

Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: Wednesday, 15

February 2017

Meeting time: 09.30

For further information contact:

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Committee Clerk

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Informal meeting 09.15 – 09.30

1 Introductions, apologies, substitutions and declarations of interest.

(09.30)

2 Scrutiny of Estyn Annual Report 2015–16

(09.30 – 11.00)

(Pages 1 – 24)

Meilyr Rowlands, HM Chief Inspector

Claire Morgan, Strategic Director

Simon Brown, Strategic Director

Attached Documents:

Research Brief

CYPE(5)–06–17 Estyn – Papur | Paper 1

Break 11.00 – 11.10



Cynulliad
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National
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Wales

3 Inquiry into Teachers' Professional Learning and Education – evidence session 2

(11.10 – 12.10)

(Pages 25 – 49)

Tim Pratt, Director of ASCL Cymru

Maureen Harris, Head teacher of Bishop Hedley RC High School and President of ASCL Cymru

Rob Williams, Director of Policy – NAHT Cymru

Attached Documents:

Research Paper

CYPE(5)-06-17 Association of School and College Leaders (Wales) – Papur | Paper 2

CYPE(5)-06-17 National Association of Head Teachers Cymru – Papur | Paper 3

4 Paper(s) to note

(12.10)

**Letter from Welsh Language Commissioner to the Minister for Lifelong Learning
and Welsh Language**

(Pages 50 – 57)

Attached Documents:

CYPE(5)-06-17 – Papur | Paper 4 – i'w nodi | to note

**Letter from the Cabinet Secretary for Education – additional information following
meeting on 12 January**

(Pages 58 – 59)

Attached Documents:

CYPE(5)-06-17 – Papur | Paper 5 – i'w nodi | to note

Letter from the Minister for Lifelong Learning and Welsh Language – additional information following meeting on 12 January

(Pages 60 – 61)

Attached Documents:

CYPE(5)–06–17 – Papur | Paper 6 – i'w nodi | to note

Letter from the Cabinet Secretary for Health, Well-being and Sport – additional information following meeting on 18 January

(Pages 62 – 63)

Attached Documents:

CYPE(5)–06–17 – Papur | Paper 7 – i'w nodi | to note

Letter from the Minister for Lifelong Learning and Welsh Language – future funding of CWVYS

(Pages 64 – 65)

Attached Documents:

CYPE(5)–06–17 – Papur | Paper – i'w nodi | to note

5 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the meeting for the remainder of the meeting

6 Consideration of letter from the Chair of the Constitutional and Legislative Affairs Committee

(12.10 – 12.30)

(Pages 66 – 72)

Attached Documents:

CYPE(5)–06–17 – Papur | Paper 9 – Private | Preifat

Document is Restricted

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Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education
Committee

CYPE(5)-06-17 – Papur | Paper 1

Ymateb gan: ESTYN

Response from: ESTYN

https://www.estyn.gov.wales/sites/default/files/documents/ESTYN_Annual%20Report%202015_2016_English.pdf

Document is Restricted

CYPE(5)–06–17 – Papur 2 | Paper 2

Ymateb gan : Cymdeithas Arweinwyr Ysgolion a Cholegau (Cymru)

Response from : Association of School and College Leaders (Wales)

- 1 The Association of School and College Leaders (ASCL) represents over 17,000 heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of maintained and independent schools and colleges throughout the UK.
ASCL Cymru represents school leaders in more than 90 per cent of the secondary schools in Wales.
- 2 We are glad that the committee has chosen to enquire into this topic, which remains a critical element of the country's aspirations to become a provider of outstanding education for all its young people.
- 3 Our members are passionate about raising standards and school improvement. We agree that the three themes of this enquiry are of great significance and need to be understood fully.
- 4 Whilst it is useful to consider the three main themes, it must be recognised that they are inter-dependent – progress in one is affected by progress in others. This inter-relationship has a significant impact on the effort our members (and others) are making to improve teaching and learning and to raise standards in schools in Wales.
- 5 ASCL Cymru looks forward to participating in the discussions, which will be necessary to inform decisions, about how the Welsh Government works with the profession to continue to develop and enable teachers to be even more effective in their professional practice. We will engage positively in these discussions.
- 6 Our response is informed by the vast collective experience of our members who are at the frontline of leading improvement in schools. Below, we summarise the main points that inform our fuller response, in the hope that this is useful to your analysis of the responses you receive.

Arrangements for continuing professional development for the current workforce

- 7 Good teaching has the single biggest impact on the progress and attainment of students. We fully support the principle that all teachers, no matter their length of service or depth of experience, need constantly to engage in continuing professional development.
- 8 Peer-to-peer support is a powerful tool to encourage best practice. We support the approach of promoting, in a number of ways, a culture of teachers assisting other teachers to raise standards.

- 9 ASCL Cymru, in its “Blueprint for a Self-Improving System in Wales”, advocates the importance of effective Professional Learning Alliances, in which groups of schools work together to provide high-quality professional education to new and experienced school staff.
- 10 There is some evidence that this concept is beginning to be adopted across Wales, whether through the “Pioneer Schools” networks, or schools that collaborated under the Schools Challenge Cymru scheme, or at the instigation of Regional Consortia. However it is clear that the implementation is patchy and there is no consistency across Wales, with some schools feeling “out of the loop” and disenfranchised.
- 11 There is a real need for a consistent approach to the use of inter-school professional development that encourages the sharing of best practice from school to school. It should not be left to chance or the determination of school leaders whether a school is able to forge appropriate links with another school.
- 12 We believe strongly that all schools have something to offer, and that it is not just the highest performing schools that are best placed to offer innovative ideas to others. Frequently schools that are facing really challenging issues have found practical solutions to problems that would benefit others who may never had to consider them.
- 13 We remain concerned that there is a real lack of financial support for continuing professional development. Whilst there is support for Regional Consortia, it is also true that schools have had to scale back significantly the opportunities they afford their staff to engage in some professional development activities.
- 14 We do not believe that taking staff out of the classroom for external professional development events necessarily represents the best use of time or financial resources, and there is clear evidence that it can disrupt students’ progress. However, we also understand that there needs to be a balance between constant expectations that teachers give up time after school and the need to ensure that all are involved in an appropriate level of CPD.
- 15 There is evidence that CPD events based in school, and shared between schools has by far the greater impact in terms of embedding improvement in practice within staff teams.
- 16 We would suggest that there is a need to increase the number of staff INSET days from the current five a year to seven, to ensure sufficient training time for staff, particularly with the imminent implementation of the new curriculum. Time taken for training now will pay dividends in the future with a better trained and motivated staff, better able to deliver the new curriculum.

The role of initial teacher education

- 17 Effective Initial teacher Education (ITE) is a critical part of maintaining a robust and motivated teacher workforce.
- 18 We remain concerned that the quality of ITE across Wales is highly variable, with some Higher Education providers offering a very poor quality of experience for potential teachers. Estyn’s reports provide an alarming window into this, and highlight the extreme variability of provision.

- 19 We fully endorse the recommendations of Professor Furlong's 2015 report "Teaching Tomorrow's Teachers".
- 20 We are very concerned that the need for radical improvement is now urgent, and needs addressing.
- 21 We maintain that schools are in a very strong position to make a major contribution to the effectiveness of ITE. Time spent in the classroom with outstanding teachers is probably the most effective method of learning, and well supported teaching practice gives a clearer indication of the potential of an ITE student than anything else.
- 22 Schools that offer the highest quality of support for their ITE students almost invariably produce candidates for posts that are snapped up when they enter the market-place.
- 23 Similarly, schools that offer well-structured and well supported Newly Qualified Teacher (NQT) programmes are well known, and their reputation ensures a ready supply of high quality candidates for teaching posts.
- 24 We would strongly encourage steps to promote consistency of provision both for ITE students and NQTs across all schools in Wales.

The sufficiency of the future workforce

- 25 There is a worrying shortage of high quality candidates for teacher posts across Wales, particularly in schools that face challenging circumstances.
- 26 The shortage is particularly acute for some welsh medium schools, resulting in some cases where schools have had to employ English speaking staff in order to ensure that there are sufficient staff to deliver the curriculum.
- 27 Whilst it is true that a number of years ago there was a surplus of young teachers being trained, there are now worrying figures that demonstrate a shortage in many subjects (particularly core subjects), and little sign of any increase on the horizon.
- 28 This shortage of high quality teachers have led some schools to employing teachers who, a number of years ago, would not have been considered for permanent positions. This trend has worrying implications for the future quality of the teaching workforce.
- 29 We believe that there need to be greater incentives for high quality graduates to enter the profession in Wales.
- 30 We are concerned that the devolution of teachers' Pay and Conditions could, if not handled properly, cause further issues with the supply of high quality teachers in Wales.
- 31 It is critical that teachers in Wales have pay and conditions that are at least as good as those for teachers in other parts of the United Kingdom. Wales has always benefitted from cross-border flow of teachers, attracting many high quality professionals into the country. It would be highly counter-productive if that become a one-way exodus of our best teachers to better paid jobs elsewhere.

- 32 We are also concerned that it is becoming increasingly hard for schools to fill headteacher posts. We are hearing from members that many deputy and assistant headteachers are unwilling to consider the challenge of stepping up to become a headteacher because of the ever-increasing demands on headteachers and the resultant levels of stress caused by an ever-increasing culture of data-driven accountability.

Conclusion

- 33 I hope that this is of value to your inquiry. ASCL Cymru looks forward to contributing to this effort and to further discussions.

Tim Pratt
Director of ASCL Cymru

Cynulliad Cenedlaethol Cymru | National Assembly for Wales
Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and
Education
Committee

CYPE(5)-06-17 – Papur 3 | Paper 3

Ymateb gan : Cymdeithas Genedlaethol y Prifathrawon
Response from : National Association of Head Teachers Cymru

NAHT welcomes the opportunity to submit evidence to the Children, Young People and Education committee.

NAHT represents more than 29,000 school leaders in early years, primary, secondary and special schools, making us the largest association for school leaders in the UK.

We represent, advise and train school leaders in Wales, England and Northern Ireland. We use our voice at the highest levels of government to influence policy for the benefit of leaders and learners everywhere. Our new section, NAHT Edge, supports, develops and represents middle leaders in schools.

The invitation to submit evidence to the National Assembly for Wales' Children, Young People and Education Committee concerning the inquiry on teachers' professional learning and education requested information, in particular, concerning the readiness of the workforce to implement the new curriculum. As requested, NAHT Cymru will focus specifically on evidence concerning:

- Arrangements for continuing professional development for the current workforce;
- The role of initial teacher education;
- The sufficiency of the future workforce.

Arrangements for continuing professional development for the current workforce

Professional development within schools is often dictated by a number of factors.

These can be viewed as influences being driven at a number of levels:

- National Policy delivery – e.g. the implementation of the National Literacy and Numeracy Framework required a number of activities including school level audit (identification of need), whole staff training and individual bespoke CPD – e.g. developing revised planning and individual staff development dependent upon previous experience and skills;
- Regional approaches – e.g. many of the excellence in teaching programmes are supported and delivered on a regional basis (not

necessarily delivered by the consortium but facilitated via their communications);

- Local Authority initiatives – e.g. focusing on a specific intervention or approach used for pupils, the training for which is facilitated by the Local Authority. This can be in reaction to an identified area for development raised via locally available data or as a local response to a National Policy requirement;
- Cluster level – e.g. secondary cluster arrangements may have identified a particular area for development. Each school in the cluster might undertake an initiative / intervention programme and this might require staff training, joint planning arrangements, ongoing monitoring and refinement. Such approaches may utilise quality assured external providers or be delivered in-house via joint arrangements;
- Whole school level – through Self Evaluation Reporting processes a school can identify areas for further development subsequently placed within their School Improvement Plans / School Development Plans with specific actions / success criteria which might include professional development needs;
- Department / Phase level – the approach could be as for the whole school above but for a specific age group or subject department;
- Individual development needs – these may arise via performance management processes, or via an agreed career path / job role and are very specific to the individual staff member. The professional learning needs are influenced by the staff member's current role (teaching or non-teaching), the priority needs of the wider setting and pupils, the ability and resource open to the setting to support such professional learning.

Another area that places a demand on CPD requirements for the workforce could be described as the 'business as usual' professional development. Fundamental, regular development areas such as Safeguarding and Child Protection training, Health and Safety training, First Aid training, Performance Management and activities such as assessment standardisation / moderation occur on an ongoing, often annual, basis and each requires resource in terms of time, staff commitment and cost - borne by school training grants and / or budgets.

Schools utilise a number of approaches in order to undertake CPD for staff including weekly twilight sessions, closure in-service training days, specific internal school-day activities (e.g. joint learning observations such as those incorporated into excellence in teaching approaches), external events within clusters and utilising external provider training. The pressures upon such arrangements include balancing the training requirements of all staff against the finite time opportunities, prioritising the needs of the wider school against National Policy and external demands, financial pressures – e.g. organising effective supply cover and training events and materials – and, most importantly, maintaining high quality teaching and learning for pupils whilst enabling staff to develop professionally. This can be particularly challenging in smaller schools.

There are also 'free' training events organised by National Government, Regional Consortia and Local Authorities, however, there still remains a cost

to the school if the events take place during the school day as supply cover is required for the pupils still in class. In some circumstances, schools have had to ensure attendance at such essential CPD events, for example, training for staff required to deliver the Foundation Phase baseline. However, such essential training may have been organised a significant period of time after the start of the financial year, with no additional resource provided to the school to cover supply costs. Many schools are only able to commit very limited training budgets for the year in their school development plans and so there is no 'spare' resource for such additional activity which means that the cost for enabling staff to attend the unanticipated training must be borne by the school budget and not the training grant (which is committed or spent).

At this point, it is also worth noting the challenges that remain with the administration of the Education Improvement Grant (EIG).

The grants that fall under the Education Grant are:

- 14-19 Learning Pathways
- Foundation Phase Revenue Grant
- School Effectiveness Grant
- Welsh in Education Grant
- Minority Ethnic Achievement Grant
- Grant for the Education of Gypsy Children and Traveller Children
- Induction
- Lead and Emerging Practitioner Schools (Tranche 1, 2 and Special Schools)
- Higher Level Teaching Assistants
- Reading and Numeracy Test Support
- Bands 4 and 5

The flexibility provided by Welsh Government in 2015 in the use of the EIG, enabled schools to use the grant wherever the greatest need was evidenced. This was broadly welcomed and allowed schools to focus upon pupil outcomes and was also in recognition of the financial pressures that ring-fencing elements of the individual grants might cause.

During the announcement of the Education Improvement Grant in 2015-2016, the Welsh Government stated that the total grant allocation across all regions would be reduced by 10%.

Under the terms and conditions, authorities are expected to delegate a minimum of 80% of the funding out to schools. Administration costs are limited to a maximum of 1.5% of the grant total. This is at a time when schools are being required to undertake almost unprecedented levels of reform, for which training and professional learning are essential.

In addition, and most notably, the EIG is distributed to schools on a pupil number basis. This approach does not recognise that much of the EIG, and the School Effectiveness Grant in particular (and to some extent, the Welsh in Education Grant), is utilised by schools as a staff training fund. The pupil number allocation method means that schools that require higher staff to pupil ratios (Early Years, schools with Additional Learning Needs resource bases, schools with higher numbers of pupils requiring significant support and Special Schools, especially) are significantly disadvantaged. As a result of

the pupil number methodology for allocation, staff training resource is, therefore, not evenly distributed across the workforce.

As acknowledged by Welsh Government on a number of occasions, the current level of reform underway in education in Wales is the most significant and far reaching for probably 70 years. Educational professionals in Wales, and particularly school leaders, have shown an appetite to shape and lead on many of the changes proposed – many of which have been welcomed and long overdue. However, in order to deliver the desired reform and the outcomes our children and young people need and deserve, there needs to be a greater emphasis on joining-up various strands.

For the purpose of this paper, we will look at three areas frequently noted by NAHT Cymru members as substantial and significant – curriculum / assessment reform under ‘Successful Futures’, the Additional Learning Needs and Education Tribunal (Wales) Bill (ALNET Bill) and school budgets / funding arrangements.

The fundamental principles within ‘Successful Futures’ and the articulated recommendations are welcomed by school leaders. In our evidence to the National Assembly for Wales’ Children, Young People and Education Committee in relation to Professor Donaldson’s review, we stated,

‘NAHT Cymru and our members were heavily involved in the evidence that fed into Professor Graham Donaldson’s review and in the shaping of the recommendations in Successful Futures.

Indeed, following the announcement of the acceptance of all 68 recommendations in late June 2015, NAHT Cymru stated,

“‘Successful Futures’ provides permission for the profession to take the lead and is the blueprint that should now shape the work of all interested parties - schools, Local Authorities, Regional Consortia, Estyn and the Welsh Government.

“NAHT Cymru are also pleased that there have been more realistic timescales indicated by the Minister. Lessons have to be learnt from less successful implementation of past initiatives. It’s not about getting a new curriculum and assessment in place by a short term, specific date or time. It’s actually more about getting it right, at the right time and keeping the needs of all learners at the heart of all we do.”

The examples of developments emerging from individual pioneer schools have appeared exciting and innovative and the schools and staff within them have made use of the time and space provided in order to begin devising outstanding practice.’

However, in order to ensure that the changes required are to be realised Wales-wide, resources, both in terms of time and finance, will be significant.

Within the recommendations, the focus for assessment has been made clear. Assessment for learning is to be the main driver. Assessment for learning, involving the child / young person actively in accurately assessing where they

have reached thus far in their learning, identifying the next steps for progress and equipping them to take the next steps, requires a person-led approach not necessarily supported by the current National Curriculum and traditional teaching methods.

This cultural shift required to deliver this approach needs significant professional learning input for many members of the educational workforce and, again, that will require resources in terms of time and finance. This differentiated, 'needs of the learner' led approach leads neatly onto the second area of focus.

The ALNET Bill is an ambitious and significant change from current arrangements for pupils with Special Educational Needs in Wales. Successful implementation will require a number of fundamental elements including genuine multi-agency working, clarity around ALN responsibilities and significant, workforce-wide professional development. In fact, NAHT Cymru believe that the timetable for roll out of the ALNET Bill depends upon much of the above being achieved *prior* to requiring educational settings to work under the new arrangements.

In focusing only upon the training requirements of staff, it is clear that the 'needs of the learner' approach suggested in the delivery of 'Successful Futures' dovetails, to a great extent, into the equipping of the workforce to deliver the ALNET Bill and wider ALN Transformation Programme.

Finally, in focusing on school budgets / funding arrangements across Wales (whilst keeping in mind the evidence submitted concerning the administration of the EIG) a number of fundamental issues arise.

NAHT Cymru have collated figures concerning the age-weighted pupil units (AWPUs) currently incorporated within Section 52 budgets - this being purely delegated or devolved budgets to schools at the beginning of the financial year and does not include any money held centrally by the local authority and spent on behalf of schools.

When looking at specific age cohorts, the variations are stark and particularly significant since AWPUs make up 70% of the funding distributed to schools.

For example, data gathered by NAHT Cymru via a freedom of information request generated comparative figures from 21 of the 22 Local Authorities for 2015-2016.

The following table illustrates the variations:

AGE GROUP COHORTS	21 out of 22 Local Authorities – Funding per pupil in £s			
	Highest	Lowest	Difference	Mid-point
3-4	3985.00	2050.70	1934.3	3017.85
4-5	4956.82	2000.54	2956.28	3478.68
5-6	3541.51	1755.49	1786.02	2648.50
6-7	3553.35	1755.49	1797.864	2654.42
7-8	3937.80	1699.00	2238.8	2818.40
8-9	3700.27	1699.00	2001.27	2699.64

9-10	3706.93	1699.00	2007.93	2702.97
10-11	3806.82	1807.17	1999.65	2807.00
11-12	5254.01	2577.88	2676.13	3915.95
12-13	5424.26	2577.88	2846.38	4001.07
13-14	5502.58	2577.88	2924.7	4040.23
14-15	5803.57	2604.00	3199.57	4203.79
15-16	5825.14	2889.00	2936.14	4357.07

Figure 1 – Age-weighted pupil units included in delegated school budget formulae for 2015-2016 (data includes 21 of 22 Local Authorities in Wales)

There are a number of factors that exacerbate the impact upon schools of the funding variation illustrated above.

- Current austerity measures and the economic impact upon public sector finances;
- the knock-on effect onto schools of the pressures on Local Authorities to make cuts to services in order to meet required efficiency savings;
- the increasing pressure on school budgets to take into account rising costs such as energy, pension and national insurance contributions;
- rising costs of service level agreements often resulting in an indirect cut to schools via the Local Authorities efficiency savings;
- a range of other challenges including maintaining sometimes aging school premises.

Therefore, it is clear from the above figures that current school budgets are hugely variable and as a result a significant proportion are frequently ill-equipped to best meet the needs of children and young people, and yet school leaders and the workforce frequently 'make it work'.

The entitlement to CPD, that should be a right of every member of the education workforce, is not able to be delivered effectively by every school leader, not as a result of any denial by the Headteacher, but by the lack of available resource at the disposal of the school.

Many of our members tell us that school budgets are at breaking point. When the current funding situation is placed against the back drop of huge professional learning demands of, often, welcomed new policy, such as 'Successful Futures' and the new additional demands of legislation such as the ALNET Bill, it is clear that resources for training are frequently inadequate. Many NAHT Cymru members have had to utilise the flexibilities within the current EIG in order to use it in its entirety simply to sustain adequate staffing levels. As a result, in such situations, resources available to any workforce member for professional learning are, at best, minimal.

NAHT Cymru frequently state that educational spending must be viewed as an investment and not a cost. OECD and others cite the development of the workforce as a key driver of system wide progress. Investment in the professional workforce and their development has been proven, OECD suggest, to impact positively on student outcomes.

Without fundamental changes such as ensuring:

- basic school funding is sufficient and more fairly distributed across Wales;
- reforms and related policies are joined-up to maximise the scarce opportunities that schools have to address them, and:
- accountability measures are changed in order to release schools to focus upon what really matters most – continuing developing high quality teachers to deliver world-class learning opportunities for our children and young people;

the resources made available for professional learning support, including funds that should be set aside specifically for workforce professional learning, will continue to be subsumed into essential, business as usual activity.

As a result the arrangements for continuing professional development for the workforce will struggle to realise the ambition expressed within current reforms and policy.

The role of initial teacher education

As Professor John Furlong stated in his conclusion within “TEACHING TOMORROW’S TEACHERS - Options for the future of initial teacher education in Wales”,

“If Wales is to meet the challenges of educating its children effectively for the 21st century then high quality initial teacher education has a vitally important part to play. What is clear from the foregoing discussion is that on a wide range of different measures the present system is not fulfilling its role effectively. There is evidence that it is falling well short of what we know is best practice in other parts of the UK and internationally. Moreover, the changes to curriculum and assessment being advocated by the Donaldson Review will significantly raise the bar in terms of what we expect of our teachers. In the future, Wales will need a different type of teacher professional; one who has significantly more responsibility, one who understands the ‘why’ and the ‘how’ of teaching as well as the ‘what’. These aspirations have major implications for both initial teacher education and CPD. The case for change is therefore undeniable.”

Professor John Furlong – March 2015

Schools and the wider education workforce will be expected to operate in a different way in order to deliver the raft of reforms currently in development within Wales. The implications for the existing workforce – particularly those who started working in schools from 1988 onwards – are highly significant. The National Curriculum implementation from 1988 had a profound effect upon the teaching profession. NAHT Cymru members have reported that a similar change of culture has taken place in the student teacher population during this same period.

The requirements of ‘Successful Futures,’ for example, demand that the profession operate in a different way and this requires a culture change, both within and beyond the education workforce. Schools will require newly qualified teachers (NQTs) to be prepared to be reflective in their pedagogy, play an active role in a wider self-improving system and recognise their responsibilities beyond their own classroom.

Initial teacher education, therefore, needs to be at the forefront of any changes so that they are equipped to be preparing NQTs prior to their entry into the profession. As a result ITE providers will be required to make the requisite changes to ITE programmes as soon as possible. Unless such reform to ITE occurs as soon as is practicable, there could be a situation whereby student teachers are being trained, developed and emerging into a system and school curriculum that no longer exists. It will then be left to the schools within which they are employed to pick up the 'slack' in the system and retrain NQTs for the culture changes required in new policy until ITE providers are brought up to speed with the reforms.

Schools and other settings that are set aside to support student teaching experience will play a critical role in developing the teachers of tomorrow. It will be crucial that from the very early days of school-based experience, prospective teaching candidates experience the type of activities, habit-forming processes and professional dispositions required of them once qualified. The time spent on direct experience in the classroom, therefore, needs to be maximised.

Selection onto such ITE programmes is also paramount. Many school leaders already support selection processes in support of ITE. It is important that key teaching professionals and school leaders continue to support ITE providers during the interview and selection processes onto ITE programmes so that the best candidates are selected and the profession attracts the status it requires and deserves through robust procedures.

For those settings identified suitable to support student teacher education, a difficult but critical balancing act will be required. Student teachers, like all teaching professionals, will need enough opportunities in order to be able to develop and deliver creative and innovative teaching and learning. Where this works exceptionally well, it can be seen how this has had a positive impact upon pupil / student outcomes. Monitoring and managing of student placements will be very important in order to ensure that school pupil experiences are maximised and not detrimentally affected, for example, by overly frequent student placement into the same classes.

In addition, in noting the aims for a self-improving system in current Welsh Government education policy, as well as the recognition that the individual in the education workforce has shared responsibility within and beyond their own setting, ITE programmes need to consider the worth of ensuring that during their training student teachers undertake experience across age groups, settings and sectors (primary, secondary, special etc).

This could achieve at least two desirable outcomes – firstly ensuring that teaching candidates, once employed, ultimately work in their favoured setting / sector, and secondly ensuring that the NQT fully understands how a self-improving, mutually supportive school system could operate by selecting and utilising expertise from every sector for the benefit of all children and young people.

In addition, any perceived inertia within the existing workforce, whether as a result of a lack of confidence or simply having worked in the existing culture

within education in Wales for such a significant time, could potentially be kick-started by incoming new staff not previously tarnished by existing / previous policies.

The sufficiency of the future workforce

In terms of ensuring Wales has access to enough members of the education workforce in every type of role and across the whole range of areas of learning and expertise, there are a number of challenges to address.

The current status of education professionals, including teachers and Headteachers, in Wales is not as it should be. Press and media, social media and many other key streams of public communication perpetuate a misleading and damaging picture of the school system in particular. Over obsession with accountability in the wider world that has seeped into the school system, an ever developing blame culture and a perception that many of society's problems can be addressed by education settings has often presented an image to prospective candidates.

For example, accountability that focuses on areas under the direct influence of schools, their staff and most particularly school leaders, can assist in driving improvements. NAHT Cymru supports the move towards an inspection service that recognises its role in facilitating school improvement. There is a need for greater dialogue between Estyn, Regional Consortia and schools, as this should provide more accurate and broad picture of performance. This more professional and supportive system would be more attractive to trusted and ambitious professionals than a punitive, top-down model as it appears at present.

Headteacher recruitment has appeared to be more problematic over recent years, with evidence collected by NAHT Cymru suggesting that fewer potential candidates wish to step up to headship.

There is some suggestion that current CPD does not adequately prepare potential candidates for the lead role.

In addition, there is a sense from many NAHT Cymru members that employers expect Headteachers to ensure the wellbeing of their staff to be supported within the school but that the same support is not afforded to Headteachers from their employers.

It appears that many Local Authorities are under such pressure themselves, that if a school is identified as in need of support, it is more straightforward to issue warning notices and punitively target the Headteacher rather than provide any type of support to improve the school.

The demands now placed upon Headteachers are unprecedented, and yet the support from outside the school is often at its lowest ebb. Headteachers are frequently not able to focus upon their core duty of developing outstanding teaching and learning because they are also required to undertake non-teaching priorities, such as overseeing building maintenance, health and safety demands, production of plans and reports or innovative use of inadequate budgets in order to sustain staffing and deliver new initiatives. Specific subject areas also present recruitment challenges, with Maths and certain Science subjects such as Physics, being particularly difficult.

Some Headteachers have been required to go back into the classroom to teach as they are one of the few members of their staff team with the requisite degree qualification in such subjects. Incentivising recruitment to such subjects has been explored but that approach does not necessarily attract the best candidates. There is some evidence to suggest that the further into rural areas of Wales the school is located, the harder it is to recruit to such subjects.

Finally, it is worth reflecting on the skills of the wider workforce and recognising the inter-relationship between the three areas of focus within NAHT Cymru evidence.

It is clear that joined up thinking is required from policy makers, linking the priorities and aims of the major Welsh Government policies in education and the potential demands each places upon the current model for CPD in schools, the Initial Teacher Education settings as well as the current and future workforce.

What are the fundamental policy objectives and does the current school system in Wales have the requisite resources, support and space to deliver them effectively?

If we are committed to providing a world-class education for the children and young people of Wales, such a pragmatic reflection must be undertaken as soon as possible in order to ensure that our schools and workforce are supported to deliver the shared ambition we hold for our pupils.



Comisiynydd y
Gymraeg
Welsh Language
Commissioner

Alun Davies AM
Minister for Lifelong Learning and Welsh Language
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

31/01/2017

Dear Alun

Welsh in Education Strategic Plans

I write to you regarding the strategic plans that local authorities are currently preparing, before you decide whether or not to approve the plans.

The Welsh Language Commissioner is a statutory consultee on these plans. In accordance with that role, I have considered the strategic plans that have been published so far and responded to them. I have shared those responses with your officials.

As stated in the Welsh Government's draft Welsh Language Strategy, education will be the key to achieving the target of one million Welsh speakers by 2050. Within the current framework for Welsh-medium education, the Welsh in Education Strategic Plans are one of the main vehicles for improving the availability and standard of Welsh-medium education and for increasing the numbers that receive their education through the medium of Welsh. In acknowledging how crucial these plans are to the future of the Welsh language, I would like to offer some general impressions of the plans that I have examined. The list of comments enclosed is based on an examination of 19 strategic plans so far and I hope that these comments will be of interest and assistance. In general, I do not believe the majority of the plans are adequate as they do not fully meet the requirements of the School Standards and Organisation (Wales) Act 2013 nor the supplementary guidance which you provided to the authorities last year. I do not believe that the majority of these plans will lead to a significant increase in Welsh-medium education provision, nor in the number of children and young people who receive their education through the medium of Welsh. As a result, I fail to see how these plans will make a meaningful contribution towards achieving the Welsh Government's objectives for the Welsh language.

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Comisiynydd y
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Welsh Language
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I trust the enclosed comments will be of assistance to you in deciding whether or not to approve Welsh in Education Strategic Plans.

Yours sincerely,

Meri Huws

The Welsh Language Commissioner

CC: Lynne Neagle AM, Chair of the National Assembly for Wales' Children, Young People and Education Committee
Bethan Jenkins AM, Chair of the National Assembly for Wales' Culture, Welsh Language and Communications Committee

The Welsh Language Commissioner's comments on Local Authorities in Wales' Welsh in Education Strategic Plans, 2017-2020

The School Standards and Organisation (Wales) Act 2013 places a statutory duty on local authorities in Wales to prepare Welsh in Education Strategic Plans. The purpose of these plans is to improve the way that authorities plan Welsh-medium education and improve the standards of Welsh-medium education and the teaching of Welsh.

From October 2016 until February 2017 local authorities in Wales consulted on new draft plans. The Welsh Language Commissioner is a statutory consultee on these plans and has provided each individual authority with comments on their draft plans. Below are some general impressions of the plans responded to so far.

1. The process of developing the plans

The School Standards and Organisation (Wales) Act 2013 sets a statutory arrangement for consulting on strategic plans as they are being drawn. Local authorities have a responsibility to consult with a range of persons when preparing their plans, including the Welsh Language Commissioner. Some authorities did not consult with me when drawing up their plans and it is possible that those authorities also failed to consult with other statutory consultees. A request had to be made for the draft plans of some authorities in order to be able to respond to them.

Some authorities chose to consult publicly on their draft strategic plans by including relevant information on their websites and inviting comments from any persons. Others did not do so, leading to inconsistencies between counties with regards to opportunities for individuals and organizations who are not statutory consultees to contribute to the planning process.

The plans that were consulted upon varied greatly with regards to their completeness. At least some of the information that is required in accordance with the act and the Welsh Government's supplementary statutory guidance was missing in the majority of the plans, with some very significant omissions. For example, under the Government's guidance, plans are required to include targets for growth over time. Targets were missing from a number of the plans that were consulted upon and it was not easy to form an opinion regarding the adequacy of some plans due to the volume of information that was missing.

Four local authorities conducted a consultation on strategic plans that were only available in English, without providing a Welsh language version.

2. The basis for planning for Welsh in education

Two principles underpinned the Welsh Government's Welsh-medium Education Strategy 2010-2015, namely meeting the demand for Welsh-medium education and promoting Welsh-medium education. From the plans that I have examined, meeting the current demand for Welsh-medium education seems to be the main aim of the majority of local authorities when planning for Welsh in education. That is unfortunate for many reasons. The majority of schools in Wales are English-medium which is likely to have a considerable impact on parental choices when measuring the demand for Welsh-medium education. I understand that local authorities tend not to share information about the

availability and advantages of Welsh-medium education when measuring demand. Furthermore, a framework for planning growth which is solely based on meeting demand does not in itself guarantee long term growth.

The Government's guidance acknowledges the need to go further than just meeting the demand for Welsh-medium education, namely by promoting and increasing the demand. But very few of the strategic plans include any specific measures to do so. There is no evidence in the majority of the strategic plans that local authorities have accepted and adopted the concept of creating demand by promoting the benefits of bilingualism. A change of mindset will be needed in order to increase the numbers who receive their education through the medium of Welsh on the scale needed to reach a million speakers. These latest draft plans are not rooted in that mindset.

3. Lack of ambition in the schemes

Despite the fourth National Assembly for Wales' Children, Young People and Education Committee's recommendation that strategic plans should reflect national objectives for Welsh-medium education, the draft plans seen were lacking in ambition.

- **Targets** – the targets set by some of the authorities in their plans decrease over time, rather than aiming for growth and improvement as is required. For example, one of the desirable outcomes of these plans is that more 7 year old pupils receive their education through the medium of Welsh. In relation to that, some authorities have set targets which show a decrease in both numbers and percentages over time. Others aim to just maintain current numbers and very few authorities aim for significant growth with regards to that particular target and others. Of course, I accept that these plans only span three years and there are challenges associated with achieving considerable growth in a short period. However, in general, the targets of the draft strategic plans show a lack of ambition and that will need to be challenged in order to ensure significant growth over the coming years.
- **Infrastructure** – very few of the strategic plans mention any intention to expand the infrastructure for Welsh-medium education, for example by opening new Welsh-medium education institutions or changing the language in which pupils are taught within existing institutions. There are very few references to explicit plans for using capital from the 21st Century Schools Programme for expanding the infrastructure for Welsh-medium education.
- **Proposals for improvement** – Rather than proposing 'proposals for improvement' as is required under the School Standards and Organisation (Wales) Act 2013, the majority of plans focus on describing the Welsh-medium education provision that already exists. Where authorities have succeeded in developing Welsh-medium education in recent years, it is understandable that they wish to mention that in the strategic plans as historical developments affect future achievement. At the same time, the focus should be on 'proposals for improvement' and, in this regard, the plans do not, on the whole, meet the requirements of the act.

4. Pre-school Childcare

Research conducted between myself and the Welsh Government shows that a clear relationship exists between when someone learns Welsh and the likelihood of becoming fluent in Welsh. On average, those who learnt Welsh primarily at nursery school are far

more likely to be fluent than those who learnt Welsh primarily at primary school, secondary school or later in their lives. This highlights the importance of the childcare sector in the effort to create new fluent Welsh speakers. Also, transmission rates from Welsh-medium childcare to Welsh-medium statutory education tend to be high, where Welsh-medium statutory education is easily accessible to children who are starting school. It may be assumed therefore that ensuring growth in the number of children who receive Welsh-medium childcare is likely to be key to ensuring growth in the number who receive their statutory education through the medium of Welsh. Despite this, there is insufficient focus on pre-statutory education in the majority of the draft strategic plans. It does not appear that authorities fully understand the essential role that growth in that sector plays in the effectiveness of their strategic plans. It should be ensured that authorities place a greater emphasis on working with other persons such as childcare providers and health visitors to increase the number of children who receive their childcare through the medium of Welsh.

5. Progression

Creating fluent and confident Welsh speakers may depend on retaining them within the Welsh-medium education sector throughout their journey through education. Creating a bilingual workforce for the future will depend to a degree at least on ensuring that children and young people continue to learn through the medium of Welsh at the later stages, for example when studying A level and post 16 qualifications. It is therefore a concern that the strategic plans, as a whole, do not include robust measures for ensuring progression in Welsh-medium education from one educational phase to the next. For example, there is very little mention of efforts to encourage pupils to continue learning through the medium of Welsh upon leaving school. There is no clear indication in the strategic plans that authorities will work with further education institutions and apprenticeship providers to expand Welsh-medium provision in that sector. Without ensuring improvement in progression rates, particularly from school to post 16 education, one cannot see these strategic plans making a meaningful contribution towards creating the bilingual workforce required to achieve many of the objectives found in the Welsh Government's draft Welsh Language Strategy.

6. Transport

Around a quarter of schools in Wales are Welsh-medium, with the majority of those remaining being English-medium schools. It stands to reason, therefore, that pupils and students within Welsh-medium education are more reliant than others on transport. Research conducted by myself into transport for post 16 education confirms this¹.

Section 10 of the Learner Travel (Wales) Measure 2008 places a duty on local authorities to promote access to education and training through the medium of Welsh and they are required to include a statement regarding the accessibility of their Welsh-medium education provision in their strategic plans. There are references to that duty in the draft plans as authorities discuss the challenge associated with continuing to provide transport in the future beyond what must be provided. The draft plans do not interpret the significance of promoting access to Welsh-medium education when discussing changes to transport policies over the next few years. Instead, they only reference the duty, without explaining how they intend to put the duty into practice when examining transport policies. The plans should explain how local authorities will safeguard transport for Welsh-medium education in order to ensure that a lack of transport will not deter parents from choosing Welsh-medium education for their children in the future.

¹ <http://www.comisiynyddygymraeg.cymru/English/Statistics/05-04-20150724%20DG%20S%20Adroddiad%20arolwg%20cludiant%20i%20ddysgwyr%20ol-16.pdf>

7. Additional Learning Needs provision through the medium of Welsh

The guidance on preparing strategic plans provided to local authorities by the Government last year ask for the plans to include objectives for improving ALN provision through the medium of Welsh. Information that I am currently collating from local authorities, jointly with the Children's Commissioner for Wales, show severe geographical variations in the availability and standard of ALN provision through the medium of Welsh. Despite this, very few strategic plans include robust measures for improving provision. The Additional Learning Needs and Education Tribunal (Wales) Bill which is currently laid before the National Assembly for Wales places a duty on local authorities to provide support through the medium of Welsh for children and young people who have additional learning needs. The 2017-2020 strategic plans should include robust measures for improving provision where necessary.

Agenda Item 4.2

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



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA(P)/0452/17

Lynne Neagle AM
Chair – Children, Young People & Education Committee

6 February 2017

Dear Lynne,

Education Performance Framework

At the CYPE Committee session on 12 January I promised to send a note on the *Education Performance Framework* for the EIG, which I enclose below.

We have trialled the Education Performance Framework in 2016-17 as part of the monitoring arrangements for the Education Improvement Grant for Schools (EIG). The framework was introduced with the intention of moving the grant to a more outcome focused arrangement.

The framework identifies three high level, overarching aims, in support of which consortia and their local authorities are required to identify key performance indicators and measurable outcomes as part of their business planning process. These should support our education strategy, Qualified for Life.

The three high level requirements within the framework are that local authorities will continue working under the agreed National Model for Regional Working leading to:

- Improving teaching and learning;
- Improving education outcomes, including literacy and numeracy, at Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 for all learners in all settings. This includes for example those learner groups who are known to be at particular risk of underachievement for example, but not limited to, as relating to gender, or those with Additional Learning Needs, English and Welsh as an Additional Language, or from certain ethnic minority groups such as Gypsy Traveller learners; and
- Improving outcomes for learners in receipt of Free School Meals and to narrow the gap between nFSM and eFSM.

The introduction of the current performance framework reflected the desire to work with consortia and local authorities to understand the ways in which evidence and data can be collected rather than impose a national approach.

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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.

As I outlined on the 12th January in the CYPE Committee session, I will await the Committee's final report, but on this matter it is clear that we need to look again at how we align our performance management for consortia and local authority spend against our national priorities. Whilst this applies specifically to the EIG I believe that there may be opportunities when we launch our refreshed Qualified for Life to look at the challenges of achieving a genuine outcomes focussed framework more widely in education.

Consortia accept there is variability in the information gathered at a regional level, and they have committed to work with my officials to review how information is currently gathered. I look forward to receiving the Committee's report.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'Kirsty Williams', written in a cursive style.

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

Agenda Item 4.3

Alun Davies AM
Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA-L/ARD/0038/17

Lynne Neagle
Chair
Children, Young People and Education Committee
National Assembly for Wales
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SeneddCYPE@assembly.wales

6 February 2017

Dear Lynne,

During the committee's evidence session about the Additional Learning Needs and Education Tribunal (Wales) Bill which I attended on 12 January, I offered to provide the committee with further information, including an update about the timing of forthcoming guidance on healthcare needs of learners and information around the development of individual development plans (IDPs).

Following the consultation on the draft Bill in 2015, we have worked extensively on both the Bill and the draft code. A code content development group of experts and practitioners has been set up, which includes key delivery partners and third sector representatives. The group has put significant effort into the description and content of IDPs and has supported the production of a standard template.

Practitioners, as part of the group, have provided anonymised examples of IDPs which are being used within the existing statutory framework. The result of this work is in the latest working draft of the code, which will be shared with the committee this month. This represents the best distillation of current thinking and work on the IDP and is best considered within the overall context of the code.

As part of my evidence, I spoke about the work of the Additional Learning Needs Strategic Implementation Group (ALN SIG) and its expert groups. The ALN SIG, which was set up in March 2016, will consider the implementation, transitional and, in due course, the monitoring arrangements for the ALN transformation programme, including the statutory duties to be brought forward under the Bill. It will also act as a conduit between local authorities, further education institutions, health boards and

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the Welsh Government to help identify and agree strategic operational approaches which can be adopted nationally.

The ALN SIG's 2016-17 programme of work has been divided into seven themes – IDPs; transfer and transition between education settings, providers, services and into adulthood; early years; post-16, including specialist provision; Additional Learning Needs Coordinators (ALNCos); training and health.

Expert groups have been set up to consider each of the themes, in terms of their implementation, transition and monitoring. Each of the expert groups is being chaired by an ALN SIG member. The expert group examining IDPs – and the ALN SIG – will continue to refine its advice on IDPs, with particular reference to issues raised during the passage of the Bill. This work will inform the version of the code which is consulted on, subject to the passage of the Bill and it receiving Royal Assent.

In terms of the forthcoming guidance on healthcare needs, local authorities and governing bodies of maintained schools have statutory responsibilities in respect of supporting children and young people with healthcare needs. Specific guidance is being revised, which will clarify and strengthen these requirements and expectations. Publication of the *Supporting Learners with Healthcare Needs* guidance is scheduled for March 2017.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Alun', with a horizontal line underneath.

Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes

Minister for Lifelong Learning and Welsh Language



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA - P/VG/0259/17

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay.
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2 February 2017

Dear Lynne,

On 18 January I attended the Children, Young People and Education Committee for a general scrutiny session. During a discussion on Child and Adolescent Mental Health Services (CAMHS) you raised the issue of CAMHS waiting time data not being routinely available, or published. In response, I noted that the data is routinely available on StatsWales and undertook to provide you with the link which is at the bottom of this letter.

As you will see the data, which has been published for several years, can be interrogated by month retrospectively to April 2010, with the most recent data available being November 2016. Data is published on the second Thursday of every month. There is invariably a lag in publication as health boards collect, validate and submit their returns. Data can also be viewed on an individual health board as well as an all-Wales basis. It can also be disaggregated by individual week from zero to over 40. To make comparison easier the table also distinguishes over three and up to four weeks waiting, in line with the new 28 day target for CAMHS routine referrals.

I would like to point out that we have recently been made aware of some counting errors in the Abertawe Bro Morgannwg and Cwm Taf Health Boards' data. This accounts for the rise in numbers waiting during October, November and possibly earlier in the two health boards. The issue arose as these health boards counted young people accessing Local Primary Mental Health Support Services in error. I understand work is in hand to correct the data, though this may take some time to work through the system.

In relation to the 26 week neurodevelopmental (ND) target this data is not yet routinely collected nor reported, though it is our intention that it will be. We are currently in the process of taking a proposal through NHS informatics and governance procedures to ensure the data is collected accurately and consistently across Wales. I hope we will be in a position to report the first ND data later in 2017.

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As far as achievement against both the 28 day and 26 week targets is concerned, health boards should be seeking an 80% success rate in line with the requirement for Local Primary Mental Health Support Services.

<https://stats.wales.gov.wales/Catalogue/Health-and-Social-Care/NHS-Hospital-Waiting-Times/Inpatient-and-Outpatient-Waiting-Times-for-Non-RTT-Specialties>

Yours sincerely

A handwritten signature in dark ink, reading "Vaughan Gething". The signature is written in a cursive, flowing style.

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport

Agenda Item 4.5

Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MAP/ARD/0213/17

Lynne Neagle AM
Chair of the Committee
Children, Young People & Education Committee

6 February 2017

Dear Lynne,

Thank you for your letter of 12 January regarding funding arrangements for the Council for Wales Voluntary Youth Organisation (CWVYS) and the role of CVCs in sharing good practice in youth work and providing a link between the statutory and voluntary sector.

It is unfortunate the Committee continue to feel I have not addressed all its questions. It was my clear intention to both answer the questions and to go further by providing the Committee with additional information with which to contextualise those answers.

I indicated, during my appearance before the Committee in October, that I had been following the Committee's inquiry closely and that I was considering my position as a consequence of the evidence that the Committee had received. As a part of this consideration I felt that it may be appropriate to explore a different approach to securing representation and support for the sector on 19 October 2016. The current or future funding arrangements with CWVYS was not discussed with the Youth Work Reference Group, or the wider sector in advance of this decision as this would not have been appropriate to discuss the funding of any particular organisation with others.

My officials meet with CWVYS on a regular basis. There were a number of specific engagements with CWVYS in the run up to the decision to change the funding approach. On 17 December 2015 my officials met with the Chief Executive and the Chair of CWVYS to agree their grant objectives for 2016/17. At this meeting officials discussed the very real possibility that core funding might not continue from April 2017. During the meeting it was also agreed that their work plan for the 2016/17 grant would include a new objective on ways to become a sustainable organisation. An official also met with the Chair of CWVYS on 14 March 2016 where funding and sustainability, governance and skills within the organisation were discussed.

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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.

Our third sector code of practice states that we must give third sector organisations a minimum of three months notice prior to the expiry of an existing funding agreement. It is also good practice to inform the funding recipient as soon as the decision is confirmed. Poor handling aside, my officials wanted to provide CWVYS with as much notice as possible of the decision.

The Welsh Government is required to evaluate funding programmes at least every 3-5 years. In reviewing this particular funding programme I took into consideration the original purpose of the funding which was to contribute towards CWVYS' core costs to enable them, amongst other things, to be representative and have effective relations with the voluntary youth service sector. An important consideration is the need to ensure as broad a representation as possible. CWVYS' 2016/17 six month monitoring form showed that they had 90 members. I do not believe this to be sufficiently representative of the sector.

The Trinity Saint David report identified a number of gaps, including a lack of consistency in the support for the voluntary sector across Wales and a lack of awareness among local voluntary organisations about where and how youth work policy is developed.

Regarding the point you raise concerning CVCs I can reassure you that no decision has been made and I am continuing to explore options for the most appropriate arrangements for supporting the voluntary youth work sector. I had referenced the Trinity report to highlight that a one size fits all approach is not working and that national and local organisations identified that they have different ways of working which require different types of support.

As you acknowledge in your letter I have since agreed to provide grant funding to CWVYS for 2017/18. As with any grant, there are terms and conditions attached to the funding. The funding objectives are developed in partnership with CWVYS. This year, as last, one such agreed objective is focussed on using the funding to help CWVYS to become a sustainable organisation. CWVYS will develop a work-plan based on their 2017/18 funding objectives. My officials will continue to meet and work with CWVYS throughout the year to monitor progress against their objectives.

The current funding arrangements are for one year only and I reserve the right to make further changes if my policy approach demands a different approach.

I hope the above information sufficiently answers your outstanding questions. You may be interested to know that, in considering the Committee's report and recommendations, I have asked my officials to engage with the Youth Work Reference Group in order that I may take their views into account.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Alun Davies', with a horizontal line underneath.

Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language

Agenda Item 6

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

Document is Restricted