

SCHOOL TRIPS GRANT

Second Stage Planning for Secondary Schools

CASE STUDY

Highfield Leadership Academy, Blackpool

(676 pupils)

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

It has been written by **Dan Standing**, Associate Assistant Principal for Trips and Student Experience at Highfield Leadership Academy, Blackpool. Highfield is part of Star Academies.

Dan collaborated closely with Subject Leaders to create a theme-based school trips plan to support a broad range of learning across the curriculum, whilst also prioritising raising aspirations and developing cultural capital through visits to larger cities and the capital.

Read on to find out how Dan and his team approached putting together their school trips plan.

Introduction

The Clare Duffield Foundation's School Trips Grant has enabled us to deliver a series of enriching trips tailored to the needs and interests of our pupils throughout the academic year. Without this support, these opportunities would simply not be possible, given the local demographics of our student community.

This year, we have planned **15 transformative trips** designed to broaden cultural capital and bring learning vividly to life for students who have had limited opportunities beyond their local community.



PLANNING

How did you approach the planning phase?

We adopted a collaborative approach to ensure the grant was used effectively. Each department was consulted and invited to propose trips that would enrich their curriculum.

This process allowed us to design a programme of **historical, geographical, and cultural visits** aligned with key topics across subjects. For example, history trips deepen understanding of significant events, geography excursions explore physical and human landscapes, and cultural experiences broaden exposure to the arts and creative industries.

By **working closely with Subject Leaders**, we ensured every trip had a clear educational purpose and complemented classroom learning, providing meaningful real-world experiences.

How did you research and select trip venues?

Our research was thorough and strategic. We reviewed previous successful trips and explored new opportunities to broaden horizons while remaining curriculum-focused. Alongside **London-based experiences**, we prioritised major northern cities such as **Liverpool, Manchester, and Bradford**:

- **Liverpool** offered rich links to history and the arts through visits to museums, including the Maritime Museum.
- **Manchester** provided insights into urban geography and creative industries via the Science and Industry Museum and the Lowry.
- **Bradford**, with its National Science and Media Museum, allowed exploration of media, technology, and multiculturalism.
- **London** allowed students to participate in excellent hands-on workshops, including at Shakespeare's Globe.

Every destination was mapped to curriculum objectives, ensuring ambitious and purposeful experiences.



PLANNING

What ways did you collaborate with others to plan your programme of trips?

Collaboration with the **Schools Programme Manager at the Foundation**, was vital. Their guidance ensured consistency, timely approvals, and efficient budget management. The close communication with the Schools Programme Manager helped us structure plans effectively and maximise the impact of the grant. This partnership gave us confidence that our programme was both **ambitious and achievable**.

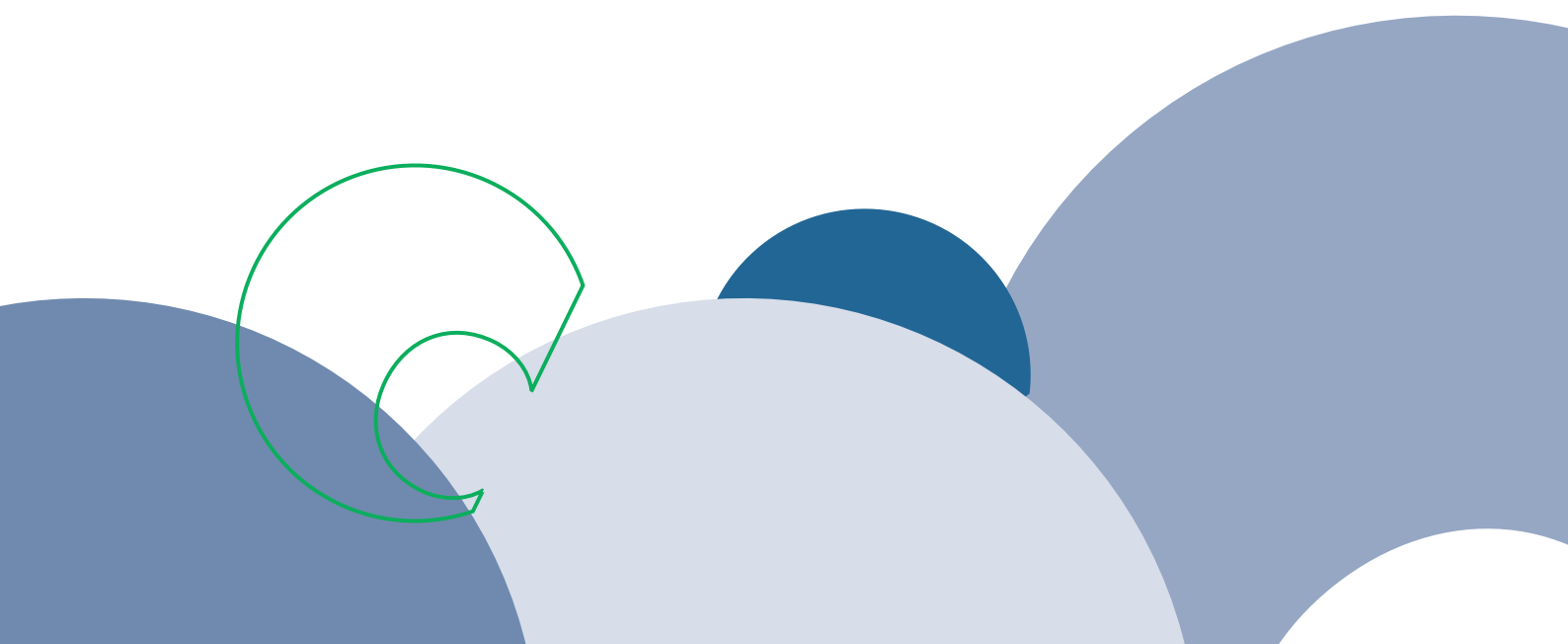
We engaged staff through **CPD sessions** focused on trip planning, compliance, and risk management. These included:

- **Collaborative Planning Workshops** for curriculum integration.
- **Risk Assessment Training** to build confidence in managing trips safely.
- **Budget and Logistics Guidance** to ensure efficient use of resources.

A dedicated central team coordinated planning and provided ongoing support, ensuring consistency and high standards across all trips.

What did you find most useful?

- The balance between **creative freedom** and **structured support** was invaluable.
- Guidance from the Foundation and their **robust documentation** gave clarity and confidence.
- **Practical tools**, such as the budget tracking sheet, allowed real-time monitoring and efficient resource allocation.



TOP TIPS

- Collaborate with colleagues to ensure your trips programme aligns with key curriculum and enrichment aims
- Take a thematic approach to planning
- Be bold and aspirational for your pupils
- Build in opportunities for staff development and training
- Work closely with the Clare Duffield Schools Programme Manager

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