

SCHOOL TRIPS GRANT

Pilot Year 2025-26

REPORT AND HEADLINE FINDINGS



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Science Museum, London, Devonshire Primary Academy © Jody Kingzett

INTRODUCTION

As part of its commitment to broadening access to the arts, culture and enriching educational experiences for children and young people, the Clore Duffield Foundation is offering the School Trips Grant to support schools in areas of greatest need. The Foundation has committed £5 million over 5 years to support school trips.

In its pilot year, the Clore Duffield Foundation's School Trips Grant funded 12 schools in Blackpool, Cornwall and Portsmouth to give every student a full programme of educational visits for a whole academic year. An independent evaluation by cultural learning consultants, Cairns Crump, drawing on over 7,500 student and teacher survey responses and interviews with every participating school, found strong evidence that the grant is delivering on its aims — broadening access to enriching experiences, strengthening students' engagement and confidence, and building lasting capacity within schools.

The following schools were funded in the pilot year:

Blackpool: Devonshire Primary Academy, Highfield Leadership Academy (Secondary), Mereside Primary Academy, St John's C of E Primary School

Cornwall: Brannel School (Secondary), Camelford Primary School, Cape Cornwall School (Secondary), Pensans Community Primary School, Pondhu Primary School, St. Michael's C of E Primary School, St. Stephens Community Primary School

Portsmouth: Ark Charter Academy (Secondary)



Barbara Hepworth Museum & Sculpture Garden, Pensans Community Primary School © Pensans CP School

"The children have been able to enjoy a wide range of experiences beyond the classroom, opening their eyes to the arts, local history, and Cornwall's beautiful coastline."

Headteacher, primary school, Cornwall



PURPOSE OF THE SCHOOL TRIPS GRANT

Through the programme, the Foundation aims to:

- Give schools the funds and capacity to deliver a quality programme of school trips that children would otherwise not be able to access
- Support a wide range of curriculum and enrichment experiences outside the classroom for every student in each participating school
- Enable schools to transform their current school-trip offer
- Build confidence and good-practice networks between schools and trip venues in the longer-term.

100% Funding

The grant seeks to remove all financial barriers to offering an enriching school trips programme. The funding can be used to cover transport costs, entry fees and tickets, planning time, backfill cover for staff, teacher training and refreshments.

Programme Model

The model provides a broad and diverse programme of trips for primary and secondary students across one academic year. Primary schools deliver 6 trips for every student on roll and secondary schools deliver 3 trips for every student. The programme includes comprehensive support for teachers from the Clore Schools Programme Manager, teacher training opportunities delivered in partnership with Curious Minds, and brokerage support to connect schools with trip venues and organisations.



"One of the highlights of the trip was the hands-on experience, which brought learning to life and reinforced classroom topics effectively"

Teacher post trip survey



PILOT YEAR IN NUMBERS

18,407

individual
student visits

160+

venues visited

2,890

adults
supporting visits

£174

programme
cost per head

29%

spent on
transport costs

348

trips delivered

Hall for Cornwall, Truro, Pensans Community Primary School © Pensans CP School



A young boy with short brown hair, wearing a black t-shirt and a backpack, is looking up at a large, white space suit exhibit in a museum. The suit is displayed vertically against a dark, textured background. The boy is reaching out with his right hand towards the suit. In the background, other visitors and museum displays are visible under warm lighting.

"Our lovely children would never experience all the fantastic places, shows and visits in London if it was not for your funding. We made lifelong memories as a class and all of the children thoroughly enjoyed the experience."

Deputy Headteacher,
primary school, Blackpool

TYPES OF TRIP

Schools were encouraged to take an ambitious approach to developing their programmes of trips, taking advantage of high-quality opportunities regionally and nationally.

A total of **348** trips took place during the pilot year, including:

- Regional and national **museums and galleries** including: Showtown Museum, Blackpool, Cornwall Museum, Truro, National Museums Liverpool, the National Portrait Gallery, the Science Museum, Natural History Museum, the V&A, Tate Modern and Tate St Ives
- **Sites of national significance**: the Houses of Parliament, Buckingham Palace and the Olympic Park
- **Theatre** trips – including to see RSC’s Matilda the Musical, Disney’s the Lion King and whole school trips to the pantomime, The Grand Theatre Blackpool, Hall for Cornwall, Truro, Theatre Royal, Plymouth and Shakespeare’s Globe, London
- UNESCO World **Heritage sites** and National Trust properties, including Jodrell Bank and Lanhydrock House & Gardens, Cornwall
- Outdoor **activity centres**, the seaside and **places of natural beauty** such as Lake Windermere and St Michael’s Mount
- **Major cities** including London, Manchester, Liverpool, Plymouth, Bath & Bristol

Pendennis Castle, English Heritage, Cape Cornwall School © Ian Kingsnorth

These experiences have helped children develop new skills, build confidence, and increase their self-esteem.
Headteacher, primary school, Cornwall



HEADLINE FINDINGS

1. Cultural capital, curriculum and enrichment

The grant gave many students their first experience of museums, theatres, heritage sites and overnight stays in cities or London. Students who felt their school offered a wide range of trips rose from 67.5% to 87.6% overall, with a particularly large increase among secondary students, from 46.3% to 76.7%.

"My favourite part of the day was doing the Natural History Museum and going to Leicester Square - it was an amazing experience to do fun things with my friends."

Student quote form Best Trip question

Across 1,853 post-trip surveys, 72.2% rated their enjoyment at 8–10 out of 10, 67.1% wanted to repeat similar experiences, and 63.7% would recommend them. Teachers reported very high engagement, with 96.7% of trips generating "a lot" or "quite a bit" of engagement.

"The children have had experiences they would never have had without the support of the Clore Foundation."

Teacher final survey

Science Museum, London, Devonshire Primary Academy © Jody Kingzett



HEADLINE FINDINGS

2. Quality and access

Trips supported classroom learning by providing memorable reference points for later teaching. Teachers rated achievement of learning objectives at an average of 9.31 out of 10 across all trips.

"The visit reinforced their understanding of the natural world and allowed them to apply their learning in a real-life context, making it a memorable and valuable educational experience"

Teacher post trip survey, the Eden Project

"...through Clore we got access to the West End show [The] Lion King and this student mentioned if she hadn't have gone on that trip she wouldn't have been able to pass her performing arts course..."

Vice Principle, secondary school, Blackpool

3. Confidence and belonging

Qualitative evidence showed strong gains in confidence, resilience and independence, particularly through challenging activities such as overnight stays, surfing and climbing. Survey data also showed improved belonging, with the largest increase among secondary students, from 50.2% to 57.5%.

"We were made to step out of our comfort zone and work with others who we would not normally work with."

Student quote from Best Trip question

"If it wasn't for the London trip and the social connections I made, I would have found attending school much more difficult."

Student, secondary school, Blackpool

Surf day, St Michael's C of E Primary School, Cornwall © Ian Kingsnorth

HEADLINE FINDINGS

4. Aspirations and wellbeing

There is evidence that the programmes contributed to improved aspirations and wellbeing. The proportion of students reporting high life satisfaction rose from 46.5% to 53.6%, while the belief that doing well at school would help them secure a good job rose from 59.9% to 65.5%. Schools also described students gaining greater awareness of universities, careers and future opportunities through exposure to new places and experiences.

5. Teachers' skills and confidence

The grant strengthened schools' ability to organise and sustain educational visits. Teachers reporting high confidence in organising trips rose from 47.1% to 87.1%, and confidence in running trips rose from 53.4% to 88.1%. Schools reported stronger systems, improved curriculum planning, greater staff expertise and increased leadership capacity, shifting trips from occasional extras to a core part of curriculum delivery. The largest improvement recorded was a 42.6% increase in teachers strongly agreeing they had good working relationships with trip venues and transport companies.

The value is knowing who to contact, how it works and how the booking process works.

Headteacher, secondary school, Cornwall

Cornwall Museum, Truro, Pensans Community Primary School © Pensans CP School



HEADLINE FINDINGS

6. Relationships and belonging

Schools consistently reported stronger teacher-student and peer relationships, and a greater sense of school community, arising from shared experiences outside the classroom—a theme that emerged repeatedly in interviews.

"I got to know lots of new Year 7 friends, who I am still friends with now."

Student quote from Best Trip question

"The shared experience creates an immediate point of connection between teachers and students that persists long after the trip has taken place."

Headteacher, secondary school, Cornwall

7. Impact of different types of trips

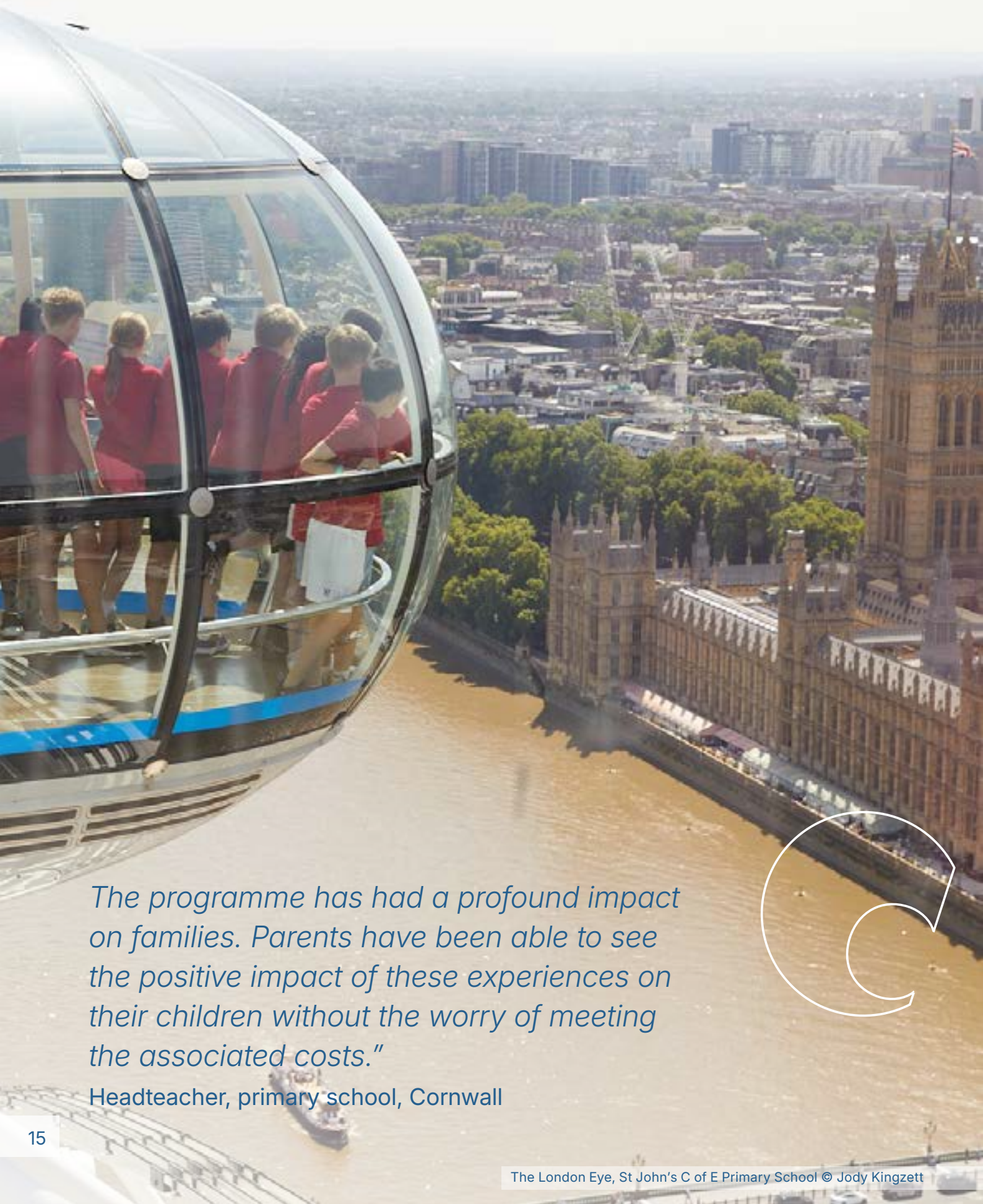
The best-performing trips combined strong educational content with memorable, immersive experiences. Overnight visits to London and other cities achieved the highest average learning objective score at 10 out of 10, followed by nature reserves (9.65), activity centres (9.62), theatres (9.51), zoos (9.46) and historic sites (9.43). The strongest trips shared five features: hands-on, experiential learning; close links to curriculum objectives; novel or first-time experiences; expert facilitation; and opportunities for challenge, exploration and personal growth.

8. Grant delivery model

Combining funding with dedicated support from the Foundation's team in planning, budgeting and connecting to trip venues helped schools overcome both financial barriers and the practical challenges of delivering ambitious visit programmes. This combination of financial and professional support played an important role in building long-term capacity within schools.

Pendennis Castle, English Heritage, Cape Cornwall School © Ian Kingsnorth





The programme has had a profound impact on families. Parents have been able to see the positive impact of these experiences on their children without the worry of meeting the associated costs."

Headteacher, primary school, Cornwall

LOOKING AHEAD

The pilot year of the Clore Duffield Foundation School Trips Grant provides strong evidence that sustained investment in trips can transform both students' experiences and schools' capacity to deliver enrichment at scale. Across 12 schools, more than 18,407 individual student visits were recorded, giving children access to museums, theatres, heritage sites, major cities and outdoor learning experiences that many would otherwise never have encountered. For a significant number of pupils, these were genuinely first-time experiences that broadened horizons, increased cultural capital and created lasting memories. We have also learned that teacher training and support are critical to develop capacity and skills, ensuring high-quality school trips form a central and strategic part of school life.

The Foundation is ensuring the impact of the programme extends beyond the schools that we fund, by sharing what we have learned with colleagues in schools, cultural organisations and school trip venues, government and other funders.

Building on the learning from the pilot year, the Foundation has allocated additional legacy funding to allow this first cohort of schools to embed a programme of quality school trips. The Foundation has also committed up to £1 million to fund school trips for 13 more schools across Cornwall and Blackpool in the 2026-27 academic year. The programme will be expanded in the 2027-28 academic year to support schools in Burnley, Grimsby and East Lindsey.

For more information:

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