



YOUTH
SPORT
TRUST

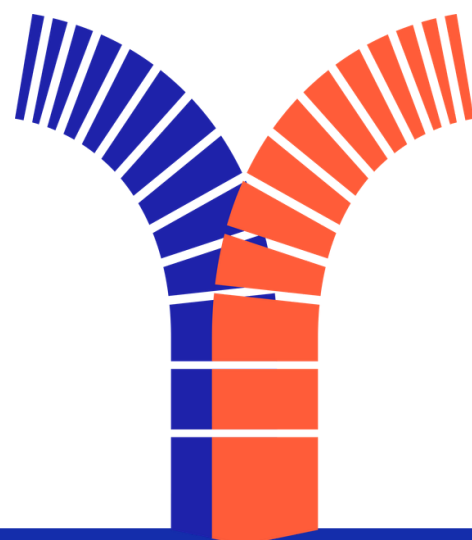
WELL
SCHOOL
COMMUNITY



Further Reading Guide: Strategic Educational Visits for Enrichment and School Improvement



Live Well.



This resource has been designed based on the Well Schools Live Well pillar.

1. The Enrichment Framework for Schools and Colleges – Department for Education

Why read it?

To place educational visits within a coherent, inclusive whole-school enrichment offer and use the national benchmarks to review provision.

Key takeaways: Enrichment should be strategically led, accessible to all and evaluated for its impact on pupils.

Practical implications: Map visits against the benchmarks and identify gaps in breadth, participation and progression.

2. Health and Safety on Educational Visits – Department for Education

Why read it?

To understand national expectations for proportionate planning, consent, providers, emergencies, evaluation and oversight.

Key takeaways: Risk management should enable worthwhile experiences rather than create unnecessary barriers.

Practical implications: Review whether current systems are clear, proportionate and supportive of staff leading visits.

3. National Guidance – Outdoor Education

Advisers' Panel

Why read it?

To access comprehensive guidance on high-quality outdoor learning, off-site visits, residential and overseas visits.

Key takeaways: Strong leadership, clear roles and thoughtful planning are the foundations of safe, high-quality provision.

Practical implications: Use the guidance to review policy, leadership responsibilities and the support available to visit leaders.

4. Educational Visits Coordinator Resources –

OEAP

Why read it?

To explore practical guidance for EVCs covering inclusion, planning, evaluation, risk management and provider selection.

Key takeaways: The EVC role should provide informed challenge and enable consistent practice across the school.

Practical implications: Check whether the EVC has sufficient training, status, time and access to current guidance.

5. Outdoor Learning and Offsite Visits: Outcomes for Children and Young People – OEAP

Why read it?

To sharpen thinking about the educational, personal, social and wellbeing outcomes that visits can support.

Key takeaways: Visits can develop learning, confidence, responsibility, relationships, teamwork and positive attitudes to challenge.

Practical implications: Define the intended outcomes of each visit before selecting the activity or destination.

6. Evidence and Research – Council for Learning Outside the Classroom

Why read it?

To explore evidence about the contribution of learning beyond the classroom to engagement, development and wellbeing.

Key takeaways: The strongest provision connects experiences to clear learning and development goals rather than treating trips as isolated events.

Practical implications: Use the evidence base to strengthen staff and governor understanding of why educational visits matter.

7. Summary of Evidence: Learning Outside the Classroom in Natural Environments

Why read it?

To consider the specific benefits associated with outdoor and nature-based learning. Key takeaways: Natural environments can support physical activity, wellbeing, engagement and wider learning when experiences are well designed.

Practical implications: Review whether pupils have equitable access to outdoor, local and nature-based experiences across their time at school.

Suggested Reading Sequence for Busy School Leaders

Start here

The Enrichment Framework for Schools and Colleges – Department for Education
Outdoor Learning and Offsite Visits: Outcomes for Children and Young People – OEAP

Then read

Health and Safety on Educational Visits – Department for Education
National Guidance – Outdoor Education Advisers' Panel
Educational Visits Coordinator Resources – OEAP

Finally explore

Evidence and Research – Council for Learning Outside the Classroom
Summary of Evidence: Learning Outside the Classroom in Natural Environments
Leadership reflection questions

Leadership reflection questions

How clearly is our visits programme connected to whole-school priorities and intended outcomes for pupils?

Whose experiences and voices shape our offer—and which barriers remain hidden?

How will we know whether visits have broadened pupils' confidence, aspiration, participation or belonging?



SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

01509 462900
info@youthsporttrust.org
www.youthsporttrust.org
@YouthSportTrust

Registered charity number 1086915
Registered company number 4180163

