



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

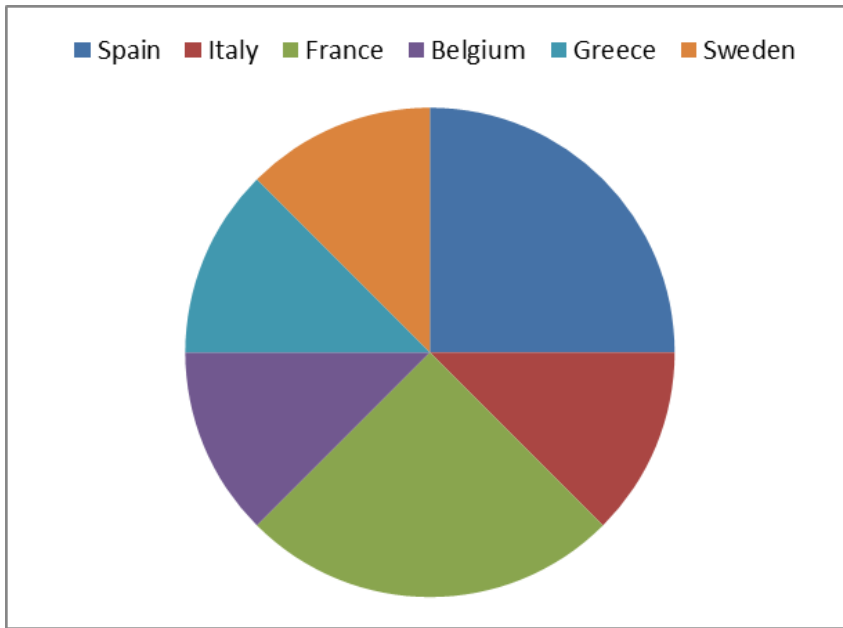
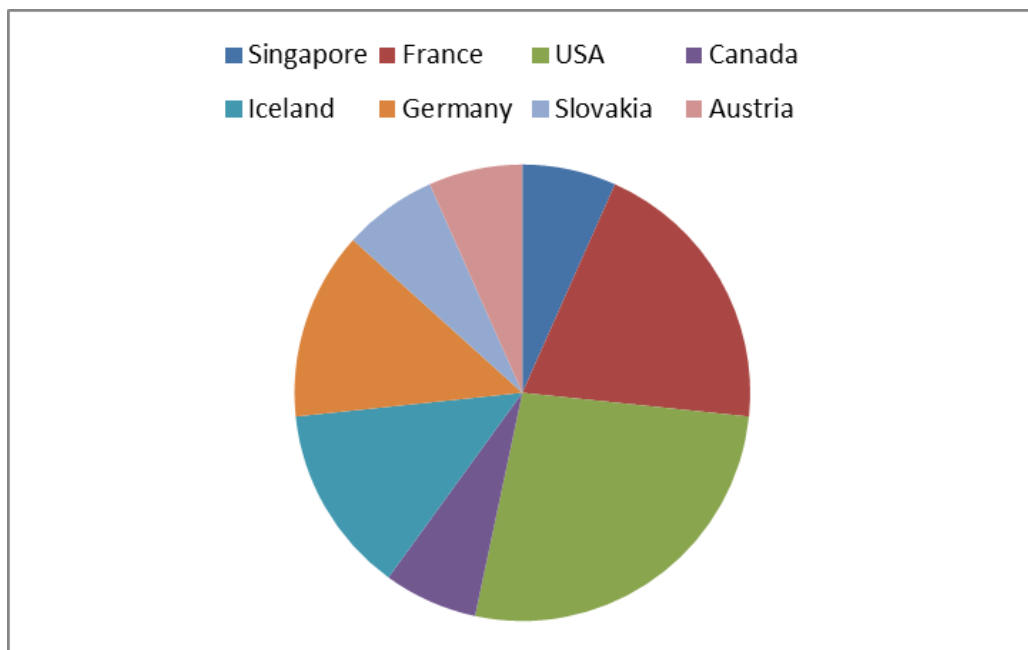


Figure 2 – Secondary School Visits



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

Figure 3 – Primary Schools by year group

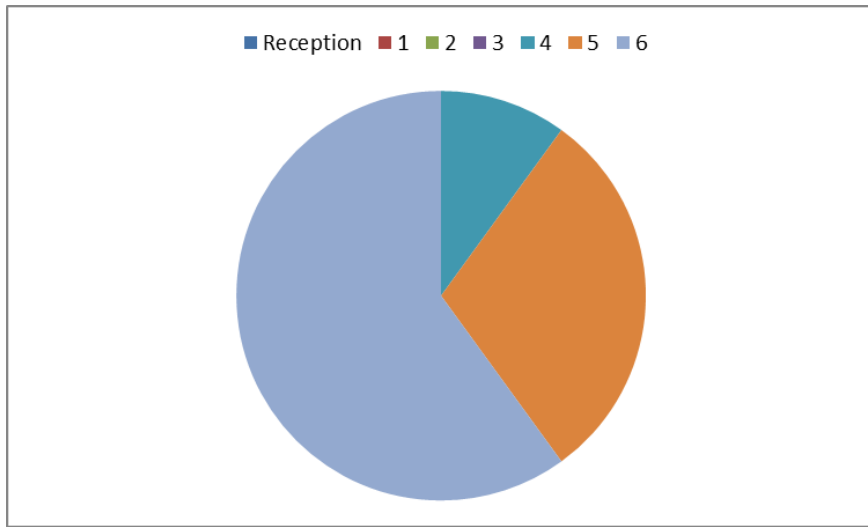
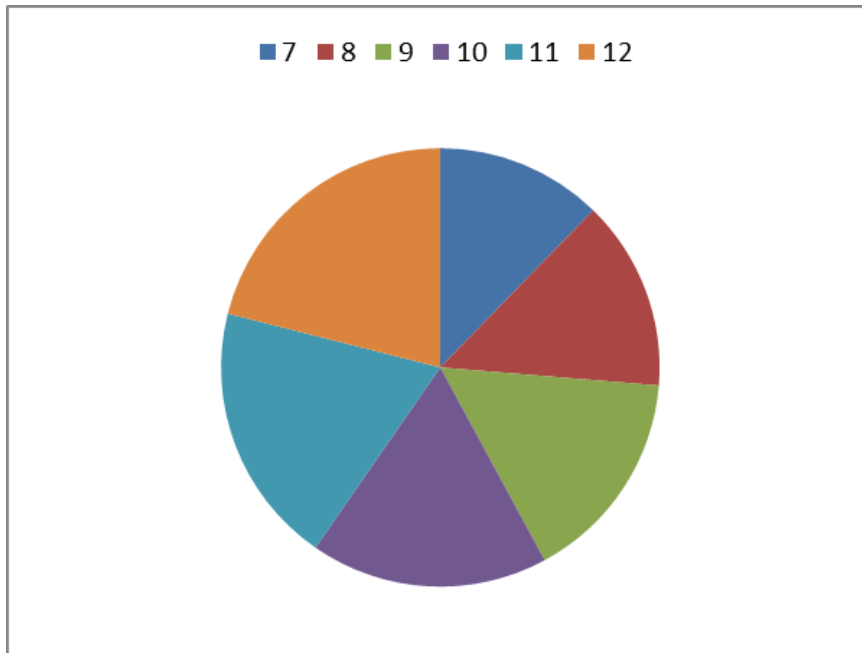


Figure 4 – Secondary Schools by year group



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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