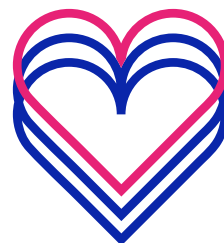




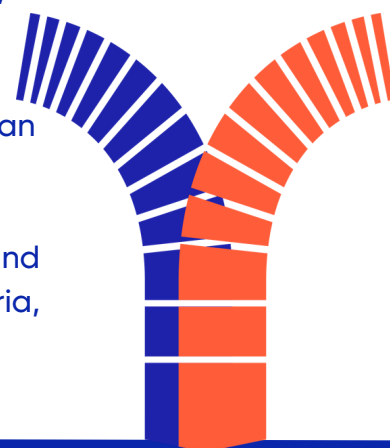
Live Well: Strategic Educational Visits for Enrichment and School Improvement

Brief Summary for School Leaders



Live Well.

This case study from Crown Hills Community College demonstrates how educational visits can become a deliberate part of the whole-school curriculum rather than a collection of isolated opportunities. Starting with the experiences pupils may be missing, the school has developed an inclusive entitlement that builds cultural capital, aspiration, community contribution and confidence. Core visits expose pupils to the coast, countryside and capital, alongside local volunteering, university visits and progression-focused experiences. By removing cost and selection criteria, Crown Hills is working to ensure that enriching experiences reach every pupil—not only those already most likely to participate.



Key Messages

1. Start with pupils and the community, not the trip calendar: Crown Hills reviewed what pupils had experienced and what remained unfamiliar. This helped the school design visits that respond to its context rather than simply repeat established traditions.
2. Educational visits should enact the school's wider purpose: The programme is deliberately connected to the school's mission, values and curriculum. Visits support aspiration, citizenship, contribution and pupils' readiness to engage with the wider world.
3. Equity requires barriers to be removed by design: Whole-cohort experiences, no selection criteria and the removal of cost help turn enrichment into an entitlement. Access is planned from the outset rather than addressed after pupils have already missed out.
4. Experiences can change what feels possible: Visits to universities, colleges, unfamiliar places and aspirational activities help pupils build confidence and belonging. Over time, families and communities can also become more confident supporting these opportunities.

Implications for school leaders

Map educational visits across year groups and identify the intended learning or development outcome of each experience.

Use pupil, family and participation data to identify gaps and understand who currently benefits most and least.

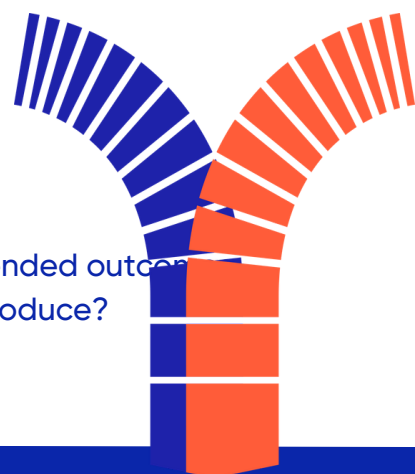
Plan proactively for cost, transport, SEND, confidence, cultural considerations and family familiarity.

Connect visits to curriculum, personal development and whole-school priorities rather than treating them as stand-alone events.

Review impact through pupil voice and evidence of changed knowledge, confidence, aspiration, participation or belonging.

Leadership reflection question

If we designed our educational visits offer from pupils' needs and intended outcomes rather than existing traditions, what would we stop, continue and introduce?





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