning and school life, raising aspirations and attainment. The children in the targeted families attend two three-day residentials at the cottage. They are supported to gradually take on responsibility for planning the catering, chores and activities. Behaviour Management Residential: a series of two-night residentials built around the in-school behaviour management strategies for targeted groups of disaffected students. Activities are designed to support the emotional health and wellbeing of the students and encourage them to develop their self esteem, confidence and resilience in order to re-engage them with education.
South Hetton	County Durham	3 x primary	<ul style="list-style-type: none"> This partnership has developed a series of residential experiences from Foundation Stage, through KS 1 and 2 and into KS 3. The aim is to enable smooth transition between key phases in school when children, and especially vulnerable groups of children, can become disengaged with learning. The schools wants KS 2 children in particular to have the opportunity to mix and work with others who would be going to the same comprehensive school to help to alleviate the worries of joining a new school. The residentials are designed to incorporate and build on the schools' existing established curriculum. Through it, the partner schools work to engage children in designing, creating, and driving residential opportunities.
Thomas Tallis	Greenwich, London	1 x secondary 1 x primary	<ul style="list-style-type: none"> This partnership uses a model of democratic community decision-making on their residentials in order to foster teamwork, communication skills, inclusion, deep reflection and student voice.

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Name of partnership	Location	Schools involved	Description of Learning Away programme(s)
		1 x special	<ul style="list-style-type: none"> The schools have offered their own diverse residentials with a range of aims including attainment, cohesion, school culture change, building independence, and work experience. However, each residential draws on a democratic model for building learning communities. The schools' close partnership work with a local provider means that centre staff are also trained in this model and can use it with students on residentials.
Twickenham/ Goonhavern	Birmingham and Truro, Cornwall	2 x primary	<ul style="list-style-type: none"> These two schools run an exchange programme designed to extend children's awareness of different landscapes and cultures. A mixed group of Year 5 and 6 pupils visit each other's schools and communities, moving between rural, coastal Cornwall and multicultural, urban Birmingham. Local visits and activities have a focus on citizenship and identity, and engage children with different cultures and ways of living to their own. Activities are designed to explore and raise their aspirations, and to develop their confidence.
Walney	Barrow-in-Furness, Cumbria	1 x secondary 5 x primary	<ul style="list-style-type: none"> These schools have designed a student-led residential programme focusing on primary to secondary transition. A key feature of the programme is its co-construction model. Aims and implementation are planned by a steering group of staff, but the programme of activities is designed by Year 6 students. The programme aims to: <ul style="list-style-type: none"> - raise standards of achievement and develop students' learning resilience; - build community cohesion; - contribute to a smooth transition between key stages; - provide opportunities for pupils and staff to collaboratively plan, design and evaluate residentials. Year 6 students and staff camp overnight, over a five-day period, in one of the participating school's grounds. Daytime activities and general camp management is also supported by a small number of staff from the destination secondary schools.

Table D2: Learning Away Partnership Hypotheses			Bulwell EAZ	Calderglen	Canterbury	Christ Church	East EAZ	Hanover	SMILE Trust	New Forest	Radcliffe	South Hetton	Thomas Tallis	Twickenham	Walney
Theme/Hypothesis															
1a	Deeper relationships, resulting in improved learner engagement and achievement	Student-adult		?			?	?	?		?		?		?
1b		Student-student	?	?			?	?	?		?		?	?	?
2	Improve students' resilience, self-confidence and sense of wellbeing	Wellbeing etc.	?	?	?	?	?	?	?	?	?	?	?	?	?
3	Improve students' engagement with their learning, leading to improved school attendance and behaviour	Engagement			?	?	?		?		?				?
4a	Progress, achievement and attainment in the core subjects of English, maths and science	SATs				?									
4b		GCSE+		?	?	?					?				?
5a	Improve student knowledge, understanding and skills in a range of curriculum areas	Primary				?				?		?			
5b		Secondary		?	?										
6	Boost cohesion, interpersonal relationships and a sense of belonging	Cohesion etc.	?	?			?	?	?		?		?	?	
7a	Offer rich opportunities for student leadership, co-design and facilitation of learning	Leadership	?	?					?			?	?		?
7b		Co-design		?						?		?	?		?
8	Improve students' transition experiences	Transition	?	?		?						?			?
9	Enable teachers to widen and develop their pedagogical skills/repertoire and apply these back in school	Primary		?		?	?			?				?	?
		Secondary			?	?									

ANNEX E: REFERENCES

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ANNEX F: METHODOLOGICAL APPROACHES

Surveys

All the surveys were developed in partnership with schools. Learning Away Coordinators and teaching staff commented on the appropriateness of the wording, length and accessibility of the surveys. All the surveys were piloted (May – July 2012) to allow us to test the instruments and make any necessary amendments. This resulted in:

- shortening the length of the parent survey;
- extending the timeframe for completion of the longer-term follow-up surveys to allow us to gather evidence of sustained impact;
- findings and feedback from the pilot phase suggested that key stage 1 students found it too difficult to comment on how they might have changed as a result of the residential. As a result, we amended the surveys to reflect the questions asked in the pre-residential survey. Partnerships were given the alternative option of undertaking key stage 1 focus groups led by school staff instead of surveys.
- the recipients of staff surveys were also changed to just include those members of staff responsible for planning and delivering residential.

Focus Groups

Focus groups were generally undertaken within the term of the visit, although this could sometimes be the term after the visit if it was near the end of term. Given the progressive nature of the residential, it should be noted that both staff and students would often be reflecting on several residential experiences during the year or on residential in previous years, as well as the most recent residential experience.

The questions asked in the staff and student focus groups were structured around partnerships' main hypotheses (see **Annex C** for details). A range of research tools were used to elicit students' views, including:

- Blob Tree: a tool designed to help students think and talk about their feelings within a specific context e.g. their feelings about themselves and others before and after their residential experience. For further information see: <http://www.blobtree.com/>
- Speech and thought bubbles: asking students to write in the speech and thought bubbles what they thought about activities, and the difference the residential made to them etc. and then discussing this as a group.
- Thermo-evaluator: was used by students to provide an overall assessment of how well they thought they were performing in a particular subject before the residential, after the residential and at the time of the focus group. For further information see: <http://cms.nottinghamshire.gov.uk/theevaluatorscookbook.pdf>.
- Gingerbread people: used with primary aged students; this allows them to provide an overview of what they liked (heart) and did not like (dustbin), what they learnt (head), and how things could be improved (feet).

Analysis

We undertook a thematic approach to the analysis of the data (quantitative and qualitative) based on the hypotheses that partnerships were working towards.