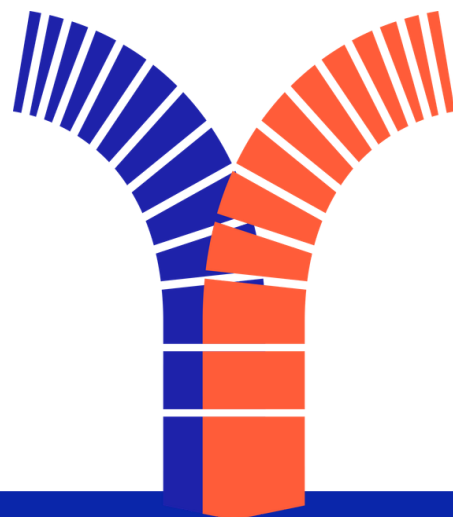




Strategic Educational Visits for Enrichment and School Improvement: Top Tips and Reflective Questions



Live Well.





01 Start with the gaps

Before planning destinations, identify the experiences pupils may be missing. Use pupil, family and community insight to understand what would broaden horizons and build confidence.



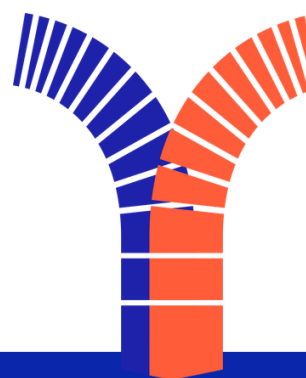
02 Define the purpose of every visit

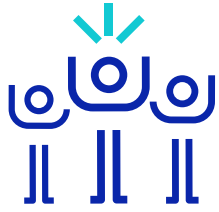
Be clear about the intended learning or development outcome. Link each experience to curriculum, personal development, school values or future pathways.



03 Create a coherent entitlement

Map visits across year groups so that access does not depend on subject choice, behaviour, confidence or family income. Ensure every pupil encounters a meaningful range of experiences.





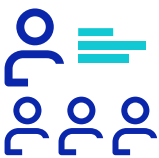
04 Remove barriers from the outset

Plan early for cost, transport, SEND, cultural considerations, confidence and family familiarity. Equity should shape the design of the offer—not be added later.



05 Use the local community purposefully

Combine landmark visits with opportunities to contribute, serve and build local belonging. Enrichment can help pupils understand both the wider world and their place within their community.



06 Make aspiration feel achievable

Help pupils rehearse unfamiliar journeys, places and routines. Knowing how to reach and navigate a college, university or new setting can make future pathways feel realistic.



07 Bring families with you

CExplain the purpose of visits and celebrate pupils' participation. As families see the benefits and become more familiar with new activities, support and confidence can grow.



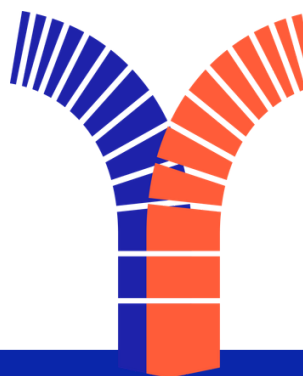
08 Review what changes

Track participation and gather pupil voice before and after experiences. Look beyond attendance to changes in confidence, knowledge, aspiration, belonging and future choices.

Reflection Questions for Leadership Teams

- Which pupils currently benefit most and least from our educational visits offer?
- What important experiences are absent from the lives of pupils in our community?
- Can we explain the intended learning or development outcome of every visit?
- Where do cost, confidence, transport, SEND or cultural considerations still restrict access?
- How well does our sequence build aspiration, belonging and independence over time?
- How effectively do families and pupils influence the design of the offer?
- What evidence would show that a visit changed pupils' knowledge, choices or sense of possibility?

These questions can provide a useful starting point for strategic discussions.





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