

Public Document Pack



The following reports are Information Items for the Education for Life Scrutiny Committee.

- 1 Budget Monitoring 2017-2018.
- 2 Curriculum Reform, Professional Learning and the Pioneer Process.
- 3 Educational Visits to Foreign Countries.



EDUCATION FOR LIFE SCRUTINY COMMITTEE – INFORMATION REPORT

SUBJECT: BUDGET MONITORING 2017-18

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

1.1 To outline the projected 2017-18 financial position for the Directorate based on information available to the end of October 2017.

2. SUMMARY

2.1 The report identifies any potential under / overspends currently forecast for 2017-18. Full details are attached in Appendix 1.

2.2 The report also provides an update with regards to any issues relating to the progress of the 2017/18 savings targets.

3. LINKS TO STRATEGY

3.1 The report considers the use of resources within the Directorate to ensure that key strategies are achieved.

3.2 Effective financial planning and financial controls contribute to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015. In particular, as follows:

- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
- A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and
- A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

4. THE REPORT

4.1 The report deals with the budget monitoring information for Education and Lifelong Learning (LL). The revenue position for the Directorate is summarised in Appendix 1, with a breakdown for the 3 service areas of Planning & Strategy; Learning, Education and Inclusion (LEI); and LL respectively.

4.2 The projected outturn position is based on actual income and expenditure details to the end of October 2017, together with data used to forecast income and expenditure. Account is also taken of the outturn position for 2016-17 and information available following discussions with Managers.

- 4.3 To advise Members, line management responsibility for the Safeguarding Team has moved to Social Services, consequently the budget of £124,569 has been vired across in full.
- 4.4 A net underspend of £145k is currently forecast for the Directorate. Details with regards to each of the service areas are outlined below.

4.5 Planning & Strategy (Including Home to School Transport) – (Overspend £16k)

- 4.5.1 The main variances in this service area relate to the following:

	£'000 (Under / (Over))
Relief Supply Cover (SRB's & Maternity)	(85)
Early Retirement Pension Costs Schools	(50)
Management & Support Service Costs	119
Net Other	-
Total	(16)

- 4.5.2 Due to the unpredictability of sickness in our Special Resource Bases and maternity absences across all school sectors, the relief supply cover spend on school based staff is always very closely monitored. This area of the budget was overspent in 2016-17, so whilst data at the end of October 2017 did not indicate any significant variance to budget it would seem prudent to include a potential overspend with some 5 months remaining until the end of the financial year.
- 4.5.3 Based on current information the budget relating to retirement costs associated with school based staff is currently projected to overspend.
- 4.5.4 The underspend in relation to Management & Support costs relates predominantly to in year savings on staff costs, some of which are one off due to in year vacancies and others that are on-going and form part of the Directorates MTFP savings proposals going forwards. Approximately £92k relates to the one off / in year savings and £33k relates to future savings proposals.
- 4.5.5 There is currently no significant variance with regards to Home to School / College Transport budget, a breakeven position is currently forecast. However it should be noted that the mainstream primary and secondary contracts will be retendered in January 2018.
- 4.5.6 In summary the net projected variance for Planning & Strategy is an overspend of £16k.

4.6 Learning, Education & Inclusion – (overspend £39k)

- 4.6.1 The most significant variances within LEI are as follows:

	£'000 (Under / (Over))
Psychological Services	57
VI Service	45
14 – 19 Initiative Transport	56
EOTAS	(660)
Additional Support & Out of County	260
Early Years – Rising 3's	75
Support Services & Resources	46
Music Service	(94)
Education Achievement Contract	51
Net Other	125
Total	(39)

- 4.6.2 The underspend in the Psychological Service has originated due to delays in the recruitment of appropriately qualified staff. The service now has a full complement of staff.
- 4.6.3 In recent years the Visually Impaired Service has reported an underspend and this continues into 2017-18.
- 4.6.4 The underspend on 14-19 transport (which allows pupils wider course access between Schools) is a recent trend and is anticipated to continue in 2017-18. This budget heading forms part of savings proposals moving forwards.
- 4.6.5 The EOTAS (Education Other Than at School) provision, which accommodates learners who are unable to attend and learn through mainstream school continues to be a significant budget pressure in 2017-18. This provision continues to receive an increasing number of referrals for children with challenging behaviour. The projected overspend for this provision is currently estimated up to the value of £660k, which whilst significant is an improvement on projections earlier in the year. An internal review of demand and costs is on-going, however it should be recognised that whilst this is a substantial cost, this cost would be much greater if we are not able to accommodate these pupils in EOTAS but had to look at Out of County placements. This in part has contributed to an underspend on the Additional Support & Out of County budget, which is contributing towards the EOTAS budget pressure.
- 4.6.6 The spend on Early Years – Rising 3’s is very much demand led, as it is driven by the number of age 3 pupils who access nursery provision in the term following their 3rd birthday. This can vary from year to year, with spend based on the birth rate and parental choice with regards to accessing this “early” provision. Current projections currently assume a similar uptake to last year, in January 2018.
- 4.6.7 The underspend against the Support Services & Resources budget relates predominantly to an in year vacancy that has now been filled and a vacant post (£30k) which is part of future savings proposals.
- 4.6.8 In 2017-18 there has been a further MTFP budget reduction of £50k against the Authority’s Music Service. Whilst there is currently a projected overspend, the service has made progress with regards to achieving savings targets set in previous years. Managers remain confident that the MTFP savings target is achievable.
- 4.6.9 In 2017-18, as in financial year 2016-17, the charge on the main contract with the Education Achievement Service is less than current budget provision. This variance forms part of the savings proposals for future years.
- 4.6.10 In summary, the net projected variance for Learning, Education & Inclusion is an overspend of £39k.

4.7 Life Long Learning – (Underspend £199k)

- 4.7.1 In 2017-18 the main budget variances are as follows:

	£’000 (Under / (Over))
Community Education	80
Library Service	119
<hr/> Total	<hr/> 199

- 4.7.2 The projected underspend within Community Education relates predominantly to the Youth Service. This variance is a mix of in year underspends, in particular relating to vacant posts and other savings in advance of MTFP savings proposals for 2018/19.
- 4.7.3 The Libraries variance relates to in year vacancies and savings around supply cover arrangements, together with savings relating to premises and vehicle hire. The premises and vehicle hire savings equate to circa £60k of the underspend and this is identified as part of MTFP savings proposals in 2018/19.

4.8 Progress Made Against the 2017/18 Revenue Budget Savings Targets

- 4.8.1 The 2017/18 revenue budget settlement for Education and Lifelong Learning included a specific savings target of £867k. Managers have progressed implementation of the majority of the targets set, however there is currently one savings target relating to the Music Service which is causing a budget pressure. The impact has been referenced in the narrative of this report and the projected outturn position for 2017-18.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 Effective financial management is a key element in ensuring that the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 are met.

6. EQUALITIES IMPLICATIONS

- 6.1 The report is for information purposes so the Council's Equality Impact Assessment (EqIA) process does not need to be followed.

7. FINANCIAL IMPLICATIONS

- 7.1 In summary, based on information currently available there is a projected revenue underspend for the Directorate of £145k.
- 7.2 The Directorate will continue to work towards delivering a balanced budget for 2017-18.

8. PERSONNEL IMPLICATIONS

- 8.1 In 2017-18 the Directorate will continue with the strategy of prudent vacancy management.
- 8.2 The 2017-18 budget proposals include provision to pay the living wage, as agreed by Council.
- 8.3 In striving to achieve these budget proposals the service area will have regard to the Council's Workforce Flexibilities Policies. However, should employees still be placed at risk, either through the achievement of any agreed budget savings or grant funding reductions, they will be supported via the appropriate Council policies relating to redeployment and ultimately redundancy if necessary.

9. CONSULTATIONS

- 9.1 Consultation discussions and responses have been reflected in this report.

10. RECOMMENDATIONS

- 10.1 Members are requested to note the contents of this report and the detailed budget monitoring information in Appendix 1.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 The Council Budget is based on the achievement of both expenditure and income targets. In order to ensure that these are met and the Council's financial integrity maintained Directors are required to review income and expenditure trends.

12. STATUTORY POWER

- 12.1 Local Government Act 1972.

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Keri Cole, Chief Education Officer

Sue Richards, Interim Head of Service – Education, Planning and Strategy

Councillor Philippa Marsden, Cabinet Member for Education & Achievement

Stephen R Harris, Acting Head of Corporate Finance

Councillor Barbara Jones, Deputy Leader and Cabinet Member for Corporate Services

Mike Eedy, Finance Manager (Environment Directorate)

Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)

Julie Baker, Principal Finance Officer (Schools)

Mike Lewis, Principal Accountant Education

Lynne Donovan, Acting Head of HR and Organisational Development

Appendices:

Appendix 1: Projected Revenue Outturn Figures 2017-18

EDUCATION & LIFELONG LEARNING	Original Estimate 2017/18 £	Revised Estimate 2017/18 £	Estimated Outturn 2017-18 £	Variance Under (Over) 2017-18 £
<u>SUMMARY</u>				
PLANNING and STRATEGY	105,508,829	105,508,829	105,524,348	(15,519)
LEARNING, EDUCATION and INCLUSION	15,061,442	14,936,873	14,975,642	(38,769)
LIFELONG LEARNING	4,422,605	4,422,605	4,223,502	199,103
TOTAL SERVICE EXPENDITURE (Revenue)	124,992,876	124,868,307	124,723,492	144,815

EDUCATION & LIFELONG LEARNING	Original Estimate 2017/18 £	Revised Estimate 2017/18 £	Estimated Outturn 2017-18 £	Variance Under (Over) 2017-18 £
<u>PLANNING and STRATEGY</u>				
Individual Schools Budget	102,948,561	102,948,561	102,948,561	0
Post 16 Initiative (Grant Income)	(4,418,241)	(4,418,241)	(4,418,241)	0
Earmarked Formula Funding (inc. Joint Use Sites)	233,413	233,413	214,686	18,727
Schools LMS Contingencies	237,931	237,931	237,931	0
Other Direct School Related				
Learning Support Staff Registration Fee	19,304	19,304	19,304	0
PFI Funding Gap	312,432	312,432	312,432	0
PFI Building Maintenance	47,285	47,285	47,285	0
School Rationalisations	28,096	28,096	28,096	0
Former Key Stage 2 Grant	1,340,939	1,340,939	1,340,939	0
Secondary Additional Funding	1,038,709	1,038,709	1,038,709	0
School Meal Admin. Utility & Telephone	415,583	415,583	415,583	0
Relief Supply Cover (SRB's & Maternity)	457,920	457,920	542,920	(85,000)
Copyright and Licensing (Schools)	68,100	68,100	67,876	224
	3,728,368	3,728,368	3,813,144	(84,776)
Home to School/College Transport (Environment)				
Early Retirement Pension Costs of School Based Staff	1,780,301	1,780,301	1,830,301	(50,000)
Maintenance of Buildings & Vacant Properties	409,437	409,437	428,237	(18,800)
Management & Support Costs	589,059	589,059	469,729	119,330
<u>EXPENDITURE TO DIRECTORATE SUMMARY</u>	105,508,829	105,508,829	105,524,348	(15,519)

EDUCATION & LIFELONG LEARNING	Original Estimate 2017/18 £	Revised Estimate 2017/18 £	Estimated Outturn 2017-18 £	Variance Under (Over) 2017-18 £
<u>LEARNING, EDUCATION and INCLUSION</u>				
<i>Social Inclusion</i>				
Psychological Service	465,874	465,874	409,144	56,730
Behaviour Support	170,930	170,930	162,015	8,915
Education Welfare Service	419,218	419,218	394,380	24,838
Youth Offending Team	53,129	53,129	51,666	1,463
Safeguarding	94,657	0	13,361	(13,361)
School Based Counselling	272,247	272,247	260,823	11,424
	1,476,055	1,381,398	1,291,389	90,009
<i>Additional Learning Needs</i>				
ALN Advisory Support Service	213,747	213,747	225,203	(11,456)
Learning Support	92,610	92,610	70,943	21,667
Professional/Statementing	59,510	59,510	60,498	(988)
Language Support Primary	484,020	484,020	475,068	8,952
Specialist Resources	60,973	60,973	66,758	(5,785)
ALN Improvement Initiative	92,355	92,355	93,705	(1,350)
Childrens Centre	45,981	45,981	42,431	3,550
SNAP Cymru	37,004	37,004	37,099	(95)
Outreach Trinity Fields	48,683	48,683	48,683	0
Speech Therapy	49,418	49,418	57,859	(8,441)
Hearing & Language Service	225,674	225,674	220,050	5,624
ComIT	140,600	140,600	128,461	12,139
VI Service	411,292	411,292	366,097	45,195
Autism	166,504	166,504	166,504	0
Hospital Classes	3,605	3,605	3,605	0
	2,131,976	2,131,976	2,062,964	69,012
<i>Additional Support & Out of County (Primary & Secondary)</i>				
	5,338,902	5,338,902	5,078,438	260,464
<i>Learning Pathways Partnership & EOTAS</i>				
14 - 19 Initiative (Transport Costs)	173,850	173,850	118,010	55,840
EOTAS (Tuition / Alternative Prov. / Learning Centre)	1,694,945	1,694,945	2,355,340	(660,395)
	1,868,795	1,868,795	2,473,350	(604,555)
<i>Early Years Provision & Support</i>				
Early Years (Rising 3's)	868,508	868,508	793,579	74,929
Early Years Central Team	363,789	363,789	324,831	38,958
	1,232,297	1,232,297	1,118,410	113,887
<i>LEI Service Provision</i>				
Service Support & Resources	360,393	330,481	284,451	46,030
SACRE	2,441	2,441	443	1,998
Outdoor Education Advisor SLA	28,989	28,989	28,989	0
School Improvement	337,898	337,898	328,007	9,891
Music Service	488,475	488,475	582,226	(93,751)
WJEC & Subscriptions	35,004	35,004	35,004	0
	1,253,200	1,223,288	1,259,120	(35,832)

EDUCATION & LIFELONG LEARNING	Original Estimate 2017/18 £	Revised Estimate 2017/18 £	Estimated Outturn 2017-18 £	Variance Under (Over) 2017-18 £
<i>Education Achievement Service (EAS) & Regional Grant Match Funding</i>				
Contribution to EAS Joint Working	1,113,750	1,113,750	1,063,120	50,630
Education Improvement Grant - Match Funding	646,467	646,467	628,851	17,616
	1,760,217	1,760,217	1,691,971	68,246
EXPENDITURE TO DIRECTORATE SUMMARY	15,061,442	14,936,873	14,975,642	(38,769)
<u>LIFELONG LEARNING</u>				
Community Education (Adult & Youth)	1,673,692	1,673,692	1,593,692	80,000
Library Service	2,628,731	2,628,731	2,509,628	119,103
LLL Insurance & Non Operational Property/Land	120,182	120,182	120,182	0
<u>EXPENDITURE TO SERVICE SUMMARY</u>	4,422,605	4,422,605	4,223,502	199,103



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

SUBJECT: CURRICULUM REFORM, PROFESSIONAL LEARNING AND THE PIONEER PROCESS

REPORT BY: KEVIN PALMER, ASSISTANT DIRECTOR, EDUCATION ACHIEVEMENT SERVICE (EAS)

1. PURPOSE OF REPORT

1.1 To inform members of progress with the curriculum reform programme.

2. SUMMARY

2.1 A new curriculum for Wales is being developed by the programme of work often referred to as the 'Pioneer' programme, the 'Successful Futures' programme or the 'Donaldson' reform programme. This report summarises progress in relation to this work.

3. LINKS TO STRATEGY

3.1 This programme of reform contributes to all of the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:

- *A prosperous Wales*
- *A resilient Wales*
- *A healthier Wales*
- *A more equal Wales*
- *A Wales of cohesive communities*
- *A Wales of vibrant culture and thriving Welsh language*
- *A globally responsible Wales*

4. THE REPORT

Curriculum Reform, Professional Learning and the Pioneer Process

A new curriculum for Wales is being developed by the programme of work often referred to as the 'Pioneer' programme, the 'Successful Futures' programme or the 'Donaldson' reform programme.

This is the timeline for the reform:



This timeline includes other key elements that will enable and support curriculum reform:

- New **professional standards** that mirror how teachers will work in the context of the new curriculum
- A national approach to **professional learning** for teachers and leaders
- The Academy for Educational **Leadership**
- A **national rollout programme** delivered by the ‘middle tier’ – the regional consortia, LAs, Estyn and other agencies

The new curriculum will be different from the one we now have in schools in a number of ways.

First, it driven by **four sets of purposes**:

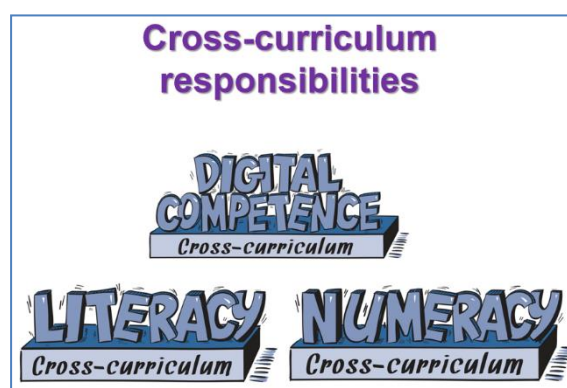
The purposes should form the basis of everything that we do in schools and other settings, and assessment and accountability arrangements should be primarily concerned with whether or not these purposes are being achieved.

- **Ambitious capable learners**, ready to learn throughout their lives
- **Enterprising creative contributors**, ready to play a full part in life and work
- **Ethical, informed citizens of Wales and the world**; and
- **Healthy, confident individuals**, ready to lead fulfilling lives as valued members of society

Second, the purposes of the curriculum will be delivered by a new structure of subjects and topics, called the six **Areas of Learning and Experience (AoLEs)**. So the skills and knowledge in subjects like history and PE will still be taught in schools, but they will be taught in the framework of the AoLEs throughout learners' schooling.



As well as the six Areas of Learning and Experience, schools will deliver three **Cross-curriculum Responsibilities**. These skills will be taught across the AoLEs, in places where they fit best and where they can add the most value to the areas of learning.



So the four purposes will be realised in schools by learners developing skills and acquiring knowledge across a range of AoLEs, supported across the curriculum by the development of critical skills.

In December 2017, this work has been under way for some time. A group of schools called Pioneer schools have been working on the curriculum design work, on the model for professional learning and on the cross-curriculum responsibilities. Across Wales, these schools are moving into the phase of the programme where they will work together to arrive at the detail of the curriculum, and start working with schools who are not Pioneers to bring them up to speed and help them get ready for curriculum availability in 2019.

The current and next steps for the Pioneers are as follows:

By December 2017 Pioneers will:

- Produce an overarching statement on how each AoLE supports the 4 Purposes
- Establish and apply a rigorous process in order to determine 'What Matters' most in each AoLE; ensuring there is meaningful consideration of the 4 Purposes and progression as the AoLE detail is developed
- Produce the initial 'What Matters' statements in each AoLE, outlining the key concepts and skills within the AoLE and including further exemplification of at least one 'What Matters' concept

By April 2018 Pioneers will:

- Develop progression frameworks to support 'What Matters' in each AoLE from 3-16
- Refine 'What Matters' statements for each AoLE alongside the progression framework. This should include the desired achievement outcomes at each progression step in terms of knowledge, skills, experiences and cross-curricular mapping

- Describe how assessment will contribute to learning in that AoLE, along with advice, where appropriate, on how evidence might be gathered
- Develop Professional Learning Pioneers' understanding of curriculum design and development

Ongoing for Autumn, Spring and Summer terms 17-18, Pioneers will:

- Provide support on learning and teaching strategies that are particular to the Area of Learning and Experience as an outcome of testing through the enquiry process by Professional Learning Pioneers
- Identify ways in which key elements in the three cross-curriculum responsibilities of literacy, numeracy and digital competence, and the wider skills, can be promoted and taken forward
- Give consideration to further cross-curricular elements that could support learners' progression towards achieving the 4 Purposes
- Test in collaboration with HEI partners the progression framework with Professional Learning pioneers, their schools and learners

Pioneer Schools in South East Wales, December 2017

Digital Pioneers	Professional Learning	Curriculum
Bassaleg St Julian's Primary St Gwladys, Bargoed	Caldicot School John Frost High School King Henry VIII Lewis School Pengam Newport High St Alban's RC High School St Joseph's RC High School Tredegar Comp School Ysgol Gyfun Cwm Rhymni Blaenavon Heritage Eveswell George Street Gilwern Glan Usk Langstone Millbrook Rhiw Syr Dafydd Risca Primary St Gwladys St Julian's Primary Ystrad Mynach YG Casnewydd	Blackwood Lewis Pengam Ysgol Gyfun Cwm Rhymni Abertillery Coed Eva Crownbridge Eveswell Garnteg Primary Glan Usk Bassaleg Hendredenny Malpas Court Malpas Park Penllwyn Primary Pentrepoeth Primary Phillipstown Primary Shirenewton Primary Trellech Ystruth Welsh Medium Clusters: 1: Ysgol Casnewydd, Ysgol Ifor Hael and Ysgol Bro Teyrnnon 2: Ysgol Bro Sannen, Ysgol Gymraeg Cwmbran and Caldicot Comp 3: Ysgol y Castell, Ysgol Caerfilli and Ysgol Cwm Gwyddon.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This programme of work contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that it seeks a new and globally relevant curriculum for learners in schools across the whole of Wales.

6. EQUALITIES IMPLICATIONS

- 6.1 The strategies listed in Section 3 and Section 4 all include Equalities and Welsh language considerations, having included relevant officers and groups in the development process. The Council's Policy Unit works closely with the Directorate of Education to support schools and governing bodies in delivering their statutory Equalities duties.

7. FINANCIAL IMPLICATIONS

- 7.1 None.

8. PERSONNEL IMPLICATIONS

- 8.1 None.

9. CONSULTATIONS

- 9.1 As detailed below.

10. RECOMMENDATIONS

- 10.1 That members take note of the contents of the report.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 So that members are informed of the progress of the national curriculum reform programme and its impact on schools in the region.

12. STATUTORY POWER

- 12.1 N/A.

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Consultees: Directorate Senior Management Team
Councillor Philippa Marsden, Cabinet Member, Education & Achievement
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee
Chris Burns, Interim Chief Executive
Corporate Management Team

Background Papers:

Prosperity for All: the national strategy (2017)
gov.wales/docs/strategies/170919-prosperity-for-all-en.pdf

Qualified for life: An education improvement plan for 3 to 19-year-olds in Wales (2014)
gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-lifean-educational-improvementplan/?lang=en

A curriculum for Wales – a curriculum for life (2015)

gov.wales/docs/dcells/publications/151021-a-curriculum-forwales-a-curriculum-for-life-en.pdf

Teaching Tomorrow's Teachers: Options for the future of initial teacher education in Wales (2015)

gov.wales/topics/educationandskills/publications/wagreviews/teachingtomorrows-teachers/?lang=en

Taking Wales Forward 2016–2021 (2016)

gov.wales/docs/strategies/160920-taking-wales-forward-en.pdf

National model for regional working

gov.wales/topics/educationandskills/publications/guidance/national-modelfor-regional-working/?lang=en

The Well-being of Future Generations (Wales) Act 2015

gov.wales/topics/people-andcommunities/people/futuregenerations-act/?lang=en

The Progressive Agreement

gov.wales/newsroom/firstminister/2016/160623-working-together-to-take-walesforward/?lang=en



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

SUBJECT: EDUCATIONAL VISITS TO FOREIGN COUNTRIES

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members of the range of activities taking place across schools in Caerphilly with regards to foreign visits abroad.

2. SUMMARY

- 2.1 During the academic year 2016/17, thirteen secondary schools and five primary schools organised pupil visits abroad. During this year, one secondary school and five primary schools organised teacher visits abroad as part of continuing professional development activities.

3. LINKS TO STRATEGY

- 3.1 The new Caerphilly Attendance strategy will contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- A prosperous Wales – Visits abroad demonstrate a breadth of knowledge and experiences to raise aspiration and develop the skills and wider education of the pupils and teachers within education settings in Caerphilly.
 - A healthier Wales – Curriculum based activities and sporting visits impact directly on physical and mental health and stakeholders' overall wellbeing.
 - A more equal Wales – Erasmus+ programme provides funding for schools to ensure that all children can access visits abroad regardless of financial background. This is especially important as it raises awareness of the wider world outside the pupil's immediate environment.
 - A Wales of vibrant culture and thriving Welsh language – Visits abroad provide opportunity to participate in a range of arts and sporting activities outside their direct experiences in Wales.
 - A globally responsible Wales – Continuing professional development opportunities for teachers and other school staff enables sharing of best practice. Pupils have opportunities to debate and engage with young people across the world which impacts positively on global wellbeing.

4. THE REPORT

- 4.1 During the 2016-17 academic year, seven schools in Caerphilly benefitted from the Erasmus+ programme. This is the European Union programme for education, training, youth and sport. It runs for seven years, from 2014 to 2020, with organisations invited to apply for funding each year to undertake creative and worthwhile activities.

In the UK the Erasmus+ programme is delivered by the UK National Agency, a partnership between the British Council and Ecorys UK. Erasmus+ has an overall budget of €14.7 billion for the development of knowledge and skills. €1 billion will be allocated to the UK over the seven years. In the UK, it is expected that around 250,000 people will undertake activities abroad with the programme.

Erasmus+ is available to a wide range of participants including schools and colleges, youth groups, voluntary organisations, public or private organisations and higher education institutions.

Students have the opportunity to study or work abroad to raise the understanding and knowledge of the wider world with the intention of boosting their own personal development and self-confidence. Teachers and other staff working in educational settings also have the opportunity to understand first-hand the working of other settings abroad, learn and share new ideas and bring best practices back to their own work environments.

4.2.1 The following information identifies the number of schools involved in foreign trips abroad in 2016-17:

- 4 out of 75 primary schools took pupils on foreign visits in 2016-17.
- 5 out of 75 primary schools participated part in foreign visits related to teacher's continuing professional development.
- 13 out of 13 secondary schools took pupils on foreign visits in 2016-17.
- 1 out of 13 secondary schools took part in foreign visits related to teacher's continuing professional development.

4.2.2 In 2016-17, some of the visits for pupils that took place across Caerphilly included:

- Year 6 visit to Spain alongside other schools in Italy, Poland and Turkey as part of a science project focused on neurology.
- Year 4/5/6 visit to Paris to raise pupils' cultural awareness and broaden their knowledge of the wider world.
- Year 5/6 visit to Belgium to raise pupils' cultural awareness and broaden their knowledge of the wider world.
- Year 6 visit to Spain to improve pupils' leadership skills through embarking on collaborative projects with pupils from other countries.
- Year 5/6 visit to France to raise pupils' cultural awareness and broaden their knowledge of the wider world.
- Year 7/8/9/10/11 visit to Singapore for sport and cultural activities.
- Year 7/8/9/10 visit to France to gain further experience of the language.
- Year 12 visit to New York, Philadelphia and Washington to improve historical awareness.
- Year 9 visit to Slovakia to a global youth forum to debate issues around democracy.
- Year 7/8/9/10 visit to Austria for sporting activities.

4.2.3 In 2016-17, some of the visits for teachers in support of their continuing professional development included:

- Visit to Spain to consider triple literacy approaches to learning.
- Visit to the 'Steve Jobs School' in the Netherlands to consider excellence in ICT.
- Visit to Estonia to attend an ICT conference on coding and programming.
- Visit to Iceland to consider excellence in outdoor learning.
- Visit to Hong Kong to explore ICT in educational settings.
- Visit to Poland to improve knowledge and understanding of science across the Key Stage 2 curriculum.

4.2.4 The following charts identify the countries visited by Caerphilly pupils over 2016-17:

Figure 1 - Primary School Visits

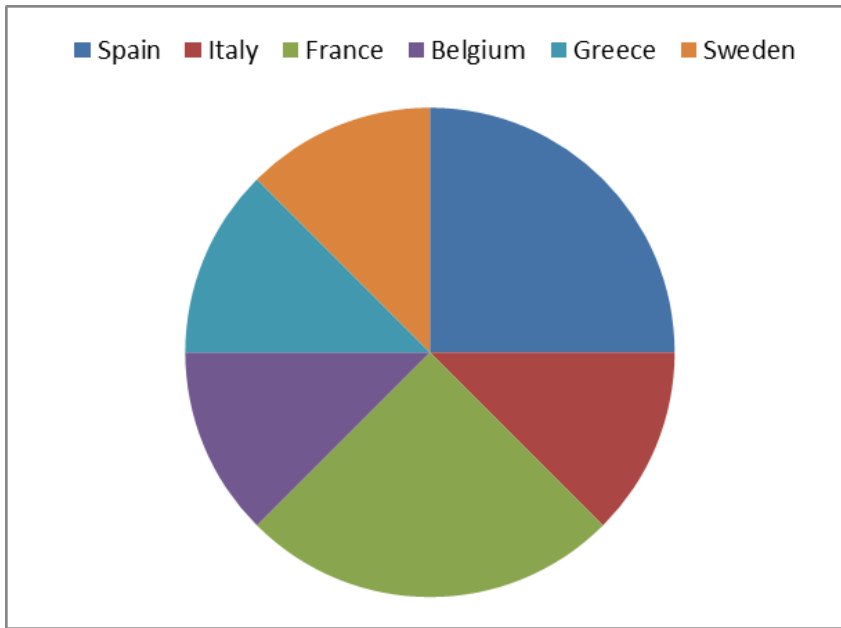
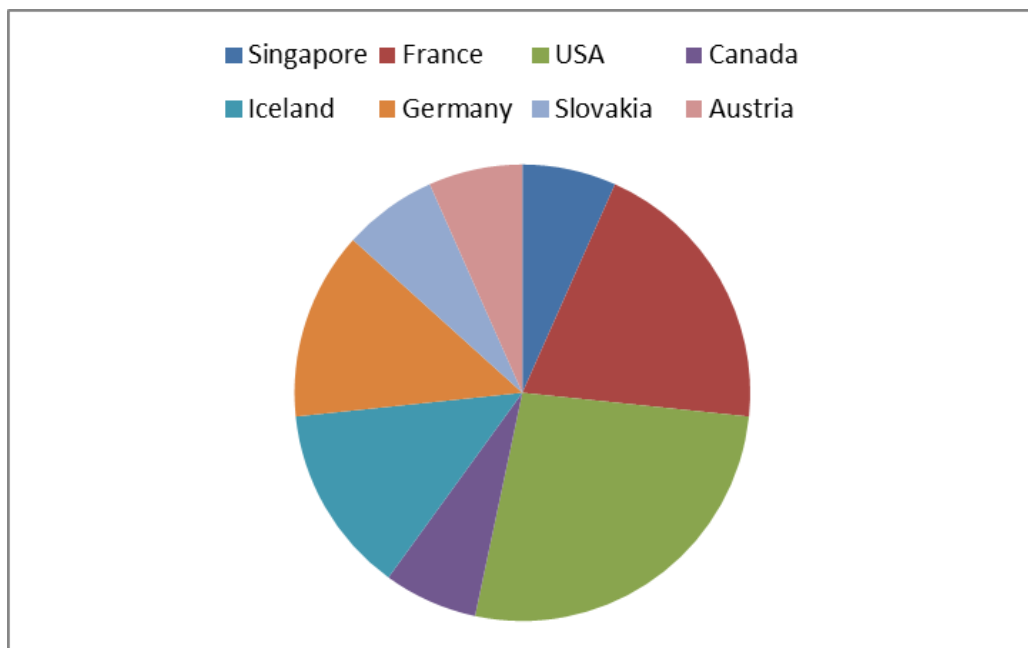


Figure 2 – Secondary School Visits



4.2.5 The following charts identify the range of foreign visits abroad by year group.

Figure 3 – Primary Schools by year group

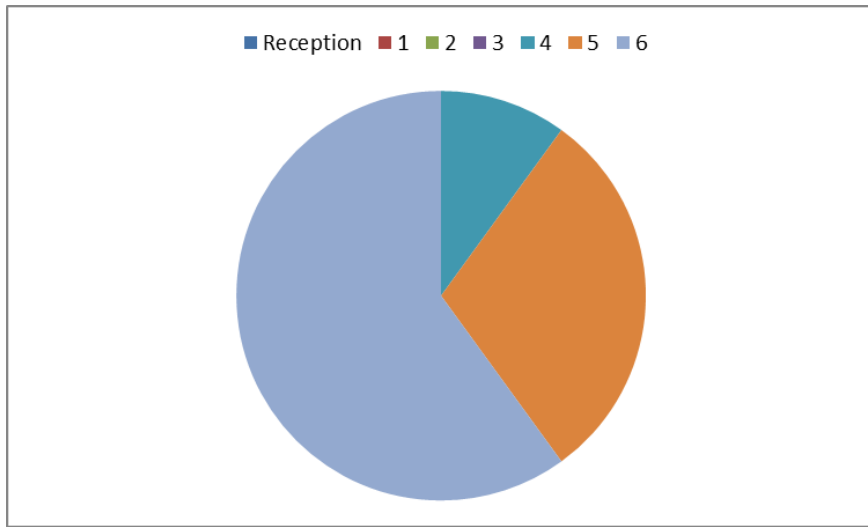
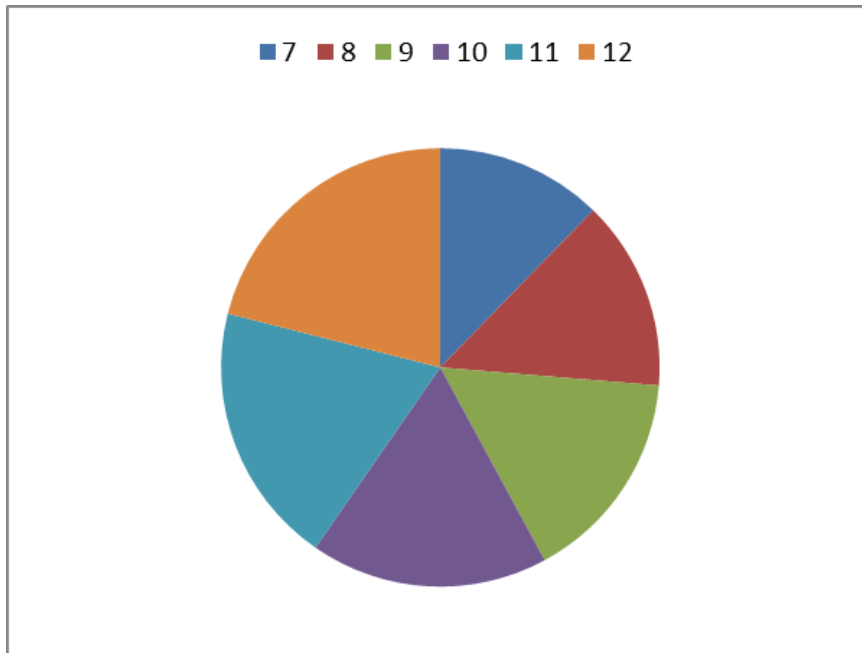


Figure 4 – Secondary Schools by year group



In primary schools, children in Year 6 are most likely to attend foreign visits. There appears to be equal distribution across all year groups for secondary school visits abroad.

5. WELL-BEING OF FUTURE GENERATIONS

5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act:

- Long Term: The importance of balancing short-term issues of raising standards of attainment alongside longer-term needs around enrichment experiences, professional development opportunities and a sense of being valued.
- Prevention: A commitment to encouraging global networks through visits abroad makes a contribution to public bodies meeting their wider objectives.

- Integration: A commitment to encouraging global networks through visits abroad fully integrates into the Local Authority wellbeing objectives.
- Collaboration: Improvement in standards of attainment and achievement is accelerated through opportunities for pupils to receive enriched learning experiences and staff to receive additional continuing professional development opportunities.
- Involvement: Improved attainment and achievement can be enhanced through the engagement of pupils and education staff in attending visits abroad.

6. EQUALITIES IMPLICATIONS

- 6.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education, regardless of the individual or family characteristics of those children and young people.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no financial implications.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications.

9. CONSULTATIONS

- 9.1 All responses are reflected in the report.

10. RECOMMENDATIONS

- 10.1 Members are requested to note the content of the report.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 Improving attainment and achievement in schools is a priority at both a national and local level.

12. STATUTORY POWER

- 12.1 Education Act 1996.

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Councillor Philippa Marsden, Cabinet Member, Education & Achievement

Councillor Wynne David, Chair of Education Scrutiny Committee

Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee

Chris Burns, Interim Chief Executive

Linda Perkins, Educational Welfare Officer

Education Achievement Service