

# Children, Young People and Education Committee

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Meeting Venue:

**Committee Room 1 – Senedd**

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Meeting date:

**Wednesday, 3 December 2014**

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Meeting time:

**09.15**

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Cynulliad  
Cenedlaethol  
Cymru

National  
Assembly for  
Wales



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## Agenda

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**Private Pre-meeting – 09.15 – 09.30**

**1 Introductions, apologies and substitutions (09.30)**

**2 Inquiry into Educational Outcomes for Children from Low Income Households – Evidence session (09.30 – 10.15) (Pages 1 – 24)**

Welsh Government

CYPE(4)–29–14 – Paper 1

Huw Lewis AM, Minister for Education and Skills

Jo-Anne Daniels, Director, Infrastructure, Curriculum, Qualifications and Learner Support

Emma Williams, Head of Support for Learners

**3 Consideration of the OECD review – Improving School in Wales: an OECD Perspective (10.15 – 11.00) (Pages 25 – 43)**

Welsh Government

Brief – Private

CYPE(4)–29–14 – Paper 2

Huw Lewis AM, Minister for Education and Skills

Jo-Anne Daniels, Director, Infrastructure, Curriculum, Qualifications and Learner Support

Brett Pugh, Director, School Standards and Workforce Group

#### **4 Papers to note** (Page 44)

**Letter from the Minister for Communities and Tackling Poverty following the meeting on 23 October** (Pages 45 – 49)

CYPE(4)–29–14 – Paper to note 3

**Letter from the Minister for Education and Skills following the meeting on 23 October** (Pages 50 – 59)

CYPE(4)–29–14– Paper to note 4

**Letter from the Chair of the Health and Social Care Committee – Inquiry into new psychoactive substances ("legal highs")** (Page 60)

CYPE(4)–29–14 – Paper to note 5

**Letter from the Health and Social Care Committee – Inquiry into alcohol and substance misuse in Wales** (Pages 61 – 62)

CYPE(4)–29–14 – Paper to note 6

**Letter from the Chair of the Communities, Equality and Local Government Committee – Inquiry into Poverty** (Pages 63 – 64)

CYPE(4)–29–14 – Paper to note 7

**Additional information from the Children's Commissioner following the meeting on 13 November** (Page 65)

CYPE(4)-29-14 – Paper to note 8

**5 Motion under Standing Order 17.42 to resolve to exclude the public from the meeting for the following business:**

Items 6 and 7

**6 Qualifications Wales Bill – Approach to Stage 1 (11.00 – 11.30) (Pages 66 – 98)**

CYPE(4)-29-14 – Private paper 9

**7 Committee Forward Work Programme – agree terms of reference for next inquiry (11.30 – 12.00) (Pages 99 – 103)**

CYPE(4)-29-14 – Private Paper 10

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# National Assembly for Wales

## Children, Young People and Education Committee

### CYPE(4)–29–14 – Paper 1

## Inquiry into Educational Outcomes for Children from Low Income Households

### Evidence from: Welsh Government

The committee has requested an update on a number of areas where significant developments have been made.

#### 1. Early stages of implementing ‘Rewriting the future’

We have made a good start on implementation of the programme since its launch in June 2014, both in terms of progressing the actions and in establishing governance arrangements.

##### *Governance arrangements*

Governance arrangements have been established and published as part of the Timeline document<sup>1</sup>. They are designed to facilitate cross-departmental and inter-departmental working; early identification of risks and issues; and collaborative thinking on how to accelerate the delivery of the programme’s outcomes. The Internal Reference Group (IRG) and Programme Board met for the first time in early September. The Board next meets on the 18<sup>th</sup> of November to consider:

- current progress on actions in the programme and any risks;
- the findings of the first year evaluation report on the PDG;
- the outcomes framework and monitoring arrangements for the programme; and
- the communications plan for the programme.

A practitioners Panel is also being established to give direct feedback on the impact of the programme within schools.

The **outcomes framework** will set out the arrangements for tracking progress on the Welsh Government actions in the programme, and on the delivery of its desired outcomes. The framework will provide a clear ‘line of sight’ between the outcomes in Rewriting the future, Qualified for Life<sup>2</sup> and the Tackling Poverty Action Plan (TPAP). Headline indicators will include those from TPAP that relate to educational attainment outcomes for eFSM pupils at the Foundation Stage, Key Stage 2 and Key Stage 4. The committee has heard evidence from the Children’s Commissioner and others urging Welsh Government to monitor pupil social and emotional well-being alongside educational attainment.

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<sup>1</sup> <http://wales.gov.uk/topics/educationandskills/schoolshome/raisingstandards/rewriting-the-future-schools/?lang=en>

<sup>2</sup> <http://wales.gov.uk/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en>

Officials are working to establish whether it will be feasible to include a well-being indicator in the framework.

The IRG and Programme Board will both meet again in February to consider the 2014 educational attainment data for pupils eligible for free schools meals (eFSM) and those who are not (nFSM), and to consider potential programme actions for 2015-16. The two groups will then meet in April to finalise plans for Welsh Government actions in 2015-16. The Programme Board will publish the programme's first Annual Report in June 2015.

#### *Update on progress against actions in the programme*

The Programme Board received an update on progress in September. All actions were progressing according to schedule with the exception of one or two minor (1 month) delays in the publication of guidance and resource materials. Key achievements to date include:

- *Family and community engagement:* A toolkit to support schools to strengthen their engagement with families and their community has been drafted. A 'catalogue' of third and private sector programmes that schools could draw on is also in draft. The *Education Begins At Home* campaign is on-going
- *Early years:* Work on the Early Years Development Assessment Framework is progressing well. A review of the whole phase transition arrangements from Flying Start into and out of Foundation Phase was completed in the summer. Hwb+ is available to 99% of schools and at September 85% of schools had already received training.
- *High quality learning and teaching:* New regulations on School Development Plans are being published ahead of schedule. A Learning Pack to help schools understand and mitigate the impacts of poverty on educational attainment is in draft. This pack forms part of the Masters in Educational Practice.
- *High expectations and aspirations:* Work is underway to implement the new approach to early identification and tracking of the destinations of young people, and Local authorities have begun to implement the proposals for Lead Workers for those at risk of becoming NEET.

## **2. Forthcoming guidance on Parental Engagement**

The committee has heard evidence from a number of sources on the importance of parental/family engagement in improving outcomes for children from low income households, and also on the importance of multi-agency working between schools and other agencies in their community. In January 2015 we will be publishing a **family and community engagement toolkit** for schools.

In excellent schools, family and community engagement activity goes well beyond issuing letters and getting parents along to parents' evening: family and community engagement a central theme of school life, embedded in the school ethos, and clearly articulated in school planning and targets. The toolkit recognises that excellent family and community engagement can be a real challenge for schools, and is being designed to offer very practical assistance and to fit with the National Professional Learning Model. We are developing an 'implementation plan' to encourage governing bodies to make use of these

resources and to ensure that Challenge Advisors and Regional Consortia are clear about their role in promoting family and community engagement. A Masters in Educational Practice Learning Pack will be published on Family and Community Engagement in spring 2015.

The *Education Begins at Home* campaign<sup>3</sup>, targeted at parents and carers, communicates the simple things that all families can do that can make a big difference to how children get on at school - regular bedtimes, showing an interest in what children have learned at school, asking about homework.

We are progressing a review of how parental engagement is reflected in school performance measures<sup>4</sup>. Estyn inspections already assess schools' partnership working with families, external agencies and their community. To strengthen this we are working with Estyn to produce supplementary guidance for inspectors. The new School Development Plan Regulations<sup>5</sup> stipulate that all SDPs must detail how the governing body will seek to meet the school improvement targets for the current school year by working with (a) pupils at the school and their families; and (b) people who live and work in the locality in which the school is situated.

The committee has heard Professor Egan's recommendation for kite marking promising third sector programmes that schools might bring in to strengthen their engagement with parents and carers. In January 2015 we will be publishing a **catalogue for schools of Third sector and Private sector programmes**<sup>6</sup> that have proven effectiveness at improving the educational outcomes of children from deprived backgrounds, are available to schools in Wales, and are eligible for PDG spend. Several of the programmes in this catalogue have family engagement as a key theme. The Achievement for All 3As programme is one of these and we have already commissioned adaptation of their programme for the Welsh context and will be promoting it as a positive investment for PDG<sup>7</sup>.

#### *Costs associated with education – a barrier to parental engagement*

The committee has heard evidence on the costs associated with education from a number of sources. We recognise that costs can be a significant source of concern for parents and can lead to the isolation and sometimes stigmatisation of children whose families cannot meet these costs.

As we have said previously in evidence<sup>8</sup> schools may not impose a charge for education or visits that occur wholly or mainly during school hours. Where activity is offered outside of the school day and is not part of the national curriculum, schools may levy a charge only where this is permitted by the governing body's charging policy. Pupils whose parents are in receipt of various benefits (including Universal Credit) can claim free board and lodging

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<sup>3</sup> Action FCE5 in the Rewriting the Future timeline

<sup>4</sup> Action FCE8 in the Rewriting the Future timeline

<sup>5</sup> Action L&T1 in the Rewriting the Future timeline

<sup>6</sup> Action FCE7 in the Rewriting the Future timeline

<sup>7</sup> <http://www.afa3as.org.uk/>

<sup>8</sup> Evidence to the Children and Young People Committee 6 February 2014.

on residential trips. The governing body is responsible for ensuring that parents are aware of the charging policy.

As the committee has requested, the forthcoming family and community engagement toolkit for schools (and later, the Learning Pack) will make reference to these costs as one of the potential barriers to family engagement. The implementation plan will work to ensure that the message is also communicated to governing bodies. The core family engagement activities promoted to schools in our forthcoming toolkit do not involve costs that need to be met by parents: These core activities relate more fundamentally to school leadership, school planning and the way in which the school encourages two-way communication with parents and carers.

In early 2015 we will be publishing **guidance and resources for schools on enrichment activities** that broaden the curriculum and engage pupils with learning and with school life, and where costs (of trips, sports equipment, music fees, after school clubs) often need to be met by parents. We will provide schools with evidence on the types of enrichment activities that are best able to improve educational and well-being outcomes for children from deprived backgrounds, and clearly set out their eligibility for PDG spend. Using the National Professional Learning Model approach, we will support schools to audit their current practice and develop an action plan. We will use this guidance as a further opportunity to make reference to the costs of education.

A Masters in Educational Practice Learning Pack on **understanding and mitigating the impacts of deprivation on educational outcomes**<sup>9</sup>, planned for publication in late 2014, will make reference to the impacts of the costs of education and what can be done to mitigate the impacts.

### 3. Early indications on the impact of the Pupil Deprivation Grant

On 22 October we published the *Evaluation of the Pupil Deprivation Grant – Year 1 report* by IPSOS Mori and WISERD<sup>10</sup>. In the main, the findings of the review are positive:

- the headline findings show that introduction of the PDG has led to a significant **increase in activity** to support pupils for deprived backgrounds. Over half was new activity while the remainder was scaled up from existing activity;
- evidence from case studies suggests that the PDG has led to a **culture change** in many schools. This has been achieved through raising the profile and awareness of how schools can tackle the impact of deprivation on educational attainment and how to monitor the impact of their interventions;
- the majority of schools **use external evidence** when planning spend of the PDG and Welsh Government guidance features highly in these figures;
- teachers perceive the PDG to be having a positive impact, particularly in terms of **pupil engagement and well-being**. The case study evidence highlights that interventions designed to have a positive outcomes on attainment and attendance often had ancillary benefits on engagement and well-being.

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<sup>9</sup> Action LT3 in Rewriting the Future Timeline

<sup>10</sup> <http://wales.gov.uk/statistics-and-research/evaluation-pupil-deprivation-grant/?lang=en>

There are however some areas where further work is needed and planning is well underway to address these:

- Schools apply a **wider definition of disadvantage** when targeting interventions. Of all pupils benefiting from PDG-funded activities, 60% of primary and 72% of secondary were eFSM or LAC pupils. However it should be noted that nine in 10 schools use significant proportions of their own budgets to support PDG activities. Across all primary schools surveyed in 2012/13, interventions were funded 55% by PDG / 45% by other school budgets, and across all secondary schools the ratio was 58% PDG / 42% other budget. This means that schools are not necessarily spending PDG money on learners who are not eligible.
- **Few schools say they run PDG-funded interventions that target parents** (2% primary, 4% secondary). However, 62% of primary and 72% of secondary schools say that their PDG funded interventions have had a medium or large impact on parents and carers. The researchers suggest that this may reflect the fact that schools do not see parental engagement as a key focus of the activity even where the interventions involve parents and carers. Moreover, since the evaluation only captures school activity funded by the PDG, schools may well be running other parental engagement activities that are either no-cost or are funded by other parts of the school budget.
- Similarly, **few schools cited community links** as an outcome of their activities, although just under a third of interventions run in Communities First areas had involved the local CF partnership.

In terms of the impact of the PDG on educational attainment, the report is only able to consider the pupil attainment data from 2013, one year after the introduction of the PDG. In 2013, the attainment of eFSM pupils improved, continuing an existing trend of improvement in previous years. The rate of year-on-year improvement was not found to be significantly different between 2012 and 2013 – however, the researchers acknowledge (as the researchers for the Pupil Premium Evaluation also acknowledged at the same stage) that one year is too short a timeframe to expect a measurable impact of the grant on educational attainment.

Welsh Government will be releasing the next edition of the *Academic achievement and entitlement to free school meals statistics* (using 2014 data) in early 2015<sup>11</sup>.

The Committee will be aware of the announced increase in the Pupil Deprivation Grant to schools in 2015/16 to £1,050 for every pupil eligible to receive free schools meals, rising to £1,150 for 2016/17. This addresses one of the concerns raised by our Raising Attainment Advocate, Sir Alasdair MacDonald, who reported recently that the uncertainty of funding was a key barrier to schools being able to plan effectively for PDG investment. We are working closely with the consortia to ensure that the investment is put to effective use, building on the findings of the evaluation report and also refreshing the PDG guidance.

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<sup>11</sup> To be published at <http://wales.gov.uk/statistics-and-research/academic-achievement-free-school-meals/?lang=en>

The PDG is also being extended to 3 and 4 year olds. We recognise that a different approach may be required for this age group and we currently working on developing an effective means of distributing the grant and the guidance that will accompany it to signpost early years providers to the most effective interventions.

#### **4. Role of the School Challenge Cymru Programme in delivering educational outcomes for children from disadvantaged households**

The Schools Challenge Cymru programme rolled out in schools this September. This innovative and exciting initiative will inject up to £20m funding, alongside proven expertise, to deliver a package of support that is individually tailored to meet the needs of 40 of our most challenged secondary schools and their cluster primaries.

Schools Challenge Cymru is about recognising that some schools face unique challenges and that these require more intensive, additional support, above and beyond that which is provided as a matter of course. Each 'Pathways to Success' School has been appointed a Schools Challenge Cymru Advisor who provides support and challenge to their school to further drive improvement.

The programme aims to deliver a relentless focus on improving the quality of teaching, learning and leadership. Schools Challenge Cymru also places an emphasis on effective collaboration to drive sustainable results.

The success of the London Challenge has shown that this approach works. Three key lessons set out in evaluations of the London Challenge are of particular importance: first – early intervention is key, and Schools Challenge Cymru encourages work with cluster primaries.

Second – it takes time, creativity and patience to make the sustainable, long-term improvements we need – this is not about quick fixes, but fundamental change.

Finally, London Challenge instilled a general moral purpose that all London educationalists had an interest in all London's children – Pathways to Success schools do not have sole responsibility for their pupils – parents, the community and other schools will all be participating in schools' improvement journeys.

Drawing on the experiences of the London and Greater Manchester Challenges, Schools Challenge Cymru focuses on four main themes, these are leadership, learning and teaching, the pupil, and the school and the community – including parents or carers.

Given the Challenge's focus on breaking the link between deprivation and attainment, its overall success will be measured in how effectively attainment is raised by pupils eligible for Free School Meals – most obviously measured by the Level 2 attainment of pupils eligible for Free School Meals, alongside L2 attainment for all pupils. This is in addition to the Pathways to Success Schools' own success measures.

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## National Assembly for Wales

### Children, Young People and Education Committee

#### CYPE(4)–29–14 – Paper 2

## Improving Schools in Wales: An OECD Perspective and Qualified for Life – An Education Improvement Plan for Wales Evidence from: Welsh Government

In 2011, the Welsh Government embarked on an ambitious reform programme to secure improvements in the education system in Wales. In order to build on the extensive evidence base used already by the Department for Education and Skills, we commissioned the Organisation for Economic Co-operation and Development (OECD) to undertake a review of our education system, which would also take into account Wales' results in PISA 2012 which were published in December 2013.

[The OECD published its report in April 2014](#), which recognised both strengths and weaknesses in the Welsh education system. The main strengths were identified as:

- a comprehensive school system that emphasised equity and inclusion. Student performance is less dependent on a student's school and socio-economic background than the OECD average;
- schools offer positive learning environments with good student- teacher relations and classrooms conducive to learning;
- assessment and evaluation data is available at different levels of the system to improve policy and practice; and
- strong support among the profession and general public for the policy directions set out under the current reforms.

There were a number of challenges identified by the OECD as follows:

- address all students learning needs, as the OECD found a high number of low performers where schools were not able to respond to their learning needs. The OECD assessed that strategies for differentiated learning and formative assessment was underdeveloped;
- nurturing teaching support staff and school leadership to strengthen recruitment, professional development and career progression for the entire school workforce;
- coherence between evaluation and assessment needs to be brought as Wales has struggled to strike a balance between accountability and improvement; and
- the sector has struggled with the quick pace of reform and the OECD pointed to the need for a long term vision and implementation plan that all stakeholders share.

We have always intended to refresh the *Improving Schools Plan* published in October 2012. [Qualified for Life – an Education Improvement Plan for Wales](#) sets out our vision and aim for education to 2020, underpinned by 4 strategic objectives and associated actions which will ensure we continue our improvement journey. It sets out what we will do

over the course of the next six years which in part responds to the criticism in the OECD's review that we need a longer term vision for Wales.

The document is structured around a clear vision that learners in Wales will enjoy teaching and learning that inspires them to succeed, in an education community that works cooperatively and aspires to be great, where the potential of every child and young person is actively developed. Our vision is supported by a single aim – that every child and young person should benefit from excellent teaching and learning. This aim is in turn supported by four strategic objectives.

The four strategic aims are:

- (i) an excellent professional workforce with strong pedagogy based on an understanding of what works;
- (ii) a curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills;
- (iii) the qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment; and
- (iv) leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.

Our priorities continue to be raising standards in literacy and numeracy and breaking the link between deprivation and low attainment. There is no watering down of these priorities – they underpin our strategic objectives.

Along with a clear expression of our long term vision for learners' success in Wales, we are setting out a clear plan of action to turn our objectives into reality and to secure sustained improvement across education, and these are set out in a delivery timeline.

It is highly important that we are able to demonstrate that we are making progress. The *Qualified for Life* plan therefore includes an ambition to achieve scores of 500 in each of reading, mathematics and science in the PISA tests 2021. At the same time we will significantly reduce the percentage of learners achieving at or below PISA proficiency level 2. We will measure our progress along the way to 2021 by:

- (i) improvements in learners' standards of literacy and numeracy, including higher order thinking skills and the application of knowledge and skills;
- (ii) reductions in the attainment gap between learners eligible for free school meals and their non-free schools meals peers; and
- (iii) improved confidence in the education system among parents/carers, employers, further and higher education institutions.

We propose each year to publish a "Wales Education Report Card" which will set out a range of performance indicators to evidence progress against the measures above and against our strategic objectives.

# Agenda Item 4

## Children, Young People and Education Committee

### List of papers to note

Paper number	Description
Paper to note 3	<b>Letter from the Minister for Communities and Tackling Poverty</b> – this is a response to the Committee’s budget letter.
Paper to note 4	<b>Letter from the Minister for Education and Skills</b> – this is a response to the Committee’s budget letter.
Paper to note 5	<b>Letter from the Chair of the Health and Social Care Committee</b> – this is to update the Committee on the Health Committee’s inquiry into new psychoactive substances (“legal highs”).
Paper to note 6	<b>Letter from the Chair of the Health and Social Care Committee</b> – this informs the Committee that the Health Committee will be undertaking an inquiry into alcohol and substance misuse in Wales.
Paper to note 7	<b>Letter from the Chair of the Communities, Equality and Local Government Committee</b> – this informs the Committee of their inquiry into Poverty.
Paper to note 8	<b>Note from the Children’s Commissioner</b> following his attendance at the meeting on 19 November. It’s a breakdown of cases from the period of 1 April 2013 – 31 March 2014.

Lesley Griffiths AC / AM  
Y Gweinidog Cymunedau a Threchu Tlodi  
Minister for Communities and Tackling Poverty

# Agenda Item 4.1



Llywodraeth Cymru  
Welsh Government

Ann Jones AM  
Chair  
Committee for Children, Young People and Education  
National Assembly for Wales  
Cardiff  
CF99 1NA

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November 2014

Dear Ann

Thank you for your letter of 29 October requesting further information, following my attendance at Committee on 23 October. This is set out below.

### **Impact Assessment Processes**

The Strategic Integrated Impact Assessment process is a key part of the budget process to ensure any funding decisions do not disproportionately affect sections of our society. If there is an impact, the assessment aims to ensure the effect is fully understood and mitigating actions can be implemented where necessary. Children's rights, as part of the SIIA process, were considered by all Departments in determining draft allocations. The results are set out in the document published alongside the draft budget.

Despite the challenging budget settlement received by the Welsh Government there are only a small number of changes to the budgets within the Communities and Tackling Poverty MEG which support our key interventions to help children and young people.

The budget changes for the Children Young People and Families SPA have been fully disclosed to the Committee previously and are as follows:

Spending Area	Amount of reduction	Impact
Families First	956,000	Impact to be mitigated by reduction in evaluation provision and a degree of over-programming to ensure funds are fully utilised.
Support for Children's Rights	48,000	Work naturally come to a conclusion
Advocacy	15,000	Uncommitted funds. Contract for MEIC not affected
Childcare and Play	(50,000)	Feasibility Study
	969,000	

Budgets have been protected to maintain our support for our key interventions for children and young people. We are protecting the Flying Start resource budget of £76.89m which is our flagship Early Years programme.

The Welsh Government has also committed to maintain the Families First programme during this Assembly term and we will be investing £43.7m in 2015-16. The £0.956m reduction above will be achieved without reducing provision for front line service delivery.

### **Flying Start**

The Committee has previously asked we provide information on the level of take up of all four of the core Flying Start services. As explained in Committee, this is not possible without a unique identifier for the children and parents engaged with Flying Start, we cannot collect this data.

As you will appreciate, for many of the families we work with in Flying Start, the challenge is securing and maintaining their engagement in the programme, and ensuring we encourage them to access services available to them. Many already have a negative attitude to family support services, therefore, asking them to be identified in this way could be both stigmatising and potentially counter productive in the development of effective relationships between the families and Flying Start.

### **Flying Start Take Up Rates**

Firstly, can I clarify we collect extensive data within Flying Start and are able to monitor closely the take up rates of the entitlements for eligible children and their parents. I can assure you we will continue to monitor the uptake of Flying Start services and where we see data which suggests a lower uptake of services or a failure to reach families, we will work closely with Local Authorities to address this. We will also continue to develop a robust approach to the overall evaluation of the long term impact of Flying Start. The Committee highlighted a number of areas where the National Evaluation of Flying Start raised questions about the statistical significance of the findings of the evaluation.

As explained in Committee, there are challenges in evaluating national programmes such as Flying Start. However, what the evaluation has clearly demonstrated especially for high need families, is the reach of Flying Start into some of our most disadvantaged communities has been hugely successful. It also demonstrates we are achieving better outcomes for families.

The Committee also asked about data on the numbers of eligible families in Flying Start areas who do not take up services. This is not data which we routinely collect as essentially those families would be recorded by services outside of Flying Start – for example, potentially registered with ante-natal services or primary care. However, it should be noted not all families who have children aged 0-4 in a Flying Start area would be registered with these services e.g. if a family with a child aged 2 moved into a Flying Start area and was not accessing any primary care or similar service. I have asked my officials to look into this issue further and will report back to you.

### **Flying Start Capital Programme**

The UK Treasury's '5 Case Business Model' has been used to consider all bids to the Welsh Government for capital funding. Each Local Authority has been required to submit a Strategic Outline Programme (SOP), which required them to set out the strategic case, the economic case, the commercial case, the financial case and the management case for investment in facilities. In doing so, Local Authorities had to provide details of all the other options/buildings they have considered, before confirming the preferred way forward. We do rely on the information received from Local Authorities, as to what is and is not available in the local area, but the SOP submitted has to be signed by a responsible person within the Local Authority and any funding awarded as a result of the information contained in the SOP could be recovered if found to be incomplete or inaccurate.

As discussed at the Committee, there have been incidences where new settings had to be established even though there were other facilities nearby. This has happened for a number of reasons, for example, where a Flying Start childcare setting needs to be available 5 days a week between specific hours, if the existing community centre is already well used, it may not be able to guarantee its premises could be used Monday to Friday for a set period.. There have also been cases of existing childcare providers not wanting to offer Flying Start spaces because they would only be paid for a maximum of 5 hours a day (one childcare session is 2.5 hours a day and there will usually be one in the morning and another in the afternoon) whereas it may be paid for 9 or 10 hours if it takes the child of working parents.

The statistics show less than 10% of all the projects being undertaken as part of the capital expansion are new builds, the remainder involve work to refurbish, adapt and enhance facilities which are already within the Flying Start communities.

### **Families First**

As indicated above, front line provision for Families First services will be maintained. In addition my evidence paper referred to the fact programmes across my portfolio, including Communities First, Flying Start and Families First, are working more closely together. This greater integration is intended to increase the impact of the resources we have to support children, families and communities and tackle poverty.

As far as outcomes from Families First are concerned, it is important to note positive outcomes may be achieved without the need to prepare a plan. The figure of 53% captures only those instances where a plan was prepared. We are continually considering how to improve programme delivery and as I explained in Committee, we will look to work closely with Local Authorities. We also drive learning in the programme through national, regional and Local Action learning approaches. Our most recent national learning event on Families First took place on 10 November in Cardiff which I attended

### **Child poverty**

The lessons from the evaluation of the 2011 Child Poverty Strategy have informed the development of our revised Child Poverty Strategy, which was published for consultation on 6 November 2014. The evaluation was supportive of the approach being taken in Wales and its focus on the early years and improving educational attainment. However, it recognised this was more likely to have an impact in the longer term. As a result, our revised Child Poverty Strategy continues to look for opportunities to improve the circumstances and outcomes of low income families "here and now". Specifically, it prioritises food poverty, childcare, in work poverty, action to mitigate the impact of welfare reform and housing and regeneration.

### **Children and Families Delivery Grant (CFDG)**

You asked for clarification of the process undertaken to award the grants under the above grant scheme. There were five priority areas identified for funding: childcare, play, supporting families, engaging families and policy/strategic development. Applications were invited from Third Sector organisations in Wales, with the ability to operate on a national basis. The applications were assessed by a panel, led by my officials and other officials with an understanding of tackling poverty, equalities and diversity and public service delivery. Five grant awards were made, however in all areas the bids were collaborative and, therefore, we are funding more than five organisations through the programme.

Play Wales was not successful with its CFDG application. Play Wales has since made a case to me where, although supportive of the grant we have awarded in the Play priority and agree this will deliver play opportunities for children, there are areas of policy and delivery which will not be delivered through this grant. This is not a failure of the CFDG process but reflects the applications submitted and assessed. I have agreed to provide funding to Play Wales for specific activities which will support the Welsh Government's policy agenda for play. This is not core funding.

The £50,000 you refer to in your letter is not funding Play Wales. This is funding in 2015/16 to fund the development of a new programme to support childcare for young people. I will be able to provide the Committee with more detail on this programme in the near future.

### **Children and Young People's Participation**

National Participation Structures have changed recently with Children in Wales now leading on a National model for the participation of children and young people and the National Participation Standards. As a result, there has been a need to update information and my officials have been working with Children in Wales, the Children's Commissioner and Local Authorities to make sure the new model is promoted and implemented. We expect these recent changes to have a positive impact.

The Participation Hub will continue to be supported and promoted by Children in Wales. It sets out clearly what is meant by participation, outlines the structures to support workers and provides participation resources and materials.

In terms of setting out the local and national structures to support participation, we have re-issued Shared Purpose – Shared Delivery, the statutory guidance for Local Authorities and their partners in developing Single Integrated Plans (SIP). This now includes an Annex which sets out the statutory guidance for providing and promoting children and young people's participation under Section 12 of the Children and Families (Wales) Measure 2010 within the context of the United Nations Convention on the Rights of the Child (UNCRC).



**Lesley Griffiths AC / AM**

Y Gweinidog Cymunedau a Threchu Tlodi  
Minister for Communities and Tackling Poverty

# Agenda Item 4.2

Huw Lewis AC / AM

Y Gweinidog Addysg a Sgiliau  
Minister for Education and SkillsLlywodraeth Cymru  
Welsh GovernmentAnn Jones AM  
Chair, Children, Young People and Education Committee  
National Assembly for Wales  
Cardiff Bay  
Cardiff  
CF99 1NA

11 November 2014

Dear Ann,

Thank you for your letter of 29 October following the budget scrutiny session by the Children, Young Person and Education Committee on 23 October. I have set out below responses to the issues raised in your letter which incorporates the additional information requested at the Committee meeting.

## **Prioritisation and PDG**

### *Prioritisation*

Whilst difficult funding decisions have had to be made, my priorities for Education remain unchanged - to raise standards in literacy and numeracy and breaking the link between deprivation and educational attainment. There is also a continued focus on the priorities for Government – Jobs and Growth, Educational Attainment, Supporting Children, Families and Deprived Communities and Health and Wellbeing.

The increase in funding for the Pupil Deprivation Grant (PDG) is as a direct consequence of the two year Budget Agreement with the Welsh Liberal Democrats. The PDG is an investment in the future of our most vulnerable children – extending and securing this grant for the next two years will only enhance the work that schools are able to do towards breaking the link between deprivation and academic underachievement.

Improving literacy and numeracy continue to be of great importance, but since around 20% of primary school children and 17% of secondary school children are eligible for free school meals, we cannot expect to raise overall attainment unless we directly address the underachievement of these pupils. In any case, this is a matter of equity; it is not acceptable that family income, rather than ability determines how well a pupil achieves.

### *Extension of PDG to under 5s*

The £3.8m for the extension of PDG to under 5s, was calculated on the basis of £300 per eligible learner, to disadvantaged pupils in both maintained and non-maintained educational settings. This includes nursery class pupils and reception class pupils; however children placed with child minders will not be eligible. Learners will be assessed as eligible if they meet the same criteria as for free school meals (FSM).

We estimated the number of eligible learners on the basis of approximately 34,500 learners per cohort and estimating that the same proportion of 3 and 4 year olds would be eligible as are eligible for FSM in primary schools (18.3%).

We are currently working to develop a suitable distribution methodology and a mechanism for local authorities to establish eligibility. My officials will be working with colleagues in local government and early years settings to deliver a robust approach that minimises bureaucracy and to develop high quality guidance to support good use of this funding to help overcome the impact of deprivation.

### *PDG clawback*

I remain determined that schools make the best use of the PDG funding and will be considering the recommendations from the first evaluation report very carefully. It has been made clear to schools that this money is for a specific purpose but it is important to strike a balance between encouraging schools to be innovative as long as they deliver positive outcomes for pupils from low income households, and recovering money from those that have deliberately stepped outside the criteria for the use of PDG. This will take some unpicking. As I said in Committee consortia have a key role in ensuring the good delivery of this aspect of school improvement and we are looking at how to improve their capacity in this respect.

### **1% funding protection for schools**

My officials have been in regular dialogue with officials in Local Government to discuss the continued protection for schools and I will be meeting the Minister for Public Services shortly to discuss this issue of how we can safeguard the continuing investment in schools.

Authorities will continue to be required to evidence the 1% commitment being built into their budgets for 2015-16 and there is an additional £14m in the provisional Local Government Settlement for 2015-16 to support the delivery of this commitment.

I note the Committee's concerns around the reductions in other "indirect" support for schools, such as school swimming. I am mindful however of the significant challenges Local Authorities are facing given reductions to the Settlement of £146m for 2015-16. As the funding through Local Government settlement is unhypothecated, these are local decisions being taken by local authorities in order to manage the budget reductions. Nevertheless, we will still expect local authority monitoring returns to demonstrate that the level of protection required has been built into their budgets for 2015-16.

As agreed at the Committee meeting on 23 October, the table below provides a breakdown of the different funding streams that make up the 1% protection for schools within the Education and Skills MEG in 2015-16. This is based on budgets at BEL level and below that directly or indirectly support learners in school settings.

	<b>Draft Budget 2015-16 £000</b>
Curriculum & Assessment	26,055
Foundation Phase	1,851
School Governance	1,738
School Standards Support	1,364
School Improvement Grant (NEW)	141,021
Literacy & Numeracy	4,512
Further Education (school sixth forms)	106,133
Qualifications	7,903
Teacher Development and Support	10,387
Initial Teacher Training	5,569
Tackling Disaffection	658
Additional Learning Needs	2,246
Food & Nutrition in Schools	3,185
School Based Counselling	80
Welsh Education Strategy (classroom materials)	2,500
<b>Total</b>	<b>315,202</b>
RSG Transfer Adjustment*	46,240
<b>DfES Schools (adjusted Total)</b>	<b>361,442</b>

\* Transfer to RSG from 2013-14: Breakfasts, Appetite for Life, WLGA, School Based Counselling, Post-16 SEN (to ensure comparison with 2010-11 baseline)

### **'Pupil Offer'**

The 'pupil offer' is something that we are developing in the context of our Schools Challenge Cymru programme: an innovative and exciting initiative that will inject resources, alongside proven expertise, to deliver a package of tailored support to meet the needs of 40 of our most challenged secondary schools and their cluster primaries.

Over recent months a Welsh Government Task and Finish Group has been considering how we can better support schools and external partners to work together and deliver a breadth of opportunities and activities that widen horizons for learners in Pathways to Success Schools. These opportunities, which will form the core of the 'pupil offer', will focus on the raising of personal expectations, aspirations and ambitions to succeed in future learning, the workplace and later in life.

Developing the 'pupil offer' in the context of Schools Challenge Cymru provides a unique opportunity to pilot approaches before rolling them out more widely. Ultimately, I want all Welsh learners to be given opportunities to engage in a range of activities that are supported and delivered through mutually beneficial relationships between schools and their partners.

Given this ambition, it is vital that any approaches being piloted are sustainable and affordable within existing budgets. As such, the Task and Finish Group is placing sustainability at the heart of its considerations and will be looking to maximise the impact of existing programmes of work, rather than funding new ones. The ability of the 'pupil offer' to foster a culture/ethos, whereby schools and partners perceive such work as being a central part of their role, will therefore be key to its success.

The Task and Finish Group will be engaging with external stakeholders and reporting to me shortly. I will be making a formal announcement on the pupil offer in January and it will be embedded as a central feature of the Schools Challenge Cymru programme over the course of the following year.

## **Rationalisation of grants into Education Improvement Grant**

### *Grant objectives*

I can reassure the Committee that the objectives of the original grants will be given appropriate consideration under the new simplified grant system. Proposals are still being developed, however the strong focus on outcomes, together with additional flexibility, does not mean that we will not hold schools, local authorities and consortia to account on the agreed objectives and performance measures of the grant.

The grant will continue to support a number of statutory responsibilities, for example around the Welsh language. In addition there will be a small number of specific terms and conditions which are non-negotiable, for example maintaining the ratios for the Foundation Phase.

### *2014-15 reductions*

Whilst our commitment to protect schools funding at 1% above changes to the total Welsh budget remains firm, in recent years we have exceeded the level of protection required to meet our commitment. As such, I have therefore had to consider the capacity for schools funding to contribute to the in-year reductions required.

As part of our detailed line by line review of 2014-15 budgets we identified an overall reduction of some £4.3m to schools grant, which includes the School Effectiveness Grant (£2.6m), 14-19 Learning Pathways Grant (£0.2m), and Minority Ethnic Achievement Grant (£1.5m) for this year.

However my officials have written to Local Authority Chief Executives offering some flexibility to reduce the impact of the in-year reductions on schools and learners.

Despite these reductions, our commitment to protect schools funding at 1% above changes to the total Welsh Budget remains firm. Despite the challenging financial climate, we have delivered on our commitment.

Reductions have also been reflected in the 2015-16 budget, whilst still meeting our schools 1% commitment.

## **Sufficiency of resources to deliver Qualified for Life**

*Qualified for Life* – an Education Improvement Plan for Wales sets out our vision and aim for education to 2020, underpinned by four strategic objectives and associated actions which will ensure we continue our improvement journey. It sets out what we will do over the course of the next six years which in part responds to the comments in the OECD's review that we need a longer term vision for Wales.

The four strategic aims are:

- (i) An excellent professional workforce with strong pedagogy based on an understanding of what works;

- (ii) A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills;
- (iii) The qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment; and
- (iv) Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.

**(i) *An excellent professional workforce with strong pedagogy based on an understanding of what works***

This strategic aim will be delivered by a number of actions which are in train, including:

Implementing the new model of professional learning “New Deal” for the workforce;  
 Continue the effective use of digital technologies to develop approaches to more personalised learning;  
 Ensure that there are sufficient numbers of practitioners with high quality Welsh language skills and competence in Welsh medium and bilingual teaching methodologies;  
 Reform ITT;  
 Work with consortia to support the development of outstanding classroom teachers and middle leaders; and  
 Develop access to Masters programmes for other practitioners and career points.

**(ii) *A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills***

This strategic aim will be delivered by a number of actions which are in train, including:

Refresh and update the National Literacy and Numeracy programmes that were published in 2012 by Autumn 2015;  
 Strengthen the arrangements for the moderation of teachers assessments to improve reliability and build confidence in the judgements reached;  
 Introduce a new Foundation Phase baseline assessment in September 2015;  
 Consider the recommendations of Professor Graham Donaldson’s independent review in taking forward a new curriculum and assessment arrangements for Wales; and  
 Introduce a Youth Guarantee.

**(iii) *The qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment***

This strategic aim will be delivered by a number of actions which are in train, including:

Implement the Review of Qualifications recommendations;  
 Introduce new GCSEs in English language, Welsh language, Mathematics and Mathematics-Numeracy and revised GCSEs in English literature and Welsh literature;  
 Introduce the vised Welsh Baccalaureate; and

Establish Qualifications Wales.

**(iv) *Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools***

This strategic aim will be delivered by a number of actions which are in train, including:

Ensure that the principle of school-to-school support underpins Welsh Government and consortia approaches to school improvement;  
Work with the National Leadership Development Board and consortia to continue to populate the Leadership Development Pathway and encourage school-to-school working;  
Roll out Schools Challenge Cymru project as a fast-track support programme for the most challenged schools in Wales;  
Review progress against the agreed priorities in regional consortia business plans via termly review and challenge meetings; and  
Introduce a national system for the categorisation of primary schools and secondary schools.

Funding is in place as part of the current year and 2015-16 budget to deliver these actions. As I said in Committee the current envelope of spend has to be the resource we use to implement the plan, therefore we have to make sure that we make best use of this funding.

The progress and performance of the plan will be monitored through the department's assurance systems. Evaluations at the appropriate time form part of the department's evidence plan which is renewed each year. These include assessment of the effectiveness of programmes and their value for money as appropriate.

### **Initial Teacher Training (ITT)**

Professor John Furlong, our appointed Initial Teacher Training (ITT) Adviser for Wales, is currently looking at how ITT can be delivered more effectively in the future. This includes how we can raise the quality standard for those entering the profession; ensuring that ITT programmes currently on offer are of a sufficiently high standard to attract individuals with high levels of subject specialism and the personal qualities required to become excellent reflective teachers.

I anticipate that the changes likely to be proposed will mean that we need to reconsider both the content of courses and how ITT might be delivered differently in the future to support the objectives set out in 'Qualified for Life'.

I will need to consider carefully how the budgets currently attached to all aspects of the delivery of ITT are better utilised in the future to support these changes.

### **Donaldson review**

At this stage it is neither appropriate nor possible to quantify the cost implications for implementation of any recommendations arising out of Professor Donaldson's independent review of the national curriculum and assessment arrangements in Wales, as he is not due to finalise his report until the turn of the year.

I have therefore asked Professor Donaldson to include in his final report his thoughts on how his recommendations might be taken forward in the longer term, including issues around supporting and building workforce capacity and that of the wider system.

I intend to identify necessary resources during 2016-17 budget round if required once the costs of implementing the Donaldson review are assessed. However, in light of the difficult financial climate it is likely that this will have to be achieved through the re-prioritisation of resources within my portfolio.

## Post-16 Education

### *Breakdown of Welsh Government Learning Grant BEL*

The Welsh Government Learning Grant BEL provides demand led non repayable student support for eligible students in Higher Education and Further Education. With regard to the breakdown of the budgets in the BEL, the split has yet to be finalised to account level for 2015/16. However, for illustration purposes the split in the first supplementary budget of 2014-15 is as follows:

Welsh Government Learning Grant (HE)	£133.4m
EMA (FE)	£25m
SLC Targeted awards (support includes DSA, Childcare allowance, parental allowance)	£17m
Part time fees and grants	£13m
Welsh Government Learning Grant (FE)	£8m
2007-2010 Fee grant	£0.9m
Grant repayments	-(£0.8m)
<b>Total</b>	<b>£196.5m</b>

### *Update on EMA scheme*

The Education Maintenance Allowance (EMA) Wales Scheme was introduced for 16-18 year olds from 2004/05. It is a weekly allowance of £30, linked to satisfactory attendance and other agreed goals, and is paid fortnightly to eligible students attending participating learning centres in the UK.

To be eligible for EMA, students must be resident in Wales, live in a household that has an annual taxable income of £20,817 or less (£23,077 if there are other qualifying dependents) and:

- Be enrolled at a valid school or college in the UK.
- Intend to take a full-time course or a minimum of 12 guided hours a week (which could be achieved by undertaking more than one eligible course).
- Be enrolled on a valid course from basic skills to NVQ 3, which must last at least 10 weeks.
- Sign a Learning Agreement with their school or college.

The EMA payment depends on satisfactory attendance and progression.

The evaluation of EMA, conducted by Old Bell 3 Ltd, was published on 23 October. I welcome the key findings from the report which include:

£25 million was spent on the EMA Scheme in Wales during the 2012/13 academic year supporting just over 30,000 recipients, equating to £826 per student supported.

EMA supports and contributes towards a range of Welsh Government policies geared towards widening access to education, reducing the rate of young people who are not in education, employment or training (NEET) and addressing the link between poverty and educational attainment. Statistical analysis for the project indicated that students receiving EMA enrolled for post-compulsory education more quickly and where they did not study A-levels, studied for longer and achieved at a higher level than non recipients.

40% of EMA recipients enroll for A-levels, whilst 47% enroll for vocational qualifications (note, due to limitations of the data matching exercise for the study, the course of study could not be identified for most of the remaining 13% of recipients).

Learning agreements and attendance requirements were not always meaningfully or uniformly applied.

#### *Availability of funds to mitigate impact on part-time / 19+ education*

My officials are currently working on proposals to secure further funding in 2015/16 to ensure the continuation of this Programme and to mitigate the impact of budget reductions.

#### **Additional Learning Needs (Wales) Bill**

The content of the Additional Learning Needs Bill will be finalised at the date of introduction next summer. However, the 'White Paper on legislative proposals for additional learning needs' was drawn up on the basis that any costs associated with the legislation would be met from existing resources within the Education and Skills MEG. Therefore, there are no proposals have not been taken forward as a result of a lack of funding.

#### **Other Issues**

##### ***21<sup>st</sup> century schools***

##### *General Support BEL*

The General Support budget, which amounts to £43m, relates to an allocation to the Education and Skills MEG for un-hypothecated supported borrowing, and is provided to local authorities via the Local Government Revenue Settlement. It represents budgetary cover for local authorities borrowing to fund capital assets such as school buildings.

It is not part of the main Education and Skills capital budget (Strategic Investment- Capital BEL) and decisions on funding allocations rest with individual local authorities.

The funding enables local authorities to determine capital spend on their own priorities according to local needs and circumstances. They can use this allocation to support their 50% contribution towards the programme.

##### *Review of business cases*

Consideration of the ability of the Local Authority to match fund is a key element of our scrutiny process. All projects are approved subject to the receipt of a satisfactory Business Case, which must demonstrate that match funding is available and identify the sources of this funding.

This consideration is in line with the requirements of the Better Business Case method, where each project must provide strategic, economic, commercial, financial and management information to ensure that any project funded is aligned with Government objectives, provides value for money, is commercially viable, affordable and deliverable.

Regular meetings are held with Local Authorities which include delivery timetables and affordability. These discussions include the local authorities' continuing ability to fund the match funding requirements of both individual projects within the programme as well as match funding the entire programme.

In addition, all Authorities are required to make formal submissions on a six monthly basis that identify sources of match funding and timing of draw down of funding signed off by the Chief Executive and Section 151 officer.

Any changes to the financial position or requests for increased funding are considered through the established process to assess projects and/or changes to the Programme. This comprises a three-stage assessment process:

Business Case Scrutiny Group comprising technical experts and policy leads,  
Capital Panel led by the Director General; and  
Ministerial agreement.

#### *Maximising the impact of the programme*

We encourage Local Authorities to consider the creation of flexible assets, which includes additional benefits such as community spaces, nursery provision, shared sports facilities etc. However, this is in the context of a fixed Programme funding envelope and such additional benefits must be achieved without detriment to other projects being delivered within the Programme.

#### ***Cross cutting issues / impact assessments***

##### *Welsh Language impact assessment*

One of our key priorities is to see the Welsh language thriving in Wales and to see an increase in the number of people who both speak and use the language. We are committed to considering the impact of our spending decisions on the Welsh Language and Welsh speakers.

Nevertheless, we recognise that the Welsh language is not a stand alone issue. It should be considered in conjunction with the impact on equality, the rights of children and young people and those in, or at risk of, poverty. All of these issues support and complement each other.

Important steps have been taken in the preparation of the draft budget this year to ensure the Welsh language is appropriately considered. My department, as with all departments, were issued with guidance on assessing the impact on the Welsh language when preparing our draft budget proposals for 2015-16.

As part of the Integrated Impact Assessment, we considered all impacts in an integrated way. This included an assessment of the Welsh language considerations when making budget decisions.

### *Children's Rights*

Similarly to the Welsh Language, children's rights is not a stand alone issue. It is also considered in conjunction with the impact on equality, poverty, sustainability and Welsh language. That is why we have published an integrated impact assessment alongside the budget.

The process of having due regard can range from thinking around the impact of decisions on children in the course of day-to-day work activity, through to the formal application of a structured impact assessment tool accompanied by a record of the outcome results.

As part of the line by line review of budgets I discussed the impacts of all options and budget changes with my officials, in terms of all cross cutting considerations. I hope this response is sufficient to provide clarification on your points raised.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Huw Lewis', is written in dark ink on a light background.

**Huw Lewis AC / AM**

Y Gweinidog Addysg a Sgiliau  
Minister for Education and Skills

# Agenda Item 4.3

Y Pwyllgor Iechyd a Gofal Cymdeithasol  
Health and Social Care Committee

Cynulliad  
Cenedlaethol  
Cymru  
National  
Assembly for  
Wales

**Ann Jones AM**  
Chair, Children, Young People, and Education Committee



17 November 2014

Dear Ann,

## **Health and Social Care Committee - inquiry into new psychoactive substances (“legal highs”)**

Further to my letter dated 10 June 2014 regarding the Committee’s inquiry into new psychoactive substances, please find below an update on the Committee’s work to date.

The Committee received a total of 20 written evidence submissions as part of the inquiry the details of which can be found on our [website](#). The written consultation was held in conjunction with a survey organised by the Outreach team. The Committee received over [1,000 responses to the survey](#), a significant proportion of which were from children and young people.

In October, the Committee undertook external engagement work in Merthyr Tydfil and Wrexham which consisted of site visits and focus groups with service users and providers. The notes from the [site visits](#), and the [focus groups](#), have helped to inform the oral evidence sessions.

Oral evidence sessions with representatives of charities, health boards, local government, the police, and prisons began in November and will culminate in a session with the Minister for Health and Social Services on 26 November 2014.

I hope that this information is useful. I will ensure that a copy of the Committee’s report is shared with you when it’s published in the new year.

Yours sincerely,

**David Rees AM** Chair, Health and Social Care Committee

Bae Caerdydd  
Cardiff Bay  
CF99 1NA

Pack Page 60

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Croesewir gohebiaeth yn y Gymraeg a'r Saesneg / We welcome correspondence in both English and Welsh

## Agenda Item 4.4

### Y Pwyllgor Iechyd a Gofal Cymdeithasol Health and Social Care Committee

Cynulliad  
Cenedlaethol  
Cymru

National  
Assembly for  
Wales



#### Ann Jones AM

Chair

Children, Young People and Education  
Committee

17 November 2014

Dear Ann,

The Health and Social Care Committee is building on its work in relation to new psychoactive substances (“legal highs”) by undertaking an inquiry into alcohol and substance misuse in Wales. During the inquiry, we will consider:

- the impacts of alcohol and substance misuse on people in Wales, including young people and university students; older people; homeless people; and people in police custody or prisons;
- the effectiveness of current Welsh Government policies on tackling alcohol and substance misuse and any further action that may be required;
- the capacity and availability of local services across Wales to raise awareness and deal with the impact of the harms associated with alcohol and substance misuse.

We launched our call for evidence on Monday 10 November. To assist people in responding to the inquiry, we also intend to publish an online questionnaire addressing the terms of reference, and an anonymous online survey aimed at young people to ensure that they are able to contribute to the inquiry should they wish to do so.

Whilst the subject matter of the inquiry falls within the remit of the Health and Social Care Committee, I appreciate it is an area in which members of the Children, Young People and Education Committee may be interested.

Bae Caerdydd  
Cardiff Bay  
CF99 1NA

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Croesewir gohebiaeth yn y Gymraeg a'r Saesneg / We welcome correspondence in both English and Welsh

With that in mind, I will ask the Clerk, Helen Finlayson, to ensure that colleagues supporting the Children, Young People and Education Committee are kept informed about the inquiry's progress, and will ensure that a copy of our final report is shared with you.

Yours sincerely,

A handwritten signature in black ink that reads "David F. Rees." The signature is written in a cursive style with a small dot above the 'i' in David and a small dot above the 'i' in Rees.

**David Rees AM**  
Chair, Health and Social Care Committee

Pwyllgor Cymunedau, Cydraddoldeb a  
Llywodraeth Leol

Communities, Equality and Local Government  
Committee

Agenda Item 4.5

Cynulliad  
Senedd  
Cymru

National  
Assembly for  
Wales



**Ann Jones AM**  
**Chair**  
**Children, Young People and Education**  
**Committee**

Bae Caerdydd / Cardiff Bay  
Caerdydd / Cardiff  
CF99 1NA

21 November 2014

Dear Ann

### **Inquiry into poverty in Wales**

The Communities, Equality and Local Government Committee is currently undertaking an inquiry into poverty in Wales. The inquiry has been divided into four strands, each one focussing on one particular issue within the subject of poverty. Each strand is self-contained, with its own terms of reference, but together will form an overarching piece of work.

The four strands are:

- Strand 1: poverty and inequality
- Strand 2: the impact of welfare reform on poverty in Wales
- Strand 3: in-work poverty
- Strand 4: community-based approaches to tackling poverty

We have received written evidence on Strand 1 of the inquiry, which can be viewed using the following link:

<http://www.senedd.assembly.wales/mgConsultationDisplay.aspx?ID=138>

We are in the process of hearing oral evidence on Strand 1, and this is likely to conclude in the early part of next year, with our report following in due course.

In preparation for the next phase of our inquiry, we have issued a call for written evidence on Strand 4. This will close on 30 January 2015.

I wanted to bring your attention to the Committee's work on this subject, as issues relevant to the work of the Children, Young People and Education

Committee, including your inquiry into educational outcomes for children from low income households, may be raised during our evidence-gathering. If there are any points that you would like to make the Committee aware of in relation to our inquiry, they would be gratefully received; we will inform you of any outcomes that may arise from these points.

Yours sincerely

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

**Christine Chapman AC / AM**  
**Cadeirydd / Chair**

**National Assembly for Wales**

**Children, Young People and Education Committee**

**CYPE(4)-29-14 – Paper to note 8**

**Breakdown of the issues raised with the Children's Commissioner for Wales' Office.**

The breakdown below relates to the period from 1 April 2013 – 31 March 2014.

1. Total issues raised – 526
2. Issues dealt with as cases by the Investigation and Advice Officers - 296
3. Of the 296 cases:
  - 33% were in relation to social services
  - 28% related to education
  - 9.5% related to health
4. The remaining 29.5%, which was not specifically noted in the Annual Report, related to the following areas: Youth Justice, Legal, Immigration, Housing, Family Law, Environment, Child Protection, Bullying, and General Advice.

# Agenda Item 6

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

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