

# Agenda – Children, Young People and Education Committee

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Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 22 March 2018

Meeting time: 09.15

For further information contact:

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Committee Clerk

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## Private Pre-meeting

(09:15 – 09:30)

### 1 Introductions, apologies, substitutions and declarations of interest

(09:30)

### 2 Inquiry into Targeted Funding to Improve Educational Outcomes – Evidence session 9

(09:30 – 11:00)

(Pages 1 – 41)

#### Welsh Government

Kirsty Williams AM, Cabinet Secretary for Education

Steve Davies, Director, Education Directorate

Ruth Conway, Deputy Director, Support for Learners Division

Attached Documents:

Research Brief

CYPE(5)–10–18 – Paper 1 – Welsh Government



### **3 Paper(s) to note**

(11:00)

#### **3.1 Letter from the Minister for Children and Social Care – Families First funding**

(Pages 42 – 43)

Attached Documents:

CYPE(5)-10-18 – Paper to note 1

#### **3.2 Letter from the Cabinet Secretary for Education – Correspondence with Fair Deal for Supply Teachers group**

(Pages 44 – 46)

Attached Documents:

CYPE(5)-10-18 – Paper to note 2

#### **3.3 Letter from the Cabinet Secretary for Education – Further information following meeting on 15 February**

(Pages 47 – 53)

Attached Documents:

CYPE(5)-10-18 – Paper to note 3

#### **3.4 Letter from the WJEC – Availability of text books**

(Pages 54 – 56)

Attached Documents:

CYPE(5)-10-18 – Paper to note 4

#### **3.5 Letter from Qualifications Wales – Availability of text books**

(Pages 57 – 59)

Attached Documents:

CYPE(5)-10-18 – Paper to note 5

**3.6 Letter from the Cabinet Secretary for Education to the Children's Commissioner for Wales – Inquiry into Emotional and Mental Health of Children and Young People**

(Pages 60 – 61)

Attached Documents:

CYPE(5)-10-18 – Paper to note 6

**4 Motion under Standing Order 17.42 to resolve to exclude the public for the remainder of the meeting.**

(11:00)

**Break**

(11:00 – 11:10)

**5 Inquiry into Targeted Funding to Improve Educational Outcomes – Consideration of the evidence**

(11:10 – 11:30)

**6 Childcare Funding (Wales) Bill timetable**

(Pages 62 – 67)

Attached Documents:

CYPE(5)-10-18 – Paper 2

**7 Letter from the Llywydd in relation to resourcing for Brexit scrutiny**

(Pages 68 – 73)

Attached Documents:

CYPE(5)-10-18 – Paper 3A

CYPE(5)-10-18 – Paper 3B

**8 Inquiry into the Emotional and Mental Health of Children and  
Young People – Consideration of the draft report  
(11:30 – 12:30)**

Document is Restricted

**Kirsty Williams AC/AM**  
**Ysgrifennydd y Cabinet dros Addysg**  
**Cabinet Secretary for Education**



**Llywodraeth Cymru**  
**Welsh Government**

Ein cyf/Our ref: MA-P/KW/00880/18

Lynne Neagle AM  
Chair, Children, Young People and Education  
Committee National Assembly for Wales  
Cardiff Bay  
CF99 1NA

9 March 2017

Dear Lynne,

Thank you for your letter dated 15 February requesting information in support of the Committee's inquiry into targeted funding to improve educational outcomes, specifically the Pupil Development Grant and Schools Challenge Cymru. I have addressed each of the Committee's points below and look forward to discussing further with the Committee on 22 March.

*Our national mission* sets out our plans for continued educational reform until 2021. We are committed to equity of provision in education for all children and young people so that all learners are supported to reach the very highest standards of education. We believe that someone's ability to benefit from education should not be determined by their personal circumstances. The Committee will be aware that this is something I feel passionately about.

### **Pupil Development Grant (PDG)**

Through the PDG we are investing unprecedented amounts – over £90m this year, and plan to invest up to a further £187m over the next two years – to support our schools to improve outcomes for our disadvantaged learners. Breaking the cycle of deprivation and poverty is a long term commitment and we remain committed to the PDG for the remainder of this Assembly term.

To recognise that the PDG now supports a broader cohort of learners, I changed the name of the grant in 2017 to the Pupil Development Grant. In addition we have:

- doubled the Early Years PDG for learners in the Foundation Phase from £300 to £600;
- extended the PDG to support three year old looked after children at the same rate as all other looked after learners – £1,150;
- extended funding to learners who are in education other than at school (EOTAS); and

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

- set clear expectations for the regional education consortia to:
  - strengthen their management arrangements by appointing a strategic adviser to oversee management of the grant, drive progress regionally and work alongside our Raising Attainment Advocate, Sir Alasdair MacDonald at a national level; and
  - shift the focus to early intervention by supporting secondary schools to ensure at least 60% of the grant is invested at Key Stage 3 to address barriers to learning earlier.

While the PDG must be used to support eFSM learners and children who are looked after, the grant does not have to be tracked to those learners. Only these learners may receive PDG-funded support from individualised programmes; however the grant may also be used for whole-school strategies, that disproportionately benefit eFSM learners and children who are looked after but which also have wider benefits on the school population. This is an effective way of making best use of finite resources and enables schools, parents and carers to better support individual children whilst also contributing towards wider school improvement.

In December we published the third and final evaluation report by Ipsos Mori and WISERD on the PDG. The report examined how schools are spending the PDG, and teacher's perceptions of the impact the grant is having. The findings of the report are very positive and show that we are making further progress in identifying and addressing the needs of disadvantaged learners.

The report notes that there have been a number of positive and promising effects. The PDG is considered to be hugely valuable by schools and in many of the schools it was considered 'invaluable'. Many schools also acknowledged that the PDG has over time helped them to focus and raise the profile of tackling disadvantage across the school, changing attitudes and culture.

We know tracking of learners who qualify for free school meals has improved since the introduction of the PDG. Evidence from case study schools showed that they now use sophisticated systems alongside their own knowledge of learners' circumstances to identify which learners they considered disadvantaged and in need of targeted additional support. The introduction of tracking systems was a key finding from previous evaluation reports and I welcome that schools are developing these systems as part of a 'business as usual' approach to tackle disadvantage.

Of course, it is difficult to attribute the success of one intervention or funding stream, such as the PDG, from the many being delivered in our schools. However, further evidence from Estyn and from Sir Alasdair MacDonald indicates that the majority of schools are making well thought out and appropriate decisions on how to spend their PDG allocation.

Quantifiable evidence of impact is a long term goal that will need time to emerge, but it is encouraging that "substantial improvements in softer outcomes" have been noted in the most recent evaluation, such as:

- pupil well-being;
- confidence and self-esteem; and
- increased willingness to participate in classroom activities.

This latest report is strong evidence of a continuing cultural transformation in schools, where the individual needs of learners are placed at the heart of planning, and all learners are given the support they need to achieve their full potential.

There is of course still much to be done and the report usefully directs us to the areas for continued focus. Working with our Raising Attainment Advocate we have already commenced work to strengthen arrangements in these areas to enable even greater progress in overcoming the barriers presented by disadvantage.

### **Role of the regional consortia**

Through their school improvement role, regional education consortia are required to:

- ensure schools set challenging targets for eFSM learners;
- support schools to plan effectively, making use of school development plans for the use of the PDG;
- ensure schools monitor and evaluate the impact of their strategies;
- utilise Challenge Advisers to provide appropriate challenge and support to schools to improve outcomes for disadvantaged learners; and
- ensure that all PDG statements are published on the website of the setting.

The consortia are required to submit PDG support plans to the Government to demonstrate how they will ensure schools make effective use of the PDG and how they will hold them to account. Their business plans also report the support and challenge they will offer to schools to tackle the impact of deprivation on educational attainment.

We have strengthened the consortia terms and conditions for the PDG making it absolutely clear that they should ensure the accountability of their schools' use of the PDG. Consortia are required to address inappropriate or ineffective use of the PDG and recover funding where there is clear evidence that it has been knowingly used for purposes other than to improve outcomes for eFSM pupils. My officials meet with consortia on a regular basis to monitor these arrangements.

### **Looked After Children (LAC)**

Since April 2015, the looked after children element of the PDG has been delegated to the consortia to support a more strategic, regional approach to improving outcomes for looked after and adopted learners. Working with their local authorities and schools, consortia have responsibility for how PDG LAC is invested.

We have required the consortia to appoint coordinators, who are expected to work collaboratively to develop effective interventions that support the improved educational outcomes of this group of learners to ensure they reach their full potential. Regional coordinators are also working closely with the Welsh Government to ensure that the PDG delivers an agreed, strategic programme of work based on local, regional and national priorities.

Our guidance states that funding should not be delegated to local authorities and schools unless robust business plans are agreed that are consistent with the regional approach. Any delegations should be on an exception basis only and supported by clear financial planning with the consortia retaining responsibility for the majority of the budget and delivery of support across the region. Notwithstanding any delegations, the consortia will remain financially accountable for all expenditure under the grant.

Consortia are expected to be able to demonstrate that the gap in attainment between looked after children and all pupils has been reduced through the delivery of additional arrangements to support looked after children funded by the PDG. An evaluative report from consortia, including an analysis of how expenditure has impacted on educational outcomes is required as part of the grant terms and conditions.

Consortia uses the PDG LAC in broadly three ways:

- to provide focused training such as emotional, behavioural and attachment training packages for all school staff as well as foster carers, adoptive parents/carers and school governors;
- to support school-to-school working to build capacity and to share good practice; and
- to operate a bursary scheme to meet the specific needs of schools, groups or individuals as necessary.

We have commissioned ICF Consulting to evaluate the way in which PDG LAC has been implemented and managed by consortia in the financial years 2015-16 and 2016-17. This research will examine what different arrangements are in place at consortia, local authority and school level. ICF Consulting is also tasked with investigating how the funding has been spent across Wales and to consider how stakeholders determine what the most effective approaches are in meeting the aims and objectives of the grant. A report of the research findings will be published in May and this will inform our future plans for the grant going forward.

### **Attainment Data and Performance measures**

My officials have undertaken a statistical analysis of the 2017 Key Stage 4 attainment data and the overriding evidence, and the advice from the Chief Statistician, is that any comparison of headline information with previous years' data would not be statistically robust. The significant changes to performance measures in 2017 and their impact are why comparability is not possible and why 'trend' analysis will only be meaningful when we have more comparable data. The Chief Statistician outlined the main reasons why trend analysis is not robust in his [blog](#) in December.

Whilst headline comparisons over time are not possible, it is possible to consider some breakdowns of the data within year. This is the analysis I referred to during budget scrutiny and is provided in the attached annex A. This analysis indicates the impact of the new performance measures has disproportionately affected eFSM learners. The cap on the contribution of vocational qualifications is particularly significant at the Level 2 threshold. Analysis has shown that removing the cap would improve performance of eFSM learners by 8.5 percentage points compared to 4.4 percentage points for non-eFSM learners. However, for Level 2 inclusive (5 A\*-C GCSEs/equivalents including English/Welsh Language and maths/maths numeracy), the cap has not differentially affected the eFSM and non-eFSM results, suggesting the dominant change is the removal of literature.

The cap on the value of non-GCSEs and on the size of individual non-GCSE qualifications has contributed to a shift away from vocational qualifications towards GCSEs, reversing the trends seen in some subjects in recent years. GCSE entries in the summer 2017 GCSE results for Wales increased across all individual science subjects, following the shift away from Vocational Science (BTEC) qualifications as schools prepare their teaching for the new performance measures from 2018, from which point the capped 9 points score will require 2 GCSEs in science. Learners' best interests should drive all school decision making including qualifications entry. BTEC is still available for those learners who might benefit.

Entry level for GCSEs increased by 1.4 percentage points for eFSM learners from 2016 to 2017 compared to only a 1.0 percentage points for non eFSM learners.

We knew that the impact of the changes made to performance measures would cause volatility. It is too early to come to any definitive conclusions, particularly in the context of changes to the curriculum and a new accountability framework. On the latter, I intend to make a Written Ministerial Statement shortly.

The Committee will also have noted the very recently published attainment results for children who are looked after, which formed part the Wales Children Receiving Care and Support Census, 2017. These results are extremely disappointing and I have asked my officials to work with the consortia and local authorities both to better understand the reasons for the underachievement of looked after children in general terms and learn the specific lessons from the 2017 results.

### **Schools Challenge Cymru**

Details of the funding received by each of the Pathways to Success schools during each year of Schools Challenge Cymru (SCC) is attached at Annex B.

In January 2017 I made available £1.5 million to build on the learning from SCC and deliver additional targeted work to accelerate improvement in schools, specifically, in secondary schools identified by the consortia as being most in need of support. The funding was allocated proportionally according to the number of red and amber schools in each region (as per National School Categorisation Outcomes, 2016) i.e. two-thirds of the funding according to the number of red schools per region, and the final third according to the number of amber schools per region. The funding was apportioned as below:

| <b>Consortia</b> | <b>Number of Red schools (£1m apportioned accordingly)</b> | <b>Number of Amber schools (£500k apportioned accordingly)</b> | <b>Total allocation</b> |
|------------------|--|--|-------------------------|
| GwE              | 7  | 16   | £484,277                |
| ERW              | 4  | 13   | £313,118                |
| EAS              | 6  | 12   | £398,922                |
| CSC              | 4  | 12   | £303,684                |

A common set of guiding principles were agreed, based on the learning from the SCC. These included:

- a focus on sustainable approaches towards improving leadership, teaching and learning;
- establishing an effective Accelerated Improvement Board (or equivalent);
- a need to review each school's approach to the use of data and self-evaluation for improvement purposes; and
- the provision of effective support and challenge from a suitably qualified Challenge Adviser with a proven track record.

There was an expectation that school-to-school working, both across their primary clusters and with partner schools, featured as part of each school's improvement plan, along with lessons from the SCC evaluation.

Within these principles, I allowed flexibility for each consortia to identify and work with targeted schools in their locality. This allowed for emerging priorities to be accounted for,

and responded to, e.g. as examination results at school level became available mid-year. However, each region had to set out next steps, should their anticipated levels of improvement not be achieved, including through the use of statutory powers.

I did not set out programme-level measures of success. Identifying appropriate indicators, and then confirming attribution, would have been difficult given the range of contexts for the schools. I was also clear that consortia were best placed to plan, implement, and assess the impact of their chosen approaches to improvement.

Robust monitoring has, and will continue to take place during Challenge and Review meetings. I expect fuller details to form part of the end year claims process after the end of this financial year.

I outlined the approach to exit and transition in my letter to the Committee on 11 January 2017. A copy of this letter is enclosed for reference.

In the last year of SCC, the Accelerated Improvement Board met regularly, with the main task being to ensure that improvement plans and exit strategies were implemented effectively.

The Government, SCC Advisers and Champions and consortia worked together to ensure the continued improvement of the schools and the transfer of responsibilities to the consortia. In addition, the Champions and Advisers met with consortia to share best practice and lessons learned and discuss the ongoing needs of the Pathways to Success (PtS) schools.

The Welsh Government commissioned an evaluation of SCC to give us information on its impact and generate evidence to support policy development moving forward. This evaluation ran from January 2015 until July 2017.

Regarding impacts of the programme on the schools, while a range of improvements were identified, the evaluation determined that the two years over which SCC ran were not long enough to assess fully its impact on 'hard outcomes' (including attainment and progression) for pupils in PtS schools. However, it did identify what could be learned and applied in future work. For instance:

- the quality of leadership and management had improved in the majority of PtS schools;
- learning from the ways that PtS schools approached and implemented school improvement strategies, particularly in improving teacher quality;
- greater emphasis on building the capacity of existing teachers, rather than on bringing in new staff;
- an increase in and better quality of collaborative activity; and
- a rich insight into the complexity of school improvement, and demonstrated the value of careful diagnosis of individual schools' trajectories and needs.

In terms of the impact of the closure of SCC, from the outset the PtS schools were very aware that the programme was a fixed term intervention and, as such, all schools were planning on this basis. The design of the programme for the third year was developed in this context, with planning and subsequent implementation taking place at several levels to facilitate a smooth transition and support sustained improvement. Similarly, the consortia were also planning on the basis of resuming their support for these schools once the programme closed.

Separately, I'd like to reflect that the programme invested heavily in building the capacity of the consortia. Over the lifetime of the programme, around £10 million went to the consortia for the purposes of building capacity for improvement and driving collaboration with the system. This was to share learning and build capacity and school improvement infrastructure to support **all** schools in the long term. This funding, therefore, supported improvements that were realised in the wider system, beyond the 39 PtS schools.

SCC was delivered with a specific purpose. At its conception, the consortia were still in their relative infancy, as was the National Model for Regional Working. *Our national mission* has an objective to build the knowledge and expertise of the self-improving system by supporting collaborations within and between schools and other bodies; this was road-tested within SCC.

The evaluation of the programme gives us information on effective leadership, professional development, well-being, effective school improvement approaches and the benefits of collaboration. All of which contributed to the evidence base in developing *Our national mission* and in the practice of consortia and challenge advisers.

However, whilst there were successes in SCC, I was concerned that there remained significant variations between our highest and lowest performing schools. That is why last January, with the learning from SCC in mind, I announced the £1.5 million funding to support additional targeted work to accelerate improvement in schools.

It is important to recognise that the schools involved in SCC didn't all start from the same place. The prior context of the school will have a bearing on how they performed during and after the programme lifespan. There were a range of indicators which would signal the success of the programme and the targets would be bespoke to the school.

However, taking two key examples, the data analysis did show that all of the PtS schools have made progress since the implementation of SCC and that, in some cases, progress has been faster (and even greater) than might have been predicted, given their pupil profile of high numbers of eFSM pupils.

The Level 2 inclusive attainment, alone, is a fairly limited perspective on success. The National Categorisation outcomes for the PtS schools are improving. In 2014, there were 6 schools in the Yellow or Green categories. In 2017, there were 20 in the Yellow or Green categories. This means that more schools are increasingly self-sustaining and need fewer days of external support. Some schools still need intensive support, and they will get it, but it is certainly encouraging.

I acknowledge that performance did vary within the programme and there is no silver bullet for success. I also believe that it was time for all schools in Wales to benefit from the lessons of this work. At the closure of SCC, I was confident that the consortia were well placed to take the lessons from this programme and apply to their own work.

There were robust processes in place to secure value for money during the programme. All School Development Plans and requests for capital and revenue funding were approved by SCC Advisors and Champions to ensure that the activities were educationally sound.

Value for money for those schools was seen in a range of ways, only some of which are measurable quantitatively; for example improving the capacity of teaching and learning, building sustainable leadership, improving behaviour, pupil feedback and collaboration with their primary clusters. Value was seen in how we all learned from these experiences – those

that worked and didn't work – to improve the challenge and support that the consortia provide on a daily basis.

SCC served its purpose and my focus now is on the objectives in *Our national mission*, specifically to deliver a national approach to the self-improving system, so that all schools grow and are encouraged to share their expertise for the benefit of all learners.

### **More Able Learners**

The final report from the evaluation of the PDG, published in December 2017, set out that, while the overall attainment gap at Key Stage 4 was closing, 'there remains some ambiguity in schools about whether the PDG should be used to help lower attaining eFSM pupils or help all eFSM pupils fulfil their potential'. With that in mind, we will be working with the consortia and others to understand what additional guidance is required to ensure that evidence-based decisions which continue to maximise the impact of the PDG, for **all** eFSM pupils, are taken by schools.

I announced on 27 February my intention to accelerate progress for our more able learners, whatever their background, focussing on three core principles for sustained action and improvement:

- better identification and support at school, regional and national levels;
- opportunities that will inspire the highest levels of achievement; and
- the development of a rich evidence base to support further investment and work.

There are already pockets of innovative practice in Wales, and I am determined to see these rolled-out. In fact, this is an area that suffers from a relative lack of high-quality international best practice and research. The opportunity is there for Wales to lead the way through both action and research.

Therefore, I am making available up to £3 million over the next two years.

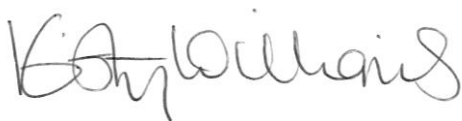
As a first step, this will support a new national approach for identifying and supporting our more able learners. We will establish a new definition, which will facilitate early identification of those learners, together with new comprehensive guidance. Challenge and support actions through local authorities, consortia, national networks of excellence and Estyn will help schools take this work forward.

The Seren Network will be expanded from September, piloting an approach that involves younger learners, before GCSEs. Working across the regional hubs it will connect like-minded learners from different schools and communities, providing access to leaders and experts across a range of disciplines. Our very brightest students benefit from learning opportunities that deepen their skills and knowledge, and the Seren Network is well positioned to share and develop effective practice here. For others, the key is widening horizons and raising aspirations – helping young people understand where hard work could take them in terms of future study and onward careers.

I trust the information provided is helpful to the Committee. We should all applaud schools and settings for the clear progress they are making. We can be proud that the attainment gap has narrowed over recent years and evidence points to the targeted funding we have invested having contributed to this. Yet there can be no room for complacency; the link between poverty and attainment has dogged our education system for far too long and I am clear we must make further progress.

Together, we will continue to explore innovative and effective ways in which we can support schools – and the wider community – to ensure that all learners are given the best possible chance in achieving their full potential.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams'.

**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

## Annex A

Table 1 : Average GCSE entry per pupil, 2014 to 2017

|        | Number of subjects |             |             |             |                                    |
|--------|--------------------|-------------|-------------|-------------|------------------------------------|
|        | <u>2014</u>        | <u>2015</u> | <u>2016</u> | <u>2017</u> | <b>Change<br/>2016 to<br/>2017</b> |
| FSM    | 5.8                | 5.8         | 6.1         | 7.5         | 1.4                                |
| NonFSM | 7.9                | 7.9         | 8.1         | 9.1         | 1.1                                |

Table 2 : Average BTEC entry per pupil, 2014 to 2017

|        | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <b>Change<br/>2016 to<br/>2017</b> |
|--------|-------------|-------------|-------------|-------------|------------------------------------|
| FSM    | 2.0         | 2.0         | 2.0         | 1.7         | -0.3                               |
| NonFSM | 1.7         | 1.8         | 1.8         | 1.6         | -0.2                               |

Table 3 : Percentage of pupils entering at least one BTEC, 2014 to 2017

|        | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <b>Change<br/>2016 to<br/>2017</b> |
|--------|-------------|-------------|-------------|-------------|------------------------------------|
| FSM    | 71.7        | 76.1        | 72.0        | 51.6        | -20.4                              |
| NonFSM | 56.1        | 57.5        | 51.4        | 35.0        | -16.4                              |

Table 4 : Percentage of pupils entering at least one GCSE in Science, 2013 to 2017

|        | <u>2013</u> | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <b>Change<br/>2016 to<br/>2017</b> | <b>Change<br/>2013 to<br/>2017</b> |
|--------|-------------|-------------|-------------|-------------|-------------|------------------------------------|------------------------------------|
| FSM    | 58.5        | 49.6        | 48.1        | 53.5        | 76.8        | 23.4                               | 18.3                               |
| NonFSM | 79.0        | 75.3        | 74.5        | 77.7        | 89.8        | 12.1                               | 10.9                               |

Table 5 : Percentage of pupils achieving GCSE Maths A\*-C, 2013-2017

|        | <u>2013</u> | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <b>Change<br/>2016 to<br/>2017</b> | <b>Change<br/>2013 to<br/>2017</b> |
|--------|-------------|-------------|-------------|-------------|-------------|------------------------------------|------------------------------------|
| FSM    | 33.7        | 34.5        | 39.2        | 43.6        | 38.3        | -5.3                               | 4.7                                |
| NonFSM | 65.9        | 67.7        | 70.1        | 73.2        | 68.6        | -4.6                               | 2.8                                |

Table 6 : Percentage of pupils achieving GCSE English or Welsh A\*-C, 2017

|        | <b>English and<br/>Welsh<br/>Language<br/>Only</b> | <b>English and<br/>Welsh<br/>Language<br/>and<br/>literature</b> | <b>Difference</b> |
|--------|--|--|-------------------|
| FSM    | 39.4   | 44.0   | 4.7               |
| NonFSM | 71.5   | 75.0   | 3.5               |
| All    | 65.0   | 68.7   | 3.6               |

Table 7 : Percentage of pupils achieving the L2 threshold, 2017

|        | <b>With no cap on contribution of vocational qualifications</b> |                       |                   |
|--------|---|-----------------------|-------------------|
|        | <b>Published</b>  | <b>qualifications</b> | <b>Difference</b> |
| FSM    | 41.3  | 49.8                  | 8.5               |
| NonFSM | 73.6  | 78.1                  | 4.4               |
| All    | 67.0  | 72.0                  | 5.0               |

Table 8 : Percentage of pupils achieving the L2 inclusive threshold, 2017

|        | <b>With no cap on contribution of vocational qualifications</b> |                       |                   |
|--------|---|-----------------------|-------------------|
|        | <b>Published</b>  | <b>qualifications</b> | <b>Difference</b> |
| FSM    | 28.6  | 28.7                  | 0.0               |
| NonFSM | 61.0  | 61.0                  | 0.1               |
| All    | 54.6  | 54.7                  | 0.1               |

Table 9 : Percentage of pupils achieving the L2 inclusive threshold, 2017

|        | <b>With no cap on contribution of vocational qualifications and including literature</b> |                             |                   |
|--------|--|-----------------------------|-------------------|
|        | <b>Published</b>   | <b>including literature</b> | <b>Difference</b> |
| FSM    | 28.6   | 30.7                        | 2.0               |
| NonFSM | 61.0   | 62.8                        | 1.9               |
| All    | 54.6   | 56.5                        | 1.8               |

Table 10 : L2 inclusive by FSM, 2012 to 2016

|            | Number of subjects |             |             |             |             |                                    |
|------------|--------------------|-------------|-------------|-------------|-------------|------------------------------------|
|            | <u>2012</u>        | <u>2013</u> | <u>2014</u> | <u>2015</u> | <u>2016</u> | <b>Change<br/>2012 to<br/>2016</b> |
| FSM        | 23.4               | 25.8        | 27.8        | 31.6        | 35.6        | 12.2                               |
| NonFSM     | 56.6               | 58.5        | 61.6        | 64.1        | 66.8        | 10.3                               |
| All pupils | 51.1               | 52.7        | 55.4        | 57.9        | 60.3        | 9.2                                |

Table 11 : Achievement of A\*-C in Maths by FSM, 2012 to 2017

|            | <u>2012</u> | <u>2013</u> | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <b>Change<br/>2013-<br/>2017</b> | <b>Change<br/>2012-<br/>2016</b> |
|------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------------------------|----------------------------------|
| FSM        | 31.3        | 33.7        | 34.5        | 39.2        | 43.6        | 38.3        | 4.7                              | 12.3                             |
| NonFSM     | 63.8        | 65.9        | 67.7        | 70.1        | 73.2        | 68.6        | 2.8                              | 9.4                              |
| All pupils | 58.4        | 60.3        | 61.7        | 64.4        | 66.9        | 62.5        | 2.2                              | 8.6                              |

Table 12 : Achievement of A\*-C in English or Welsh by FSM, 2012 to 2017 (a)

|            | <u>2012</u> | <u>2013</u> | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <b>Change<br/>2013-<br/>2017</b> | <b>Change<br/>2012-<br/>2016</b> |
|------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------------------------|----------------------------------|
| FSM        | 36.6        | 37.4        | 40.4        | 45.8        | 47.8        | 39.4        | 2.0                              | 11.1                             |
| NonFSM     | 69.2        | 69.9        | 73.4        | 75.7        | 76.6        | 71.5        | 1.6                              | 7.4                              |
| All pupils | 63.5        | 64.0        | 67.2        | 69.7        | 70.4        | 65.0        | 1.0                              | 6.9                              |

(a) language only for 2017

## Schools Challenge Cymru spend and allocations, by school, by financial year, 2014/15 to 2017/18

| School               | 2014/15                            |                   | 2015/16           |                   | 2016/17           |                        | 2017/18 (a)       |                   |   |
|----------------------|------------------------------------|-------------------|-------------------|-------------------|-------------------|------------------------|-------------------|-------------------|---|
|                      | Revenue Spend (£)                  | Capital Spend (£) | Revenue Spend (£) | Capital Spend (£) | Revenue Spend (£) | Capital Allocation (£) | Revenue Spend (£) | Capital Spend (£) |   |
| EAS                  | Abersychan Comprehensive           | 143,848           | 40,000            | 208,100           | 146,293           | 149,329                | 63,250            | 5,263             | 0 |
|                      | Abertillery Comprehensive          | 147,836           | 184,700           | 223,550           | 91,000            | 194,853                | 65,000            | 5,263             | 0 |
|                      | Bedwas High                        | 227,531           | 71,491            | 246,279           | 0                 | 100,000                | 11,828            | 5,263             | 0 |
|                      | Blackwood Comprehensive            | 215,096           | 52,639            | 215,503           | 0                 | 102,438                | 14,485            | 5,263             | 0 |
|                      | Ebbw Fawr                          | 126,793           | 109,000           | 290,316           | 45,000            | 163,350                | 20,000            | 5,263             | 0 |
|                      | Cwmbran High *                     | 196,744           | 39,915            | 213,826           | 0                 | 121,650                | 30,000            | 5,263             | 0 |
|                      | Heolddu Comprehensive              | 318,885           | 40,000            | 323,582           | 0                 | 127,000                | 1,698             | 5,263             | 0 |
|                      | Llanwern High                      | 213,085           | 8,500             | 294,572           | 0                 | 140,000                | 0                 | 5,263             | 0 |
|                      | Llisbury High                      | 255,480           | 105,786           | 320,275           | 117,448           | 120,654                | 20,000            | 5,263             | 0 |
|                      | St Cenydd School                   | 136,611           | 109,000           | 165,745           | 0                 | 120,000                | 50,000            | 5,263             | 0 |
|                      | St Julian's School                 | 154,120           | 36,000            | 122,305           | 14,093            | 140,000                | 44,903            | 5,263             | 0 |
|                      | St Martin's School                 | 115,604           | 92,000            | 149,375           | 0                 | 117,174                | 20,000            | 5,263             | 0 |
|                      | Tredegar Comprehensive             | 220,675           | 291,126           | 328,392           | 117,851           | 100,037                | 18,500            | 5,263             | 0 |
| West Monmouth School | 108,855                            | 35,062            | 166,489           | 25,000            | 120,000           | 25,000                 | 5,263             | 0                 |   |
| CSC                  | Afon Taf High                      | 342,887           | 63,000            | 421,200           | 81,800            | 143,377                | 26,286            | 5,263             | 0 |
|                      | Barry Comprehensive                | 189,028           | 29,600            | 281,000           | 0                 | 134,461                | 0                 | 5,263             | 0 |
|                      | Bishop Hedley High                 | 230,365           | 50,060            | 266,000           | 48,050            | 97,856                 | 49,880            | 5,263             | 0 |
|                      | Cantonian High                     | 187,745           | 42,100            | 415,379           | 0                 | 137,171                | 20,000            | 5,263             | 0 |
|                      | Coleg Cymunedol Y Dderwen          | 249,168           | 7,700             | 214,000           | 14,053            | 181,515                | 29,053            | 5,263             | 0 |
|                      | Eastern High **                    | 311,011           | 25,000            | 553,780           | 50,795            | 200,992                | 75,793            | 5,263             | 0 |
|                      | Michaelston / Glyn Derw Federation | 348,629           | 43,892            | 474,690           | 0                 | 243,695                | 0                 | 5,263             | 0 |
|                      | Hawthorn High                      | 225,998           | 41,100            | 272,000           | 40,006            | 119,154                | 322,065           | 5,263             | 0 |
|                      | Pen Y Dre High                     | 309,873           | 105,460           | 319,434           | 93,000            | 135,198                | 26,345            | 5,263             | 0 |
|                      | Porth County Community             | 166,071           | 122,000           | 250,986           | 34,471            | 130,000                | 15,000            | 5,263             | 0 |

|              |                             |                  |                  |                   |                  |                  |                  |                |          |
|--------------|-----------------------------|------------------|------------------|-------------------|------------------|------------------|------------------|----------------|----------|
|              | St Illtyd's Catholic High   | 175,554          | 13,907           | 235,000           | 15,993           | 125,161          | 31,837           | 5,263          | 0        |
|              | Pontypridd High             | 250,104          | 132,724          | 247,329           | 133,750          | 127,212          | 0                | 5,263          | 0        |
|              | Tonypanyd Community College | 339,093          | 20,000           | 301,332           | 0                | 156,646          | 0                | 5,263          | 0        |
|              | Tonyrefail School           | 240,210          | 67,151           | 287,512           | 0                | 121,078          | 0                | 5,263          | 0        |
|              | Willows High                | 200,772          | 135,000          | 224,269           | 90,000           | 101,161          | 90,000           | 5,263          | 0        |
| GWE          | Holywell High               | 159,202          | 19,802           | 132,550           | 37,315           | 150,000          | 0                | 5,263          | 0        |
|              | Rhosnesni High              | 134,951          | 117,200          | 157,750           | 12,500           | 150,000          | 18,400           | 5,263          | 0        |
|              | Ysgol Bryn Alyn             | 186,400          | 173,880          | 190,685           | 120,368          | 151,110          | 29,850           | 5,263          | 0        |
|              | Ysgol Clwedog               | 168,600          | 180,000          | 131,500           | 98,350           | 120,500          | 21,000           | 5,263          | 0        |
|              | Ysgol Uwchradd Caergybi     | 148,395          | 233,162          | 216,787           | 103,092          | 115,558          | 23,000           | 5,263          | 0        |
| ERW          | Milford Haven School        | 209,672          | 98,460           | 352,098           | 117,000          | 120,000          | 20,900           | 5,263          | 0        |
|              | Morrison Comprehensive      | 138,576          | 0                | 416,251           | 42,000           | 120,000          | 0                | 5,263          | 0        |
|              | Pentrehafod School          | 249,726          | 20,829           | 365,176           | 49,578           | 104,873          | 18,104           | 5,263          | 0        |
|              | Ysgol Bro Dinefwr           | 204,670          | 21,000           | 319,665           | 0                | 120,000          | 0                | 5,263          | 0        |
| <b>Wales</b> | <b>Total</b>                | <b>7,947,863</b> | <b>2,978,246</b> | <b>10,314,681</b> | <b>1,738,805</b> | <b>5,123,204</b> | <b>1,202,177</b> | <b>199,994</b> | <b>0</b> |

\* In 2014/15, Cwmbran High was two schools, Llantarnam High and Fairwater High. This is the sum of the two schools' spend

\*\* In 2015/16, this included work pairing Eastern High with Cardiff High

(a) - This relates to the £200k additional support given to Schools Challenge Cymru schools in 2017/18

**Kirsty Williams AC/AM**  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref MA-P/KW/7636/16

Lynne Neagle AM  
Chair of Children, Young People and Education Committee  
National Assembly for Wales  
Cardiff Bay  
CF99 1NA

11 January 2017

Dear Lynne,

Further to my letter of 6 December, which updated you on the Schools Challenge Cymru transition plans, I have attached the verified GCSE results for Pathways to Success schools (Doc1). This table shows the attainment of L2 Inclusive in Pathways to Success schools between 2014 – 2016.

In summary, the verified results show that when looking at progress after 2 years, attainment of the Level 2 Inclusive across Pathways to Success schools has improved by 7.0 percentage points, with 34 (87%) of the schools securing improvements in this measure. Attainment of the Level 2 Inclusive for FSM pupils across Pathways to Success schools has improved by 8.2 percentage points, with 29 (74%) of the schools securing improvements in this measure.

You will also be aware that I have announced additional funding for the delivery of advisory support in Pathways to Success schools until the end of the academic year. This funding will be directed to the Regional Consortia for them to determine how it should be allocated to aide transition.

Furthermore, while the majority of Pathways to Success schools secured improvements, and the percentage of learners across Wales earning 5 good GCSEs is at an all time high, I remain concerned by the variations that exist between our highest and lowest performing schools. I have therefore asked my officials to explore with the Education Consortia what additional targeted work could be undertaken to accelerate improvement in our schools. A further announcement will be made in due course.

Yours sincerely

**Kirsty Williams AC/AM**  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

**Agenda Item 3.1**  
Huw Irranca-Davies AM / AM  
Y Gweinidog Gofal Cymdeithasol a Phlant  
Minister for Children and Social Care



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref: MA/P/HID/0847/18

Lynne Neagle AM  
Chair,  
Children, Young People and Education Committee  
National Assembly for Wales  
Cardiff Bay  
Cardiff  
CF99 1 NA

12 March 2018

Dear Lynne

I am writing in response to your letter dated 14 February in which you enclosed some correspondence that outlined concerns about the availability of Families First funding for projects supporting families with children with disabilities or additional learning needs.

In your letter you included a number of specific questions, which I shall address in order:

Work my department undertook to assess the potential impact of the April 2017 Families First Guidance on children, including children who have disabilities or additional learning needs

The revised Families First Programme Guidance was developed in collaboration with key stakeholders and delivery partners, including: local Families First Coordinators; local authority service leads; third sector delivery partners and key Welsh Government policy leads. Prior to the development of the guidance, a three year programme of evaluation was undertaken followed by a consultation exercise with local Families First Coordinators to consider whether the programme needed to be refined to improve service delivery for families. As part of that process it was identified that the criteria for the commissioning of services which are provided through the Disability Focus element of the programme should not be altered as evaluation evidence showed the benefit of these services to families with children who have disabilities or additional learning needs.

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

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How decisions relating to the continuation or otherwise of Families First projects and their impact on children, including children who have disabilities or additional learning needs are monitored

The delivery of the Families First programme takes place at a local level and services in each area are commissioned in response to identified local needs. Each local authority is required to undertake a population needs assessment and commission services which meet the identified needs of their local community. Each local authority must then submit a Delivery Plan to the Welsh Government outlining what these needs are and what services are being commissioned to address them. Each Delivery Plan is scrutinised by a panel of key officials who consider whether the proposed services are likely to a) meet the identified needs of the community and b) are compliant with the Families First Programme Guidance.

Outline the projects supporting families with children who have disabilities or additional needs that are no longer receiving Families First support, and whether these projects are continuing via other funding means (and if so, by what means)

Responsibility for the commissioning, and de-commissioning of services is a matter for each individual local authority and, as such, there is no requirement for this information to be collected centrally.

Outline the steps which are being taken to mitigate the impact of local authority decisions to end Families First funding on children, including children who have disabilities or additional learning needs

Each local authority receives a grant allocation for the delivery of the Families First programme. The budget for the Families First programme has not changed over the last two years and remains at just under £38m for 2018-19. This means local authorities have the same level of funding available to them for the delivery of services to families and children, including children who have disabilities or additional needs. Should a local authority decide to de-commission a service, it is the responsibility of that authority to ensure any potential impacts on service users are monitored and handled appropriately.

With regard to the specific issue outlined in the correspondence you attached with your letter, it is my understanding that, although some contracts which provide services for families with children with disabilities will not be renewed from 31 March 2018, a number of new services are being commissioned to maintain support for families from 1 April 2018. I understand these services are being commissioned as part of a wider, overarching strategy aimed at improving the effectiveness and accessibility of service for families affected by disability and have been developed following extensive consultation with both service providers and services users across Cardiff.



**Huw Irranca-Davies AC/AM**

Y Gweinidog Gofal Cymdeithasol a Phlant  
Minister for Children and Social Care

CYPE(5)10-18 - Paper to note 2  
**Agenda Item 3.2**

**Kirsty Williams AC/AM Ysgrifennydd  
y Cabinet dros Addysg Cabinet  
Secretary for Education**



**Llywodraeth Cymru  
Welsh Government**

Eich cyf/Your ref  
Ein cyf/Our ref MA-P/KW0848/18

Lynne Neagle AM  
Chair CYPE Committee  
National Assembly for Wales  
Cardiff Bay  
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9 March 2018

Dear Lynne,

Thank you for your letter of 13 February about the exchange of correspondence with Richard Knights, campaign leader for the Fair Deal for Supply Teachers group dated 30 January.

You will recall that the Supply Model Taskforce was unable to recommend a central supply pay model at that time of reporting in February 2017. However, the report made a number of practical recommendations for supporting and developing supply teachers. The Welsh Government has continued to investigate alternative new models for supply teaching. The model operating in Northern Ireland promoted by the Fair Deal for Supply group is inextricably linked to the setting of teachers' pay and conditions (including supply teachers). The power to set teachers' pay and conditions will be formally transferred to Welsh Ministers. We anticipate that this will occur in September 2018 with September 2019 being the earliest date by which a teachers' pay system would come into force in Wales. We are currently engaging with the sector on how these powers can provide opportunities to set teachers' pay to underpin our aspirations for the wider education system, to raise standards and support and develop the teaching profession including those who undertake temporary supply work.

It is important to reiterate that the Welsh Government does not directly employ teachers - that is a role undertaken by school governing bodies and local authorities.

When I met, at my request, the Fair Deal for Supply Teachers group last October I assured them that the delivery of high quality teaching and learning is at the heart of our national mission for improving education in Wales and I remain committed to that vision.

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**Back Page 44**  
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

There is more work to be done in working with the sector, including employing authorities and schools, to develop new ways to support the delivery of temporary cover arrangements, but this will take time. Therefore, it is important that in the meantime we look at all alternative systems alongside trialling new and innovative ways of providing supply teacher provision such as the £2.7m school-based supply cluster pilot I announced on 24 October 2017. The pilot is currently being rolled-out across fifteen local authority areas with the aim of trialling a more sustainable, collaborative model of working which supports the professional learning of our newly qualified teachers whilst benefitting schools and our learners.

The aim of the pilot is to recruit some fifty recently qualified teachers to work across clusters comprising over a hundred schools in Wales. It is early days; however the pilot evidences our commitment to ensuring that our recently qualified teachers, who might otherwise find themselves in supply roles, are supported fully at the beginning of their career. The Welsh Government will monitor the pilot closely to see if this approach offers a viable alternative model that could be rolled out by employers more widely.

We continue to support the professional development of supply teachers. To date over two hundred teachers are signed up and registered for personal access to Hwb. The Hwb networking pages are also now live. Further work is also underway to establish how regional consortia core training programmes might better support and benefit supply teachers working on a short term basis.

In December 2017 streamlined guidance issued on the '*Effective Management of School Workforce Attendance*' to share the good practice that schools and local authorities have adopted in managing absence - both planned and unplanned. This was published alongside with an easy reference guide to support schools and local authorities in meeting their cover needs whilst ensuring that the roles and responsibilities of all involved in commissioning temporary cover is clear.

We are also developing better data capture arrangements for the supply workforce as part of the planned workforce census data collection arrangements. The data collection will gather information on the numbers of supply teachers and the duration of cover provided helping inform more accurate data held on the workforce including those working flexibly in this way.

Officials continue to issue regular communications directly to commercial supply agencies operating in Wales, Local Authorities and schools to remind them of their statutory obligations in respect of their responsibility for safeguarding, including the need to undertake identity, DBS and qualification checks.

The Supply Working Group, which includes representatives of the wider education sector, continues to meet every 2 to 3 months. The group includes education workforce representatives and employers to support the implementation of the Taskforce recommendations and to discuss, consider and support workable solutions to address related issues as they arise.

Many of the concerns raised by the lobby group involve the use of commercial supply agencies to meet the demand for teachers to cover staff absence and the use of the private supply agency, New Directions, the current Welsh local authorities' managed service framework provider. Officials from my department, Value Wales and the National Procurement Service (NPS) are due to meet shortly to discuss the terms of the NPS' Framework contract which will expire in August 2018. I understand that NPS, on behalf of

local authorities, has initiated a one-year extension period while the re-tendering arrangements are considered.

However, the fact that New Directions is the current framework provider doesn't preclude schools from entering into alternative cover arrangements or engaging directly with individual supply teachers. We have been clear that any future contract specification should be fit for purpose. The Fair Deal for Supply group has also been invited to a meeting with NPS to engage with the re-tendering process.

We are keeping a watching brief on changes proposed and currently being consulted on by the Department for Business, Energy and Industrial Strategy in Westminster. The amendments proposed to the Agency Worker Regulations 2010 will help address concerns raised about the terms of the Swedish Derogation provision, the use of umbrella companies and improved inspection arrangements for recruitment and employment agencies. The consultation has been published in response to the Taylor Review into Modern Working Practices published last summer. If regulatory changes are subsequently made many of the barriers that supply teachers employed by commercial agencies claim they face will be addressed.

It might be helpful for you to know that since I met with representatives of the Fair Deal for Supply Teachers group last October we have continued to correspond directly with them. Members of the group met with my officials and representatives of the Supply Working Group on 21 and 22 February respectively to discuss their on-going concerns in detail. Mr Knights was also invited to meet with officials but was unable to attend.

I would like to assure the Committee that the Welsh Government continues to explore all options available to us to support supply teachers in Wales. I want to see successful models for deploying temporary supply cover in our schools and we are working toward a system where high quality teaching staff are available, providing a positive impact on educational outcomes, and where temporary staff are developed appropriately.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams'.

**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

Kirsty Williams AC/AM  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

## Agenda Item 3.3



Llywodraeth Cymru  
Welsh Government

Vaughan Gething AC/AM  
Ysgrifennydd y Cabinet dros Iechyd a Gwasanaethau Cymdeithasol  
Cabinet Secretary for Health and Social Services

Lynne Neagle AM  
CYPE Committee Chair

Dear Lynne,

8 March 2018

We have noted the actions arising from CYPE Committee on 15 February, and these are addressed below:

- *Available information on the correlation between levels of deprivation and mental health issues such as self-harm and eating disorders.*

The mental health of children and young people is influenced by a range of economic, social and environmental factors, with recent work by Public Health England, for example, setting out risk and protective factors under the headings of child, family, school and community<sup>1</sup>. The part played by socio-economic disadvantage is noted as a specific risk factor. Evidence from various sources illustrates this point, such that young people in poorer circumstances are, for example, more likely to report having a mental illness, having low life satisfaction and self harming<sup>2 3 4</sup>. There is some agreement in the literature that this association is not necessarily straightforward, being influenced by factors noted above, such as the parent-child relationship. It is also important to note the strength of the relationship varies by study and that given the numerous influences, the relationship between disadvantage and mental health among children and young people needs to be interpreted with some caution. Furthermore, it should be noted that what we know in this area relates to mental health more broadly, rather than at the level of specific conditions.

- *Examples of where expert organisations have worked with schools, including pioneer schools, to inform the delivery of wellbeing support in schools which will inform the development of the relevant Area of Learning Experience in the new curriculum.*

1

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/575632/Mental\\_health\\_of\\_child\\_en\\_in\\_England.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575632/Mental_health_of_child_en_in_England.pdf)

2 <http://www.euro.who.int/en/health-topics/Life-stages/child-and-adolescent-health/health-behaviour-in-school-aged-children-hbsc/growing-up-unequal.-hbsc-2016-study-20132014-survey>

3 <http://gov.wales/docs/caecd/research/2015/151022-health-behaviour-school-children-2013-14-key-findings-en.pdf>

4 [https://www.childrensociety.org.uk/sites/default/files/poor\\_mental\\_health\\_report.pdf](https://www.childrensociety.org.uk/sites/default/files/poor_mental_health_report.pdf)

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

During the development of the Health and Well-being AoLE, pioneers have worked in groups with a range of experts from a variety of backgrounds to support the development of the Area.

Pioneers have worked closely with Professor Emma Renold to ensure that the Health and Well-being AoLE is appropriately informed by the findings of the Sex and Relationships Education (SRE) Expert Panel Report and supports all learners' well-being. This has included workshops chaired by Professor Renold open to pioneers in all Areas to consider high quality SRE across AoLEs, and how this supports learners' well-being.

Pioneers are also working with Professor Robin Banerjee, focusing specifically on learners' emotional well-being, resilience and positive relationships in the development of the AoLE.

Pioneers have also worked with Public Health Wales; Welsh Network of Healthy School Schemes and the School Health Research Network in respect of health and experts in physical literacy from Bangor University and Liverpool John Moores University. These experts have attended working groups of pioneers and are working with the AoLE leads to ensure that the development of the AoLE is supported by rigorous evidence and expertise.

Pioneers have also worked with expertise in respect of Adverse Childhood Experiences (ACEs). Officials responsible for the Health and Well-being AoLE are working with their colleagues from within Welsh Government and the ACE Support Hub to support school communities to become ACE informed in their work.

Additional details of how the pioneers in Health and Well-being have engaged with experts over the autumn term are available [here](#) as part of the AoLE's report to the Curriculum and Assessment Group.

A number of pioneer schools in the Health and Well-being AoLE working group are also members of the CAMHS in-reach pilot intended to further promote positive health and wellbeing in schools.

As regards specific examples of expert organisations working with schools, the following give a flavour of some of the work that is taking place:

- Jiwsu is a sex and relationships education project in North Wales, funded by Betsi Cadwaladr University Health Board. Jiwsu delivers SRE programmes to groups of vulnerable young people under 25 years old. Over half of the clients they work with have learning disabilities and/or autism. Project Jiwsu delivered a six week SRE programme to classes of 8 to 10 young people, aged 13 to 16 years old, at Ysgol Hafod Lon, an additional needs school in Penrhyndeudraeth, Gwynedd.
- St Woolos Primary School in Newport promotes an understanding of diversity and respect for all; ensuring that pupils develop a strong sense of responsibility and empathy for one another. This is done through providing a comprehensive package of training for staff that equips them with the awareness and skills necessary to understand the cultural heritage of pupils. For example, staff receives regular training from specialist agencies including child and adolescent psychotherapists and BAWSO<sup>5</sup>.
- Ysgol Uwchradd Tywyn in rural West Wales is committed to providing an inclusive, wide-ranging education to its pupils, with an emphasis on encouraging and building a supportive environment. Pupils and staff are encouraged to understand, appreciate and respect the views, rights and situations of others. The school delivers important information about healthy relationships through a wide range of activities. These include PSE lessons, subjects across the curriculum, suspended timetable days, drama productions, assemblies and outside speakers. The school holds information-

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<sup>5</sup> Bawso is an all Wales voluntary organisation, providing specialist services to victims and BME people affected or at risk of by domestic abuse and all forms of violence.

sharing and training workshops for staff and parents, delivered by specialist agencies on issues such as e-safety, sexting and domestic abuse.

- The Swansea TAF in Schools Partnership, funded through Families First, has been running since 2016. It provides staff in primary schools with intensive mentoring support, access to formal training on a range of themes include parenting, mental health and behaviour, and the use of positive role modelling to help them develop the necessary confidence and skills to work better with families. The project has been a huge success and was awarded a Guardian Public Service Award for Learning and Development on in November.
- *Access to primary mental health services for young people, in particular if all Local Health Boards are complying with the Mental Health Measure, and an update on the current work of the NHS Wales Delivery Unit in this area.*

We have management data from Health Boards to enable us to track progress and to ensure that there is equal access for young people. For under 18s there is variation across Health Boards and in the consistency of improvement in waiting times for assessment and interventions in Local Primary Mental Health Support Services (LPMHSS).

As part of the work through 2018-19, the NHS Delivery Unit will work with health boards to consider how further improvements can be made including opportunities for sharing good practice and/or models. Later in the summer, the NHS Delivery Unit will also undertake a review of primary mental health services for children and young people.

- *Information on the age of the youngest child admitted due to mental ill health to an adult ward in a crisis/out of hours situation.*

We have made great strides in reducing the number of underage admissions to adult mental health wards since we published new guidance in 2015. For the first time this stated that the needs of the young person should be taken into account when deciding on placement and recognised that a young person of 17 working and living as an adult may prefer to have their care in an adult setting. The guidance also requests health boards to report to Welsh Government as a serious untoward incident, all underage admissions to adult mental health wards. There is a particular problem in reporting in north Wales, however, as their S.136 suite is on an adult ward, so the process of having an assessment for mental health, if they're brought in by the police, was classed incorrectly as an admission, when in fact, it is an appropriate local placement.

Between December 2016 and November 2017, not including over cautious reporting by BCU, the youngest to have been admitted temporarily to an adult ward was 15.

- *Update on resourcing issues at the North Wales Adolescent Service in-patient unit, Abergele.*

The enhancement of the community teams and development of the Community Intensive Team has enabled higher levels of illness and disturbance to be safely and more effectively managed in the community.

It is challenging to maintain appropriate nursing numbers and experience, particularly in light of the very substantial developments in the community teams. Experienced inpatient staff have sought and obtained community posts as part of their career development.

2017 has been a particularly difficult year regarding vacancies,. Adverts for nurses have been on the NHS jobs website as a rolling advert. Managers and practitioners have attended and contributed to the NHS recruitment days with some success.

The current 12 bed provision is considered to currently meet the inpatient care need for young people. Although inpatient care will always be required, supporting families and young people to stay at home in their community is the model of care being strived for. Clinical Gatekeeping is in place ensuring that all actions have taken place to meet the needs of the young person in the community, and all alternative solutions considered prior to an inpatient bed being sought.

The need for generic Out of Area beds is directly affected by the current vacancy position within NWAS, the provision in Tier 3 CAMHS and the Community Intensive Team. It is anticipated that the need for inpatient care will reduce as core capacity and early intervention models of service are strengthened.

Psychiatric Intensive Care and Low Secure provision is commissioned by WHSSC, as a specialist service, not available within North Wales. There will always be a need for Out of Area admissions for very highly disturbed young people who need a psychiatric intensive care environment. This need does not arise frequently enough in North Wales to develop and maintain the competencies required and due to the very low numbers it is also not financially viable.

There were also questions which were not reached in the time available, and these are addressed below:

- 1. Evidence to the Committee's inquiry has suggested that there is a shortage of educational psychologists in Wales. Do you recognise that picture and if so, what activity is underway to address this?*

Local authorities are responsible for the provision of educational psychology services and for providing a suitable education for all learners, including those with SEN. The Welsh Government recognises the important role that educational psychologists (EPs) play in supporting learners in education.

EPs will continue to play a vital role under the new additional learning needs (ALN) system in Wales. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 will provide for a new legal framework for supporting children and young people aged 0 to 25 with ALN. The Act is part of our wider ALN Transformation Programme that is delivering our ALN reforms.

Workforce development is a key feature of the ALN Transformation programme. Ensuring we have a skilled and resourced workforce to meet the needs of learners with ALN is essential for delivering the new ALN system. The Welsh Government has announced a £20m package of funding to support the implementation of the Act and delivery of the wider Transformation Programme. Much of this funding will be targeted at workforce development which includes supporting EP training in Welsh and English.

The Welsh Government has agreed to continue funding Cardiff University's Doctorate in Educational Psychology professional training programme (DEdPsy) for a further cohort from

September 2018, whilst negotiations about arrangements from 2019/20 onwards are concluded.

You may also wish to be aware that officials have worked closely with the Association of Educational Psychologists (AEP) to develop guidance on the role and responsibilities of EPs in Wales. The [‘Educational psychologists in Wales’](#) guidance is aimed at parents and education professionals working with children and young people and aims to create a better understanding what to expect from the role of the EP.

*2. Do you see a role for guidance teachers in leading a whole-school approach (and if not, who should lead this work in schools)?*

There is certainly a role for certain members of the school staff to be the link with specialist services, for example our [Counselling toolkit](#) sets out the importance of having a link person the school. However, ultimately any teacher could be that trusted adult a child turns to when they need help, and that trusted adult needs to be able to respond appropriately.

In 2015 the Public Policy Institute for Wales published a report, [‘Effective Pupil Support in Secondary Schools’](#), following an expert workshop on the subject of pupil support. The experts discussed the advantages and disadvantages of specialist and generalist approaches to pupil support. A specialist approach sees specialist ‘guidance teachers’ or similar responsible for pupil support whilst a generalist sees all teachers responsible for pupil support. Experts argued that responsibility for pupil support should be shared by all teachers.

When it comes to leading a whole school approach towards wellbeing, we expect head teachers to decide how a whole school approach should be embedded, and to put the necessary arrangements in place to make this happen. However, we know that working towards the Welsh Network of Healthy School Schemes National Quality Award, can help schools ensure that they promote, protect and embed the physical, mental and social health and well being of their community through positive action. Healthy school practitioners are in place to work directly with schools to help them identify their own health improvement needs within the national framework, and then implement required actions

*3. How do you respond to the All Wales Heads of Children’s Services, the WLGA and the National Adoption Service’s suggestion that the correct balance has not been struck between local authorities and health boards in terms of funding mental and emotional support for looked after and adopted children?*

Regional Partnership Boards (RPBs) have been provided for by the Social Services and Well-being (Wales) Act 2014 to bring together health, social services and other partners to support the effective integration of services. Seven RPBs have been established across Wales and each one consists of the relevant health board and all the local authorities within the health board area.

The RPBs are required to promote the use of pooled budgets. Particularly, they are required to consider establishing pooled budgets when health boards and local authorities are jointly developing services in response to their population needs assessments required

under the Social Services and Well-being (Wales) Act 2014. Statutory guidance sets out that RPBs must prioritise the integration of services in relation to children with complex needs.

The Social Services and Well-being (Wales) Act 2014 provides Ministers with powers to direct partners to establish pooled funds to make better use of resources and further improve wellbeing outcomes.

*4. Are you satisfied that all health boards are commissioning the necessary independent mental health advocacy and that an active offer of advocacy is being made to children and young people in all instances?*

All Health Boards submit quarterly all-ages data on the provision of Independent Mental Health Advocacy under Part 4 of the Measure. This data set was developed during 2016-17 to provide further assurance that every person has contact with an IMHA within 5 working days of their request. Health Boards report that they are meeting this standard on a 100% basis which includes data for children and young people.

Rather than an “active offer” there is a statutory duty to provide information about the right and availability of advocacy services to all qualifying children and young people and Health Boards are required to discharge this duty appropriately. The Welsh Government with MIND Cymru published accessible information leaflets alongside the revised Code of Practice to the Mental Health Act in 2016 that sets out people’s right to independent advocacy, what support they can expect and who should provide information about IMHAs.

*5. How do you respond to the suggestion that greater advocacy provision for children and young people is needed as they enter mental health services, not just those in in-patient settings (see evidence from the T4CYP, Children’s Commissioner and the National Youth Advocacy Service)?*

Part 4 of the Mental Health (Wales) Measure 2010 expanded the right to an independent mental health advocate (IMHA) when receiving inpatient mental health care and treatment whether detained under the Mental Health Act 1983 or not, creating an equality of access to advocacy support and ensuring the voice of all children and young people is heard regardless of legal status.

It is also important to remember that the right to IMHA under the Measure also extends to people who are discharged from hospital subject to Community Treatment Orders and (in the case for a young person who is aged 16 or over and not a ward of the court) Guardianship Orders.

The Welsh Government’s funded national information, advice and advocacy helpline for children and young people aged 0 to 25, MEIC, provides support and listening services to children and young people and acts as a signpost for those needing information and advice. The service can be accessed by phone, SMS text message, web based instant messenger or e-mail 24 hours a day, seven days a week.

We hope that you find this information helpful.

Yours sincerely,



**Kirsty Williams AC/AM**  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education



**Vaughan Gething AC/AM**  
Ysgrifennydd y Cabinet dros Iechyd a  
Gwasanaethau Cymdeithasol  
Cabinet Secretary for Health and Social  
Services



Lynne Neagle AC  
Cadeirydd  
Pwyllgor Plant, Pobl Ifanc ac Addysg  
Cynulliad Cenedlaethol Cymru  
Caerdydd CF99 1NA

13 Mawrth 2018

Annwyl Ms Neagle,

## **Argaeledd gwर्सlyfrau :: Availability of textbooks**

Diolch am eich llythyr dyddiedig 22 Chwefror ynghylch argaeledd gwर्सlyfrau.

Gall CBAC fel corff dyfarnu hybu diddordeb cyhoeddwr o ran darparu gwर्सlyfrau, gallwn ddarparu cyngor o ran agweddau ar gynnwys ac asesiad a gallwn ddarparu “cymeradwyaeth” ar gyfer gwर्सlyfrau sy’n addas ar gyfer cymhwyster. Fodd bynnag, nid oes gennym unrhyw reolaeth dros raglen waith cyhoeddwr na thros yr amserlen ar gyfer eu cynnyrch.

Yn gyffredinol, y ffactor pennaf sy’n creu rhwystr i gyhoeddwr o ran eu hamserlen ar gyfer gyrru ymlaen gyda’u gwaith yw’r amserlen reoleiddiol ar gyfer cymeradwyo cymwysterau, yn benodol faint o amser sydd ar gael cyn y dyddiad pryd y dechreuir dysgu. Mae hyn wedi bod yn faen tramgwydd ar gyfer nifer o bynciau o fewn yr amserlen diwygio a luniwyd gan Lywodraeth Cymru yn ystod rhan olaf y cyfnod pan oedd yn rheoleiddio cymwysterau yng Nghymru (ac roedd yr amserlen honno yn debyg iawn i’r un ar gyfer diwygio cymwysterau yn Lloegr). Fodd bynnag, o ran gwर्सlyfrau TGAU a Safon Uwch ar gyfer Astudiaethau Crefyddol, mae’n ymddangos bod ffactorau ychwanegol wedi cael effaith ar y ddau gyhoeddwr oedd yn gwneud y gwaith hwn.

Fel rhan o’n cefnogaeth i’n cymwysterau, mae CBAC yn buddsoddi yn sylweddol mewn adnoddau digidol ar gyfer dysgu ac addysgu, gan eu darparu yn rhad ac am ddim i ddefnyddwyr. Yn eu plith mae dogfen “canllaw dysgu” sylweddol ac amrediad o adnoddau digidol i gefnogi’r dysgu, gyda phwyslais penodol ar rannau o’r cymhwyster sydd wedi newid ers y fersiwn flaenorol. Mae Astudiaethau Crefyddol TGAU a TAG yn digwydd bod ymhlith y cymwysterau hynny lle rydym wedi datblygu amrediad eang o adnoddau digidol newydd.

Ar gyfer rhai cymwysterau rydym yn methu ennyn diddordeb unrhyw gyhoeddwr gwर्सlyfrau, fel arfer oherwydd y niferoedd bychain sy’n dilyn y cymhwyster neu oherwydd natur y dysgu. Yn yr achosion hynny, bydd adnoddau digidol a gynhyrchir gan CBAC yn bwysicach fyth, fel sydd wedi digwydd ar gyfer cymwysterau diwygiedig ar gyfer Dylunio a Thechnoleg ac Electroneg (ar gyfer y cyntaf o’r rhain, derbyniwyd cefnogaeth ariannol gan Lywodraeth Cymru).

Ar cyfan, mae amrediad rhesymol o werslyfrau ar gael trwy ddarpariaeth fasnachol ar gyfer cymwysterau TGAU a TAG diwygiedig yng Nghymru, ond mae’n anarferol iawn canfod ar gyfer unrhyw bwnc ddewis o gynnyrch gan fwy nag un cyhoeddwr. Y prif bryder yw’r

amserlen ar gyfer eu cynhyrchu a'r bwlch amser rhwng darpariaeth fersiynau cyfrwng Saesneg a chyfrwng Cymraeg. Gan edrych tua'r dyfodol, fodd bynnag, ni ellir cymryd yn ganiataol y bydd y farchnad fasnachol fel y mae ar hyn o bryd yn gallu ateb anghenion rhaglenni dysgu sy'n seiliedig ar gwricwlwm sy'n datblygu i fod yn fwy penodol ar gyfer Cymru.

Hyd yn oed mewn sefyllfaoedd lle mae dysgwyr wedi cael eu siomi o ran argaeledd gwerslyfrau, nid ydym fel arfer yn canfod bod ganddyn nhw bryderon o ran y canlyniadau maen nhw yn llwyddo i'w cyrraedd yn ddiweddarach yn eu hasesiadau. Credwn bod hyn yn digwydd oherwydd yr amrediad o adnoddau eraill sydd ar gael, gan gynnwys rhai sydd wedi eu teilwra gan athrawon a darlithwyr ar gyfer eu dosbarthiadau.

Pe byddai'r Pwyllgor yn ystyried y gallai hynny fod yn ddefnyddiol, byddai CBAC yn hapus iawn i ddarparu gwybodaeth bellach trwy drafodaeth a chyflwyniad ar faterion sy'n berthnasol i'r drefniadaeth bresennol a'r dyfodol.

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*Thank you for your letter of 22 February regarding the availability of textbooks.*

*As an awarding body, WJEC can stimulate publishers' interest in providing textbooks, can advise on aspects of content and assessment and can provide an "endorsement" of textbooks that are well aligned with the qualification. However, we have no contractual control over a publisher's programme of work nor the timelines to which they work.*

*In general, the main inhibiting factor in relation to timelines to which publishers proceed with their work is the regulatory schedule for approving qualifications, relative to the date of first teaching. This has proved to be a problem for several subjects that were recently reformed to a schedule set out by Welsh Government during the latter part of the period when it fulfilled the role of qualifications regulator in Wales (that schedule being very similar to that followed for qualifications reform in England). However, in relation to GCSE and A level textbooks for Religious Studies, it appears that there were additional factors that impacted on the two publishers involved.*

*In support of most of our qualifications, WJEC makes a substantial investment in teaching and learning resources that are made available in digital form free of charge to users. These comprise a substantial "guidance for teaching" document and a range of digital resources to support learning, with a particular emphasis on areas of the qualification that have changed from previous versions. GCSE and GCE Religious Studies happen to be qualifications for which we have developed a substantial range of new digital resources.*

*For some qualifications, usually for reasons related to low volume of take-up or the nature of the learning, we fail to attract interest from any textbook publisher. In such cases, digital resources produced by WJEC assume an even greater importance, as is the case for reformed qualifications in Design & Technology and Electronics (for the former, funding support was received from Welsh Government).*

*Overall, the commercial provision of textbooks for reformed GCSE and GCE qualifications in Wales is reasonable in terms of range, but it is very unusual to find for any subject a choice of products from more than one publisher. The main issues have been with timeliness of production and with the interval between availability of English-medium and Welsh-medium versions. Looking to the future, however, it cannot be assumed that the commercial market*

*as it currently stands will meet the needs of learning programmes that are based on a curriculum in Wales that becomes increasingly more distinctive.*

*Even in situations where learners have been disappointed with the availability of textbooks, we have in general not found that they have had subsequent concerns with the results they have achieved in their assessments. We believe that this arises because of the breadth of other resources that are available, including those tailored by teachers and lecturers to meet the needs of their classes.*

*If the Committee considers that it would be useful, WJEC would be pleased to provide further information through a discussion and illustration of matters relevant to current and future arrangements.*

Yn gywir,

**Gareth Pierce**

Prif Weithredwr / *Chief Executive*  
CBAC / WJEC

cc Philip Blaker, Prif Weithredwr, Cymwysterau Cymru



Ms Lynne Neagle AM  
Chair - Children, Young People and Education Committee  
National Assembly for Wales  
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By Email: [Lynne.Neagle@assembly.wales](mailto:Lynne.Neagle@assembly.wales)

13 March 2018

Dear Lynne

Thank you for copying Qualifications Wales into your recent letter to Gareth Pierce at WJEC regarding the availability of text books for reformed GCSE and A level courses; in particular A Level Religious Studies. Whilst we were copied into this letter for information, we believe that it is useful for us to provide you with our perspective as you consider this issue.

As described in our scrutiny session with the Committee last December, text books are provided by commercial publishers, not directly by awarding bodies, and as such their availability sits outside of our regulation. We understand that WJEC have worked closely with publishers to promote the availability of text books to support courses in Wales, which they often go on to endorse. This includes the provision of translation services so that text books can be made available through the medium of Welsh.

The reform timetable in Wales was set by Welsh Government to necessarily mirror the timetable established by reforms in England. This has proven to be extremely challenging for all involved. The provision of resources such as text books cannot be initiated until late in the process of developing and approving the new specification for a reformed qualification, when the specifications are in final or near final form. This has placed pressure on those providing these resources that must not be repeated in future reforms.

#### Qualifications Wales

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☎ 01633 373 222



YouTube  
Pack Page 57

[www.qualificationswales.org](http://www.qualificationswales.org)

#### Cymwysterau Cymru

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As the independent regulator for qualifications we will guard against the delay in the availability of resources in future reforms. To do this, we will ensure that the period between approval of the new specification and first teaching is not compressed as in recent reforms. This means that the future timetable for reform needs to be set with more time for resources to be made available and for teachers to prepare themselves ahead of first teaching – this will be easier in future reforms as Wales will not be tied to a timetable established in England. It is worth noting that there are issues in relation to the availability of some text books in England.

Stakeholder feedback suggests that at least 12 months is required between approval of the qualification's specification and first teaching. We have a working assumption that this period will be needed for future reforms, but will keep this under review, and if necessary we will delay the date of first teaching to allow time for resources to be made available.

Returning to the more immediate issue of this summer's examinations, and in particular A Level Religious Studies. We have a role as the regulator to ensure that standards are maintained in the qualification and learners are not disadvantaged, or advantaged, because they are in the first cohort to take a reformed qualification. We will continue to use the comparable outcomes approach, which is designed to compensate for a likely small drop in performance when reformed qualifications are introduced. This approach is well established and was used successfully last summer when awarding the reformed AS and A level qualifications. The comparable outcomes approach is applied at whole cohort level and will ensure that variability in outcomes at the national level is limited.

There will always be some year-on-year variation in the results for individual schools and colleges, even when there are no changes to qualifications. This can be due to a variety of factors including a change in entry strategy or a change in approach to delivering a qualification. When a qualification changes, factors such as a lack of familiarity with new examination requirements can lead to more year-on-year variability than usual in the results for individual schools and colleges.

We have an extensive programme of monitoring planned for this summer's examinations, focusing on reformed qualifications that will be awarded for the first time. As part of this work, we will be monitoring WJEC's key meetings for A level Religious Studies to ensure that we are content that the grade boundaries set by WJEC are appropriate and that standards have been maintained. Over the coming months we will work with WJEC to detail additional monitoring requirements including statistical data looking at learner performance and centre variability – our focus will be on fairness in the final award of grades for this summer's learners.

As indicated at the Committee last December, we are also starting a piece of work to establish schools' resource requirements for future reforms, including their expectations in relation to text books. This will inform our view on the regulatory requirement for awarding bodies to provide 'sufficient' resources. This may well vary by subject, as for some the content of the qualification may remain relatively unchanged. We will also be aware of the

unintended consequences of over reliance on text books, which may lead to a culture of 'teaching to the test'.

Yours sincerely

A handwritten signature in black ink that reads "Ann Evans." The signature is written in a cursive style with a large initial 'A'.

**Ann Evans**  
**Chair**

A handwritten signature in blue ink that reads "Philip Blaker". The signature is written in a cursive style with a large initial 'P'.

**Philip Blaker**  
**Chief Executive**

CYPE(5)-10-18 - Paper to note 6  
**Agenda Item 3.6**

**Kirsty Williams AC/AM**  
**Ysgrifennydd y Cabinet dros Addysg**  
**Cabinet Secretary for Education**



**Llywodraeth Cymru**  
**Welsh Government**

Ein cyf/Our ref KW/00602/18

Sally Holland  
Children's Commissioner for Wales  
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9 March 2018

Dear Sally Holland

Thank you for your letter of 22 February on whole-school approaches to protecting and promoting learner well-being, and the need to ensure that links are in place between the T4CYP programme and the education reform agenda.

My officials have and continue to work with the T4CYP resilience and early intervention work stream. Since the establishment of the new group in T4CYP, the vice chair, and soon to be chair, is Nichola Jones, who is also a member of the Association of Directors of Education Wales' Inclusion and School Improvement Group. This is in addition to membership from senior Public Health Wales (PHW) officials and WLGA youth service leaders to ensure the programme is sighted on, and works in coordination with the education reforms and the other wider public health programmes. In addition a specific work group looking at management of deliberate self harm and suicide for schools and other child professionals has been held by the Talk to Me 2 programme.

PHW have agreed to pull together a meeting of leads from across public health. These include the Welsh Network of Healthy Schools, Healthy Child Wales, ACE Support Hub, Youth Justice and trauma recovery experts, academic experts on parental conflict and education leads. The aim is to work together to develop a shared model of care and management of children that builds on the complementary aspects that each programme provides. In due course, this should ensure there is consistency in the way we support children and families across Wales.

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Whilst the work of ensuring join up between officials and policy makers has developed, there is clearly a lot to do to translate this on the ground i.e. ensuring regional and local planning in each area have appropriate focus on children and young people and then ensure health, social care and education practitioners and leaders are appropriately engaged.

As regards the development of work on the ground between practitioners, the schools based CAMHS in reach pilot programme will contribute towards professional join up. Moreover, the guidance for primary mental health and specialist mental health services, released over the past year, will help with consultation, liaison training and support. These are once again key elements of the range of services to be provided by specialist mental health practitioners. It is intended that delivery of these services will take place over the next 12 months as the waiting list targets are more reliably met.

I agree that what children learn in the classroom should be reflected across the wider learning environment in schools. This is the concept behind the Welsh Network of Healthy School Schemes (WNHSS). The WNHSS National Quality Award (NQA) has been in place since 2010, and assesses a whole school approach to a range of health topics, of which mental and emotional health and well-being is one.

Schools are supported locally to develop such an approach, and can be independently assessed for the NQA after 9 years' involvement. Over 99% of maintained schools are actively involved in the scheme, and to date 158 have achieved the National Quality Award. Further details can be found at <http://www.wales.nhs.uk/sitesplus/888/page/82249>

PHW runs the WNHSS on behalf of Welsh Government. PHW officers have been actively involved in both the TfCYP resilience and early intervention workstream, and in the working group for the Health and Well-being AOLE. The approach of the AoLE reflects this existing work.

I hope this information reassures you that links are in place between the T4CYP programme and the education reform agenda.

Yours sincerely



**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

# Agenda Item 6

By virtue of paragraph(s) ix of Standing Order 17.42

Document is Restricted

# Agenda Item 7

By virtue of paragraph(s) ix of Standing Order 17.42

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