



THE UNIVERSITY *of* EDINBURGH
Moray House School of
Education and Sport

School inspection reports and
the status of outdoor learning,
residential experiences and
adventurous activities in
Scottish schools

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Introduction, background and rationale

There is large amount of policy in Scotland that supports outdoor learning, most of which comes from Education Scotland and the General Teaching Council for Scotland. The following quotes are examples of these:

'The journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences'

(LTS, 2010, p. 5)

'...have secure knowledge of current educational priorities such as learning for sustainability'

(GTCS, 2012, 2.1.4)

'...skillfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities'

(GTSC, 2012, 3.1.3)

'We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning'

(HGIOS, 2015, p. 34)

Despite this strong policy support, and a fair amount of research on the state of outdoor learning practice in Scotland, there is little indication of how school inspection reports in state schools are capturing what, since 2010, has been a duty to provide outdoor learning for all students. In short, there is an increasing appetite for teachers, parents, local authorities, and researchers to better understand the degree to which changes in outdoor learning provision are taking place, and the degree to which school inspection reports are capturing whatever shifts are occurring.

The project had two principal aims:

1. To benchmark the status of outdoor learning in Scottish schools using publicly available school inspection reports
2. To map these findings against the Free School Meals dataset to see how deprivation may affect the type and amount of outdoor learning taking place

Methodology

Inspection reports were downloaded from the Education Scotland website¹ in the order listed in the Free School Meals dataset (i.e. alphabetical by local authority and then alphabetical by school name). The download and analysis of inspection reports was carried out from 12 August 2017 to 6 May 2018.

Education Scotland started removing a large quantity of older inspection reports dating from 2002–2010 from the public area of their website towards the end of 2017.

Two steps were taken to ensure consistency across the dataset being created:

1. The results from the reports that were removed from the Education Scotland website during December 2017–January 2018 (those dated 2002–2010) were removed from the dataset.
2. All reports that had been added to the Education Scotland website during the analysis period (12 August 2017–6 May 2018) were downloaded, analysed and added to the dataset in May 2018.

Each report was analysed to see whether it contained any reference to the following categories by searching for certain keywords and checking the context:

- **Outdoor learning in grounds, local green space or local community during school hours**
Keywords: outdoor learning, outdoor education, grounds, playground, park, forest, woods, beach, John Muir Award, Forest Schools
- **Visits, trips or excursions during school hours**
Keywords: visit, trip, excursion
- **Adventurous activity during school hours**
Keywords: biking, cycling, Bikeability, sailing, canoeing, kayaking, hill walking, climbing, orienteering, outdoor activities
- **Optional outdoor activity for small group e.g. DoE group, gardening group, or after school club**
Keywords: Duke of Edinburgh's Award, gardening group, after school group combined with e.g. an adventurous activity
- **Residential experience**
Keywords: residential

Notes

1. The Scottish Free Schools Meals dataset dated February 2018² listed 2492 schools: 2017 Primary schools, 359 Secondary schools, and 116 Special schools
2. The most recent version of the *Summary Statistics for Schools in Scotland*, No. 8: 2017 Edition dated December 2017³ listed 2514 schools: 2019 Primary, 360 Secondary, and 135 Special schools.
3. Percentages have been rounded to the nearest whole number, so sometimes the total is 101 per cent.
4. Reports labelled as 'Inspection', 'Combined' or 'No report available' have been used in the calculations. The term 'combined' was used to refer to schools where more than one report was available. A YES was assigned to a category if at least one report for a given school mentioned one of its keywords.
5. Reports labelled as 'Follow-up' and 'Initial Inspection' have been excluded to avoid double-counting.
6. Sports tournaments have not been included under 'Visits, trips or excursions during school hours'. These have been classified as 'PE' and are out-of-scope for this study.
7. PE lessons have not been included under 'Outdoor learning' and are out-of-scope for this study.
8. Horse riding and Riding for Disabled have been classified as 'Adventurous activities' in this study.
9. Visits, trips or excursions undertaken by the whole class or whole school are included under 'Visits, trips or excursions during school hours'. Trips by small groups such as choirs or orchestras to competitions have not been included.
10. 'ALL' is classified as a whole class or whole year group or whole school activity.
11. 'SMALL GROUP' is classified as an optional activity available to a group of pupils who need to sign-up or choose to attend.

Limitations

There are three principal weaknesses within the data set that must be kept firmly in mind when reading the study's findings.

1. **A large number of schools do not have reports on the Education Scotland website.** Reports are only available for 833 schools:
Primary schools: 644 out of 2025 (32 per cent)
Secondary schools: 139 out of 355 (39 per cent)
Special schools: 60 out of 118 (51 per cent)
2. **The style and length of the reports vary widely:** reports are anywhere between three to 33 pages in length.
3. **The absence of 'outdoor learning' within a particular report cannot be equated with 'outdoor learning not taking place'.** For example, initial cross-referencing with Edinburgh Council data reveals a much higher number of recorded Primary and Secondary school Residential experiences than indicated in the school inspection reports. The next phase of research will involve comparing the inspection report data with data from local authorities.

Key findings

The study yielded three areas of key findings, which are summarised below. It is crucial to understand one key caveat, which is that the absence of 'outdoor learning' within a particular report cannot be equated with 'outdoor learning not taking place'.

These findings must be interpreted with the understanding that they are drawn from a dataset that is inherently flawed. As such, conclusions drawn from these findings must be made with great caution.

The first major finding is that, on the Education Scotland website, there are only reports available for 32 per cent of Primary schools, 39 per cent of Secondary schools and 51 per cent of Special schools.

The second area of findings focuses on the different kinds of outdoor learning provision reported in the three categories of schools. Analysis of the reports available from 2011–2018 yielded five themes, which indicate that:

1. Outdoor learning in grounds, local green space or local community is used well in Primary schools (72 per cent) and Special schools (61 per cent), but not in Secondary schools (33 per cent).
2. Half of Special schools (55 per cent) include visits, trips or excursions as part of the curriculum, whilst only a third of reports for Primary schools (31 per cent) and Secondary schools (33 per cent) mention this type of experience.
3. 42 per cent of Special Schools offer Adventurous activities to their pupils during the school day, but only nine per cent of Primary schools and eight per cent of Secondary schools offer Adventurous activities.
4. Half of Secondary schools (54 per cent) and a third of Special schools (33 per cent) offer some type of Optional outdoor activity for small groups of pupils, such as the Duke of Edinburgh's Award, a gardening club or an after-school club. Only nine per cent of Primary schools make this provision.
5. A third of Secondary schools (33 per cent) offer a Residential experience to pupils, whilst only a quarter of Primary schools (24 per cent) and Special schools (25 per cent) offer this type of experience.

The third area of findings maps the Free School Meals 2017 dataset on to the above findings. The four main findings are as follows:

- a. In Primary school reports, more Outdoor learning is reported for schools at the two ends of the Free School Meals bandings. That is, those schools with less than 15 per cent Free School Meals and those with more than 40 per cent Free School Meals.
- b. In Secondary school reports, more Visits, trips and excursions are reported for schools with less than 30 per cent Free School Meals. In the 0–30 per cent Free School Meals bands, 34 per cent of reports mention this type of learning experience, but this figure drops to only 9 per cent in reports for schools with more than 30 per cent Free School Meals.
- c. In Secondary school reports, more Extra-curricular activities for small groups, such as The Duke of Edinburgh's Award scheme or a gardening group, are reported for schools with less than 20 per cent Free School Meals. In the 0–20 per cent Free School Meals bands, 58 per cent of reports mention Extra-curricular activity with an element of outdoor activity, but this figure drops to 39 per cent in reports for schools with more than 20 per cent Free School Meals.
- d. In Secondary school reports, the number of reports that mention a Residential experience decreases as the percentage of Free School Meals increases. In the 0–10 per cent Free School Meals bands, 44 per cent of reports mention a Residential experience. This drops to zero in reports for schools with more than 40 per cent Free School Meals. In other words, the Secondary schools with the highest percentage of Free School Meals have no reported Residential experiences at all.

Findings in detail

Primary schools

32 per cent of Primary schools have an inspection report(s) available on the Education Scotland website and the percentage of reports that contained a reference to the categories chosen is shown in the first column in Table 1.

Table 1: Summary of Primary school reports

Category	Yes %	No %	No report available %
Outdoor learning in grounds, local green space or local community during school hours (ALL)	23	9	68
Visits, trips or excursions during school hours (ALL)	10	22	68
Adventurous activity during school hours (ALL)	3	29	68
Outdoor activity for small group e.g. DoE group, gardening group, or after school club (SMALL GROUP)	3	29	68
Residential experience (ALL)	8	24	68

For the 644 out of 2,025 Primary schools (32 per cent) that have a report available, the percentage of these reports that contain evidence of activity in the five categories is shown in Table 2.

Table 2: Percentage of Primary school reports containing reference to chosen categories (based on the 644 Primary schools that had a report available)

Category	Schools %
Outdoor learning in grounds, local green space or local community during school hours (ALL)	72
Visits, trips or excursions during school hours (ALL)	31
Adventurous activity during school hours (ALL)	9
Outdoor activity for small group e.g. DoE group, gardening group, or after school club (SMALL GROUP)	9
Residential experience (ALL)	25

Secondary schools

39 per cent of Secondary schools have an inspection report(s) available on the Education Scotland website and the percentage of reports that contained a reference to the categories chosen is shown in the first column in Table 3.

Table 3: Summary of Secondary school reports

Category	Yes %	No %	No report available %
Outdoor learning in grounds, local green space or local community during school hours (ALL)	13	26	61
Visits, trips or excursions during school hours (ALL)	13	26	61
Adventurous activity during school hours (ALL)	3	36	61
Outdoor activity for small group e.g. DoE group, gardening group, or after school club (SMALL GROUP)	21	18	61
Residential experience (ALL)	13	26	61

For the 139 out of 355 Secondary schools (39 per cent) that have a report available, the percentage of these reports that contain evidence of activity in the five categories is shown in Table 4.

Table 4: Percentage of Secondary school reports containing reference to chosen categories (based on the 139 Secondary schools that had a report available)

Category	Schools %
Outdoor learning in grounds, local green space or local community during school hours (ALL)	33
Visits, trips or excursions during school hours (ALL)	33
Adventurous activity during school hours (ALL)	8
Outdoor activity for small group e.g. DoE group, gardening group, or after school club (SMALL GROUP)	54
Residential experience (ALL)	33

Special schools

51 per cent of Special schools have an inspection report(s) available on the Education Scotland website and the percentage of reports that contained a reference to the categories chosen is shown in the first column in Table 5.

Table 5: Summary of Special school reports

Category	Yes %	No %	No report available %
Outdoor learning in grounds, local green space or local community during school hours (ALL)	31	20	49
Visits, trips or excursions during school hours (ALL)	28	23	49
Adventurous activity during school hours (ALL)	21	30	49
Outdoor activity for small group e.g. DoE group, gardening group, or after school club (SMALL GROUP)	17	34	49
Residential experience (ALL)	13	38	49

For the 60 out of 118 Special schools (51 per cent) that have a report available, the percentage of these reports that contain evidence of activity in the five categories is shown in Table 6.

Table 6: Percentage of Special school reports containing reference to chosen categories (based on the 60 Special schools that had a report available)

Category	Schools %
Outdoor learning in grounds, local green space or local community during school hours (ALL)	60
Visits, trips or excursions during school hours (ALL)	55
Adventurous activity during school hours (ALL)	42
Outdoor activity for small group e.g. DoE group, gardening group, or after school club (SMALL GROUP)	33
Residential experience (ALL)	25

Discussion of key findings

The high number of schools with no report

The number of schools for which there was no current inspection report available on the Education Scotland website for the period 2010–2018 was much higher than expected. Reports were only available for 32 per cent of Primary schools, 39 per cent of Secondary schools and 51 per cent of Special schools.

During the data collection stage of this study, Education Scotland started removing a large quantity of older inspection reports dating from 2002–2010 from the website. This is believed to be in response to calls from Keir Bloomer (independent education consultant) and the Association of Headteachers and Deputies in Scotland (AHDS) to remove reports over five years old from the public area of the website. Three articles published on the TES website by Emma Seith provide further information on this.^{4, 5, 6}

Prior to the publication of these articles, information relating to the frequency of school inspections was published on 4th September 2017 following a Freedom of Information (FOI) request. The response stated that Education Scotland does not hold information on the number of inspections per academic year prior to 2008/2009. However, data summarising the number of school inspections undertaken by Education Scotland in each academic year since 2008 was available (see Figure 1 in the Appendices).

From 2011-2012, Education Scotland decided to move from a generational cycle of inspection (where a school was inspected every six to seven years) to a sampling model, where around 240 inspections would take place each year across all sectors. However, the data used to produce Figure 1 indicates that this target has not been met since the academic year 2010/2011.

There was an increase in the number on inspections in the academic year 2016/2017 and the response to the FOI request stated that Education Scotland planned to carry out an increased number of school inspections in the academic year 2017/2018, although no revised annual target was provided.

The format and amount of detail included in school inspection reports has varied over the time period studied, with lengths varying from three to 33 pages for the reports available on the Education Scotland website. Inspectors currently use selected quality indicators (QIs) from 'How good is our school?' (fourth edition) and these are stated in the Briefing Notes for Headteachers for Primary, Secondary and Special schools.^{9, 10, 11}

- QI 1.3 Leadership of change
- QI 2.3 Learning, teaching and assessment
- QI 3.2 Raising attainment and achievement
- QI 3.1 Ensuring wellbeing, equality and inclusion

Schools also receive a more detailed report following an inspection that is not publicly available on the Education Scotland website.

In addition to formal inspections, schools may use the Validated Self-Evaluation (VSE) process. This is a voluntary process, which aims to support and challenge the work of Education Authorities to improve the quality of provision and outcomes for learners. It is designed to be a highly flexible process, which is led by the Education Authority and involves a partnership, where Education Scotland works alongside it. These reports are not published on the Education Scotland website.

It should be noted that both the lack of available inspection reports on the Education Scotland website and the lack of a consistent style and level of detail in the available reports has further weakened the dataset. Reports are only available for 32 per cent of Primary schools (644 out of 2,025), 39 per cent of Secondary schools (139 out of 355) and 51 per cent of Special schools (60 out of 118), which leaves a large number of schools about which this study has no information. In addition, the lack of a consistent style within the reports available and the brevity of some reports may have affected the findings. For example, it cannot be said for certain that the absence of any mention of 'outdoor learning' within a particular report can be equated with 'outdoor learning not taking place'. It may be that no outdoor learning was taking place during the period of the inspection (or in the months before), or, on the contrary, there may have been all kinds of outdoor learning occurring, but the inspector chose not to include this in the official report.

Outdoor learning provision

Outdoor learning in grounds, local green space or local community during school hours

Outdoor learning in grounds, local green space or local community is less evident in Secondary schools (33 per cent), when compared with Primary schools (72 per cent) and Special schools (61 per cent). This finding is consistent with studies published by Mannion et al. in 2015 and Christie et al. in 2013 .

Visits, trips or excursions during school hours

Special schools offer more visits, trips or excursions as part of the curriculum, when compared with Primary or Secondary schools. For the 60 Special schools that have a report available, 33 of these (55 per cent) offer visits, trips or excursions as part of the curriculum, whilst only a third of reports for Primary schools (31 per cent) and Secondary schools (33 per cent) mention this type of experience. The types of visits, trips or excursions on offer and the number of Special schools offering each activity can be seen in Figure 2.

The visits, trips and excursions offered most frequently by Special schools are cultural and educational excursions, and outings in the local area that are aimed at developing life skills, such as money handling and shopping for food.

Adventurous activity during school hours

Special schools offer more adventurous activities during school hours than do Primary and Secondary schools. For the 60 Special schools that have a report available, 25 of these (42 per cent) offer adventurous activities to their pupils during the school day, as opposed to only nine per cent of Primary schools and eight per cent of Secondary schools. The types of adventurous activities on offer and the number of Special schools offering each activity can be seen in Figure 3.

The adventurous activities offered most frequently by Special schools are horse riding/riding for the disabled, and cycling, which is taught with the aim of developing a life skill.

Outdoor activity for small group (e.g. DoE group, gardening group, or after school club)

Half of Secondary schools (54 per cent) and a third of Special schools (33 per cent) offer some type of optional outdoor activity for small groups of pupils, such as the Duke of Edinburgh's Award, a gardening club, or an after school club. Only nine per cent of Primary schools make this provision.

The Working Time Agreement for teachers in Scotland is agreed by each Local Authority. A typical example for a full-time teacher contracted to work 35 hours per week would consist of 22.5 hours of class contact time, 7.5 hours of personal allowance and five hours of remaining time. The 12.5 hours a week of personal allowance plus remaining time is used to cover staff meetings, parent meetings, formal assessments, preparation of reports and records, curriculum development, school planning, Continuing Professional Development (CPD), Professional Review and Development (PRD), and additional supervised pupil activity. This final category of 'additional supervised pupil activity' is where lunchtime and after school clubs would fit. Due to the fact that there is no dedicated time allocated to extra-curricular activities or groups, teachers have to actively choose to allocate time to an activity or club to make it happen. Support from parents able to offer their time is often required too.

The figures for Secondary schools and Special schools offering an outdoor activity for small groups were higher, mainly due to schools offering The Duke of Edinburgh's Award scheme to pupils of Secondary school age. Some schools have key individuals who run this scheme within their school. Others get support from their Local Authority outdoor learning service to train and support pupils during preparation and participation for expeditions.

Residential experiences

A third of Secondary schools (33 per cent) offer a Residential experience to pupils, while only a quarter of Primary schools (24 per cent) and Special schools (25 per cent) offer this experience.

A few Secondary school reports mention Residential experiences for S1–S3 pupils that focus on developing team working, leadership, independence and social skills using outdoor learning and adventurous activities. However, the majority of Residential experiences for Secondary school pupils seem to be subject-related, for example a history field trip to Auschwitz or First World War battlefields. Destinations mentioned in reports include the UK, Europe, the USA, South America, Asia and Africa.

Residential experiences for Primary school children tend to be offered to a whole class or whole year group and are used for developing personal skills, such as team-working, problem-solving, leadership, independence, organisational and social skills, and for developing confidence, self-esteem, resilience and a 'can do' attitude. Some schools use the Residential experience to provide support with the transition to Secondary school, while others include elements of outdoor learning and sustainability or a cultural experience.

For children from Special schools, the focus of the Residential experience is on developing skills for life and independent living. An outdoor centre is often used to provide an unfamiliar environment, as well as the opportunity to try adventurous activities.

Mapping against the Free School Meals 2017 dataset

Primary schools

The Free School Meals dataset 2017 contains percentage bands of Primary school pupils in P4 - P7 who were registered for free school meals in February 2017. Data points that were labelled as * (suppressed), n/a (not applicable) or left blank were not included in the analysis.

Both Primary schools with and without reports available were mapped against the Free School Meals 2017 dataset and the results are shown in Figure 4. From a total of 2,025 Primary schools, 644 had reports available and for 499 of these, Free School Meals data was also available.

For the 499 Primary schools with reports and Free School Meals data available, the numbers of schools that mentioned the categories of interest in this study were mapped against the bands in the Free School Meal dataset and the results are shown in Figures 4 to 10.

The findings of particular interest are:

- Reports that mentioned Outdoor learning in schools grounds, local green spaces or the local community during school hours were mapped against the Free School Meals dataset in five per cent bands and 10 per cent bands (see Figures 5 and 6). The figures indicate that the highest percentages of Outdoor learning have been recorded for schools with 0 - <15 per cent and ≥ 40 per cent Free School Meals. There is less Outdoor learning recorded in the reports for schools with 15 - <40 per cent Free School Meals.

Secondary schools

Both Secondary schools with and without reports available were mapped against the Free School Meals 2017 dataset. From a total of 355 Secondary schools, 139 had reports available and for 136 of these, Free School Meals data was also available.

For the 136 Secondary schools with reports and Free School Meals data available, the numbers of schools that mentioned the categories of interest in this study were mapped against the bands in the Free School Meal dataset and the results are shown in Figures 11 to 20.

The findings of most interest are:

- Reports that mentioned Visits, trips or excursions during school hours were mapped against the Free School Meals dataset in five per cent and 10 per cent bands (see Figures 13 and 14). Results indicate that 34 per cent of reports for schools with 0 - <30 per cent Free School Meals mention Visits, trips or excursions, whilst only nine per cent of reports for schools with ≥ 30 per cent Free School Meals mention this type of activity.
- Reports that mentioned Optional outdoor activities at lunchtime or after school for small groups, such as The Duke of Edinburgh's Award scheme or a gardening group were mapped against the Free School Meals dataset in five per cent and 10 per cent bands (see Figures 16 and 17). Results indicate that 58 per cent of reports for schools with 0 - <20 per cent Free School Meals mention Optional outdoor activities for small groups, whilst only 39 per cent of reports for schools with ≥ 20 per cent Free School Meals mention this type of activity.
- Reports that mention Residential experiences were mapped against the Free School Meals dataset in five per cent and 10 per cent bands (see Figures 18-20). A negative correlation can be seen between the percentage of Free School Meals and the percentage of available reports that mention Residential experiences. Results indicate that 44 per cent of reports for schools with 0 - <10 per cent Free School Meals mention Residential experiences and this drops to 0 per cent in reports for schools with ≥ 40 per cent Free School Meals.

Special schools

Both Special schools with and without reports available were mapped against the Free School Meals 2017 dataset and the results are shown in Figure 21. From a total of 118 Secondary schools, 60 had reports available and for 54 of these, Free School Meals data was also available.

For the 54 Special schools with reports and Free School Meals data available, 35 schools have 100 per cent Free School Meals, which leaves only 19 schools that are distributed across the bands 25 - <30 per cent to 70 - <75 per cent Free School Meals (see Figure 21). This high percentage of Free School Meals amongst Special school pupils is believed to be due to Free School Meals being included as part of Individualised Educational Programmes (IEPs) for pupils attending these schools. No further analysis was carried out on Special schools vs the Free School Meals dataset due to the low number of data points available.

Note: Mapping against Scottish Index of Multiple Deprivation 2016 (SIMD)

The Scottish Index of Multiple Deprivation (SIMD) identifies areas across Scotland based on 38 indicators. It takes small areas called data zones and ranks them from most deprived (ranked 1) to least deprived (ranked 6,976). SIMD16 was published on 31 August 2016.^{14, 15, 16}

Mapping against SIMD16 using school postcodes was considered in this study but it was decided that the Free School Meals dataset would provide a better indication of the percentage of pupils in each school who were experiencing socio-economic deprivation.

This decision would appear to be supported by one of the conclusions in the dissertation by Rebecca Davies, University of Stirling. She discussed SIMD ranking of school postcodes, actual numbers of pupils living in SIMD 1 and whether the SIMD ranking of the school postcode could be used as a proxy for the number of pupils living in SIMD 1 in her dissertation. Data was found to be variable and one suggestion was that the Free School Meals dataset might be a better tool for future analysis, as it provides a more accurate assessment of the number of pupils experiencing socio-economic deprivation.

Conclusions

Outdoor learning in school grounds, local green spaces or local communities is most evident in Primary schools, with the highest percentages of Outdoor learning being mentioned in reports for schools with less than 15 per cent and greater than 40 per cent Free School Meals.

Special schools appear to make best use of Visits, trips or excursions, and Adventurous activities as part of the curriculum. In Secondary schools, Visits, trips or excursions are most commonly reported for schools with less than 30 per cent of their students on Free School Meals.

Half of Secondary schools and a third of Special schools offer Extra-curricular outdoor activities, compared to less than 10 per cent of Primary schools. The higher level of Extra-curricular outdoor activity for small groups of pupils in Secondary schools is believed to be due largely to The Duke of Edinburgh's Award. Reporting is highest for schools with <20 per cent Free School Meals.

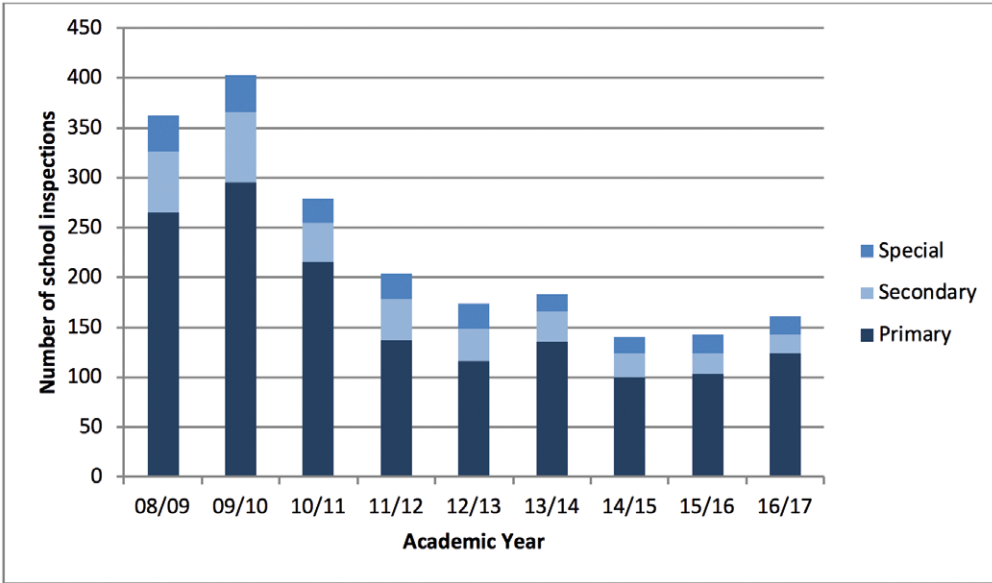
About a quarter of Primary and Special, and a third of Secondary schools go to residential centres. These Secondary school Residential experiences are often related to a particular subject, such as a geography field trip. Primary school Residential experiences usually target personal and social development and can be more inclusive, as a whole year group is usually involved. In the Secondary school reports available, there is a negative correlation between the percentage of Free School Meals and the percentage of reports that mention Residential experiences. That is, as the percentage of Free School Meals increases, the percentage of Residential experiences reported decreases.

Alongside the above findings, this study discovered that more than 1,500 Scottish schools have not been inspected in more than eight years.

As explained on pages four and five of this report, all of this study's findings must be treated with caution.

Appendices

Figure 1: Number of school inspections undertaken by Education Scotland in each academic year



(Data Source: Response to FOI Request made to Education Scotland. All figures include Independent schools, Guernsey inspections, and inspections not resulting in QI evaluations. Local authority and Independent All-through schools are included in Primary and Secondary figures. Special includes day special, residential and secure accommodation services.)

Figure 2: Summary of Visits, trips and excursions in Special schools



Figure 3: Summary of Adventurous activities in Special schools

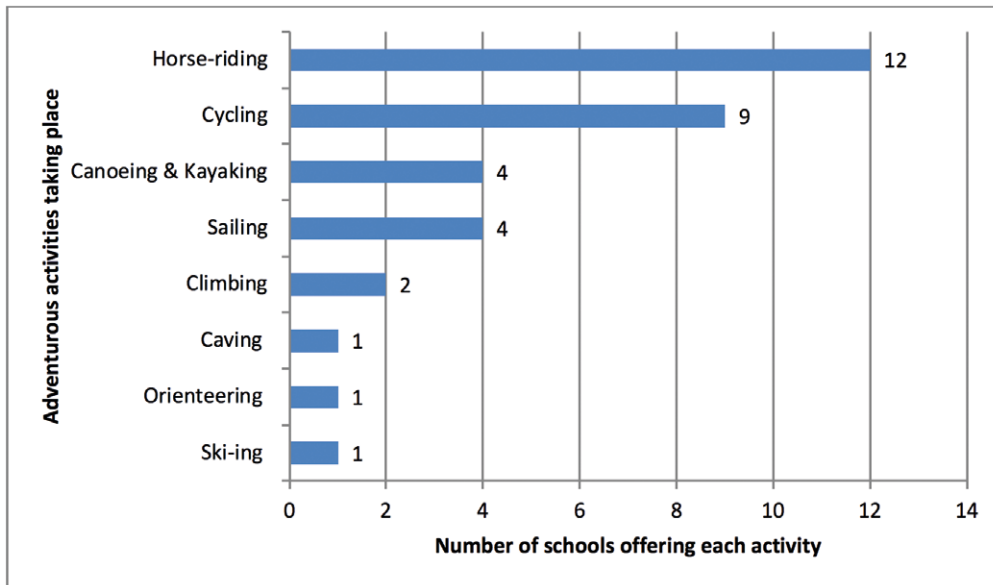


Figure 4: Primary schools mapped against the Free School Meals 2017 dataset.

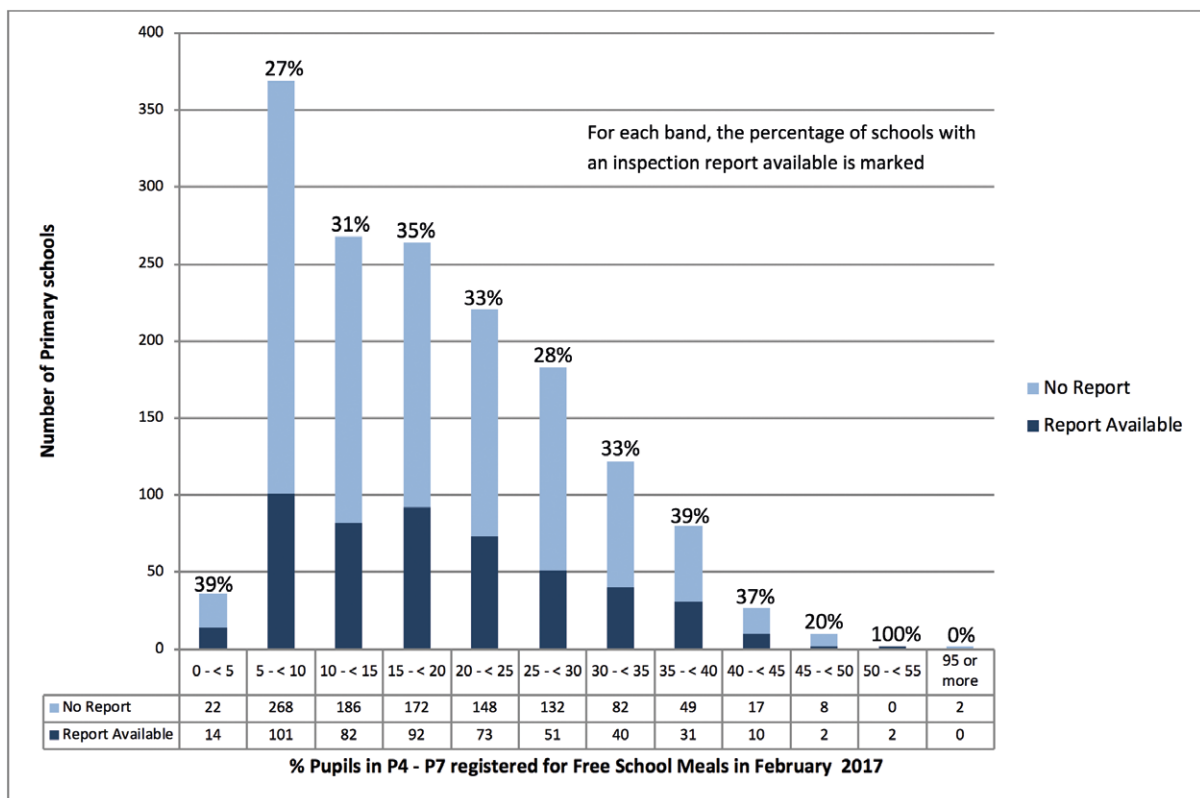


Figure 5: Summary of Available Primary school reports that mention Outdoor learning in grounds, local green space or local community during school hours mapped against the Free School Meals 2017 dataset.

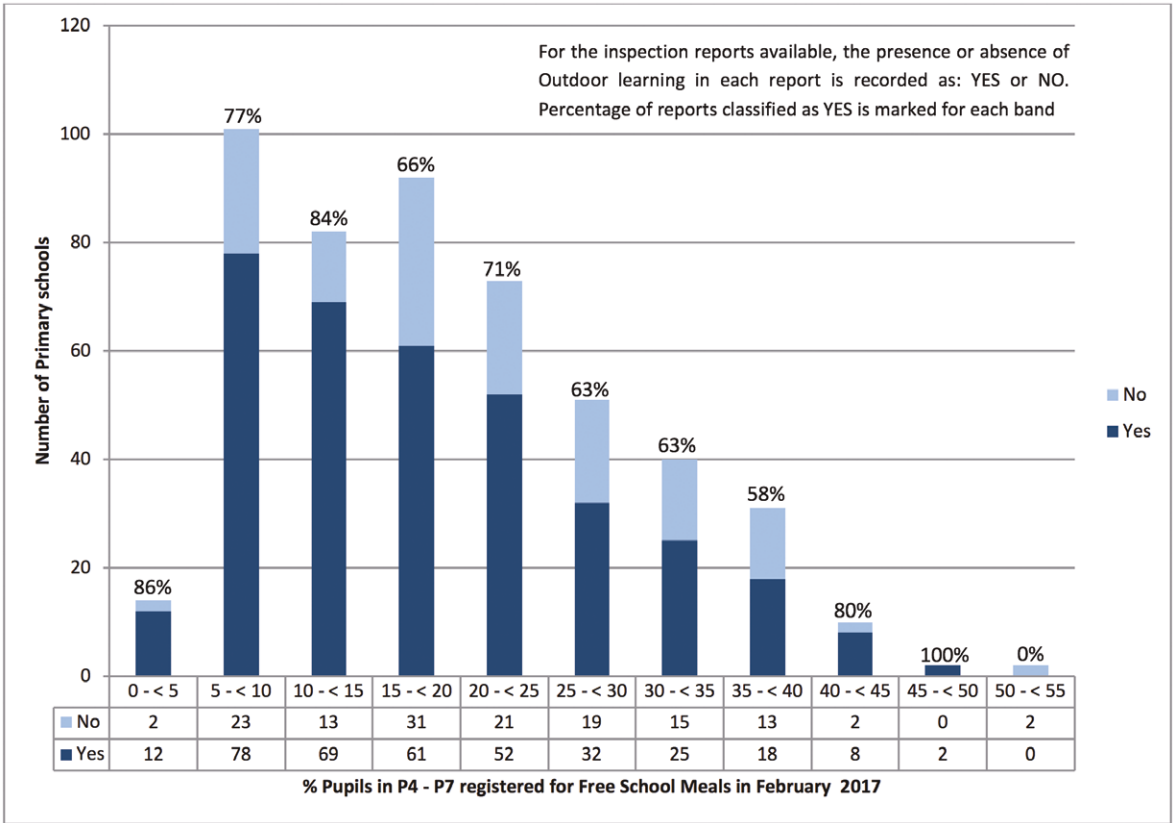


Figure 6: Summary of Available Primary school reports that mention Outdoor learning in grounds, local green space or local community during school hours mapped against the Free School Meals 2017 dataset with data grouped into 10 per cent bands.

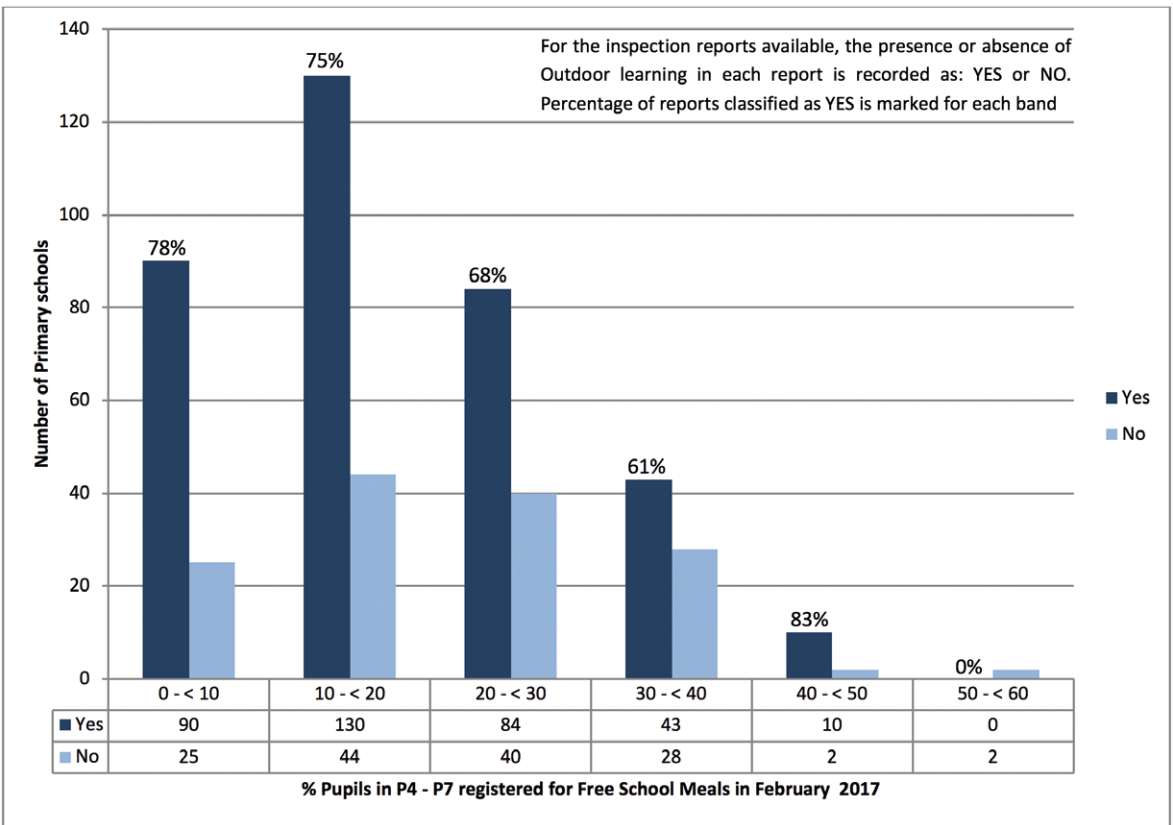


Figure 7: Summary of Primary school reports that mention Visits, trips or excursions during the school hours mapped against the Free School Meals 2017 dataset.

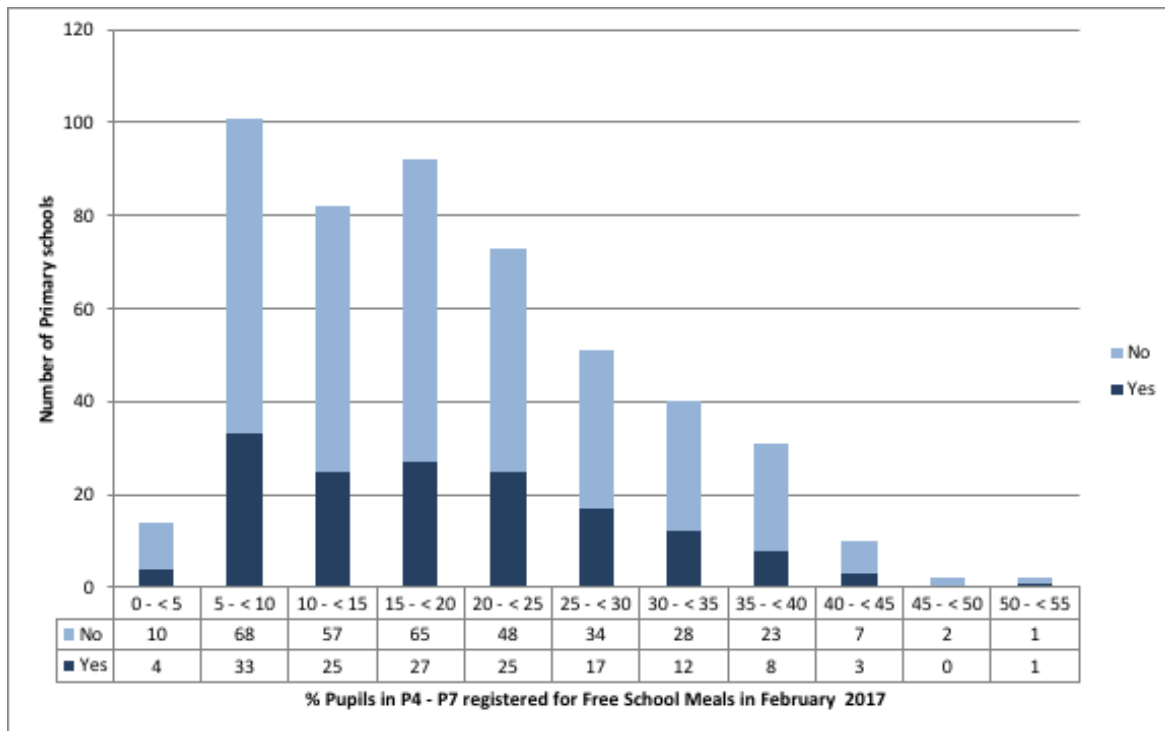


Figure 8: Summary of Primary school reports that mention Adventurous activities during the school hours mapped against the Free School Meals 2017 dataset.

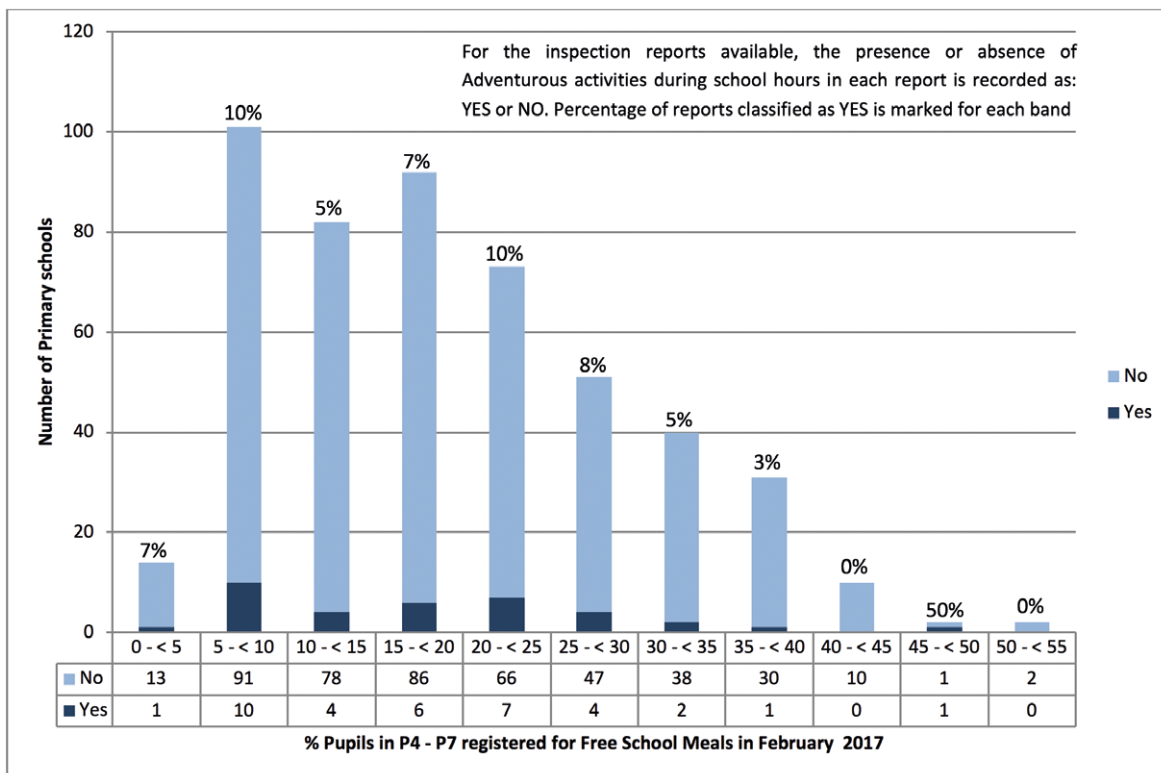


Figure 9: Summary of Primary school reports that mention Outdoor activity for small group e.g. gardening group, or after school club mapped against the Free School Meals 2017 dataset.

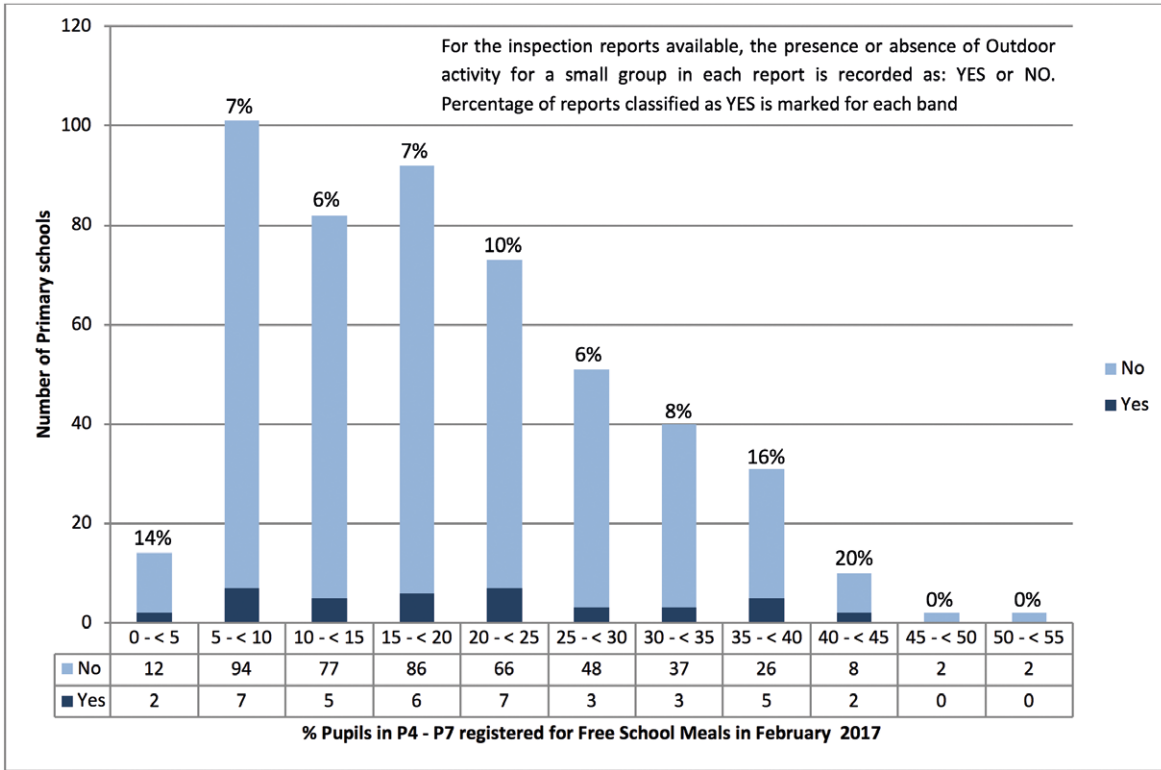


Figure 10: Summary of Primary school reports that mention a Residential experience mapped against the Free School Meals 2017 dataset.

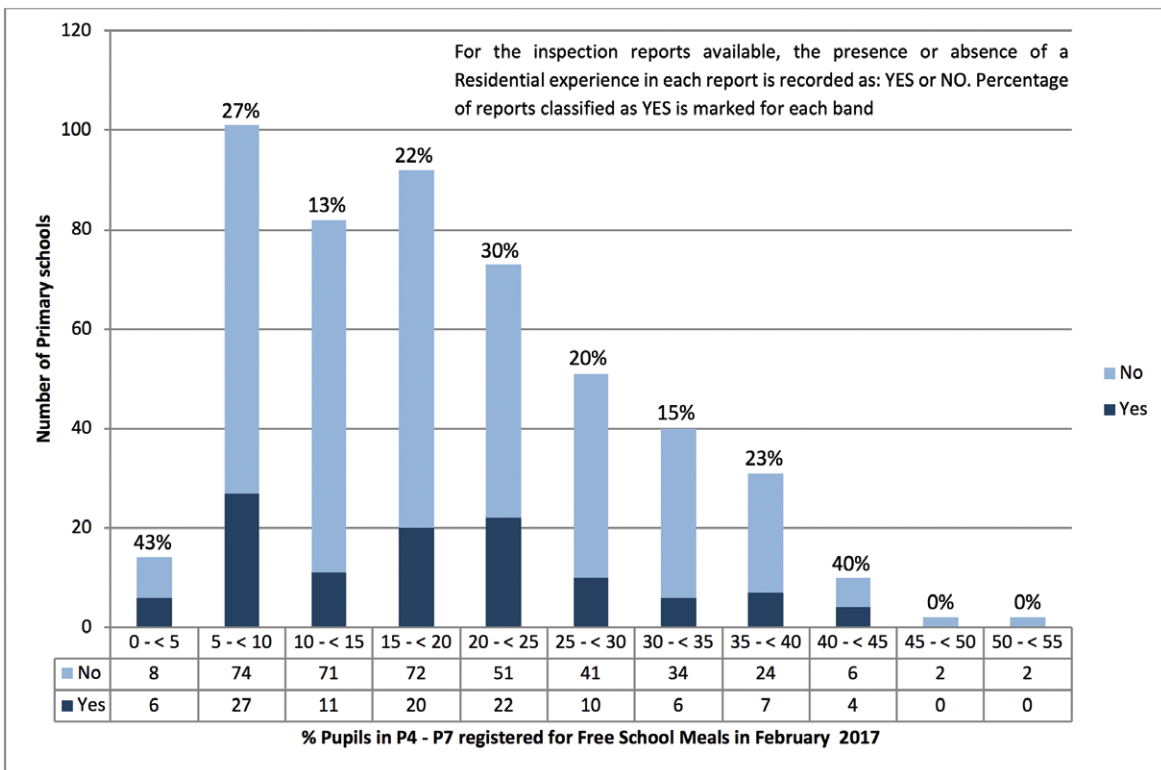


Figure 11: Secondary schools mapped against the Free School Meals 2017 dataset.

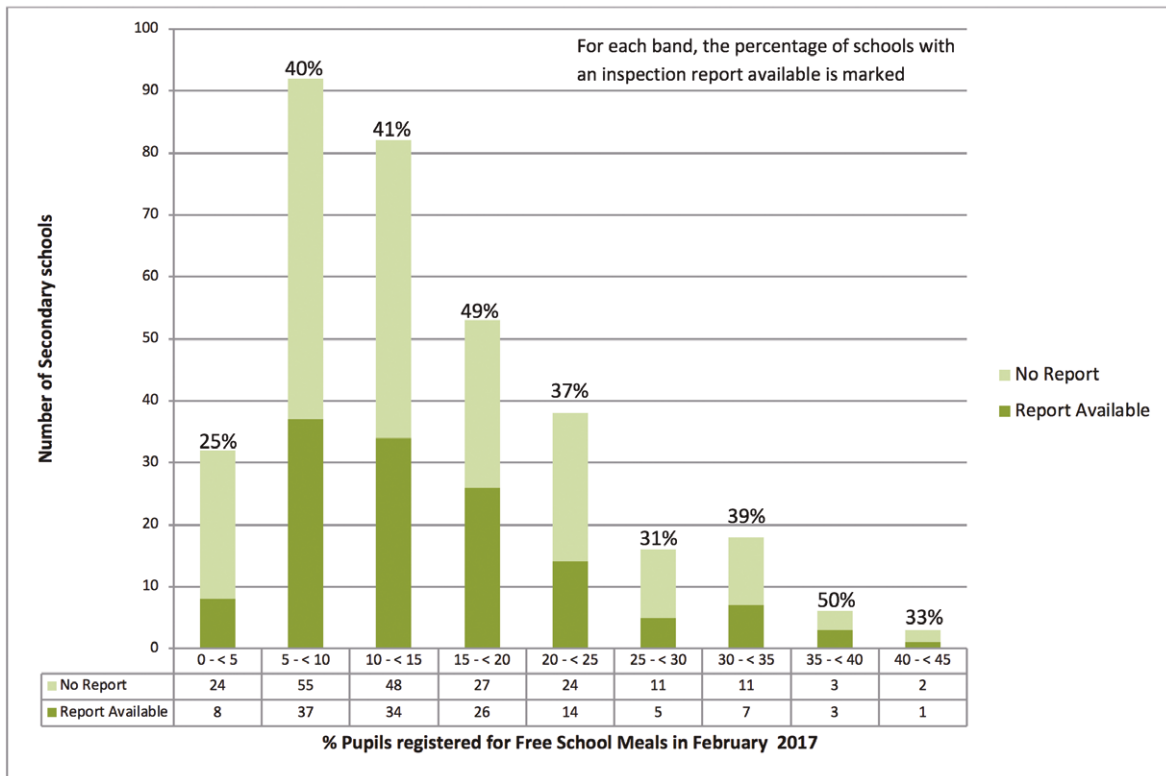


Figure 12: Summary of Available Secondary school reports that mention Outdoor learning in grounds, local green space or local community during school hours mapped against the Free School Meals 2017 dataset.

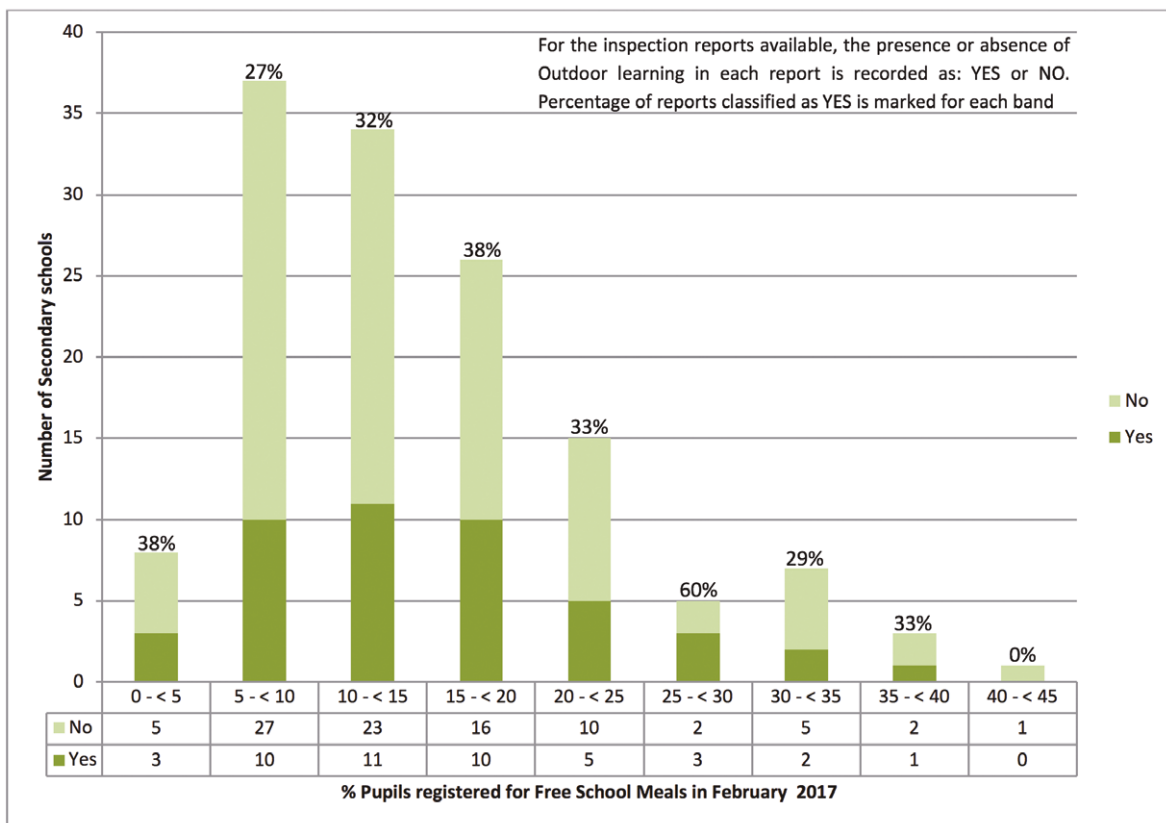


Figure 13: Summary of Secondary school reports that mention Visits, trips or excursions during the school hours mapped against the Free School Meals 2017 dataset.

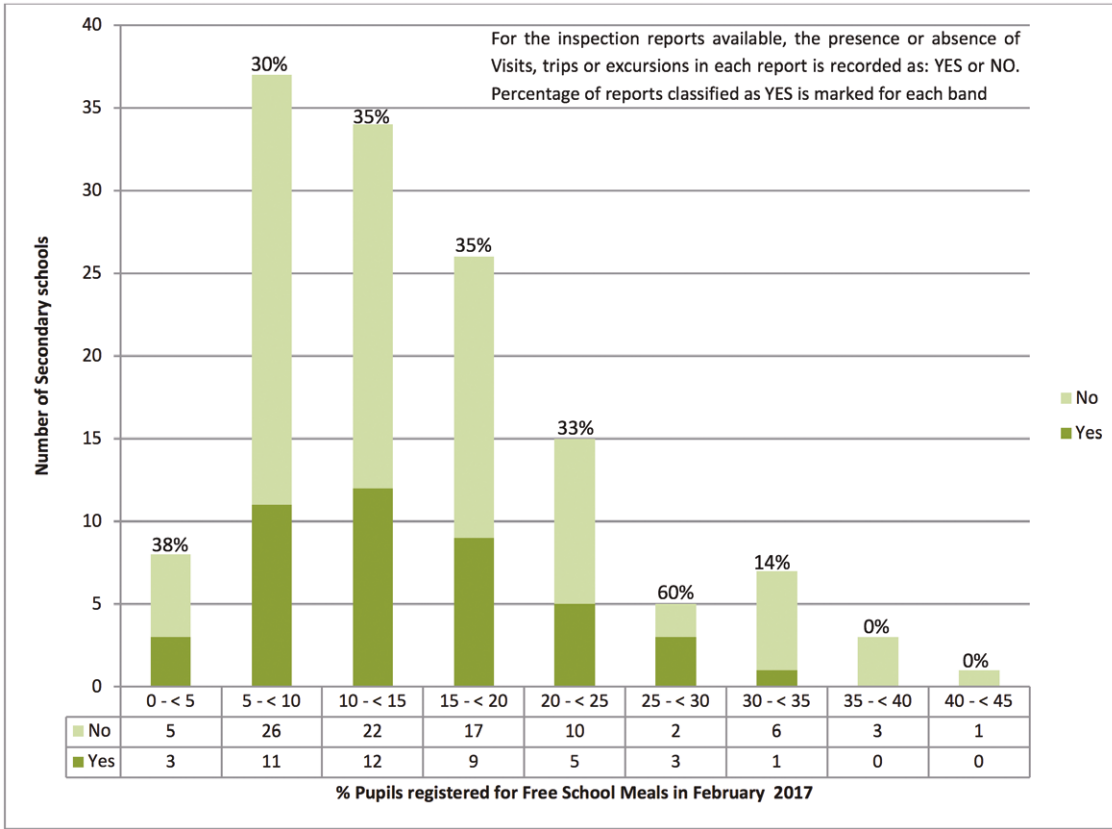


Figure 14: Summary of Secondary school reports that mention Visits, trips or excursions during the school hours mapped against the Free School Meals 2017 dataset with data in 10 per cent bands.

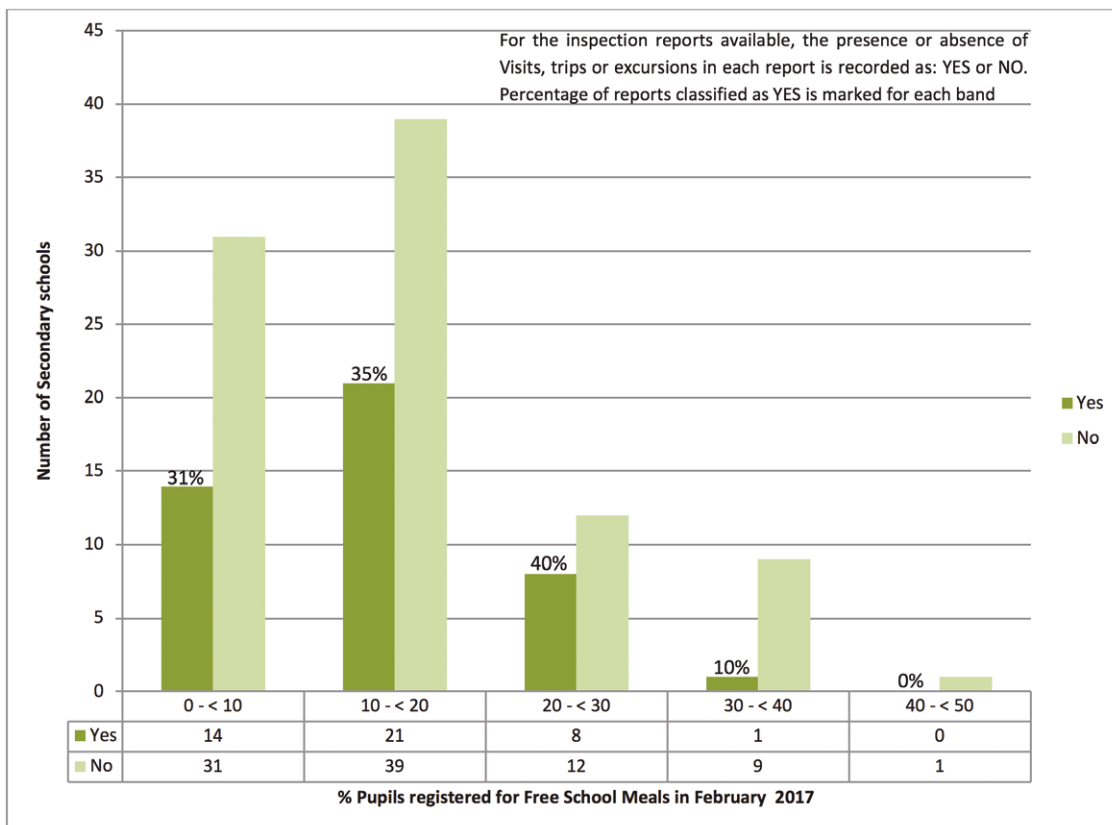


Figure 15: Summary of Secondary school reports that mention Adventurous activities during the school hours mapped against the Free School Meals 2017 dataset.

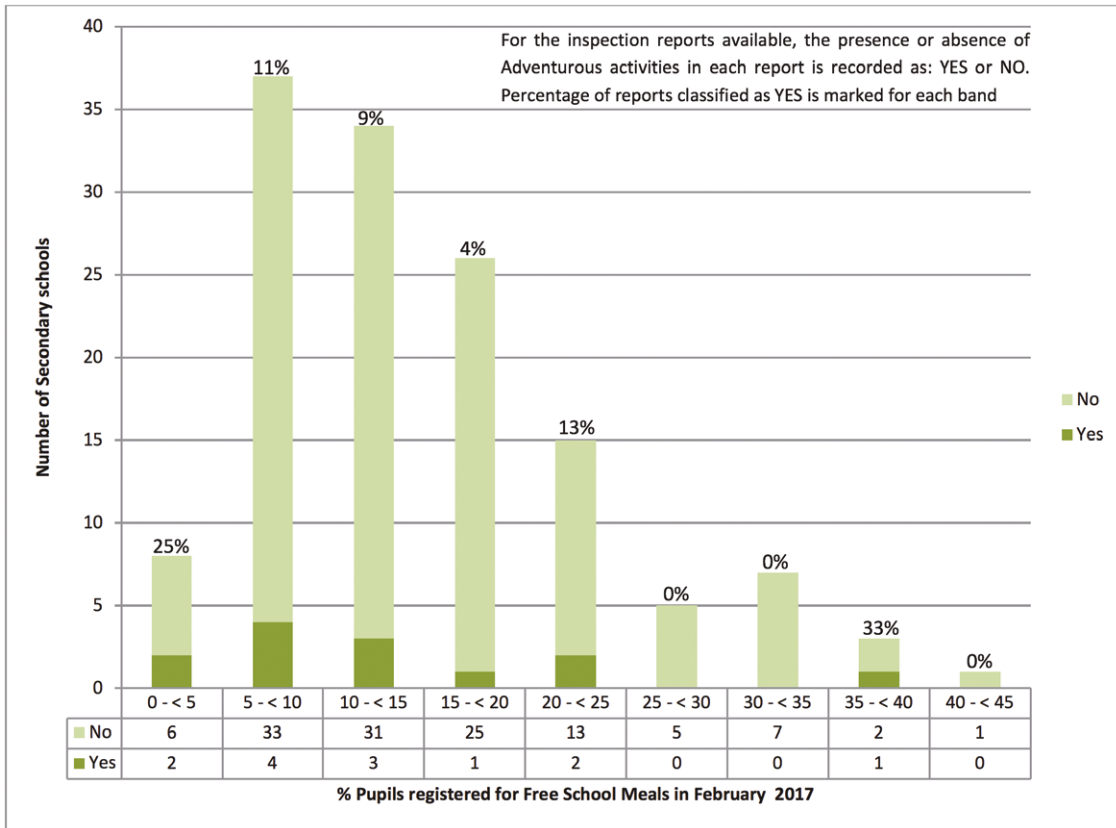


Figure 16: Summary of Secondary school reports that mention Outdoor activity for small group, e.g. gardening group, or after school club mapped against the Free School Meals 2017 dataset.

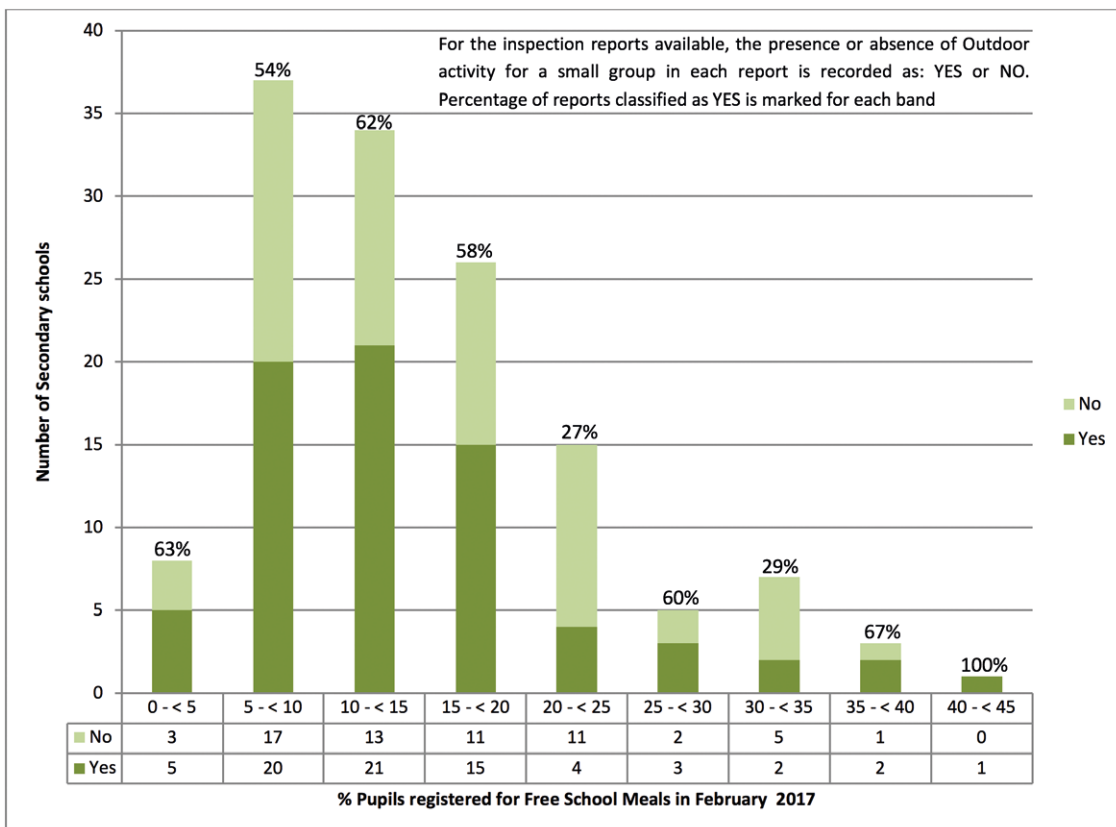


Figure 17: Summary of Secondary school reports that mention Outdoor activity for small group e.g. gardening group, or after school club mapped against the Free School Meals 2017 dataset with data grouped into 10 per cent bands.

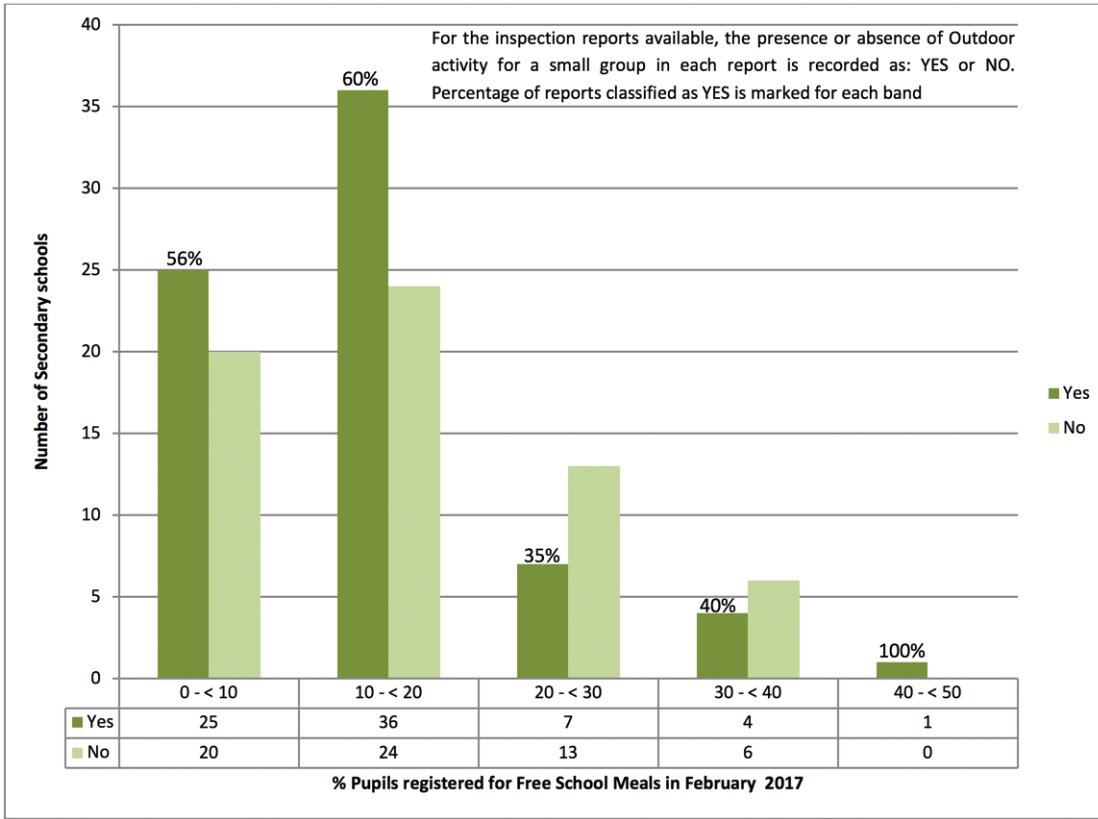


Figure 18: Summary of Secondary school reports that mention a Residential experience mapped against the Free School Meals 2017 dataset.

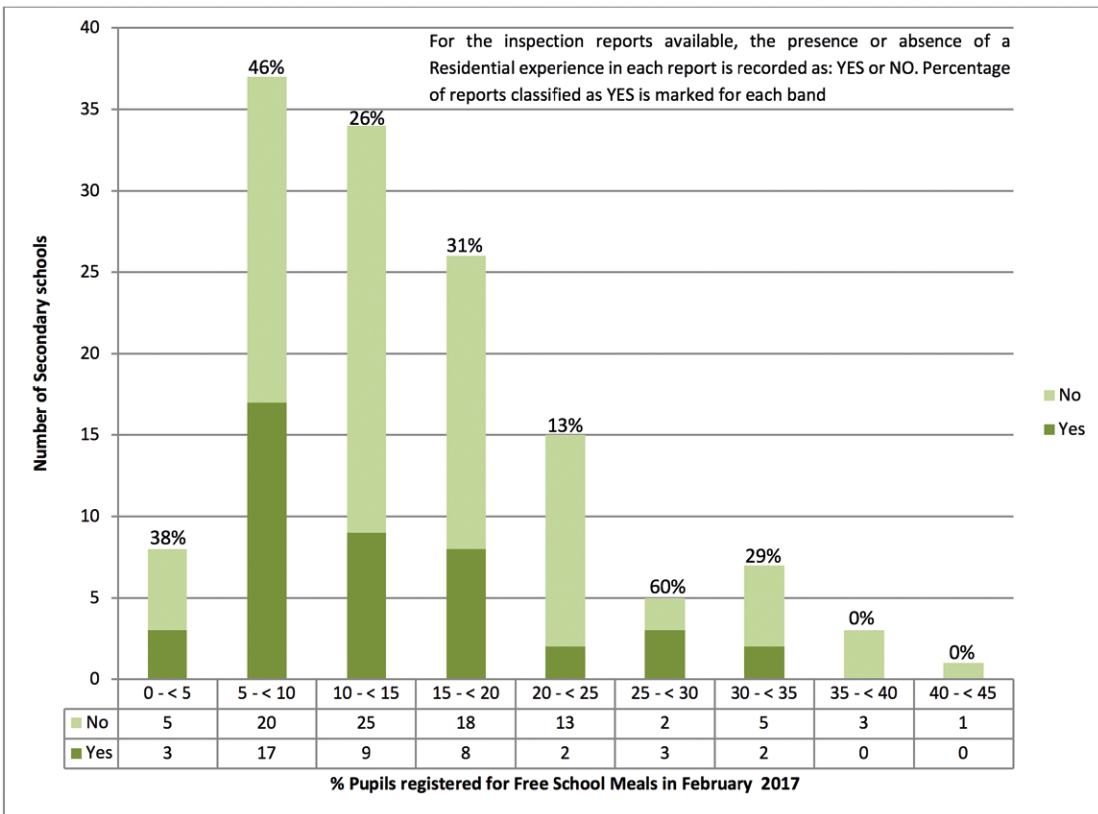


Figure 19: Summary of Secondary school reports that mention a Residential experience mapped against the Free School Meals 2017 dataset with data grouped into 10 per cent bands.

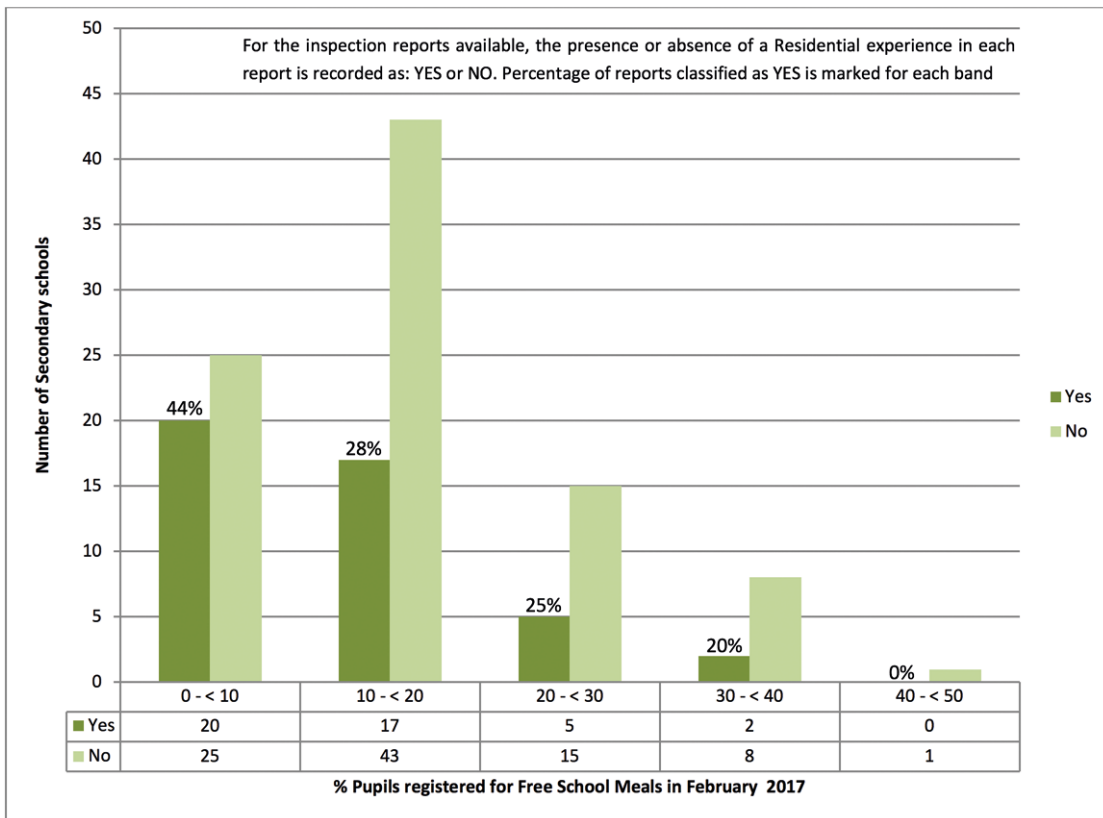


Figure 20: Percentage of Secondary school reports that mention a Residential experience mapped against the Free School Meals 2017 dataset with data grouped into 10 per cent bands.

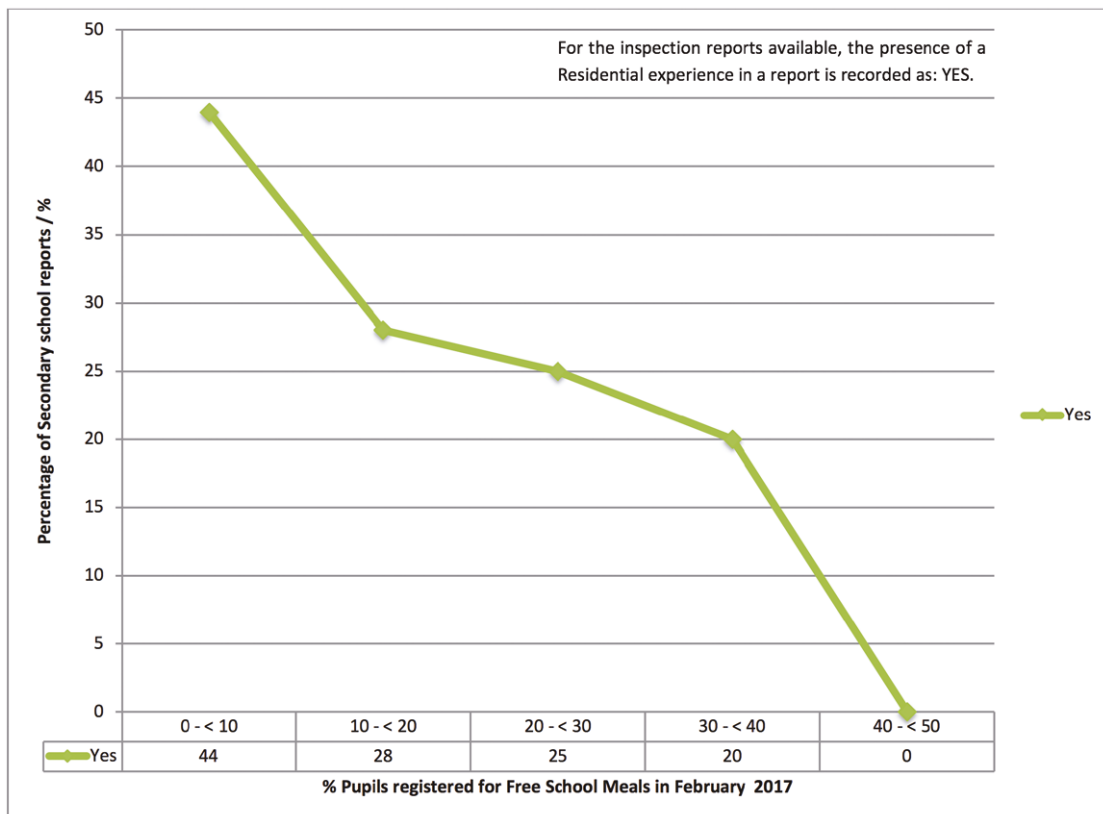
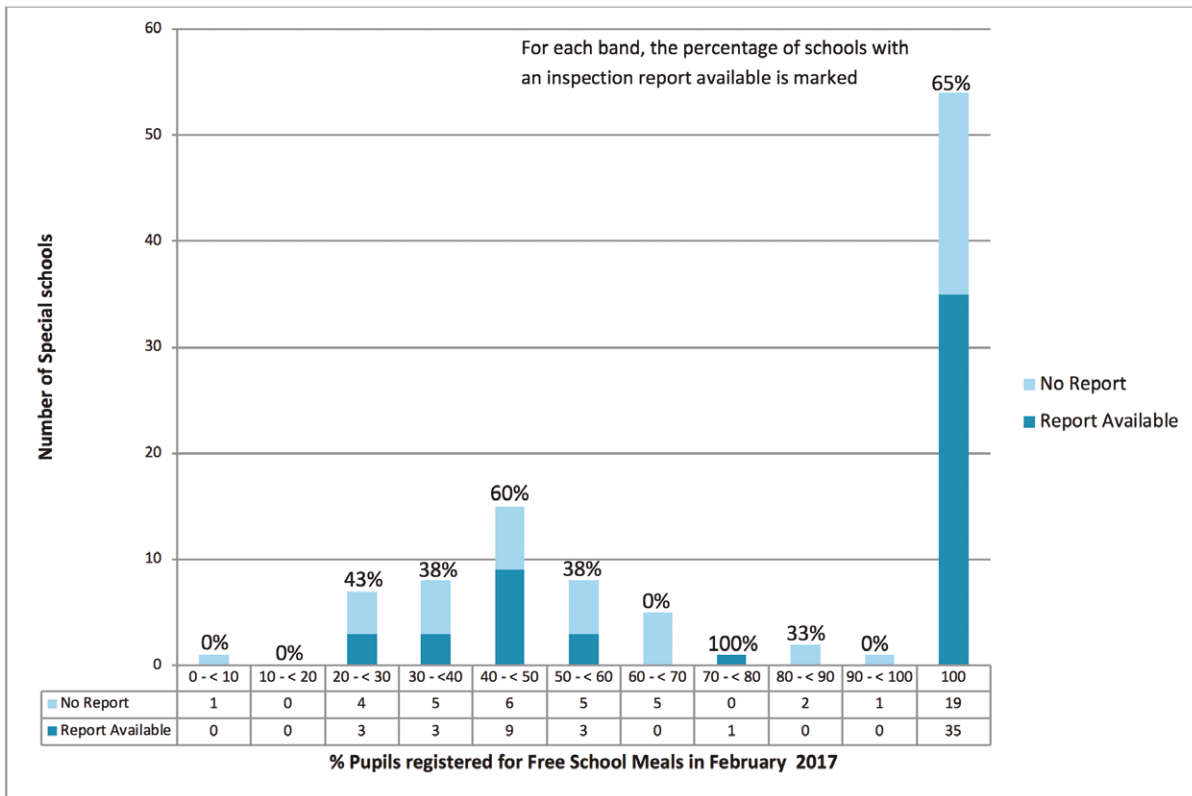


Figure 21: Special schools mapped against the Free School Meals 2017 dataset.



Endnotes

1. Inspection reports: <https://education.gov.scot/inspection-reports>
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