Clore Duffield Foundation

SCHOOL TRIPS GRANT

Second Stage Planning for Secondary Schools

CASE STUDY

Elizabeth Fletcher, Trust Civic Leader

Brannel School, Cornwall (904 pupils)

This case study has been devised to support secondary schools working on their Second Stage Planning Phase of the Clore Duffield Foundation's School Trips Grant.

It has been written by **Elizabeth Fletcher**, Trust Civic Leader at Cornwall Education Learning Trust, a trust with 16 schools including Brannel School.

Elizabeth and the team at Brannel incorporated pupil voice into their planning to create a broad and ambitious trips programme. Taking a 'drop-down days' approach to handle the large number of students taking part helped overcome logisitcal challenges when planning for Secondary level.

Read on to find out more about how the school managed the Second Stage Planning Phase of the School Trips Grant and created a step-changing and impactful offer for their pupils.

Set the scene for us...

While cultural venues may be plentiful in major cities, many young people in rural or coastal areas—like **Brannel School in Cornwall**, where around a third of students are eligible for free school meals—simply don't have easy access to them.

The **Clore Duffield School Trips Grant** has been transformative for us. While there are smaller grants that can subsidise individual visits or arts engagement, this programme provides full funding for a series of enriching trips plus guidance to plan and deliver them. That combination of financial backing and programme support makes it genuinely transformative for state schools like ours. A CPD session with Curious Minds also inspired fresh ideas and strengthened local networking connections.

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PLANNING

What were your 'must-includes' when planning your trips programme?

London was an obvious choice for our programme. Its museums, galleries and theatres are world-class, curriculum-rich and immersive, offering experiences that simply don't exist locally.

Speaking with students, they had no reservations about sharing their ideas openly and London topped their wish lists. Hearing directly from them made it clear that this programme should be about more than just ticking curriculum boxes—it should be about curiosity, confidence and a chance to see a world beyond the confines of Cornwall.

Any challenges? And what were the solutions?

The most challenging part of the programme has been planning for whole year groups of up to two hundred students. **Cornwall's geography** adds complexity, and organising trips during drop-down days has been essential. Securing affordable accommodation was our first priority and the **Youth Hostel Association (YHA)** proved invaluable; talking to their team early helped us plan confidently around budget constraints.

SEND and inclusion considerations were also carefully built in, with staffing ratios, accessibility checks and tailored support ensuring every student could participate meaningfully.

Parental engagement, with plenty of notice, reassurance and preparation, will also help our students feel ready for their first night away from home.

How did you link trips to the curriculum?

Linking trips to the curriculum was a priority—it's difficult to justify taking a whole year group of GCSE students out of school for a jolly!

We wanted our trips to reinforce learning in English, History and the Arts, with a particular focus on **live theatre** to bring texts and historical contexts to life. Workshops and performances were chosen to add creative depth and spark discussion back in the classroom. I even found myself at the end of a phone queue of over a thousand hoping for tickets to the RSC's Macbeth with Sam Heughan in the lead role—sadly, no luck!

Moments like that are a reminder that **ambition requires flexibility**, but they don't dampen the excitement and learning opportunities for the students.

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TOP TIPS

1. **Put students at the centre:** listen to their interests and involve them early.
2. **Engage parents and carers early:** build trust and confidence.
3. **Start with the essentials:** secure accommodation first, then transport and staffing.
4. **Build a strong team:** assign roles for logistics, finance, risk assessment and curriculum links.
5. **Plan for inclusion and SEND:** check accessibility and provide additional support.
6. **Give yourself time:** planning is complex. Start early, set milestones... and breathe.

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