



National Foundation for Educational Research

Education Outside the Classroom: An assessment of activity and practice in schools and local authorities

Technical Appendix

**Lisa O'Donnell
Rebekah Wilson
Marian Morris**

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OCLZ

Contents

	page
1. Introduction	1
2. Primary headteacher tables	2
3. Foundation Stage coordinator tables	16
4. Key Stage 1 coordinator tables	24
5. Key Stage 2 coordinator tables	32
6. Secondary headteacher tables	40
7. Heads of subject departments tables	56
8. Special school headteacher tables	70
9. Special school teacher tables	86
10. Local Authority tables	94

1. Introduction

In order to obtain a greater understanding of the extent and nature of education outside the classroom (EOtC) in England, the Department for Education and Skills (DfES), in collaboration with the Countryside Agency and Farming and Countryside Education (FACE), commissioned the National Foundation for Educational Research (NFER) to undertake an assessment of EOtC activity and practice in schools and local authorities (LAs).

The research involved questionnaire surveys of representative samples of primary, secondary and special schools, and questionnaires were sent to the following members of teaching staff, in June 2006:

- the headteacher
- teachers with responsibility for the Foundation Stage, Key Stage 1 and Key Stage 2 (one of each per primary school)
- heads of 15 subject departments in each secondary school
- teachers with responsibility for EOtC in special schools (one per school)

An online survey of Outdoor Education Advisers (OEAAs), as well as Citizenship and PSHE advisers in all LAs was also undertaken.

This technical appendix presents the basic frequency data from the surveys of schools and local authorities, for each of the groups of respondents. Further details of the aims of the research and the methods adopted are provided in the main report (O'Donnell, Morris and Wilson, 2006).

2. Primary headteacher tables

Table 2.1 EOtC activities available to pupils since September 2005

Activities:	%
School site activities	95
Off-site day visits	98
Before/after school study support	68
Off-site residential within the UK	80
Off-site residential overseas	7
Non-residential activities in holiday periods	28
No response	1
N = 201	

More than one answer could be given so percentages may not sum to 100

A total of 199 respondents answered at least one item in this question.

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.2a Planning for EOtC

Within your school is EOtC a feature of:	Not yet, plan to include in future				
	Yes %	Not yet, plan to include in future %	No, no plans for inclusion %	Not applicable %	No response %
The school improvement/development plan	62	19	13	1	5
Curriculum strategy/development plans	62	15	7	5	11
Key Stage strategy/development plan	35	15	10	14	25
Health and Safety policies	78	9	3	0	8
The Self-Evaluation Form	84	9	1	0	5
Other	1	0	0	1	97
N = 201					

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

- Other plans/policies identified that featured EOtC included Extended Schools/out-of-hours policies (two individuals) and plans for national initiatives (one individual).

Table 2.2b Overall policy for EOtC

Does the school have an overall policy for EOtC:	%
Yes	16
Not yet, plan to include in future	52
No, no plans for inclusion	29
No response	3
N = 201	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.3 Views of EOtC in the school

Views of EOtC:	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	No response %
EOtC is an integral part of the learning and development of pupils in this school	59	38	2	1	0	<1
The benefits of EOtC are widely recognised in this school	57	38	3	1	0	0
EOtC is part of the school ethos	55	36	8	<1	0	0
The senior management encourage EOtC across the school	59	35	4	2	0	0
The senior management encourage EOtC for some curricular areas only	6	14	14	45	17	3
Pressure on the curriculum means that EOtC is very limited	3	16	19	45	14	1
There are few opportunities for EOtC within the locality of the school	2	14	11	42	30	1
Teachers in this school make the most of opportunities for EOtC	27	52	15	5	<1	<1
The senior management encourage EOtC in some year groups/Key Stages only	<1	7	9	50	32	1
The school ensures that all pupils have equal access to EOtC	43	45	7	2	1	<1
EOtC is a low priority for teachers in this school	<1	2	11	49	35	2
The amount of EOtC provision in this school is about right	12	41	26	18	<1	2
N = 201						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.4 Aims of EOtC

The main aims of EOtC are:	%
Personal development for pupils	66
Link with outside world	45
Develop pupils' skills	36
Develop pupils' knowledge	23
All areas of curriculum	8
Inclusion	7
PSHE/ Citizenship	7
Physical development	5
Fun	5
Accommodating different learning styles	3
Work-related learning	1
No response	15

N = 201

More than one answer could be put forward so percentages do not sum to 100

A total of 170 respondents gave at least one response to this question.

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.5a Extent to which schools are able to provide access to EOtC for pupils

Pupils....	With great difficulty	With moderate difficulty	No difficulty	Not applicable	No response
	%	%	%	%	%
From minority ethnic groups	0	6	68	22	3
Who are reluctant to learn/disengaged	1	21	63	7	8
For whom English is an additional language	0	8	62	27	2
With sensory and/or physical needs	1	21	48	23	5
With communication and interaction needs	0	16	68	9	6
With behavioural, emotional and social difficulties	2	33	54	3	7
With cognition and learning needs	0	14	74	4	7
Who are economically disadvantaged	5	20	63	3	8

N = 201

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.5b Extent to which school targets specific pupils for EOtC

Pupils....	Target group %
From minority ethnic groups	9
Who are reluctant to learn/disengaged	18
For whom English is an additional language	8
With sensory and/or physical needs	8
With communication and interaction needs	11
With behavioural, emotional and social difficulties	27
With cognition and learning needs	12
Who are economically disadvantaged	17
No response	66
N = 201	

More than one answer could be given so percentages may not sum to 100

A total of 68 respondents answered at least one item in this question.

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.6 Providing access to EOtC for pupils who need extra support

The school...	%
Provides funding for pupils	77
Adapts EOtC tasks/activities	64
Provides alternative activities	31
Provides funding for extra staff	55
Modifies pupil groups	47
Other	6
No response	7
N = 201	

More than one answer could be given so percentages may not sum to 100

A total of 187 respondents answered at least one item in this question.

Source: NFER primary headteacher survey of education outside the classroom, 2006

- Other support provided by schools included undertaking individual risk assessments for pupils with support needs (two individuals), providing specialist mobility equipment (two individuals) and providing support workers for pupils (two individuals).

Table 2.7 Member of staff in school with responsibility for coordinating EOtC

Member of staff:	%
Headteacher	33
Assistant or deputy head	22
Department/faculty/Key Stage head	8
Subject teacher	10
Another member of staff	6
Responsibility is left to individual teachers	15
No response	7
N = 201	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.8 Responsibility for organising and monitoring EOtC activities

Main responsibility for....	Local authority %	Head teacher %	Educational visits coordinator %	Class teachers %	Other staff %	Not applicable/ not in practice %	No response %
Ensuring that educational visits meet risk management requirements	11	65	47	31	9	0	1
Approving/authorising educational visits	16	90	22	4	3	0	0
Assigning staff members to lead or coordinate educational visits	2	69	25	25	4	1	1
Assessing the competence of leaders/coordinators involved in educational visits	2	83	28	5	2	2	1
Organising the training /induction of adults involved in educational visits	10	49	34	19	6	3	1
Organising the vetting of adults involved in educational visits	11	74	15	4	21	1	1
Organising emergency arrangements for educational visits	3	64	40	24	6	1	1
Recording accidents and 'near' accidents on educational visits	3	43	30	58	11	2	1
Monitoring and reviewing EOtC	3	62	39	15	6	7	2
Tracking EOtC across curricular areas/year groups/Key Stages	1	42	25	17	12	22	3
Tracking the EOtC that each pupil has experienced	1	27	16	23	7	42	2

N = 201*More than one answer could be given so percentages may not sum to 100**Source: NFER primary headteacher survey of education outside the classroom, 2006*

Table 2.9 Staffing for EOtC activities since September 2005

Activities:	Teachers who volunteer %	Teachers of the relevant age group of pupils %	Teachers with particular experience/skills %	Support staff %	Other adults %	No response %
School site activities	31	79	32	65	35	5
Off-site day visits	16	96	21	70	37	1
Before/after school study support	35	22	22	34	15	28
Off-site residential within the UK	48	55	31	49	16	19
Off-site residential overseas	6	6	3	4	2	92
Non-residential activities in holiday periods	8	1	5	8	17	72
N = 201						

More than one answer could be given so percentages may not sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

- Other adults who had staffed EOtC activities included parents, specialist staff, sports coaches, school governors and youth workers.

Table 2.10 Support for staff involved in organising and planning EOtC

Support available:	%
Non-contact time to plan and organise EOtC	45
Teaching cover to allow staff to leave the school premises for EOtC activities	68
Health and safety training for EOtC activities	52
Risk management for EOtC activities	75
Training on the learning outcomes of EOtC	12
Funding to buy resources for EOtC	40
Additional staffing for EOtC activities	70
Time/funding to carry out exploratory visits for EOtC	47
No response	4
N = 201	

More than one answer could be given so percentages may not sum to 100

A total of 193 respondents answered at least one item in this question.

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.11a Support received from Local Authority in relation to EOtC

Support:	Useful %	Not useful %	Not available %	No response %
Promotion of the benefits of EOtC	39	6	32	23
Promotion of the range of EOtC opportunities on offer in the authority	46	3	26	25
Support with curriculum development in relation to EOtC	31	3	36	29
Support with teaching and learning in relation to EOtC	26	2	38	34
Support/advice on health and safety	93	<1	2	4
Support/advice on risk management	92	2	2	4
Ensuring that training in relation to EOtC is available for school staff	43	2	31	23
Sharing good practice about EOtC provision across schools within the Local Authority	24	1	42	32
Providing guidance on supervision and staff pupil ratios	80	2	7	11
Provision of outdoor learning facilities	56	5	21	18
Other	<1	<1	0	99
N = 201				

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.11b Support that schools would like from their Local Authority

Support:	%
Promotion of the benefits of EOtC	20
Promotion of the range of EOtC opportunities on offer in the authority	28
Support with curriculum development in relation to EOtC	31
Support with teaching and learning in relation to EOtC	32
Support/advice on health and safety	6
Support/advice on risk management	5
Ensuring that training in relation to EOtC is available for school staff	25
Sharing good practice about EOtC provision across schools within the Local Authority	35
Providing guidance on supervision and staff pupil ratios	12
Provision of outdoor learning facilities	21
Other	3
No response	43
N = 201	

More than one answer could be given so percentages may not sum to 100

A total of 115 respondents answered at least one item in this question.

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.12 Schools' risk management procedures for EOtC

Risk management procedures are....	%
Provided by the Local Authority	35
Provided by the Local Authority and modified by the school	62
Provided by another external organisation	15
The school's own strategies	41
No response	1
N = 201	

More than one answer could be given so percentages may not sum to 100

A total of 200 respondents answered at least one item in this question.

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.13 Collection of data about EOtC

Information collected:	For the school as a whole %	A department/faculty level %	Information not collected %	No response %
Number of visits undertaken by classes	68	7	25	3
Number of visits undertaken by individual students	16	4	60	21
Number of out-of-hours visits undertaken by staff	20	5	59	18
Health and safety incidents	88	4	5	7
The amount of planning needed to run the activity	26	10	51	16
N = 201				

Information on the number of respondents to this question was not available at this stage

More than one answer could be given so percentages may not sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.14 Extent of collaboration to provide EOtC

Organisations worked with:	%
Primary schools	40
Secondary schools	40
Special schools	3
Sixth form/FE colleges	4
Higher education institutions	9
Other organisations	55
No collaborative work	21
No response	2
N = 201	

More than one answer could be given so percentages may not sum to 100

A total of 198 respondents answered at least one item in this question.

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.15 Changes in the amount of EOtC activity in the last five years

Activities:	Increased %	No change %	Decreased %	Not sure %	Not applicable %	No response %
School site activities	66	27	1	2	<1	3
Off-site day visits	52	38	6	2	0	1
Before/after school study support	62	14	1	<1	11	12
Off-site residential within the UK	24	53	10	<1	5	7
Off-site residential overseas	6	10	2	1	52	28
Non-residential activities in holiday periods	25	12	3	1	36	22
N = 201						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.16 Reasons for increases and decreases in EOtC provision

Reason:	Reason for increase %	Reason for decrease %
Recording main risks and how to manage them	7	11
Availability of suitable EOtC opportunities	36	4
Availability of staff to conduct EOtC activities	34	12
Teacher awareness of outcomes of EOtC	43	3
Level of teacher training in EOtC	11	4
Level of senior management support	42	2
Level of parental support	26	9
Level of teacher union/association support	2	10
Taking responsibility for pupil safety	7	19
Priority in the curriculum	44	5
Travel costs	4	32
Other costs associated with EOtC	2	18
Funding for EOtC provision	13	14
Focus on EOtC at a national level	6	6
Focus on EOtC at a local level	10	6
Other	10	3
No response	24	61
N = 201		

More than one answer could be given so percentages may not sum to 100

A total of 152 and 78 respondents respectively answered at least one item in these two questions

Source: NFER primary headteacher survey of education outside the classroom, 2006

- Other reasons given for an increase in EOtC provision included planning in the school for EOtC (six individuals), support from other organisations

(three individuals), the Extended Schools agenda (three individuals), and the Every Child Matters agenda (two individuals). Other reasons given for a decline in provision included teacher workload (two individuals) and requirements for Criminal Records Bureau checks (one individual).

Table 2.17 Extent to which schools are able to meet the costs of EOtC provision

Costs of EOtC provision:	Always %	Frequently %	Sometimes %	Rarely %	No response %
Arranging/funding teaching cover	25	20	39	13	2
Paying for special resources/equipment	10	15	50	19	5
Training for teacher/adults involved	10	20	46	20	4
Funding EOtC activities for young people eligible for Free School Meals	17	20	34	23	5

N = 201

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

Table 2.18 Funding for EOtC activities since September 2005

Sources of funding:	All activities %	Most activities %	Some activities %	Few activities %	No activities %	No response %
The school budget	11	16	39	14	14	5
National initiatives	0	1	28	8	39	23
Fundraising events held in school	5	7	46	17	14	10
The Local Authority	1	0	11	12	52	23
Commercial companies	<1	<1	7	9	58	25
Charities	1	2	11	10	51	24
Parents	19	34	22	9	7	9
Other	0	0	4	<1	6	89

N = 201

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER primary headteacher survey of education outside the classroom, 2006

- Other sources of funding included grants from awarding bodies (four individuals) and the Parent Teacher Association (PTA) (two individuals)

Table 2.19 Plans for EOtC provision in 2006/07

Activities:	Plan to increase %	Plan to keep the same %	Plan to decrease %	Not sure %	Not applicable %	No response %
School site activities	52	45	0	1	1	<1
Off-site day visits	26	71	0	1	<1	1
Before/after school study support	40	38	<1	5	6	9
Off-site residential within the UK	12	74	2	4	4	3
Off-site residential overseas	3	13	<1	3	55	24
Non-residential activities in holiday periods	18	18	1	10	34	19

N = 201*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER primary headteacher survey of education outside the classroom, 2006***Table 2.20 Changes to facilitate EOtC in the future**

Changes/actions to enable more EOtC provision	%
Increased funding	52
More time/flexibility in curriculum	11
More staff available to be involved in activities	9
More support	8
Wider support for EOtC	7
Better outdoor facilities	7
More staff training in EOtC	4
Less focus on risks of EOtC	3
Improved information/ awareness of EOtC	3
Less risk assessment	3
Compulsory EOtC	2
No changes needed	2
More collaboration	1
Improved transport	1
Improved staff motivation	1
No response	34

N = 201*More than one answer could be put forward so percentages do not sum to 100**A total of 133 respondents gave at least one response to this question.**Source: NFER primary headteacher survey of education outside the classroom, 2006*

Table 2.21 Challenges to EOtC provision in the future

Challenges:	Major challenge %	Minor challenge %	Not a challenge %	No response %
Taking responsibility for pupil safety	50	38	8	3
Recording main risks and how to manage them	24	58	14	4
Paperwork	46	45	6	3
Cost of EOtC	77	18	2	3
Lack of appropriate teacher training	10	51	32	7
Lack of teacher understanding of the outcomes of EOtC	4	37	53	6
Lack of senior management support for EOtC	2	7	86	5
Lack of teacher union/association support	8	36	47	9
Lack of suitable EOtC provision available	10	26	56	7
Lack of teacher support/motivation	7	29	58	6
Restrictions of National Curriculum	21	33	41	4
Teacher workload	44	41	12	2
Lack of time in curriculum	32	41	22	4
Other	5	1	1	93

N = 201*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER primary headteacher survey of education outside the classroom, 2006*

- Other challenges mentioned included lack of funding (three individuals), fear of litigation (three individuals), lack of LA support (one individual) and lack of parental support (one individual).

Table 2.22 Benefits of providing EOtC

EOtC has a positive impact on...	%
The school ethos	98
Teachers' skills/subject knowledge	73
Teacher motivation	68
Pupils' subject knowledge and understanding	94
Pupils' attitudes/values/self-perceptions	96
Pupils' communication/social skills	94
Pupils' physical fitness/skills	87
Pupils' behaviour/motivation levels	92
Broadening pupils' experiences	98
Providing opportunities for pupils with different learning styles	89
Other	6
No response	1

N = 201

More than one answer could be given so percentages may not sum to 100

A total of 200 respondents answered at least one item in this question.

Source: NFER primary headteacher survey of education outside the classroom, 2006

- Other benefits identified included the development of pupils' skills (six individuals), changes in community perceptions of pupils (three individuals) and changes in pupils' perceptions of the outside world (two individuals).

3. Foundation Stage coordinator tables

Table 3.1 Percentage of pupils in Foundation Stage who have been offered EOtC activities since September 2005

Percentage of pupils:	%
0%	1
1 – 25 %	5
26 – 50%	1
51 – 75%	3
76 – 100%	86
No response	3
N = 147	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006

Table 3.2 Number of EOtC activities undertaken since September 2005

Activities:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
School site activities	1	12	7	13	64	3
Off-site day visits	13	58	19	5	3	3
Before/after school study support	75	6	1	1	3	14
Off-site residential within the UK	83	3	1	0	0	14
Off-site residential experiences overseas	86	0	0	0	0	14
Non-residential activities in holiday periods	78	5	1	0	1	14
N = 147						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006

Table 3.3 Number of visits undertaken to different venues since September 2005

Venues:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
Urban built environments	40	33	3	0	1	23
Urban nature (e.g. allotments, playgrounds, scrubland, derelict sites)	37	32	4	0	2	26
Places of cultural interest (e.g. theatres)	48	18	0	0	0	34
Places of historical interest (e.g. museums)	49	24	0	0	0	27
Community centres/places of worship	45	26	2	1	0	27
City farms	53	14	0	0	0	34
Rural farms	45	28	1	0	0	26
Field studies centres	63	3	0	0	0	34
Environmental centres	52	14	0	0	0	34
National nature reserve/sites of Special Scientific Interest	54	13	0	0	0	33
Forest/woodlands	51	19	2	0	0	29
Water bodies (e.g. rivers, lakes)	59	8	0	0	0	33
General countryside (e.g. country parks, national parks, moors, mountains)	53	15	1	0	0	31
Outdoor pursuits/adventure centres	60	4	0	0	1	35
Other	44	17	3	0	0	35
N = 133						

A series of single response items

Due to rounding, percentages may not always sum to 100

A filter question: all those who indicated that they had undertaken off-site day or residential visits

Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006

Table 3.4 Aims of EOtC

The main aims of EOtC are:	%
Personal development for pupils	76
Link with outside world	45
Develop pupils' skills	31
Develop pupils' knowledge	31
Physical development	22
Inclusion	3
Use of open space	3
Accommodating different learning styles	2
Fun	1
Reward	1
No response	3

N = 147

More than one answer could be put forward so percentages do not sum to 100

A total of 143 respondents gave at least one response to this question.

Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006

Table 3.5 Topics delivered through EOtC activities

Topics:	%
Geography-related	47
All six areas of learning	42
PE/Sports	25
Creative development	17
Science-related	14
PSHE-related	12
Literacy-related	12
Numeracy-related	9
Religious education-related	2
Environmental studies	2
Art and design-related	1
All units of work	1
History-related	1
ICT-related	1
Leisure and tourism	1
No response	2

N = 147

More than one answer could be put forward so percentages do not sum to 100

A total of 144 respondents gave at least one response to this question.

Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006

Table 3.6 Confidence in relation to EOtC activities

Activities:	Very %	Somewhat %	Not very %	Not at all %	No response %
Preparing pupils for EOtC	64	35	1	0	0
Planning EOtC activities	54	43	3	0	0
Running EOtC activities	52	44	5	0	0
Following up EOtC activities in class	61	37	2	0	0
Gauging the quality of EOtC activities	40	55	4	0	1
Evaluating the impact of EOtC activities on pupils	40	50	10	0	0
Carrying out risk management	33	54	12	1	1

N = 147*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006***Table 3.7 Satisfaction with support in relation to EOtC**

Support received from...	Very %	Somewhat %	Not very %	Not at all %	Not applicable %	No response %
Local Authority	15	35	23	5	19	2
Headteacher	62	31	3	1	3	1
Senior managers	52	28	3	1	13	3
Teaching assistants	69	24	5	0	2	1
School governors	27	25	14	10	22	2
Other teachers in the school	40	37	6	1	13	2
Educational Visits Coordinator	23	22	8	6	35	5
External providers	22	41	9	6	22	1
Teacher unions/associations	3	16	14	14	48	5
Parents	39	45	7	3	4	1

N = 147*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006*

Table 3.8 Training for EOtC

Training received:	Initial teacher training %	Subsequent training %	Not received training %	No response %
Preparing pupils for EOtC	21	36	47	1
Planning EOtC activities	20	50	37	0
Running EOtC activities	18	47	41	1
Following up EOtC activities in class	19	33	53	0
Gauging the quality of EOtC activities	9	31	61	1
Evaluating the impact of EOtC activities on pupils	9	30	62	0
Carrying out risk management	8	51	40	1

N = 147*More than one answer could be given so percentages may not sum to 100**Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006***Table 3.9 Changes in the amount of EOtC activity in the last five years**

Activities:	Increased %	No change %	Decreased %	Not sure %	Not applicable %	No response %
On school site activities	76	21	1	1	1	0
Off-site day visits	27	41	27	2	3	1
Before/after school study support	14	22	3	9	50	2
Off-site residential within the UK	1	20	3	7	67	2
Off-site residential experiences overseas	0	19	2	7	70	1
Non-residential activities in holiday periods	8	17	1	12	60	1

N = 147*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006*

Table 3.10 Reasons for increases and decreases in EOtC provision

Reasons:	Reason for increase %	Reason for decrease %
Recording main risks and how to manage them	12	35
Availability of suitable EOtC opportunities	44	17
Availability of staff to conduct EOtC activities	32	25
Teacher awareness of outcomes of EOtC	59	6
Level of teacher training in EOtC	27	14
Level of senior management support	41	5
Level of parental support	27	20
Level of teacher union/association support	5	19
Taking responsibility for pupil safety	7	40
Priority in the curriculum	62	7
Travel costs	2	50
Other costs associated with EOtC	2	40
Funding for EOtC provision	10	37
Focus in EOtC at a national level	34	12
Focus on EOtC at a local level	33	12
Other	1	1
No response	25	41

N = 147*More than one answer could be given so percentages may not sum to 100**A total of 110 and 87 respondents respectively answered at least one item in these two questions**Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006*

- Another reason given for an increase in EOtC was the level of pupils' needs (one individual). Other reasons for a decline in activity were lack of staff cover (one individual) and difficulties managing disruptions caused by EOtC on the rest of the curriculum (one individual).

Table 3.11 Plans for EOtC provision in 2006/07

Activities:	Plan to increase	Plan to keep the same	Plan to decrease	Not sure	Not applicable	No response
	%	%	%	%	%	%
School site activities	69	30	0	1	0	1
Off-site day visits	37	55	0	4	2	2
Before/after school study support	12	16	0	14	54	4
Off-site residential within the UK	1	11	1	4	81	2
Off-site residential experiences overseas	1	10	1	2	84	2
Non-residential activities in holiday periods	5	12	0	9	73	2

N = 147*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006***Table 3.12 Challenges to EOtC provision in the future**

Challenges:	Major challenge	Minor challenge	Not a challenge	No response
	%	%	%	%
Taking responsibility for pupil safety	57	34	8	1
Recording main risks and how to manage them	43	48	8	1
Paperwork	40	46	12	1
Cost of EOtC	71	24	3	2
Lack of appropriate teacher training	21	46	28	5
Lack of teacher understanding of the outcomes of EOtC	10	39	46	5
Lack of senior management support for EOtC	6	24	65	5
Lack of teacher union/association support	10	23	59	8
Lack of suitable EOtC provision	26	39	32	3
Lack of teacher support/motivation	6	26	63	5
Lack of potential in subject area	5	27	63	5
Restrictions of National Curriculum	5	22	68	5
Teacher workload	28	46	24	2
Lack of time in curriculum	17	28	50	5
Other	4	1	3	91

N = 147*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006*

- Other challenges identified included lack of staff availability (four individuals), lack of funding (two individuals), difficulties providing equal access (one individual) and fear of litigation (one individual).

Table 3.13 Changes to facilitate EOtC in the future

Changes/actions to enable more EOtC provision	%
Increased funding	48
More support	20
Better outdoor facilities	19
Improved information/ awareness of EOtC	18
More staff available to be involved in activities	18
Wider support for EOtC	13
Cheaper provision available	10
More staff training in EOtC	10
Less risk assessment	6
Less focus on risks of EOtC	5
More time/flexibility in curriculum	4
Improved staff motivation	2
No changes needed	2
Compulsory EOtC	1
Improved transport	1
Changes in school policy	1
No response	14
N = 147	

More than one answer could be put forward so percentages do not sum to 100

A total of 126 respondents gave at least one response to this question.

Source: NFER Foundation Stage coordinator survey of education outside the classroom, 2006

4. Key Stage 1 coordinator tables

Table 4.1 Percentage of pupils in Key Stage 1 who have been offered EOtC activities since September 2005

Percentage of pupils:	%
0%	0
1 – 25 %	5
26 – 50%	2
51 – 75%	4
76 – 100%	87
No response	2

N = 143

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006

Table 4.2 Number of EOtC activities undertaken since September 2005

Activities:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
School site activities	3	18	31	8	34	6
Off-site day visits	2	45	31	10	8	4
Before/after school study support	49	18	6	2	9	15
Off-site residential within the UK	78	6	0	0	1	15
Off-site residential experiences overseas	83	1	0	0	1	14
Non-residential activities in holiday periods	71	11	1	0	1	16

N = 143

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006

Table 4.3 Number of visits undertaken to different venues since September 2005

Venues:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
Urban built environments	29	42	3	1	1	24
Urban nature (e.g. allotments, playgrounds, scrubland, derelict sites)	26	41	9	1	1	22
Places of cultural interest (e.g. theatres)	37	40	2	1	0	20
Places of historical interest (e.g. museums)	20	57	6	1	0	15
Community centres/places of worship	22	55	8	2	1	13
City farms	59	8	1	0	0	32
Rural farms	50	22	0	0	0	29
Field studies centres	55	14	1	0	0	30
Environmental centres	55	17	1	0	0	28
National nature reserve/Sites of Special Scientific Interest	56	17	1	0	0	26
Forest/woodlands	42	27	2	0	0	29
Water bodies (e.g. rivers, lakes)	51	20	0	0	0	29
General countryside (e.g. country parks, national parks, moors, mountains)	43	29	2	0	0	25
Outdoor pursuits/adventure centres	62	8	0	0	0	30
Other	47	19	3	0	0	31

N = 143

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006

Table 4.4 Aims of EOtC

The main aims of EOtC are:	%
Personal development for pupils	71
Link with outside world	71
Develop pupils' knowledge	33
Develop pupils' skills	30
Physical development	7
Fun	6
Accommodating different learning styles	4
Inclusion	3
Use of open space	1
Work-related learning	1
No response	6

N = 143

More than one answer could be put forward so percentages do not sum to 100

A total of 134 respondents gave at least one response to this question.

Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006

Table 4.5 Topics delivered through EOtC activities

Topics:	%
Science-related	79
Geography-related	63
Religious education-related	30
History-related	29
Art and design-related	22
Leisure and tourism	17
English-related	11
Environmental studies	9
PSHE-related	6
PE/Sports	4
Maths-related	3
Music-related	1
Non subject-related	1
All units of work	1
No response	2

N = 143

More than one answer could be put forward so percentages do not sum to 100

A total of 140 respondents gave at least one response to this question.

Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006

Table 4.6 Confidence in relation to EOtC activities

Activities:	Very %	Somewhat %	Not very %	Not at all %	No response %
Preparing pupils for EOtC	68	31	0	0	1
Planning EOtC activities	66	34	0	0	0
Running EOtC activities	55	43	2	0	0
Following up EOtC activities in class	68	31	0	0	1
Gauging the quality of EOtC activities	52	45	3	0	0
Evaluating the impact of EOtC activities on pupils	43	52	4	0	1
Carrying out risk management	43	47	10	1	0

N = 143*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006***Table 4.7 Satisfaction with support in relation to EOtC**

Support received from...	Very %	Somewhat %	Not very %	Not at all %	Not applicable %	No response %
Local Authority	13	43	15	5	20	3
Headteacher	68	27	3	0	1	1
Senior managers	58	27	2	0	10	3
Teaching assistants	72	22	2	1	2	1
School governors	35	22	15	10	16	1
Other teachers in the school	64	27	3	1	3	1
Educational Visits Coordinator	42	13	3	7	31	3
External providers	29	43	6	3	14	5
Teacher unions/associations	5	19	13	14	45	4
Parents	43	39	10	3	3	1

N = 143*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006*

Table 4.8 Training for EOtC

Training received:	Initial teacher training %	Subsequent training %	Not received training %	No response %
Preparing pupils for EOtC	26	32	49	1
Planning EOtC activities	25	36	45	1
Running EOtC activities	21	34	50	1
Following up EOtC activities in class	24	24	56	1
Gauging the quality of EOtC activities	12	20	69	1
Evaluating the impact of EOtC activities on pupils	12	24	65	1
Carrying out risk management	11	59	34	0

N = 143

More than one answer could be given so percentages may not sum to 100

Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006

Table 4.9 Changes in the amount of EOtC activity in the last five years

Activities:	Increased %	No change %	Decreased %	Not sure %	Not applicable %	No response %
On school site activities	57	33	3	3	0	3
Off-site day visits	36	36	22	4	0	1
Before/after school study support	31	27	2	8	27	5
Off-site residential within the UK	6	28	6	7	51	1
Off-site residential experiences overseas	1	22	6	7	61	2
Non-residential activities in holiday periods	12	22	3	13	49	2

N = 143

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006

Table 4.10 Reasons for increases and decreases in EOtC provision

Reasons:	Reason for increase %	Reason for decrease %
Recording main risks and how to manage them	13	30
Availability of suitable EOtC opportunities	42	8
Availability of staff to conduct EOtC activities	22	20
Teacher awareness of outcomes of EOtC	36	9
Level of teacher training in EOtC	11	18
Level of senior management support	36	6
Level of parental support	25	12
Level of teacher union/association support	4	12
Taking responsibility for pupil safety	10	36
Priority in the curriculum	50	13
Travel costs	8	49
Other costs associated with EOtC	4	33
Funding for EOtC provision	8	29
Focus in EOtC at a national level	17	12
Focus on EOtC at a local level	18	11
Other	4	4
No response	27	43
N = 143		

More than one answer could be given so percentages may not sum to 100

A total of 104 and 81 respondents respectively answered at least one item in these two questions

Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006

- Other reasons given for an increase in activity included EOtC being a Special School target (one individual) and a new outdoor area being built in the school (one individual). Other reasons given for a decline in EOtC included the cost of staff cover (one individual) and lack of staff motivation (one individual).

Table 4.11 Plans for EOtC provision in 2006/07

Activities:	Plan to increase	Plan to keep the same	Plan to decrease	Not sure	Not applicable	No response
	%	%	%	%	%	%
School site activities	60	35	0	3	1	1
Off-site day visits	33	65	1	1	1	0
Before/after school study support	23	33	0	13	29	2
Off-site residential within the UK	1	29	1	9	58	2
Off-site residential experiences overseas	0	19	1	7	70	3
Non-residential activities in holiday periods	8	17	1	13	59	2

N = 143*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006***Table 4.12 Challenges to EOtC provision in the future**

Challenges:	Major challenge	Minor challenge	Not a challenge	No response
	%	%	%	%
Taking responsibility for pupil safety	64	29	5	3
Recording main risks and how to manage them	45	41	10	3
Paperwork	39	44	13	3
Cost of EOtC	73	22	3	1
Lack of appropriate teacher training	19	49	27	5
Lack of teacher understanding of the outcomes of EOtC	9	41	44	6
Lack of senior management support for EOtC	6	22	68	4
Lack of teacher union/association support	8	22	58	12
Lack of suitable EOtC provision	17	41	37	6
Lack of teacher support/motivation	10	30	55	4
Lack of potential in subject area	8	29	56	7
Restrictions of National Curriculum	17	30	50	3
Teacher workload	35	41	22	2
Lack of time in curriculum	24	43	27	5
Other	2	2	4	92

N = 143*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006*

- Other challenges identified included lack of staff availability (two individuals), the cost of transport (one individual) and fear of litigation (one individual).

Table 4.13 Changes to facilitate EOtC

Changes/actions to enable more EOtC provision	%
Increased funding	50
More time/flexibility in curriculum	22
More support	18
Cheaper provision available	13
More staff available to be involved in activities	8
More staff training in EOtC	8
Improved information/ awareness of EOtC	8
Better outdoor facilities	8
Wider support for EOtC	7
Less focus on risks of EOtC	6
Less risk assessment	5
Improved staff motivation	2
Changes in school policy	1
Compulsory EOtC	1
Improved transport	1
Quicker Criminal Records Bureau (CRB) checks	1
No changes needed	1
No response	21
N = 143	

More than one answer could be put forward so percentages do not sum to 100

A total of 113 respondents gave at least one response to this question.

Source: NFER Key Stage 1 coordinator survey of education outside the classroom, 2006

5. Key Stage 2 coordinator tables

Table 5.1 Percentage of pupils in Key Stage 2 who have been offered EOtC activities since September 2005

Percentage of pupils:	%
0%	0
1 – 25 %	5
26 – 50%	3
51 – 75%	6
76 – 100%	83
No response	3
N = 144	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006

Table 5.2 Number of EOtC activities undertaken since September 2005

Activities:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
School site activities	3	17	21	12	38	10
Off-site day visits	0	14	22	18	42	5
Before/after school study support	22	23	10	6	29	10
Off-site residential within the UK	15	74	3	0	2	6
Off-site residential experiences overseas	84	6	0	0	1	10
Non-residential activities in holiday periods	58	23	6	0	2	10
N=144						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006

Table 5.3 Number of visits undertaken to different venues since September 2005

Venues:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
Urban built environments	24	44	11	3	3	15
Urban nature (e.g. allotments, playgrounds, scrubland, derelict sites)	39	31	10	1	3	15
Places of cultural interest (e.g. theatres)	12	63	10	3	3	9
Places of historical interest (e.g. museums)	2	62	23	7	1	5
Community centres/places of worship	15	58	16	4	1	6
City farms	71	13	1	0	1	15
Rural farms	57	28	1	0	0	14
Field studies centres	40	47	1	0	0	12
Environmental centres	38	46	3	0	0	14
National nature reserve/Sites of Special Scientific Interest	47	37	1	1	0	15
Forest/woodlands	40	38	4	1	1	15
Water bodies (e.g. rivers, lakes)	33	53	1	0	0	13
General countryside (e.g. country parks, national parks, moors, mountains)	33	47	3	1	1	15
Outdoor pursuits/adventure centres	28	65	1	0	1	6
Other	29	17	6	1	0	47

N = 144

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006

Table 5.4 Aims of EOtC

The main aims of EOtC are:	%
Personal development for pupils	73
Link with outside world	52
Develop pupils' skills	46
Develop pupils' knowledge	29
Physical development	7
Fun	7
Accommodating different learning styles	3
Inclusion	2
Use of open space	1
No response	9

N = 144

More than one answer could be put forward so percentages do not sum to 100

A total of 132 respondents gave at least one response to this question.

Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006

Table 5.5 Topics delivered through EOtC activities

Topics:	%
History-related	71
Geography-related	56
Science-related	30
Religious education-related	21
PE/Sports	17
PSHE-related	17
Environmental studies	12
English-related	10
Art and design-related	8
All units of work	5
Maths-related	3
ICT-related	3
Music-related	3
No response	6

N = 144

More than one answer could be put forward so percentages do not sum to 100

A total of 136 respondents gave at least one response to this question.

Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006

Table 5.6 Confidence in relation to EOtC activities

Activities:	Very %	Somewhat %	Not very %	Not at all %	No response %
Preparing pupils for EOtC	69	30	1	0	0
Planning EOtC activities	65	33	3	0	0
Running EOtC activities	65	30	6	0	0
Following up EOtC activities in class	69	28	2	0	0
Gauging the quality of EOtC activities	48	47	5	0	0
Evaluating the impact of EOtC activities on pupils	47	47	6	0	0
Carrying out risk management	44	47	9	0	0

N = 144*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006***Table 5.7 Satisfaction with support in relation to EOtC**

Support received from...	Very %	Somewhat %	Not very %	Not at all %	Not applicable %	No response %
Local Authority	20	44	15	7	11	3
Headteacher	78	19	0	1	1	1
Senior managers	67	24	0	1	6	1
Teaching assistants	72	24	2	0	2	1
School governors	35	31	13	7	14	1
Other teachers in the school	60	35	1	0	1	1
Educational Visits Coordinator	41	15	4	4	32	3
External providers	38	49	3	1	7	2
Teacher unions/associations	5	21	15	10	45	3
Parents	33	55	8	0	2	2

N = 144*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006*

Table 5.8 Training for EOtC

Training received:	Initial teacher training %	Subsequent training %	Not received training %	No response %
Preparing pupils for EOtC	18	33	53	3
Planning EOtC activities	17	38	50	1
Running EOtC activities	17	36	50	4
Following up EOtC activities in class	19	22	60	3
Gauging the quality of EOtC activities	7	22	72	2
Evaluating the impact of EOtC activities on pupils	8	22	71	2
Carrying out risk management	8	61	35	1

N = 144*More than one answer could be given so percentages may not sum to 100**Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006***Table 5.9 Changes in the amount of EOtC activity in the last five years**

Activities:	Increased %	No change %	Decreased %	Not sure %	Not applicable %	No response %
On school site activities	63	30	2	3	1	1
Off-site day visits	38	39	21	1	1	1
Before/after school study support	52	23	5	8	10	2
Off-site residential within the UK	19	51	19	3	7	1
Off-site residential experiences overseas	6	17	8	6	60	3
Non-residential activities in holiday periods	24	19	2	11	40	3

N = 144*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006*

Table 5.10 Reasons for increases and decreases in EOtC provision

Reasons:	Reason for increase %	Reason for decrease %
Recording main risks and how to manage them	11	48
Availability of suitable EOtC opportunities	54	9
Availability of staff to conduct EOtC activities	40	29
Teacher awareness of outcomes of EOtC	37	15
Level of teacher training in EOtC	15	22
Level of senior management support	44	5
Level of parental support	29	19
Level of teacher union/association support	7	13
Taking responsibility for pupil safety	9	53
Priority in the curriculum	47	21
Travel costs	6	62
Other costs associated with EOtC	4	47
Funding for EOtC provision	12	35
Focus in EOtC at a national level	19	18
Focus on EOtC at a local level	23	14
Other	7	7
No response	30	33

N = 144*More than one answer could be given so percentages may not sum to 100**A total of 101 and 97 respondents respectively answered at least one item in these two questions**Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006*

- Other reasons given for an increase in EOtC included EOtC being a Specialist School target (three individuals), more emphasis on the local environment (one individual), change in staff (one individual) and teachers' enthusiasm (one individual). Other reasons given for a decline in activity included fear of litigation (six individuals), teacher workload (two individuals) and the cost of staff cover (two individuals).

Table 5.9 Plans for EOtC provision in 2006/07

Activities:	Plan to increase	Plan to keep the same	Plan to decrease	Not sure	Not applicable	No response
	%	%	%	%	%	%
School site activities	60	36	0	2	0	2
Off-site day visits	37	54	1	4	0	4
Before/after school study support	33	41	1	11	9	4
Off-site residential within the UK	15	72	1	5	6	2
Off-site residential experiences overseas	3	21	1	10	60	5
Non-residential activities in holiday periods	12	24	0	17	43	4

N = 144*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006***Table 5.10 Challenges to EOtC provision in the future**

Challenges:	Major challenge	Minor challenge	Not a challenge	No response
	%	%	%	%
Taking responsibility for pupil safety	76	17	4	2
Recording main risks and how to manage them	47	47	4	2
Paperwork	54	41	3	2
Cost of EOtC	81	17	1	1
Lack of appropriate teacher training	22	58	17	3
Lack of teacher understanding of the outcomes of EOtC	8	56	33	3
Lack of senior management support for EOtC	3	28	65	4
Lack of teacher union/association support	9	33	53	5
Lack of suitable EOtC provision	6	41	49	3
Lack of teacher support/motivation	13	35	48	5
Lack of potential in subject area	7	37	53	3
Restrictions of National Curriculum	22	37	40	2
Teacher workload	50	37	11	2
Lack of time in curriculum	45	38	13	3
Other	2	1	1	95

N = 144*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006*

- Other challenges included the cost of transport (one individual) and lack of senior management vision for EOtC (one individual).

Table 5.13 Changes to facilitate EOtC in the future

Changes/actions to enable more EOtC provision	%
Increased funding	49
More support	24
Cheaper provision available	17
More time/flexibility in curriculum	16
Less risk assessment	10
More staff training in EOtC	10
Better outdoor facilities	8
Less focus on risks of EOtC	8
Wider support for EOtC	8
More staff available to be involved in activities	5
Improved information/ awareness of EOtC	2
Improved staff motivation	2
Compulsory EOtC	2
No changes needed	2
Improved transport	1
No response	19
N = 144	

More than one answer could be put forward so percentages do not sum to 100

A total of 116 respondents gave at least one response to this question.

Source: NFER Key Stage 2 coordinator survey of education outside the classroom, 2006

6. Secondary headteacher tables

Table 6.1 EOtC activities available to pupils since September 2005

Activities:	%
School site activities	98
Off-site day visits	100
Before/after school study support	96
Off-site residential within the UK	94
Off-site residential overseas	94
Non-residential activities in holiday periods	72
No response	0
N = 185	

More than one answer could be given so percentages do not sum to 100

A total of 185 respondents answered at least one item in this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.2a Planning for EOtC

Within your school is EOtC a feature of:	Yes	Not yet, plan to include in future	No, no plans for inclusion	Not applicable	No response
	%	%	%	%	%
The school improvement/development plan	58	15	21	2	5
Curriculum strategy/development plans	63	14	11	3	9
Key Stage strategy/development plan	36	15	18	12	19
Health and Safety policies	81	4	6	2	7
The Self-Evaluation Form	83	6	5		6
Other	4	1	1	2	93
N = 185					

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

- Other plans/policies that featured EOtC included inclusion plans (two individuals), plans for national initiatives (two individuals) and Extended school/out-of-hours policies (one individual).

Table 6.2b Overall policy for EOtC

Does the school have an overall policy for EOtC:	%
Yes	34
Not yet, plan to include in future	37
No, no plans for inclusion	29
No response	1
N = 185	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.3 Views of EOtC in the school

Views of EOtC:	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	No response %
EOtC is an integral part of the learning and development of pupils in this school	62	32	5	1	0	0
The benefits of EOtC are widely recognised in this school	61	36	2	2	0	0
EOtC is part of the school ethos	58	35	5	2	0	0
The senior management encourage EOtC across the school	61	33	6	1	0	0
The senior management encourage EOtC for some curricular areas only	3	6	9	47	32	2
Pressure on the curriculum means that EOtC is very limited	1	14	20	45	19	1
There are few opportunities for EOtC within the locality of the school	1	11	14	55	19	1
Teachers in this school make the most of opportunities for EOtC	26	55	13	5	1	0
The senior management encourage EOtC in some year groups/Key Stages only	1	5	9	51	33	1
The school ensures that all pupils have equal access to EOtC	34	47	15	4	1	0
EOtC is a low priority for teachers in this school	1	3	11	54	30	2
The amount of EOtC provision in this school is about right	11	52	15	20	0	2
N = 185						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.4 Aims of EOtC

The main aims of EOtC are:	%
Personal development for pupils	74
Develop pupils' skills	37
Link with outside world	32
Develop pupils' knowledge	31
PSHE/ Citizenship	5
Inclusion	4
Physical development	3
Fun	2
Work-related learning	2
All areas of curriculum	2
Accommodating different learning styles	1
Other	1
No response	20

N = 185

More than one answer could be put forward so percentages do not sum to 100

A total of 148 respondents gave at least one response to this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.5a Extent to which schools are able to provide access to EOtC for pupils

Pupils:	With great difficulty	With moderate difficulty	No difficulty	Not applicable	No response
	%	%	%	%	%
From minority ethnic groups	0	10	70	18	2
Who are reluctant to learn/disengaged	3	34	52	3	8
For whom English is an additional language	1	13	58	26	3
With sensory and/or physical needs	4	34	41	18	2
With communication and interaction needs	3	24	59	8	6
With behavioural, emotional and social difficulties	4	36	51	3	6
With cognition and learning needs	3	18	70	5	4
Who are economically disadvantaged	4	28	64	0	4

N = 185

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.5b Extent to which schools target specific pupils for EOtC

Pupils:	Target group %
From minority ethnic groups	4
Who are reluctant to learn/disengaged	20
For whom English is an additional language	4
With sensory and/or physical needs	7
With communication and interaction needs	10
With behavioural, emotional and social difficulties	22
With cognition and learning needs	7
Who are economically disadvantaged	16
No response	65
N = 185	

More than one answer could be given so percentages do not sum to 100

A total of 64 respondents answered at least one item in this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.6 Providing access to EOtC for pupils who need extra support

The school...	%
Provides funding for pupils	88
Adapts EOtC tasks/activities	56
Provides alternative activities	40
Provides funding for extra staff	60
Modifies pupil groups	45
Other	4
No response	4
N= 185	

More than one answer could be given so percentages do not sum to 100

A total of 178 respondents answered at least one item in this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.7 Member of staff in school with responsibility for coordinating EOtC

Member of staff	%
Headteacher	4
Assistant or deputy head	51
Department/faculty/Key Stage head	7
Subject teacher	4
Another member of staff	19
Responsibility is left to individual teachers	7
No response	8

N= 185

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.8 Responsibility for organising and monitoring EOtC activities

Main responsibility for:	LA %	Head teacher %	EVC %	Class teachers %	Other staff %	N/A Not in practice %	No Response %
Ensuring that educational visits meet risk management requirements	18	31	85	12	7	0	0
Approving/authorising educational visits	18	70	47	1	5	0	1
Assigning staff members to lead or coordinate educational visits	0	31	52	24	20	2	0
Assessing the competence of leaders/coordinators involved in educational visits	9	44	74	1	7	1	0
Organising the training /induction of adults involved in educational visits	9	8	77	8	14	5	0
Organising the vetting of adults (including Criminal Records Bureau checks) involved in educational visits	11	36	30	1	41	3	0
Organising emergency arrangements for educational visits	5	25	71	17	18	1	1
Recording accidents and 'near' accidents on educational visits	4	14	60	32	27	1	1
Monitoring and reviewing EOtC	3	38	58	4	13	9	1
Tracking EOtC across curricular areas/year groups/Key Stages	0	15	43	3	25	24	1
Tracking the EOtC that each pupil has experienced	0	7	27	6	23	47	2

N= 185*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER secondary headteacher survey of education outside the classroom, 2006*

Table 6.9 Staffing for EOtC since September 2005

Activities:	Teachers who volunteer %	Teachers in the relevant curriculum area %	Teachers of the relevant age group of pupils %	Teachers with particular experience/skills %	Other adults %	No response %
School site activities	41	86	44	51	30	3
Off-site day visits	49	86	47	55	32	1
Before/after school study support	45	45	18	35	32	6
Off-site residential within the UK	65	62	32	57	23	5
Off-site residential overseas	67	60	26	56	21	8
Non-residential activities in holiday periods	57	40	17	35	25	16
N = 185						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

- Other adults involved in staffing activities included parents, sports coaches, specialist staff, Connexions Personal Advisers and youth workers.

Table 6.10 Support for staff involved in organising and planning EOtC

Support available:	%
Non-contact time to plan and organise EOtC	31
Teaching cover to allow staff to leave the school premises for EOtC activities	92
Health and safety training for EOtC activities	74
Risk management for EOtC activities	83
Training on the learning outcomes of EOtC	14
Funding to buy resources for EOtC	44
Additional staffing for EOtC activities	64
Time/funding to carry out exploratory visits for EOtC	61
No response	1
N = 185	

More than one answer could be given so percentages do not sum to 100

A total of 183 respondents answered at least one item in this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.11a Support received from Local Authority in relation to EOtC

Support:	Useful %	Not useful %	Not available %	No response %
Promotion of the benefits of EOtC	21	10	51	17
Promotion of the range of EOtC opportunities on offer in the authority	33	8	39	20
Support with curriculum development in relation to EOtC	20	10	50	21
Support with teaching and learning in relation to EOtC	15	10	50	25
Support/advice on health and safety	89	2	1	8
Support/advice on risk management	89	2	1	9
Ensuring that training in relation to EOtC is available for school staff	48	5	26	21
Sharing good practice about EOtC provision across schools within the Local Authority	24	8	41	26
Providing guidance on supervision and staff pupil ratios	81	4	5	10
Provision of outdoor learning facilities (e.g. field study, adventure centres)	50	7	25	18
Other	2	1	0	98
N= 185				

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

- Other support identified by respondents included funding for staff cover (one respondent) and training for Educational Visits Coordinators (one individual)

Table 6.11b Support that schools would like from Local Authority

Support:	%
Promotion of the benefits of EOtC	17
Promotion of the range of EOtC opportunities on offer in the authority	24
Support with curriculum development in relation to EOtC	26
Support with teaching and learning in relation to EOtC	23
Support/advice on health and safety	7
Support/advice on risk management	6
Ensuring that training in relation to EOtC is available for school staff	22
Sharing good practice about EOtC provision across schools within the Local Authority	27
Providing guidance on supervision and staff pupil ratios	7
Provision of outdoor learning facilities (e.g. field study, adventure centres)	16
Other	2
No response	52
N= 185	

More than one answer could be given so percentages do not sum to 100

A total of 89 respondents answered at least one item in this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

- Other support that secondary headteachers would welcome from their LA included legal advice (one individual) and support with transport (one individual).

Table 6.12 Schools' risk management procedures for EOtC

Risk management procedures are:	%
Provided by the Local Authority	35
Provided by the Local Authority and modified by the school	61
Provided by another external organisation	8
The school's own strategies	40
No response	1
N= 185	

More than one answer could be given so percentages do not sum to 100

A total of 184 respondents answered at least one item in this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.13 Collection of data about EOtC

Information collected:	For the school as a whole %	Department/ faculty level %	Information not collected %	No Response %
Number of visits undertaken by classes	41	19	38	8
Number of visits undertaken by individual students	18	9	62	13
Number of out-of-hours visits undertaken by staff	31	10	53	10
Health and safety incidents	91	10	5	2
The amount of planning needed to run the activity	22	15	53	13
N = 185				

More than one answer could be given so percentages do not sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.14 Extent of collaboration to provide EOtC

Organisations worked with:	%
Primary schools	60
Secondary schools	61
Special schools	17
Sixth form/FE colleges	31
Higher education institutions	58
Other organisations	60
No	7
No response	1
N= 185	

More than one answer could be given so percentages do not sum to 100

A total of 183 respondents answered at least one item in this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.15 Changes in the amount of EOtC activity in the last five years

Activities:	Increased %	No change %	Decreased %	Not sure %	Not applicable %	No response %
School site activities	61	29	4	3	0	3
Off-site day visits	52	32	10	2	0	3
Before/after school study support	69	21	3	2	1	4
Off-site residential within the UK	35	44	17	2	0	3
Off-site residential overseas	48	33	12	2	1	4
Non-residential activities in holiday periods	46	28	8	4	7	7
N= 185						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.16 Reasons for increases and decreases in EOtC provision

Reason:	Reason for increase %	Reason for decrease %
Recording main risks and how to manage them	5	18
Availability of suitable EOtC opportunities	36	5
Availability of staff to conduct EOtC activities	43	13
Teacher awareness of outcomes of EOtC	34	3
Level of teacher training in EOtC	11	3
Level of senior management support	55	2
Level of parental support	30	6
Level of teacher union/association support	5	20
Taking responsibility for pupil safety	4	28
Priority in the curriculum	42	9
Travel costs	4	21
Other costs associated with EOtC	2	14
Funding for EOtC provision	15	13
Focus on EOtC at a national level	9	5
Focus on EOtC at a local level	9	4
Other	8	7
No response	25	59
N= 185		

More than one answer could be given so percentages do not sum to 100

A total of 138 and 76 respondents respectively answered at least one item in these questions.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

- Other reasons for an increase in EOtC activity included additional funding (four individuals), planning in school for EOtC (three individuals), the enthusiasm of staff (two individuals) and Specialist School status (two individuals). Other reasons for a decline in provision included fear of litigation (three individuals), transport issues (two individuals) and teacher workload (two individuals).

Table 6.17 Extent to which schools are able to meet the costs of EOtC provision

Costs of EOtC provision	Always %	Frequently %	Sometimes %	Rarely %	No response %
Arranging/funding teaching cover	23	42	29	5	1
Paying for special resources/equipment	7	22	53	14	5
Training for teacher/adults involved	16	26	42	13	3
Funding EOtC activities for young people eligible for Free School Meals	30	26	29	12	3

N= 185

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.18 Funding for EOtC activities since September 2005

Sources of funding:	All activities %	Most activities %	Some activities %	Few activities %	No activities %	No response %
The school budget	9	21	43	15	6	6
National initiatives (i.e. Specialist Schools Funding, Creative Partnerships)	3	9	55	10	10	12
Fundraising events held in school	1	4	39	18	23	15
The Local Authority	0	0	10	18	50	22
Commercial companies	0	1	8	15	53	23
Charities	0	2	12	17	49	21
Parents	15	41	23	9	6	5
Other	0	0	4	1	2	94

N= 185

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

- Other sources of funding included grants from awarding bodies (four individuals) and funding from initiatives (four individuals).

Table 6.19 Plans for EOtC provision in 2006/2007

Activities:	Plan to increase	Plan to keep the same	Plan to decrease	Not sure	Not applicable	No response
	%	%	%	%	%	%
School site activities	26	66	1	5	1	1
Off-site day visits	13	73	5	5	1	3
Before/after school study support	42	46	2	6	2	3
Off-site residential within the UK	11	73	4	9	1	2
Off-site residential overseas	16	68	4	9	2	2
Non-residential activities in holiday periods	26	47	1	12	4	10
N= 185						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.20 Changes to facilitate EOtC in the future

Changes/actions to enable more EOtC provision	%
Increased funding	35
More time/flexibility in curriculum	13
More staff available to be involved in activities	10
More support	9
Less risk assessment	6
Less focus on risks of EOtC	5
Wider support for EOtC	5
More staff training in EOtC	4
Compulsory EOtC	4
Improved transport	3
Improved information/ awareness of EOtC	3
No changes needed	3
Better outdoor facilities	3
More collaboration	1
Cheaper provision available	1
No response	43
N = 185	

More than one answer could be put forward so percentages do not sum to 100

A total of 113 respondents gave at least one response to this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

Table 6.21 Challenges to EOtC provision in the future

Challenges:	Major challenge %	Minor challenge %	Not a challenge %	No response %
Taking responsibility for pupil safety	56	33	8	4
Recording main risks and how to manage them	37	44	14	6
Paperwork	43	45	9	3
Cost of EOtC	63	30	3	4
Lack of appropriate teacher training	14	55	24	7
Lack of teacher understanding of the outcomes of EOtC	5	41	46	8
Lack of senior management support for EOtC	1	11	80	8
Lack of teacher union/association support	16	37	39	7
Lack of suitable EOtC provision available	3	31	57	9
Lack of teacher support/motivation	6	37	48	9
Restrictions of National Curriculum	22	40	30	8
Teacher workload	52	38	4	5
Lack of time in curriculum	41	45	9	5
Other	4	2	1	94

N= 185

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary headteacher survey of education outside the classroom, 2006

- Other challenges included lack of funding (three individuals), transport issues (one individual), public perceptions of pupils (one individual) and fear of litigation (one individual).

Table 6.22 Benefits of providing EOtC

EOtC has a positive impact on...	%
The school ethos	95
Teachers' skills/subject knowledge	64
Teacher motivation	75
Pupils' subject knowledge and understanding	84
Pupils' attitudes/values/self-perceptions	98
Pupils' communication/social skills	92
Pupils' physical fitness/skills	82
Pupils' behaviour/motivation levels	94
Broadening pupils' experiences	97
Providing opportunities for pupils with different learning styles	84
Other	6

N= 185

More than one answer could be given so percentages do not sum to 100

A total of 183 respondents answered at least one item in this question.

Source: NFER secondary headteacher survey of education outside the classroom, 2006

- Other benefits identified included changing pupils' perceptions of the outside world (four individuals), changing community perceptions of pupils (one individual) and opportunities to collaborate with other schools (one individual).

7. Heads of subject departments tables

Table 7.1 Percentage of pupils who have been offered EOtC activities since September 2005

Percentage of pupils:	%
0%	10
1 – 25 %	36
26 – 50%	17
51 – 75%	13
76 – 100%	23
No response	1
N = 2040	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.2a Number of EOtC activities undertaken since September 2005: Key Stage 3

Activities:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
School site activities	18	39	10	4	13	17
Off-site day visits	30	41	8	1	4	17
Before/after school study support	27	18	7	3	21	24
Off-site residential within the UK	62	9	1	0	0	28
Off-site residential experiences overseas	61	13	1	0	0	25
Non-residential activities in holiday periods	60	10	1	0	1	29
N = 1841						

A series of single response items

Due to rounding, percentages may not always sum to 100

A filter question: all those who indicated that they had offered EOtC to at least some of their pupils

Source: NFER secondary subject head survey of education outside the classroom, 2006

**Table 7.2b Number of EOtC activities undertaken since September 2005:
Key Stage 4**

Activities:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
School site activities	22	32	8	2	12	23
Off-site day visits	24	47	8	2	4	15
Before/after school study support	16	19	9	4	33	19
Off-site residential within the UK	60	10	1	0	0	28
Off-site residential experiences overseas	58	15	1	0	0	25
Non-residential activities in holiday periods	54	14	2	1	1	27
N = 1841						

A series of single response items

Due to rounding, percentages may not always sum to 100

A filter question: all those who indicated that they had offered EOtC to at least some of their pupils

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.3a Number of visits undertaken to different venues since September 2005: Key Stage 3

Venues:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
Urban built environments	36	17	1	<1	1	44
Urban nature (e.g. allotments, playgrounds, scrubland, derelict sites)	43	7	<1	<1	1	49
Places of cultural interest (e.g. theatres)	34	19	2	<1	1	44
Places of historical interest (e.g. museums)	33	24	1	<1	1	41
Community centres/places of worship	43	10	<1	1	1	46
City farms	49	<1	<1	<1	0	50
Rural farms	48	2	<1	<1	<1	49
Field studies centres	46	4	<1	0	0	50
Environmental centres	47	3	<1	<1	0	50
National nature reserve/Sites of Special Scientific Interest	46	4	<1	0	<1	50
Forest/woodlands	44	6	<1	<1	<1	49
Water bodies (e.g. rivers, lakes)	43	8	<1	<1	<1	48
General countryside (e.g. country parks, national parks, moors, mountains)	43	8	<1	<1	<1	48
Outdoor pursuits/adventure centres	41	11	1	<1	1	47
Other	33	15	2	<1	1	49

N = 1356

A series of single response items

Due to rounding, percentages may not always sum to 100

A filter question: all those who indicated that they had undertaken off-site day or residential visits within the UK

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.3b Number of visits to different venues since September 2005: Key Stage 4

Venues:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
Urban built environments	33	21	2	<1	1	43
Urban nature (e.g. allotments, playgrounds, scrubland, derelict sites)	45	5	<1	0	1	49
Places of cultural interest (e.g. theatres)	34	21	2	1	1	41
Places of historical interest (e.g. museums)	36	20	1	<1	1	42
Community centres/places of worship	45	6	<1	<1	1	47
City farms	50	1	<1	0	0	50
Rural farms	48	2	<1	0	<1	50
Field studies centres	45	5	<1	0	<1	49
Environmental centres	47	3	<1	0	0	49
National nature reserve/Sites of Special Scientific Interest	46	4	<1	0	<1	50
Forest/woodlands	45	4	<1	<1	<1	50
Water bodies (e.g. rivers, lakes)	44	7	<1	0	1	48
General countryside (e.g. country parks, national parks, moors, mountains)	43	9	<1	<1	<1	47
Outdoor pursuits/adventure centres	43	8	1	<1	<1	48
Other	33	17	2	<1	2	46

N = 1451

A series of single response items

Due to rounding, percentages may not always sum to 100

A filter question: all those who indicated that they had undertaken off-site day or residential visits within the UK

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.4a Aims of EOtC at Key Stage 3

The main aims of EOtC are:	%
Personal development for pupils	38
Link with outside world	30
Develop pupils' skills	29
Develop pupils' knowledge	28
Inclusion	3
Work-related learning	2
Physical development	2
Accommodating different learning styles	1
Fun	1
Use of open space	<1
Reward	<1
No response	18

N = 2040

More than one answer could be put forward so percentages do not sum to 100

A total of 1679 respondents gave at least one response to this question.

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.4b Aims of EOtC at Key Stage 4

The main aims of EOtC are:	%
Develop pupils' knowledge	13
Link with outside world	11
Personal development for pupils	10
Develop pupils' skills	8
Work-related learning	3
Inclusion	2
Physical development	1
Fun	1
Accommodating different learning styles	<1
Use of open space	<1
No response	60

N = 2040

More than one answer could be put forward so percentages do not sum to 100

A total of 818 respondents gave at least one response to this question.

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.5 Topics delivered through EOtC activities– the top six topics identified in each subject area at Key Stages 3 and 4 (number of responding subject heads)

Topics:	Key Stage 3: Number of subject heads	Key Stage 4: Number of subject heads
Art and Design		
Mother nature	29	22
Building/architecture	21	14
Portraits/still life	7	20
Sculptures	7	10
Study of artists	5	19
Different cultures	5	(4)
Mask making	(2)*	5
Business Studies		
Marketing	1	23
Enterprise	1	7
Production	-	16
Human Resources	-	11
People in business	-	8
Customer service	-	6
Citizenship		
Politics	13	15
Law and order	9	8
Environmental issues	9	(2)
Health	6	(2)
Enterprise	5	8
Community	4	5
Career options	(3)	5
Global issues/awareness	(3)	4
Design and Technology		
Structures	11	(2)
Industrial practices	9	28
Food technology	9	10
Systems and controls	8	7
Materials	8	(5)
Computer Aided Design (CAD)	6	6
Graphics	(2)	7
Engineering	(2)	7

Topics:	Key Stage 3: Number of subject heads	Key Stage 4: Number of subject heads
English		
Shakespeare	59	18
Theatre	21	26
Drama	11	17
Creative writing	10	4
Poetry	7	29
Debates	2	(2)
Media	(1)	7
Geography		
Weather/climate	45	(5)
Settlement change	27	29
Map skills	21	(4)
Tourism/leisure	21	34
Water bodies	19	31
Coastal locations	17	36
Urban landscapes	(15)	46
History		
Medieval	32	-
World War I	28	20
Castles	22	(4)
Tudors	13	-
World War II	13	19
Industrial Revolution	12	(7)
Holocaust	(10)	12
Local history	(7)	14
Famous people	(1)	8
Medicine through time	-	12
ICT		
Software	6	5
Control/managing systems	5	3
Work experience/work-related	4	11
Graphics	4	-
Website development	3	-
Spreadsheets/databases	1	2
Industrial use	(1)	4
Applied ICT	-	2

Topics:	Key Stage 3: Number of subject heads	Key Stage 4: Number of subject heads
Mathematics		
Handling/collecting data	27	15
Problem solving	18	8
Numeracy/algebra	9	(2)
Loci	6	3
Applied maths	4	3
Trigonometry	3	8
Area	(3)	3
Modern Foreign Languages		
Conversation skills	37	34
Cultural learning	33	25
Food/restaurants/shopping	28	17
Travel and tourism	6	4
Careers/world of work	3	2
Media	1	-
Writing skills	-	1
Music		
Performing	29	32
Instruments	20	14
Comparing different styles of music	8	9
Composing	7	15
Band music	6	3
Opera/musical theatre	5	3
Physical education		
Outdoor and adventurous activities	46	33
Gross motor skills	25	26
Athletics	8	8
Fitness	7	10
Sporting competitions	7	6
Gymnastics	6	7
Personal, social and health education		
Alcohol/drug abuse	15	4
Personal care/development	14	11
Sex and relationships education	10	5
Citizenship	6	9

Topics:	Key Stage 3: Number of subject heads	Key Stage 4: Number of subject heads
Personal, social and health education (continued)		
Careers guidance/work experience	5	27
Global issues	4	3
Religious education		
Beliefs and cultures	44	26
Places of worship	41	11
Buildings	7	3
Spiritual, moral, social and cultural	4	6
Rites of passage	4	(1)
Pilgrimage	3	-
Suffering	(2)	3
Marriage and divorce	(1)	3
Science		
Ecology/environment	93	49
Variation/classification	18	5
Forces	22	8
Food chains	13	6
Space	13	6
Habitats	10	(3)
Biology general	(8)	8
Other responses		
Schemes of work (unspecified)	92	92
Revision (any subject)	45	92
Coursework	8	97
GCSE syllabus (unspecified)	7	134
ASDAN	2	5
Uncodeable	1	1
No response	849	728
N=	2040	2040

More than one answer could be put forward so percentages do not sum to 100

**The figures in brackets are those that were not within the top six topics for that subject area and Key Stage*

A total of 1,191 respondents answered this question in relation to Key Stage 3 and 1,312 respondents answered in relation to Key Stage 4

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.6 Confidence in relation to EOtC activities

Activities:	Very %	Somewhat %	Not very %	Not at all %	No response %
Preparing pupils for EOtC	51	37	7	3	3
Planning EOtC activities	53	34	8	3	2
Running EOtC activities	53	33	9	3	3
Following up EOtC activities in class	46	40	8	3	3
Gauging the quality of EOtC activities	39	45	11	3	3
Evaluating the impact of EOtC activities on pupils	33	46	15	3	3
Carrying out risk management	36	40	16	6	3
N = 2040					

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.7 Satisfaction with support in relation to EOtC

Support received from...	Very %	Somewhat %	Not very %	Not at all %	Not applicable %	No response %
Local Authority	14	26	13	8	32	6
Headteacher	48	27	5	3	13	4
Senior managers	44	30	7	3	11	5
Teaching assistants	36	21	6	3	28	6
School governors	25	20	8	7	33	7
Other teachers in the school	39	35	7	2	12	5
Educational Visits Coordinator	28	16	6	7	37	7
External providers	30	30	7	4	23	6
Teacher unions/associations	7	14	10	11	50	7
Parents	33	34	8	4	15	5
N = 2040						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.8 Training for EOtC

Training received:	Initial teacher training %	Subsequent training %	Not received training %	No response %
Preparing pupils for EOtC	17	19	65	3
Planning EOtC activities	17	25	60	3
Running EOtC activities	15	25	61	3
Following up EOtC activities in class	13	14	72	3
Gauging the quality of EOtC activities	8	14	76	3
Evaluating the impact of EOtC activities on pupils	8	15	76	3
Carrying out risk management	11	42	49	2
N = 2040				

More than one answer could be put forward so percentages do not sum to 100

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.9 Changes in the amount of EOtC activity in the last five years

Activities:	Increased %	No change %	Decreased %	Not sure %	Not applicable %	No response %
On school site activities	34	39	10	5	8	3
Off-site day visits	28	31	27	5	6	2
Before/after school study support	42	34	5	5	11	3
Off-site residential within the UK	8	39	16	5	29	4
Off-site residential experiences overseas	12	36	15	5	29	3
Non-residential activities in holiday periods	11	37	10	7	32	4
N = 2040						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.10 Reasons for increases and decreases in EOtC provision

Reasons:	Reason for increase	Reason for decrease
	%	%
Recording main risk and how to manage them	7	35
Availability of suitable EOtC opportunities	29	16
Availability of staff to conduct EOtC activities	25	33
Teacher awareness of outcomes of EOtC	22	12
Level of teacher training in EOtC	8	18
Level of senior management support	24	14
Level of parental support	18	11
Level of teacher union/association support	5	15
Taking responsibility for pupil safety	5	41
Priority in the curriculum	24	29
Travel costs	6	36
Other costs associated with EOtC	4	27
Funding for EOtC provision	7	25
Focus in EOtC at a national level	6	14
Focus on EOtC at a local level	7	13
Other	4	7
No response	50	42

N = 2040

More than one answer could be given so percentages may not sum to 100

A total of 1,023 and 1,188 respondents respectively answered at least one item in these two questions

Source: NFER secondary subject head survey of education outside the classroom, 2006

- Other reasons for an increase in EOtC provision included EOtC being a Specialist School target (30 individuals), a change in school staff (15 individuals) and staff motivation (seven individuals). Other reasons for a decline included teacher workload (43 individuals), fear of litigation (27 individuals), EOtC causing disruptions to the curriculum (25 individuals), increased paperwork (22 individuals) and lack of staff cover (19 individuals).

Table 7.11 Plans for EOtC provision in 2006/7

Activities:	Plan to increase %	Plan to keep the same %	Plan to decrease %	Not sure %	Not applicable %	No response %
School site activities	44	35	1	9	7	5
Off-site day visits	48	33	1	9	5	3
Before/after school study support	27	46	0	10	10	6
Off-site residential within the UK	13	34	1	17	28	7
Off-site residential experiences overseas	16	33	2	16	27	6
Non-residential activities in holiday periods	7	34	2	16	33	8
N = 2040						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary subject head survey of education outside the classroom, 2006

Table 7.12 Challenges to EOtC provision in the future

Challenges:	Major challenge %	Minor challenge %	Not a challenge %	No response %
Taking responsibility for pupil safety	61	26	8	5
Recording main risks and how to manage them	44	40	10	6
Paperwork	56	31	8	5
Cost of EOtC	55	31	8	6
Lack of appropriate teacher training	19	44	27	10
Lack of teacher understanding of the outcomes of EOtC	11	41	37	11
Lack of senior management support for EOtC	11	30	49	9
Lack of teacher union/association support	10	25	54	12
Lack of suitable EOtC provision	16	33	40	11
Lack of teacher support/motivation	16	37	39	9
Lack of potential in subject area	9	23	57	11
Restrictions of National Curriculum	22	30	40	9
Teacher workload	69	23	4	4
Lack of time in curriculum	61	28	6	5
Other	4	1	3	92
N = 2040				

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER secondary subject head survey of education outside the classroom, 2006

- Other challenges included managing disruptions caused by EOtC activities to the curriculum (18 individuals), lack of staff availability (17 individuals) and the cost of supply cover (eight individuals).

Table 7.13 Changes to facilitate EOtC in the future

Changes/actions to enable more EOtC provision	%
More time/flexibility in curriculum	35
More support	27
Increased funding	25
More staff available to be involved in activities	13
Less risk assessment	12
Better outdoor facilities	10
Improved information/ awareness of EOtC	8
Wider support for EOtC	8
Less focus on risks of EOtC	8
Cheaper provision available	7
Improved staff motivation	7
Compulsory EOtC	5
More staff training in EOtC	4
Changes in school policy	4
No changes needed	3
More interest from pupils	1
Improved transport	1
More collaboration	1
Quicker CRB checks	<1
No response	27
N = 2040	

More than one answer could be put forward so percentages do not sum to 100

A total of 1488 respondents gave at least one response to this question.

Source: NFER secondary subject head survey of education outside the classroom, 2006

8. Special school headteacher tables

Table 8.1 EOtC activities available to pupils since September 2005

Activities:	%
School site activities	98
Off-site day visits	99
Before/after school study support	42
Off-site residential within the UK	76
Off-site residential overseas	18
Non-residential activities in holiday periods	37
No response	0
N = 247	

More than one answer could be given so percentages may not sum to 100

A total of 247 respondents answered at least one item in this question

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.2a Planning for EOtC

Within your school is EOtC a feature of:	Yes	Not yet, plan to include in future	No, no plans for inclusion	Not applicable	No response
	%	%	%	%	%
The school improvement/development plan	72	13	6	1	7
Curriculum strategy/development plans	72	12	3	2	11
Key Stage strategy/development plan	38	9	9	13	30
Health and Safety policies	83	4	2	1	10
The Self-Evaluation Form	84	8	1	0	6
Other	7	<1	0	2	91
N = 247					

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

- Other plans/policies that featured EOtC included work-related learning policies (five individuals) and plans for national initiatives (four individuals).

Table 8.2b Overall policy for EOtC

Does the school have an overall policy for EOtC:	%
Yes	30
Not yet, plan to include in future	42
No, no plans for inclusion	25
No response	3
N = 247	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.3 Views of EOtC in the school

Views of EOtC:	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	No response %
EOtC is an integral part of the learning and development of pupils in this school	79	17	2	1	<1	0
The benefits of EOtC are widely recognised in this school	77	20	<1	2	0	0
EOtC is part of the school ethos	75	19	3	2	<1	0
The senior management encourage EOtC across the school	78	21	1	0	0	0
The senior management encourage EOtC for some curricular areas only	6	6	13	47	26	2
Pressure on the curriculum means that EOtC is very limited	2	9	13	52	23	1
There are few opportunities for EOtC within the locality of the school	1	7	4	50	37	1
Teachers in this school make the most of opportunities for EOtC	40	46	10	4	1	0
The senior management encourage EOtC in some year groups/Key Stages only	2	2	4	51	38	2
The school ensures that all pupils have equal access to EOtC	51	40	5	4	0	0
EOtC is a low priority for teachers in this school	<1	4	6	43	45	1
The amount of EOtC provision in this school is about right	20	49	16	13	1	1

N = 247*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER special school headteacher survey of education outside the classroom, 2006*

Table 8.4 Aims of EOtC

The main aims of EOtC are:	%
Personal development for pupils	71
Develop pupils' skills	47
Link with outside world	41
Develop pupils' knowledge	19
Inclusion	11
Physical development	8
PSHE/ Citizenship	7
All areas of curriculum	5
Accommodating different learning styles	5
Fun	4
Work-related learning	3
Other	<1
No response	12

N = 247

More than one answer could be put forward so percentages do not sum to 100

A total of 217 respondents gave at least one response to this question.

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.5a Extent to which schools are able to provide access to EOtC for pupils

Pupils....	With great difficulty	With moderate difficulty	No difficulty	Not applicable	No response
	%	%	%	%	%
From minority ethnic groups	0	10	69	19	2
Who are reluctant to learn/disengaged	1	15	64	13	8
For whom English is an additional language	<1	8	51	37	3
With sensory and/or physical needs	2	21	55	14	8
With communication and interaction needs	1	18	70	3	8
With behavioural, emotional and social difficulties	4	30	51	7	8
With cognition and learning needs	<1	9	81	3	6
Who are economically disadvantaged	0	9	81	4	5

N =

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.5b Extent to which school target specific pupils for EOtC

Pupils....	Target group %
From minority ethnic groups	8
Who are reluctant to learn/disengaged	27
For whom English is an additional language	7
With sensory and/or physical needs	30
With communication and interaction needs	40
With behavioural, emotional and social difficulties	37
With cognition and learning needs	38
Who are economically disadvantaged	22
No response	45
N = 247	

More than one answer could be given so percentages may not sum to 100

A total of 137 respondents answered at least one item in this question

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.6 Providing access to EOtC for pupils who need extra support

The school...	%
Provides funding for pupils	83
Adapts EOtC tasks/activities	82
Provides alternative activities	62
Provides funding for extra staff	76
Modifies pupil groups	70
Other	8
No response	4
N = 247	

More than one answer could be given so percentages may not sum to 100

A total of 238 respondents answered at least one item in this question

Source: NFER special school headteacher survey of education outside the classroom, 2006

- Other support included undertaking individual risk assessments for pupils with support needs (six individuals), providing specialist mobility equipment (four individuals) and providing support workers for pupils (three individuals).

Table 8.7 Member of staff in school with responsibility for coordinating EOtC

Member of staff:	%
Headteacher	21
Assistant or deputy head	35
Department/faculty/Key Stage head	11
Subject teacher	5
Another member of staff	8
Responsibility is left to individual teachers	11
No response	9

N = 247

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.8 Responsibility for organising and monitoring EOtC activities

Main responsibility for....	Local authority %	Head teacher %	Educational visits coordinator %	Class teachers %	Other staff %	Not applicable/ not in practice %	No response %
Ensuring that educational visits meet risk management requirements	21	58	63	23	14	0	<1
Approving/authorising educational visits	26	81	31	2	3	0	1
Assigning staff members to lead or coordinate educational visits	0	58	35	27	6	1	2
Assessing the competence of leaders/coordinators involved in educational visits	12	74	44	3	4	<1	<1
Organising the training /induction of adults involved in educational visits	13	46	49	7	13	4	2
Organising the vetting of adults involved in educational visits	19	66	13	1	29	2	1
Organising emergency arrangements for educational visits	6	56	49	28	8	0	<1
Recording accidents and 'near' accidents on educational visits	4	31	39	57	23	0	2
Monitoring and reviewing EOtC	2	64	51	16	11	6	1
Tracking EOtC across curricular areas/year groups/Key Stages	<1	34	30	14	14	28	2
Tracking the EOtC that each pupil has experienced	0	25	27	24	13	33	2
N = 247							

More than one answer could be given so percentages may not sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.9 Staffing for EOtC activities since September 2005

Activities:	Teachers who volunteer %	Teachers of the relevant age group of pupils %	Teachers with particular experience/skills %	Support staff %	Other adults %	No response %
School site activities	23	81	47	77	22	3
Off-site day visits	19	85	47	78	25	2
Before/after school study support	24	5	19	38	10	49
Off-site residential within the UK	47	45	40	59	13	23
Off-site residential overseas	13	11	10	15	3	80
Non-residential activities in holiday periods	14	3	8	24	14	66
N = 247						

More than one answer could be given so percentages may not sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

- Other adults involved in staffing activities included parents, school governors, care workers and other volunteers.

Table 8.10 Support for staff involved in organising and planning EOtC

Support available:	%
Non-contact time to plan and organise EOtC	60
Teaching cover to allow staff to leave the school premises for EOtC activities	73
Health and safety training for EOtC activities	68
Risk management for EOtC activities	85
Training on the learning outcomes of EOtC	20
Funding to buy resources for EOtC	63
Additional staffing for EOtC activities	78
Time/funding to carry out exploratory visits for EOtC	66
No response	2
N = 247	

More than one answer could be given so percentages may not sum to 100

A total of 242 respondents answered at least one item in this question.

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.11a Support received from Local Authority in relation to EOtC

Support:	Useful %	Not useful %	Not available %	No response %
Promotion of the benefits of EOtC	34	9	31	27
Promotion of the range of EOtC opportunities on offer in the authority	36	7	30	27
Support with curriculum development in relation to EOtC	23	9	39	30
Support with teaching and learning in relation to EOtC	21	10	37	32
Support/advice on health and safety	87	3	2	8
Support/advice on risk management	85	4	2	9
Ensuring that training in relation to EOtC is available for school staff	51	4	21	23
Sharing good practice about EOtC provision across schools within the Local Authority	24	8	40	28
Providing guidance on supervision and staff pupil ratios	55	12	15	18
Provision of outdoor learning facilities	55	8	19	18
Other	2	0	0	98
N = 247				

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

- Other support provided included funding for staff (one individual) and legal advice (one individual).

Table 8.11b Support that schools would like from their Local Authority

Support:	%
Promotion of the benefits of EOtC	23
Promotion of the range of EOtC opportunities on offer in the authority	30
Support with curriculum development in relation to EOtC	36
Support with teaching and learning in relation to EOtC	32
Support/advice on health and safety	9
Support/advice on risk management	8
Ensuring that training in relation to EOtC is available for school staff	22
Sharing good practice about EOtC provision across schools within the Local Authority	36
Providing guidance on supervision and staff pupil ratios	17
Provision of outdoor learning facilities	21
Other	1
No response	43
N = 247	

More than one answer could be given so percentages may not sum to 100

A total of 140 respondents answered at least one item in this question.

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.12 Schools' risk management procedures for EOtC

Risk management procedures are....	%
Provided by the Local Authority	33
Provided by the Local Authority and modified by the school	72
Provided by another external organisation	8
The school's own strategies	43
No response	2
N = 247	

More than one answer could be given so percentages may not sum to 100

A total of 243 respondents answered at least one item in this question.

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.13 Collection of data about EOtC

Information collected:	For the school as a whole %	A department/ faculty level %	Information not collected %	No response %
Number of visits undertaken by classes	50	13	36	3
Number of visits undertaken by individual students	24	13	54	11
Number of out-of-hours visits undertaken by staff	22	6	58	17
Health and safety incidents	90	4	5	4
The amount of planning needed to run the activity	25	13	52	13

N = 247*More than one answer could be given so percentages may not sum to 100**Source: NFER special school headteacher survey of education outside the classroom, 2006***Table 8.14 Extent of collaboration with other organisations to provide EOtC**

Organisations worked with:	%
Primary schools	36
Secondary schools	37
Special schools	42
Sixth form/FE colleges	17
Higher education institutions	7
Other organisations	55
No collaborative work	17
No response	3

N = 247*More than one answer could be given so percentages may not sum to 100**A total of 240 respondents answered at least one item in this question.**Source: NFER special school headteacher survey of education outside the classroom, 2006*

Table 8.15 Changes in the amount of EOtC activity in the last five years

Activities:	Increased %	No change %	Decreased %	Not sure %	Not applicable %	No response %
School site activities	55	34	4	4	<1	3
Off-site day visits	49	36	7	5	<1	2
Before/after school study support	40	13	3	4	26	14
Off-site residential within the UK	30	33	22	2	6	7
Off-site residential overseas	12	14	11	2	40	21
Non-residential activities in holiday periods	22	17	4	4	35	17

N = 247*A series of single response items**Due to rounding, percentages may not always sum to 100**Source: NFER special school headteacher survey of education outside the classroom, 2006***Table 8.16 Reasons for increases and decreases in EOtC provision**

Reason:	Reason for increase %	Reason for decrease %
Recording main risks and how to manage them	15	13
Availability of suitable EOtC opportunities	39	7
Availability of staff to conduct EOtC activities	36	18
Teacher awareness of outcomes of EOtC	40	3
Level of teacher training in EOtC	13	5
Level of senior management support	54	2
Level of parental support	25	5
Level of teacher union/association support	2	13
Taking responsibility for pupil safety	11	24
Priority in the curriculum	44	6
Travel costs	4	14
Other costs associated with EOtC	3	12
Funding for EOtC provision	16	10
Focus on EOtC at a national level	8	3
Focus on EOtC at a local level	11	1
Other	8	7
No response	29	63

N = 247*More than one answer could be given so percentages may not sum to 100**A total of 176 and 91 respondents answered at least one item in these two questions.**Source: NFER special school headteacher survey of education outside the classroom, 2006*

- Other reasons for an increase in EOtC activity included planning in the school for EOtC (five individuals), the enthusiasm of staff (five individuals), Every Child Matters agenda (three individuals) and Extended Schools agenda (three individuals). Other reasons for a decline in activity included problems with pupil behaviour (four individuals), difficulties accessing local facilities (three individuals), fear of litigation (three individuals), teacher workload (three individuals) and change in the nature of pupils (three individuals).

Table 8.17 Extent to which schools are able to meet the costs of EOtC provision

Costs of EOtC provision:	Always %	Frequently %	Sometimes %	Rarely %	No response %
Arranging/funding teaching cover	37	27	25	7	3
Paying for special resources/equipment	26	34	30	6	5
Training for teacher/adults involved	32	32	22	8	6
Funding EOtC activities for young people eligible for Free School Meals	46	24	17	4	8

N = 247

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.18 Funding for EOtC activities since September 2005

Sources of funding:	All activities %	Most activities %	Some activities %	Few activities %	No activities %	No response %
The school budget	26	37	26	1	5	4
National initiatives	3	2	24	9	30	32
Fundraising events held in school	12	11	42	9	11	15
The Local Authority	1	1	10	8	44	36
Commercial companies	1	<1	14	13	34	38
Charities	6	4	32	16	17	25
Parents	11	17	41	9	10	12
Other	<1	1	5	2	2	89

N = 247

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

- Other sources of funding included fundraising (six individuals), grants from awarding bodies (five individuals), donations (four individuals) and the school PTA (two individuals).

Table 8.19 Plans for EOtC provision in 2006/07

Activities:	Plan to increase %	Plan to keep the same %	Plan to decrease %	Not sure %	Not applicable %	No response %
School site activities	36	56	0	4	1	4
Off-site day visits	29	62	1	4	1	3
Before/after school study support	37	24	1	7	16	14
Off-site residential within the UK	21	58	<1	6	8	6
Off-site residential overseas	10	18	2	13	36	22
Non-residential activities in holiday periods	22	21	0	12	27	19
N = 247						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.20 Changes to facilitate EOtC

Changes/actions to enable more EOtC provision	%
Increased funding	42
Improved transport	14
More staff available to be involved in activities	11
More support	9
Better outdoor facilities	9
More time/flexibility in curriculum	7
Less focus on risks of EOtC	5
More staff training in EOtC	5
Less risk assessment	5
Wider support for EOtC	5
Improved information/ awareness of EOtC	3
No changes needed	3
More collaboration	2
Improved staff motivation	1
Compulsory EOtC	1
No response	30
N = 247	

More than one answer could be put forward so percentages do not sum to 100

A total of 173 respondents gave at least one response to this question.

Source: NFER special school headteacher survey of education outside the classroom, 2006

Table 8.21 Challenges to EOtC provision in the future

Challenges:	Major challenge %	Minor challenge %	Not a challenge %	No response %
Taking responsibility for pupil safety	47	36	11	6
Recording main risks and how to manage them	25	49	19	6
Paperwork	41	40	13	6
Cost of EOtC	59	29	6	6
Lack of appropriate teacher training	9	52	30	9
Lack of teacher understanding of the outcomes of EOtC	6	39	45	10
Lack of senior management support for EOtC	<1	12	77	10
Lack of teacher union/association support	9	35	45	11
Lack of suitable EOtC provision available	12	32	47	10
Lack of teacher support/motivation	9	37	48	7
Restrictions of National Curriculum	9	31	51	9
Teacher workload	41	39	15	5
Lack of time in curriculum	21	41	28	9
Other	8	<1	1	91

N = 247

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school headteacher survey of education outside the classroom, 2006

- Other challenges included transport issues (six individuals), lack of funding (five individuals), lack of funding for transport (three individuals) and providing equal access (three individuals).

Table 8.22 Benefits of providing EOtC

EOtC has a positive impact on...	%
The school ethos	92
Teachers' skills/subject knowledge	64
Teacher motivation	70
Pupils' subject knowledge and understanding	83
Pupils' attitudes/values/self-perceptions	94
Pupils' communication/social skills	96
Pupils' physical fitness/skills	83
Pupils' behaviour/motivation levels	91
Broadening pupils' experiences	97
Providing opportunities for pupils with different learning styles	88
Other	7
No response	1

N = 247

More than one answer could be given so percentages may not sum to 100

A total of 244 respondents answered at least one item in this question.

Source: NFER special school headteacher survey of education outside the classroom, 2006

- Other benefits of EOtC identified included the development of pupils' skills (five individuals), changing pupils' perceptions of the outside world (four individuals), 'respite' for parents (four individuals) and changing community perceptions of pupils (three individuals).

9. Special school teacher tables

Table 9.1 Respondent's role in school

Role:	%
Assistant or deputy head	42
Subject leader (head of department/faculty, curriculum coordinator)	24
Pastoral manager (head of year, year coordinator, head of house)	2
Classroom teacher	10
Educational visits coordinator	13
Other	5
No response	5
N = 193	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.2 Areas of respondent's responsibility

Key Stages:	%
Foundation Stage	33
Key Stage 1	40
Key Stage 2	51
Key Stage 3	67
Key Stage 4	60
No response	5
N = 193	

More than one answer could be given so percentages may not sum to 100

A total of 183 respondents answered at least one item in this question.

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.3 Percentage of pupils in school who have been offered EOtC activities since September 2005

Percentage of pupils:	%
0%	0
1 – 25 %	3
26 – 50%	3
51 – 75%	12
76 – 100%	81
No response	1
N = 193	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.4 Number of EOtC activities undertaken since September 2005

Activities:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
School site activities	1	6	11	6	70	5
Off-site day visits	0	2	7	7	81	3
Before/after school study support	18	11	4	6	26	15
Off-site residential within the UK	15	48	15	4	3	5
Off-site residential experiences overseas	13	17	0	0	0	10
Non-residential activities in holiday periods	15	20	5	0	5	15

N = 193

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.5 Number of visits undertaken to different venues since September 2005

Venues:	0 %	1-3 %	4-6 %	7-9 %	10 or more %	No response %
Urban built environments	7	23	15	6	33	17
Urban nature (e.g. allotments, playgrounds, scrubland, derelict sites)	16	21	10	9	30	15
Places of cultural interest (e.g. theatres)	7	35	30	10	9	10
Places of historical interest (e.g. museums)	5	23	28	15	20	9
Community centres/places of worship	13	41	23	7	7	9
City farms	50	22	5	2	2	20
Rural farms	27	39	11	1	5	17
Field studies centres	46	24	7	0	3	20
Environmental centres	30	37	7	2	5	19
National nature reserve/Sites of Special Scientific Interest	25	36	14	3	4	19
Forests/woodlands	9	40	14	9	17	10
Water bodies (e.g. rivers, lakes)	18	37	17	6	10	12
General countryside (e.g. country parks, national parks, moors, mountains)	9	31	17	9	24	11
Outdoor pursuits/adventure centres	19	45	11	3	13	10
Other	10	15	6	1	14	54

N = 193

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.6 Aims of EOtC

The main aims of EOtC are:	%
Personal development for pupils	80
Develop pupils' skills	48
Link with outside world	47
Develop pupils' knowledge	31
Physical development	14
Inclusion	8
Work-related learning	5
Accommodating different learning styles	2
Fun	2
Reward	1
Use of open space	1
No response	3
N = 193	

More than one answer could be put forward so percentages do not sum to 100

A total of 187 respondents gave at least one response to this question.

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.7 Topics delivered through EOtC activities

Topics:	%
Geography-related	39
Science-related	34
History-related	26
PSHE-related	25
Non subject-related	24
Environmental studies	24
PE/Sports	21
All units of work	17
Religious education-related	14
Art and design-related	10
English-related	9
Maths-related	8
Leisure and Tourism	3
ICT-related	2
Music-related	1
No response	9
N = 193	

More than one answer could be put forward so percentages do not sum to 100

A total of 176 respondents gave at least one response to this question.

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.8 Confidence in relation to EOtC activities

Activities:	Very %	Somewhat %	Not very %	Not at all %	No response %
Preparing pupils for EOtC	83	17	0	1	83
Planning EOtC activities	79	19	1	1	79
Running EOtC activities	78	21	0	1	78
Following up EOtC activities in class	69	28	2	1	69
Gauging the quality of EOtC activities	53	44	3	1	53
Evaluating the impact of EOtC activities on pupils	52	44	3	1	52
Carrying out risk management	70	28	2	1	70
N = 193					

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.9 Satisfaction with support in relation to EOtC

Support received from...	Very %	Somewhat %	Not very %	Not at all %	Not applicable %	No response %
Local Authority	32	42	10	3	11	2
Headteacher	85	12	1	0	0	1
Senior managers	79	16	1	0	3	2
Teaching assistants	85	11	0	0	2	2
School governors	59	23	6	2	8	3
Other teachers in the school	73	23	2	1	1	2
Educational Visits Coordinator	59	11	1	0	23	6
External providers	39	44	6	0	8	3
Teacher unions/associations	15	20	11	10	38	6
Parents	52	39	5	1	2	2
N = 193						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.10 Training for EOtC

Training received:	Initial teacher training %	Subsequent training %	Not received training %	No response %
Preparing pupils for EOtC	19	40	46	4
Planning EOtC activities	19	51	36	3
Running EOtC activities	18	51	37	3
Following up EOtC activities in class	18	28	54	5
Gauging the quality of EOtC activities	14	29	58	4
Evaluating the impact of EOtC activities on pupils	14	28	58	4
Carrying out risk management	12	77	17	2

N = 193

More than one answer could be given so percentages may not sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.11 Changes in the amount of EOtC activity in the last five years

Activities:	Increased %	No change %	Decreased %	Not sure %	Not applicable %	No response %
On school site activities	52	40	3	3	1	1
Off-site day visits	49	35	14	1	0	2
Before/after school study support	31	26	3	2	37	2
Off-site residential within the UK	27	38	23	2	8	2
Off-site residential experiences overseas	12	28	10	1	46	3
Non-residential activities in holiday periods	17	27	7	4	42	3

N = 193

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.12 Reasons for increases and decreases in EOtC provision

Reasons:	Reason for increase %	Reason for decrease %
Recording main risks and how to manage them	18	20
Availability of suitable EOtC opportunities	49	7
Availability of staff to conduct EOtC activities	44	18
Teacher awareness of outcomes of EOtC	39	4
Level of teacher training in EOtC	12	5
Level of senior management support	49	3
Level of parental support	27	4
Level of teacher union/association support	4	7
Taking responsibility for pupil safety	17	21
Priority in the curriculum	42	8
Travel costs	8	18
Other costs associated with EOtC	4	12
Funding for EOtC provision	17	15
Focus in EOtC at a national level	9	5
Focus on EOtC at a local level	10	5
Other	10	9
No response	32	58

N = 193

More than one answer could be given so percentages may not sum to 100

A total of 132 and 82 respondents respectively answered at least one item in these two questions

Source: NFER special school teacher survey of education outside the classroom, 2006

- Other reasons given for an increase in EOtC activity included having EOtC as a Specialist School target (eight individuals), the availability of extra transport (four individuals) and changes in the level of pupils' needs (four individuals). Other reasons for a decline in provision included changes in the level of pupils' needs (eight individuals), the amount of specialist equipment needed (three individuals), fear of litigation (two individuals) and lack of staff motivation (two individuals).

Table 9.13 Plans for EOtC provision in 2006/07

Activities:	Plan to increase	Plan to keep the same	Plan to decrease	Not sure	Not applicable	No response
	%	%	%	%	%	%
School site activities	47	48	0	3	0	3
Off-site day visits	38	58	0	3	0	2
Before/after school study support	31	26	1	12	27	3
Off-site residential within the UK	33	48	1	11	6	2
Off-site residential experiences overseas	15	29	1	10	40	5
Non-residential activities in holiday periods	18	27	1	15	34	5
N = 193						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

Table 9.14 Challenges to EOtC provision in the future

Challenges:	Major challenge	Minor challenge	Not a challenge	No response
	%	%	%	%
Taking responsibility for pupil safety	66	23	10	2
Recording main risks and how to manage them	39	44	15	3
Paperwork	44	44	11	2
Cost of EOtC	44	41	11	4
Lack of appropriate teacher training	10	48	35	7
Lack of teacher understanding of the outcomes of EOtC	8	33	53	6
Lack of senior management support for EOtC	2	15	77	7
Lack of teacher union/association support	6	23	61	10
Lack of suitable EOtC provision	10	32	50	8
Lack of teacher support/motivation	8	30	58	5
Lack of potential in subject area	3	22	67	8
Restrictions of National Curriculum	9	29	56	6
Teacher workload	37	45	16	3
Lack of time in curriculum	27	38	31	4
Other	7	2	1	91
N = 193				

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER special school teacher survey of education outside the classroom, 2006

- Other challenges identified included lack of staff availability (three individuals) and lack of funding (three individuals).

Table 9.15 Changes to facilitate EOtC in the future

Changes/actions to enable more EOtC provision	%
Increased funding	42
Better outdoor facilities	19
More time/flexibility in curriculum	18
More support	17
Improved transport	13
Less risk assessment	12
More staff available to be involved in activities	10
More staff training in EOtC	10
Wider support for EOtC	9
No changes needed	8
Less focus on risks of EOtC	6
Improved staff motivation	5
Improved information/ awareness of EOtC	5
Compulsory EOtC	4
Cheaper provision available	2
Changes in school policy	2
More collaboration	1
More interest from pupils	1
No response	17
N = 193	

More than one answer could be put forward so percentages do not sum to 100

A total of 161 respondents gave at least one response to this question.

Source: NFER special school teacher survey of education outside the classroom, 2006

10. Local Authority tables

Table 10.1 Respondents' role in local authorities

Role in local authority	%
Outdoor Education Adviser	89
PSHE Adviser	23
Citizenship Adviser	12
Other role, but with EOtC as part of remit	6
No response	7
N = 110	

More than one answer could be put forward so percentages may not sum to 100 (22 per cent of respondents had more than one role)

A total of 102 respondents answered at least one item in this question

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.2 Proportion of time in an average week dedicated to dealing with EOtC

Proportion of time	%
1-20 %	32
21-40 %	12
41-60 %	11
61-80 %	8
81-100 %	32
No response	6
N = 110	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.3 Range of schools that respondents are responsible for in relation to EOtC within their authority

Schools	Minimum number of schools	Maximum number of schools	No Response %
Primary Schools	0	480	10
Secondary Schools	0	104	8
Special Schools	0	89	13
N = 110			

Numerical data provided by respondents

Source: NFER Local Authority survey of education outside the classroom, 2006

- In total, responding LAs were responsible for between 0 and 612 schools in relation to EOtC. The median number of schools that LAs were responsible for was 103 schools.

Table 10.4a Education outside the classroom activities provided for pupils in primary schools

Activities:	All schools %	Most schools %	Some schools %	No schools %	Not sure %	No response %
School site activities	38	37	8	0	6	10
Off-site day visits	32	50	7	0	2	9
Before/after school study support	9	21	35	1	22	12
Off-site residential within the UK	7	55	26	1	2	9
Off-site residential experiences overseas	0	3	74	6	6	11
Non-residential activities in holiday periods	1	4	51	7	25	13
N = 110						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.4b Education outside the classroom activities provided for pupils in secondary schools

Activities:	All schools %	Most schools %	Some schools %	No schools %	Not sure %	No response %
School site activities	47	24	12	0	9	8
Off-site day visits	63	22	6	0	1	8
Before/after school study support	17	33	23	0	18	9
Off-site residential within the UK	39	37	12	0	4	8
Off-site residential experiences overseas	15	37	34	0	5	9
Non-residential activities in holiday periods	5	12	40	5	29	9
N = 110						

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.4c Education outside the classroom activities provided for pupils in special schools

Activities:	All schools %	Most schools %	Some schools %	No schools %	Not sure %	No response %
School site activities	48	20	12	0	9	11
Off-site day visits	51	28	9	0	1	11
Before/after school study support	7	12	27	4	38	13
Off-site residential within the UK	17	43	22	1	6	11
Off-site residential experiences overseas	3	3	44	27	12	12
Non-residential activities in holiday periods	1	6	24	11	43	15

N = 110

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.5a Reasons for differences in EOtC provision between primary schools

Reasons for differences	%
Willingness/enthusiasm of teachers	34
Level of senior management support for EOtC	34
Level of staff experience/knowledge	19
Availability of funding/ financial resources	14
Cost of provision	12
Concerns about health and safety	9
Nature of catchment	8
Staffing levels	7
Schools' history of EOtC	6
Teacher recognition of impact of EOtC on pupils	6
Size of school	5
Quality of school facilities	5
Paperwork issues	4
Training issues	4
Concerns from governors	4
Differences in school priorities	4
Age of pupils in school	3
Developments in sporting activities	2
Healthy School status	2
Not sure	2
Eco School status	1
School ethos	1
Need for small schools to collaborate	1
Concerns about managing EOtC	1
Pupil entitlement	1
School status/type	1
No major differences between primary schools	1
No response	22

N = 110

More than one answer could be put forward so percentages do not sum to 100

A total of 86 respondents gave at least one response to this question.

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.5b Reasons for differences in EOtC provision between secondary schools

Reasons for differences	%
Willingness/enthusiasm of teachers	35
Level of senior management support for EOtC	28
Level of staff experience/knowledge	17
Nature of catchment	9
Availability of funding/ financial resources	9
Cost of provision	7
Schools' history of EOtC	7
School status/type	7
Concerns about impact on other curriculum areas	6
Staffing levels	6
Concerns about health and safety	6
Teacher recognition of impact of EOtC on pupils	6
Differences in school priorities	5
School ethos	4
Transport issues	3
Training issues	3
Timetable issues	3
Not sure	3
Other reasons	3
Size of school	2
Quality of school facilities	2
Paperwork issues	2
Concerns from governors	2
Issues with pupil behaviour	2
Union advice	1
Level of support from EVC	1
Developments in sporting activities	1
Concerns about managing EOtC	1
Issues linked to workforce reform	1
Age of pupils in school	1
Pupil entitlement	1
No response	25

N= 110

More than one answer could be put forward so percentages do not sum to 100

A total of 83 respondents gave at least one response to this question.

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.5c Reasons for differences in EOtC provision between special schools

Reasons for differences	%
Nature of pupils' special needs	23
Willingness/enthusiasm of teachers	20
Level of senior management support for EOtC	15
Staffing levels	11
Level of staff experience/knowledge	10
Transport issues	7
Schools' history of EOtC	6
Cost of provision	5
Availability of funding/ financial resources	5
Concerns about health and safety	4
Teacher recognition of impact of EOtC on pupils	4
Issues with pupil behaviour	4
Not sure	3
Size of school	2
Quality of school facilities	2
Training issues	2
Concerns from governors	2
Age of pupils in school	2
Insufficient schools to compare	2
No major differences between special schools	2
Other reasons	2
Level of support from EVC	1
Developments in sporting activities	1
Nature of catchment	1
Paperwork issues	1
School ethos	1
Concerns about managing EOtC	1
Issues linked to workforce reform	1
Differences in school priorities	1
School status/type	1
Differences in ease of taking pupils out of school	1
No response	32
N = 110	

More than one answer could be put forward so percentages do not sum to 100

A total of 75 respondents gave at least one response to this question.

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.5d Reasons for differences in EOtC provision between primary and secondary schools

Reasons for differences	%
Concerns about impact on other curriculum areas	13
Easier to undertake EOtC activities in primary schools	13
Willingness/enthusiasm of teachers	11
Level of staff experience/knowledge	10
EOtC activities offered to greater proportions of primary pupils	9
EOtC seen as cross-curricular in primary schools	7
Secondary school activities more adventurous	7
Staffing levels	6
Availability of funding/ financial resources	6
EOtC only relevant in certain subjects in secondary schools	6
Relevance for particular age groups	6
Cost of EOtC provision	6
Level of senior management support for EOtC	5
Age of pupils in school	5
Not sure	4
Schools' history of EOtC	3
No major differences between primary and secondary schools	3
Parental expectations	2
EOtC perceived as more central to secondary curriculum	2
Primary schools use more commercial venues	2
Year group sizes	2
Other reasons	2
Transport issues	1
Size of school	1
Quality of school facilities	1
Concerns from governors	1
Issues linked to workforce reform	1
Pupil entitlement	1
Teacher recognition of impact of EOtC on pupils	1
Issues with pupil behaviour	1
Issues with gender of pupils	1
Primary schools feel more obliged to provide EOtC	1
No response	31
N = 110	

More than one answer could be put forward so percentages do not sum to 100

A total of 76 respondents gave at least one response to this question.

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.5e Reasons for differences in EOtC provision between primary and special schools

Reasons for differences	%
Special schools place high emphasis on benefits of EOtC	14
Nature of pupils' special needs	10
Staffing levels	7
No major differences between primary and special schools	6
Not sure	6
Availability of funding/ financial resources	5
Level of staff experience/knowledge	4
Easier to arrange EOtC activities in special schools	4
Willingness/enthusiasm of teachers	3
Level of senior management support for EOtC	3
Transport issues	3
Parental expectations	3
Size of school	2
Issues with pupil behaviour	2
EOtC seen as cross-curricular in primary schools	2
Relevance for particular age groups	2
Year group sizes	2
Other reasons	2
Quality of school facilities	1
Paperwork issues	1
Concerns about health and safety	1
Age of pupils	1
Teacher recognition of impact of EOtC on pupils	1
Issues with gender of pupils	1
Primary schools use more commercial venues	1
No response	52
N = 110	

More than one answer could be put forward so percentages do not sum to 100

A total of 53 respondents gave at least one response to this question.

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.5f Reasons for differences in EOtC provision between secondary and special schools

Reasons for differences	%
Special schools place high emphasis on benefits of EOtC	16
Nature of pupils' special needs	10
Staffing levels	6
Concerns about impact on other curriculum areas	6
Year group sizes	6
Not sure	6
Willingness/enthusiasm of teachers	4
Availability of funding/ financial resources	4
No major differences between primary and special schools	4
Level of staff experience/knowledge	3
Transport issues	3
Issues with pupil behaviour	3
EOtC only relevant in certain subjects in secondary schools	3
Other reasons	3
Level of senior management support for EOtC	2
Paperwork issues	2
Concerns about health and safety	2
Residential activities more challenging in special schools	2
Easier to arrange EOtC activities in special schools	2
Size of school	1
Cost of provision	1
Quality of school facilities	1
Training issues	1
Age of pupils	1
Teacher recognition of impact of EOtC on pupils	1
Issues with gender of pupils	1
Secondary school activities more adventurous	1
Relevance for particular age groups	1
No response	51

N = 110

More than one answer could be put forward so percentages do not sum to 100

A total of 54 respondents gave at least one response to this question.

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.6 **Extent of EOtC provision at each educational stage**

Respondents' estimate of extent of provision:	Very limited %	Limited %	Moderate %	Extensive %	Very Extensive %	No response %
Foundation Stage	23	25	24	7	5	15
Key Stage 1	7	17	41	18	4	13
Key Stage 2	1	5	26	42	13	14
Key Stage 3	2	8	34	38	5	13
Key Stage 4	3	10	40	27	7	13

N = 110

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.7 Reasons for differences in EOtC provision between Key Stages

Reasons for differences	%
Age of pupils	22
Curriculum constraints	17
Pressures related to exams	17
Staffing levels	17
Relevance of activity to curriculum targets	16
Staff experience	13
Cost of provision	11
Subject specific work in secondary schools	9
Cross-curricular work in primary schools	8
Access to facilities	7
Concerns about health and safety	6
Variety of activities available	5
Not sure	4
Level of senior management support for EOtC	3
Journey time on visits	3
Size of group	3
Staff workload issues	3
Work experience issues	2
Provision peaks at Key Stage 2	2
Differences in school priorities	1
Cost of supply cover	1
Ability level of pupils	1
Parental attitudes/ concerns	1
Training issues	1
Size of school	1
Duke of Edinburgh Award scheme in secondary schools	1
No major differences between Key Stages	1
No response	26

N = 110

More than one answer could be put forward so percentages do not sum to 100

A total of 81 respondents gave at least one response to this question.

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.8 Schools working together to provide EOtC activities

Collaboration between schools?	%
Yes, schools work with other schools in their sector (e.g. primary schools working together)	64
Yes, schools work with schools in other sectors (e.g. primary schools working with secondary schools)	52
No, schools do not work together	19
Not sure	9
No response	9
N = 110	

More than one answer could be put forward so percentages do not sum to 100

A total of 100 respondents answered at least one item in this question

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.9 Monitoring of individual pupils' EOtC experiences

Monitoring of EOtC experiences?	%
Yes, there is monitoring within individual schools	27
Yes, there is monitoring across different schools that pupils attend	10
Yes, there is monitoring at local authority level	15
No, there is no monitoring	36
Not sure	28
No response to this question	9
N = 110	

More than one answer could be put forward so percentages may not sum to 100

A total of 100 respondents answered at least one item in this question

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.10a Views on changes in the amount of EOtC in the last five years - in primary schools

Activities:	Increased %	No change %	Decreased %	Not sure %	No response %
School site activities	46	22	1	20	11
Off-site day visits	31	31	13	14	12
Before/after school study support	49	5	2	33	11
Off-site residential experiences within the UK	33	30	14	10	14
Off-site residential experiences overseas	17	37	15	18	12
Non-residential activities in holiday periods	24	11	3	50	13
N = 110					

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.10b Views on changes in the amount of EOtC activity in the last five years - in secondary schools

Activities:	Increased %	No change %	Decreased %	Not sure %	No response %
School site activities	30	35	3	20	13
Off-site day visits	29	33	13	14	12
Before/after school study support	47	5	2	35	11
Off-site residential experiences within the UK	32	28	17	10	13
Off-site residential experiences overseas	39	24	15	9	13
Non-residential activities in holiday periods	25	8	5	49	13
N = 110					

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.10c Views on changes in the amount of EOtC activity in the last five years - in special schools

Activities:	Increased %	No change %	Decreased %	Not sure %	No response %
School site activities	28	31	0	25	16
Off-site day visits	21	42	3	17	17
Before/after school study support	22	13	2	47	17
Off-site residential experiences within the UK	23	41	5	16	16
Off-site residential experiences overseas	13	39	7	24	17
Non-residential activities in holiday periods	11	17	3	54	16
N = 110					

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.11 Reasons for increases and decreases in EOtC activity in the last five years

Reasons:	Reasons for increase %	Reasons for decrease %
Recording main risks and how to manage them	30	25
Availability of suitable EOtC opportunities	49	4
Availability of staff to conduct EOtC activities	29	31
Teacher awareness of outcomes of EOtC	49	7
Level of teacher training in EOtC	33	17
Level of senior management support	45	15
Level of parental support	30	9
Level of teacher union/association support	2	34
Taking responsibility for pupil safety	16	27
Priority in the curriculum	22	29
Travel costs	1	46
Other costs associated with EOtC	1	34
Funding for EOtC provision	9	31
Focus on EOtC at a national level	35	8
Focus on EOtC at a local level	40	7
Other	9	2
No response to this question	29	45
N = 110		

More than one answer could be put forward so percentages do not sum to 100

A total of 78 and 61 respondents respectively answered at least one item in these two questions

Source: NFER Local Authority survey of education outside the classroom, 2006

- Other reasons given for an increase in EOtC activity included the appointment of an Educational Visits Adviser within the LA (three individuals) and training for EVCs in schools (two individuals). Other reasons given for a decline in activity included risk assessments (one individual) and concerns about EOtC in the media (one individual).

Table 10.12 Risk management strategies for EOtC across schools

Common risk management strategy across schools?	%
Yes, all schools use a common risk management procedure	68
Yes, some schools use a common procedure	16
No, there is no common practice	4
No response	13
N = 110	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.13 Risk management guidance used by local authorities

Guidance used:	Yes %	No %	Don't know %	No response %
Outdoor Education Advisers Panel guidance	64	3	4	30
Department for Education and Skills guidance	74	2	2	23
The local authority's own guidance	82	1	2	15
Other	12	3	1	85
N = 110				

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

- Other guidance used included guidelines from Governing Bodies (five individuals), the Health and Safety Executive (two individuals) and the good practice guide: 'Health and Safety of Pupils on Educational Visits' (HASPEV) (one individual).

Table 10.14 Local authority contributions to funding EOtC services

Local authority contribution?	%
Yes	66
No	16
Not sure	7
No response	11
N = 110	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.15 Local authority contributions to funding EOtC activities within schools

Local authority contribution to EOtC activities in...	Yes %	No %	Not sure %	No response %
Primary schools	31	39	17	13
Secondary schools	31	40	16	13
Special schools	28	37	17	17
N = 110				

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.16 Circumstances in which LA contributes to funding EOtC provision in schools

Circumstances for funding:	%
Specific projects/ initiatives	19
Development of LAs own centres	15
Provision of free/low cost leader training	8
Funding for Gifted and Talented activities	6
Youth Service provision	5
Outdoor Education Service provision	4
Not sure	4
Funding for pupils eligible for free school meals	3
Funding devolved to schools	3
Funding provided to inclusion centres	3
Developing school site provision	2
Funding for pupils with special educational needs	2
Hardship grants	2
To enable primary schools to access provision	2
Through advice and guidance	2
Provision of Outdoor Education Officer	2
No circumstances	2
Assistance with transport costs	1
Free minibus driving assessment scheme	1
Funding voluntary sector partners	1
To enable special schools to access provision	1
To help schools meet teaching and learning targets	1
No response	52
N = 110	

More than one answer could be put forward so percentages do not sum to 100

A total of 53 respondents gave at least one response to this question.

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.17 Procedures for EOtC in place within local authorities

Procedures:	%
Monitoring of planned activities/visits	73
Approval of planned activities/visits	76
Visiting schools and observing EOtC activities	59
Monitoring the work of educational visit coordinators (EVCs) in schools	65
Assessments of the competence and suitability of adults involved in educational visits	49
Monitoring the training that school staff have received in relation to EOtC	53
Monitoring the quality of EOtC activities	46
Evaluating the outcomes of EOtC for pupils	24
Other	3
No response to this question	16

N = 110

More than one answer could be put forward so percentages do not sum to 100

A total of 92 respondents answered at least one item in this question

Source: NFER Local Authority survey of education outside the classroom, 2006

- Other procedures in place in LAs included assessing proposals for high risk activities (one individual) and ensuring value for money (one individual).

Table 10.18 Support offered to schools by local authorities in relation to EOtC

Support:	%
Promotion of the benefits of EOtC	73
Promotion of the range of EOtC opportunities on offer in the authority	62
Support with curriculum development in relation to EOtC	49
Support with teaching and learning in relation to EOtC	50
Support/advice on health and safety	85
Support/advice on risk management	84
Ensuring that training in relation to EOtC is available for school staff	74
Sharing good practice about EOtC provision across schools in the authority	67
Providing guidance about EOtC on supervision and staff: pupil ratios	82
Provision of outdoor residential facilities	55
Provision of outdoor day facilities	55
Other	3
No response to this question	14

N = 110

More than one answer could be put forward so percentages do not sum to 100

A total of 95 respondents answered at least one item in this question

Source: NFER Local Authority survey of education outside the classroom, 2006

- Other support offered to schools included training for governors (one individual) and the provision of outdoor opportunities for special schools (one individual).

Table 10.19 Views on changes to EOtC provision over the next five years

Activities:	Increase %	Stay the same %	Decrease %	Not sure %	No response %
School site activities	54	20	1	13	13
Off-site day visits	45	25	5	13	12
Before/after school study support	57	3	2	25	13
Off-site residential experiences within the UK	37	33	7	11	12
Off-site residential experiences overseas	26	35	10	15	13
Non-residential activities in holiday periods	39	11	3	35	13

N = 110

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.20 Changes to facilitate EOtC in the future

Changes/actions to enable more EOtC provision	%
Increased funding	48
Provision of training	27
Create entitlement to EOtC learning	27
Information provision/ awareness raising	17
Support from LA	15
Safety-related issues	14
Development of resources/ programmes	10
Promotion of EOtC by senior managers in schools	9
Provision of transport	7
Ofsted support/ endorsement	7
Development of monitoring systems	6
Reduced paperwork/ bureaucracy	6
Incentives for teachers	5
Creation of Outdoor Education Adviser role in LA	5
Accredited/ approved providers	5
More curriculum -related opportunities	4
Government support	3
Extended schools	3
Union support	2
Use of electronic communication systems	2
Community involvement	1
No response	20
N = 110	

More than one answer could be put forward so percentages do not sum to 100

A total of 88 respondents gave at least one response to this question.

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.21 Challenges to providing education outside the classroom in the future

Challenges:	Major challenge %	Minor challenge %	Not a challenge %	No response %
Taking responsibility for pupil safety	33	43	13	12
Recording main risks and how to manage them	16	59	12	13
Paperwork	34	41	15	11
Cost of EOtC	73	14	2	12
Lack of appropriate teacher training	38	43	5	14
Lack of teacher understanding of the outcomes of EOtC	29	45	12	14
Lack of senior management support for EOtC	27	47	11	15
Lack of teacher union/association support	31	43	12	15
Lack of suitable EOtC provision	16	43	27	14
Lack of teacher support/motivation	28	46	12	14
Lack of potential in subject area	5	39	40	15
Restrictions of the National Curriculum	40	37	9	14
Teacher workload	68	19	3	10
Lack of time in curriculum	65	20	2	14
Other	5	3	1	91
N = 110				

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

- Other challenges identified included changes to mini-bus driving laws (one individual), timetabling constraints in secondary schools (one individual), lack of teacher confidence in support structures (one individual) and league tables (one individual).

Table 10.22 Collection of data on EOtC activities

Activities that data is collected for:	Primary schools %	Secondary schools %	Special schools %
Off-site day visits	44	45	44
Before/after school study support	20	20	18
Off-site residential experiences within the UK	76	76	73
Off-site residential experiences overseas	76	78	76
Non-residential activities in holiday periods	17	18	16
No response	17	17	20
N = 110			

A series of single response items

Due to rounding, percentages may not always sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.23 Type of data collected on education outside the classroom

Data on:	Primary schools %	Secondary schools %	Special Schools %
Number of visits undertaken	64	65	64
Location of visits	80	81	77
Purpose of visits	68	69	65
Group size of pupils involved	79	80	77
Year group/age of pupils involved	80	81	79
Pupil: staff ratio on visit	75	76	74
Risk management of visit	72	73	70
Emergency contacts and procedures for visit	78	78	75
Evaluation of the quality of the visit	27	27	27
We do not collect data on EOtC/school visits	6	6	6
No response to this question	17	15	18
N = 110			

More than one answer could be put forward so percentages do not sum to 100

A total of 87, 88 and 85 respondents answered at least one item in relation to primary, secondary and special schools respectively

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.24 Aggregation of data at a local authority level

Is data on EOtC aggregated and held centrally?	%
Yes	62
No	9
Don't know	15
No response	15
N = 110	

A single response item

Due to rounding, percentages may not sum to 100

Source: NFER Local Authority survey of education outside the classroom, 2006

Table 10.25 Reasons for data collection

Data collected:	%
As part of risk management	76
To monitor the extent and nature of school visits undertaken	57
To inform future EOtC provision within the local authority	29
To inform the provision of training in relation to EOtC	37
To inform support strategies for schools	30
For another purpose	7
No response to this question	19
N = 110	

More than one answer could be put forward so percentages do not sum to 100

A total of 89 respondents answered at least one item in this question

Source: NFER Local Authority survey of education outside the classroom, 2006