

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad:

Ystafell Bwyllgora 1 – y Senedd

Dyddiad:

Dydd Mercher, 14 Ionawr 2015

Amser:

09.15

Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales



I gael rhagor o wybodaeth, cysylltwch â:

Marc Wyn Jones

Clerc y Pwyllgor

0300 200 6565

SeneddPPIA@Cynulliad.Cymru

Agenda

MeetingTitle

1 Cyflwyniad, ymddiheuriadau a dirprwyon

2 Bil Cymwysterau Cymru – Sesiwn dystiolaeth 2 (09.30 – 10.30)

(Tudalennau 1 – 19)

CBAC

CYPE(4)-01-15 – Papur 1

Gareth Pierce, Prif Weithredwr

3 Bil Cymwysterau Cymru – Sesiwn dystiolaeth 3 (10.30 – 11.30)

(Tudalennau 20 – 23)

Cymdeithas Genedlaethol y Prifathrawon a'r Gymdeithas Arweinwyr Ysgolion a Cholegau

CYPE(4)-01-15 – Papur 2

CYPE(4)-01-15 – Papur 3

Robin Hughes, Ysgrifennydd – Cymdeithas Arweinwyr Ysgolion a Cholegau Cymru
Chris Howard, Cyfarwyddwr dros dro – NAHT

4 Papurau i'w nodi

Ymchwiliad i Ganlyniadau Addysgol Plant o Gartrefi Incwm Isel – rhagor o wybodaeth gan y Gweinidog yn dilyn y cyfarfod ar 3 Rhagfyr (Tudalennau 24 – 26)
CYPE(4)-01-15 – Papur i'w nodi 4

Llythyr gan y Gweinidog Iechyd a Gwasanaethau Cymdeithasol – Ymateb i adroddiad y Pwyllgor ar CAMHS (Tudalen 27)
CYPE(4)-01-15 – Papur i'w nodi 5

Bil Cymwysterau Cymru – gwybodaeth ychwanegol gan y Gweinidog yn dilyn y cyfarfod ar 11 Rhagfyr (Tudalennau 28 – 29)
CYPE(4)-01-15 – Papur i'w nodi 6

Llythyr gan y Gweinidog Addysg a Sgiliau – Adroddiad cynnydd i adroddiad y Pwyllgor: Ymchwiliad i Bresenoldeb ac Ymddygiad (Tudalennau 30 – 35)
CYPE(4)-01-15 – Papur i'w nodi 7

Mae cyfyngiadau ar y ddogfen hon

Cynulliad Cenedlaethol Cymru

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

CYPE(4)-01-15 - Papur 1

Bil Cymwysterau Cymru

Tystiolaeth gan : CBAC

Cyflwyniad

Mae'r hyn a fwriedir trwy'r Bil Cymwysterau Cymru yn cael ei groesawu'n gyffredinol gan CBAC.

Yn benodol, mae'n bwysig (fel y nodir yn adran 6 y Memorandwm Esboniadol) bod y Bil yn "darparu ar gyfer sefydlu Cymwysterau Cymru fel rheoleiddiwr annibynnol ar gyfer Cymru". Tra'n cydnabod fod y cyfyngiadau y cyfeirir atyn nhw yn adran 49 o'r Memorandwm Esboniadol wedi ymddangos yn ystod y blynyddoedd diweddar, mae diffyg annibyniaeth y trefniadau rheoleiddio cyfredol wedi bod yn destun pryder ers i swyddogaethau'r ACCAC blaenorol gael eu symud i mewn i Lywodraeth Cymru.

Mae CBAC ymhlith y nifer arwyddocaol o ymatebwyr y cyfeirir atyn nhw yn adran 19 y Memorandwm Esboniadol a wnaeth fynegi "pryderon am gyfuno swyddogaethau rheoleiddio a dyfarnu o fewn un corff". Rydym felly yn cytuno â'r doethineb a ddangosir yn y deddfu arfaethedig, h.y. "nid yw'r Bil hwn yn sôn am swyddogaethau dyfarnu" (adran 20 y Memorandwm Esboniadol).

I'r graddau bod gan CBAC bryder am agweddau o'r Bil, mae'r rhain yn tueddu i ymwneud â:

- rhai cysyniadau a phrosesau y gellir eu diffinio neu eu cyfathrebu yn well
- potensial ar gyfer gwrthdaro buddiannau
- potensial i gynyddu'r costau y byddai cyrff dyfarnu yn gorfod eu pasio ymlaen i ddefnyddwyr eu gwasanaethau
- ansicrwydd ynghylch dyfodol rhai grantiau pwysig.

Adran 3: Prif amcanion Cymwysterau Cymru

Mae'r prif amcanion fel y nodir yn adrannau 3 (1) (a) a (b) yn ymddangos yn briodol, ond byddai'n rhesymol i ychwanegu un a fyddai'n ymwneud yn uniongyrchol â bodloni gofynion dysgwyr.

Adran 5: Dyletswydd i osod meini prawf cyffredinol ar gyfer cydnabyddiaeth

Mae'n hanfodol bod meini prawf ar gyfer cydnabyddiaeth yn cael eu gosod a'u cyhoeddi, ond yn adran 5 (2) dylai'r "darpariaeth wahanol ar gyfer cyrff dyfarnu gwahanol" fod ar sail gwahaniaethau yn y cymwysterau y mae gwahanol gyrff dyfarnu yn dewis eu darparu, neu fel arall gall anhawster godi o ran ymdriniaeth teg a chyfartal ar gyfer cyrff dyfarnu gwahanol.

Adran 8: Cydnabod corff dyfarnu yn gyffredinol

Bydd angen gwneud defnydd gofalus o'r ddarpariaeth o fewn adran 8 (3) ar gyfer cydnabod corff dyfarnu hyd yn oed os nad yw yn bodloni'r holl feini prawf cyffredinol yng nghyd-destun adran 8 (4) er mwyn sicrhau triniaeth deg a chyfartal ar gyfer pob corff dyfarnu.

Adran 9: Cydnabod corff dyfarnu ar gyfer cymhwyster penodol

Mae ystyriaethau tebyg i'r rhai a nodwyd uchod ar gyfer meini prawf cyffredinol hefyd yn berthnasol i adran 9 (3).

Adran 10: Pwer i osod rheolau ynghylch ceisiadau am gydnabyddiaeth

Mae cyhoeddi rheolau ar gyfer ceisio am gydnabyddiaeth yn hanfodol, ond dylid nodi y bydd unrhyw ffi sy'n daladwy wrth wneud cais, os yn sylweddol, yn debygol o effeithio ar y ffioedd y bydd corff dyfarnu yn eu codi ar ddefnyddwyr eu gwasanaethau.

Adran 12: Cydnabyddiaeth: dehongliad

Mae'r eglurhâd a ddarperir yn adran 12 (3) [a hefyd yn adran 52 (4)] yn ddefnyddiol o ran bod "dyfarniad cymhwyster yng Nghymru" yn cael ei ddiffinio fel "ei ddyfarnu i bersonau a asesir mewn perthynas â'r cymhwyster yn bennaf neu yn llwyr yng Nghymru". Yn ymarferol, ar gyfer dysgwr unigol, bydd yr asesiad ar gyfer cymhwyster fel arfer wedi ei leoli yn llwyr neu'n bennaf yn lleoliad daearyddol y sefydliad a gydnabyddir gan y corff dyfarnu fel y "ganolfan" (ysgol / coleg / ddarparwr dysgu) sy'n cofrestru'r dysgwr ar gyfer y cymhwyster, ac felly mae hyn yn rhoi modd i ddefnyddio'r diffiniad yn weithredol. Mae'n bwysig bod y diffiniad yn ddigon cadarn i rwystro cofrestrïadau anaddas rhag cael eu gwneud ar ran unigolion na ddylai mewn gwirionedd fod yn gymwys ar gyfer "dyfarniad cymhwyster yng Nghymru". Mae'n bosibl hefyd wrth gwrs y gall rhai cymwysterau a gymeradwyr gan Gymwysterau Cymru o ddiddordeb i ddysgwyr y tu allan i Gymru mewn awdurdodaeth lle mae'r cymhwyster yn dderbyniol o safbwynt rheoleiddiol.

Adran 13: Dyletswydd i ddarparu rhestr o gymwysterau blaenoriaethol

Tra bod yr amcanion gweithredol o fewn adran 14 (4) yn berthnasol ar gyfer rhai cymwysterau, mae angen gofal wrth gyflwyno'r syniad bod "sicrhau a chynnal hyder cyhoeddus mewn cymhwyster" yn flaenoriaeth uwch ar gyfer rhai cymwysterau nag ar gyfer rhai eraill. Mae gan ddysgwyr a rhanddeiliaid yr hawl i ddisgwyl y gellir bod yn hyderus ynghylch yr holl gymwysterau sy'n cael eu cydnabod gan Gymwysterau Cymru. Dylid rhoi ystyriaeth felly i ddiffinio cymwysterau blaenoriaethol yn uniongyrchol yn nhermau amcanion 14 (4) (a) yn hytrach na cheisio gwahaniaethu ar sail yr ystyriaeth ehangach o hyder.

Adrannau 15-17: Cymwysterau blaenoriaethol cyfyngedig, gyda neu heb drefniadaeth adran 15

Er bod y Memorandwm Esboniadol (adran 83) yn cyfeirio at y posibilrwydd o newid y system o fod yn un sy'n "ymateb i'r cyflenwad i fod yn un sy'n ymateb i'r galw" dylid nodi taw ffocws yr adrannau hyn yw darparu modd o gyfyngu ar yr amrywiad sydd ar gael ar yr ochr gyflenwi ar gyfer y cymwysterau blaenoriaethol. Mae'r bwriad polisi hwn eisoes ar waith o fewn dull presennol Llywodraeth Cymru o fynd ynghylch diwygio rhai cymwysterau TGAU, ac mae'n ymddangos bod adrannau 15-17 yn darparu modd mwy tryloyw o gyrraedd at y nôd o gyfyngu ar yr hyn a gyflenwir. Gall y ddarpariaeth yn adran 15 (2) ar gyfer "taliadau i'w gwneud gan Gymwysterau Cymru mewn perthynas â'u datblygu" fod yn arbennig o bwysig yng nghyd-destun cymhwyster lle bydd maint y galw yng Nghymru yn debygol o fod yn rhy isel i'w wneud yn hyfyw o safbwynt y corff dyfarnu. Gall anhyfywedd o'r fath hefyd nodweddu darpariaeth cyfresi asesu, ac rydym yn tybio bod y ddarpariaeth gyffredinol i roi grantiau (adran 45) yn caniatáu i Gymwysterau Cymru gefnogi'r ochr ddarparu mewn achosion o'r fath.

Adran 22: Amodau cymeradwyo

Tra ei bod yn ddoeth caniatáu am y posibilrwydd o newid amodau yn dilyn cymeradwyo cymhwyster, dylid gwneud defnydd prin o'r ddarpariaeth honno yn adran 22 (2). Hefyd, ar gyfer materion yn ymwneud ag amseru'r rhybudd y cyfeirir ato yn adran 22 (5), dylid ystyried yr effaith posibl ar ddysgwyr sydd eisoes wedi cychwyn ar astudiaethau sy'n berthnasol i'r cymhwyster. Mae'n bosibl y byddai geiriad tebyg i adran 25 (6) (a) ac adran 27 (9) yn briodol.

Adran 24: Rheolau ynghylch ceisiadau am gymeradwyo

Fel yn adran 10, mae cyhoeddi rheolau ar gyfer ceisiadau ar gyfer cymeradwyo yn hanfodol, ond dylid nodi y bydd ffioedd sy'n daladwy mewn perthynas ag unrhyw gais, os yn sylweddol, yn debygol o effeithio ar y ffioedd y bydd corff dyfarnu yn eu codi ar ddefnyddwyr eu gwasanaethau.

Adran 29: Cyfyngiad ar gyllido a darparu rhai cyrsiau

Nid yw cyflwyno yn adran 29 (3) yr ymadrodd "fersiwn Cymreig o gymhwyster" yn llawer o gymorth, ac mae'n ymddangos yn ddiangen yng nghyd-destun yr adrannau blaenorol sy'n seiliedig ar "gymwysterau wedi eu cymeradwyo gan Gymwysterau Cymru" fel disgrifiad mwy addas.

Adran 40: Darpariaeth gwasanaethau ac ati gan Gymwysterau Cymru

Byddai darpariaeth gan Gymwysterau Cymru o wasanaethau ymgynghorol a gwasanaethau eraill cysylltiedig â'i swyddogaethau neu faterion eraill yn ymwneud â chymwysterau ar sail masnachol yn dod â photensial arwyddocaol o wrthdaro buddiannau. Bydd hyn yn arbennig o wir pan fo gan sgôp y gwasanaethau ymgynghorol neu wasanaethau eraill unrhyw ryngwyneb posibl â chymwysterau fyddai yn ddiweddarach yn cael eu cyflwyno ar gyfer eu cymeradwyo gan Gymwysterau Cymru. Os bydd darpariaeth adran 40 (1) yn cael ei gadw o gwbl, mae angen cyfeiriad clir at sicrhau bod sgôp gwaith o'r fath yn cael ei wirio rhag y posibilrwydd o wrthdaro buddiannau sy'n gyfredol neu yn y dyfodol.

Adran 41: Adolygu ac ymchwil

Mae'n ymddangos bod adran 41 (1) (b) yn gosod sylfaen i Gymwysterau Cymru ymwneud â chyrrff dyfarnu, gan gynnwys bod yn rhagweithiol, ar faterion yn ymwneud â dyfarnu cymwysterau. Mae'r ddarpariaeth hon felly yn allweddol o ran gosod a chynnal safonau dyfarnu ar gyfer cymwysterau sydd wedi eu cymeradwyo gan Gymwysterau Cymru.

Adran 45: Grantiau

Mae'r ddarpariaeth gyffredinol ar gyfer gwneud grantiau yn bwysig a dylid nodi mai un o'r grantiau cyfredol (a roddir gan Lywodraeth Cymru ac yn flaenorol gan ACCAC) yw'r un sy'n gwneud cyfraniad at gynnal y costau ychwanegol sy'n deillio o ymateb i anghenion dwyieithog y gyfundrefn asesu yng Nghymru. Byddai absenoldeb grant o'r fath yn cael effaith ar y ffioedd y byddai angen i gorff dyfarnu eu codi ar ddefnyddwyr eu gwasanaethau. Er mwyn diogelu buddiannau rhanddeiliaid, dylid ystyried gwneud cyfeiriad penodol o fewn y Bil at y maes hwn o ddarpariaeth grant.

Eitem 3

National Assembly for Wales

Children, Young People and Education Committee

CYPE(4)–01–15 – Paper 2

Qualifications Wales Bill

Evidence from: NAHT

- 1 The National Association of Headteachers represents over 29,000 headteachers, deputy and assistant heads, business managers and other senior staff of maintained and independent schools within and beyond the UK. Our members work in colleges, secondary schools, primary schools, nurseries and special schools.
- 2 We thank the Minister for listening to our representations and thus welcome the intention to establish Qualifications Wales and the transfer of responsibility for regulation and quality assurance of qualifications awarded in Wales from the Welsh Government to this new body.
- 3 We also welcome the decision to establish this body as a regulator of qualifications in the first instance and not as both regulator and awarder of qualifications. We think this is essential if public confidence is to be maintained within and beyond Wales.
- 4 We remain concerned that the new body will not be independent of Government. Welsh Ministers have the power of appointment, the power of authoring remit letters and the power to identify those priority qualifications that require a pre-determined response by the regulator.
- 5 The National Assembly will have a scrutiny role through its consideration of the Annual Report but unless there is a clear role for the Assembly in determining an overall impact on the quality of the qualifications system and its outcomes, there can be no real independence. What happens when the new body presents its Annual Report to the National Assembly and the remit or priorities of the Welsh Government are found wanting?
- 6 Qualifications Wales will inherit a monopoly arrangement where the WJEC is the single provider of high-status and high-risk qualifications. It will need to reassure stakeholders that there are robust measures in place to ensure that monopoly provider arrangements continue to deliver innovation, responsiveness and reliability.
- 7 Our members fear that Qualifications Wales will encourage monopoly arrangements in certain key areas of provision that are deemed strategically important by Welsh Ministers. Along with the dangers that are inherent in all monopoly arrangements, it makes the qualification system vulnerable to political turbulence. Are Ministers really in the best position to determine which examination best suits the many needs of an individual pupil or group of them?
- 8 Qualifications Wales will be tasked with ‘promoting public confidence in qualifications and in the Welsh qualifications system’. This is very welcome. It remains to be seen how this might be measured, but the aim must be to secure a public perception that made-in-Wales qualifications are valid, reliable and

comparable with other well-regarded qualifications available elsewhere in the UK and beyond.

- 9 Qualifications Wales will engage in research. In considering the Annual Report, the National Assembly should have the power to determine right and proper areas for research and to commission such independently of Government if need be.

National Assembly for Wales

Children, Young People and Education Committee

CYPE(4)–01–15 – Paper 3

Qualifications Wales Bill

Evidence from: ASCL

- 1 The Association of School and College Leaders (ASCL) represents over 18,000 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 ASCL Cymru welcomes the intention to establish Qualifications Wales and the transfer of responsibility for regulation and quality assurance of qualifications awarded in Wales from the Welsh Government to this new body.
- 3 We also welcome the decision to establish this body as a regulator of qualifications in the first instance and not as both regulator and awarder of qualifications.
- 4 It isn't clear how joining the functions of regulation and awarding in a single body would benefit learners, teachers and other stakeholders nor lead to greater public confidence in a Welsh qualifications system.
- 5 Early discussions with Philip Blaker, Chief Executive of Qualifications Wales, about how the new organisation may approach outstanding concerns have been encouraging.
- 6 It is regrettable that the proposal to establish this body was made in November 2012 but that this body will only be established for September 2015. New made-in-Wales GCSEs and A/AS levels and a revised and more rigorous Welsh Baccalaureate have been developed over this period. These new qualifications will be taught in classrooms from September 2015 without having had the oversight of a properly constituted and well-run independent regulator.
- 7 It is unclear how the independence of this new body will be maintained under the arrangements described in the Bill. Welsh Ministers have the power of appointment, the power of authoring remit letters and the power to identify those priority qualifications that require a pre-determined response by the regulator. Moreover, what happens when the new body presents its Annual Report to the National Assembly, and what if the report is found wanting?
- 8 It is fair that proper arrangements are made for those civil servants currently delivering the functions of regulation in the transfer of these functions to the new body. However, the recent history of qualification regulation in Wales does not inspire the confidence that there is sufficient expertise and/or capacity among the current personnel to deliver the robust and high-quality service that should be expected.
- 9 Qualifications Wales will inherit a monopoly arrangement where the WJEC is the single provider of high-status, high-volume and therefore high-risk qualifications,

including new GCSE English and GCSEs in Mathematics. It will need to be effective and vigilant from the very first day of its existence.

- 10 Qualifications Wales will need to reassure stakeholders that there are robust measures in place to ensure that monopoly provider arrangements continue to deliver innovation, responsiveness and a reliable service.
- 11 The Bill allows for Ministers together with Qualifications Wales to produce a list of 'priority qualifications' and within these a further category of 'restricted qualifications'. Qualifications Wales will be able to restrict the number of forms of a restricted qualifications to as few as one. This will only apply to maintained schools. An example is given in explanatory notes: "To take GCSE English for example, this means that a pupil in a maintained school would only be able to take the single Qualifications Wales approved version". Given the troubled history of awarding GCSE English in Wales, it is essential that there is transparency about what is in place to ensure the safety of the awarding.
- 12 It is clear that there is an expectation that Qualifications Wales will encourage more and not less monopoly arrangements in certain key areas of provision that are deemed strategically important by Welsh Ministers. Along with the dangers that are inherent in all monopoly arrangements, it makes the qualification system vulnerable to political turbulence.
- 13 Qualifications Wales will be tasked with 'promoting public confidence in qualifications and in the Welsh qualifications system'. This is very welcome. It remains to be seen how this might be measured, but the aim must be to secure a public perception that made-in-Wales qualifications are valid, reliable and comparable with other well-regarded qualifications available elsewhere in the UK and beyond.
- 14 Qualifications Wales will engage in research. One of the pressures that affect qualifications and how they perform in a school-setting is their use as a measure in school accountability. It would be worthwhile looking at how that pressure can be managed.
- 15 Over time, it should be hoped that Qualifications Wales establishes itself as an authoritative source of independent analysis and commentary on the performance of qualifications and assessment in our system. This might be an opportunity to resolve the standards dilemma: when more of our young people pass the exam, is it because they are getting better teaching or are they cleverer than their predecessors or is it because the exam is getting easier?

05 January 2015

Eitem 4.1

Huw Lewis AC / AM
Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref SF/HL/4098/14

Ann Jones, AM
Chair,
Children, Young People & Education Committee
Cardiff Bay
CF99 1NA

16 December 2014

Dear Ann,

Children, Young People and Education Committee Enquiry into the Educational Outcomes of Children from Low Income Families.

I write in response to your enquiries following my appearance before the Committee on 3 December. You requested further information on the following 3 topics:

A note on the staff vacancy rates in each regional consortium;

A breakdown of the School Challenge Cymru funding allocation between the regional consortia and schools.

OECD: A comparison of European countries that have rapidly shifted to achieve the 500 score in each of the three domains of PISA.

Staff vacancy rates in each regional consortium

Regional education consortia are moving away from a traditional advisory service model. In future, school improvement will centre on teacher to teacher and head teacher to head teacher support, facilitated by consortia. However, there has to be a transition and we are in that transition period now.

Consortia have been downsizing their full time advisory staff and gradually replacing them with a more flexible arrangement of experienced teachers and head teachers who might offer 1 or 2 days per week. I appreciate that transition is not easy and that some requests arrive at relatively short notice to provide support to other schools. Our intention is to have a system that is more resilient, where stronger schools build up additional capacity over time and are able to offer support to other schools when needed.

The good news is that head teachers are already commenting favourably on the move towards the new model and can see that significant benefits will emerge over the coming years. I received this feedback first hand at my recent visits to the regional consortia.

A breakdown of the School Challenge Cymru funding

All of our Pathways to Success Schools have received an initial allocation of funding. These were agreed following a period of consideration and close scrutiny of each school's plan by the Schools Challenge Cymru Champions and my officials. The allocations are based on each school's individual needs and will support the implementation of a bespoke package of improvement activity.

As Schools Challenge Cymru Advisers (SCCA) work with their schools, additional needs will inevitably emerge or be identified and these will require further action. To manage this, and to ensure that the Challenge maintains pace, the allocation of funding must be dynamic within the overall envelope. Funding levels, including SCCA time, stand at just over £11.5m.

In addition to the funding being made available to schools directly for improvement activity, each education consortium has been allocated Schools Challenge Cymru funding to build capacity at a regional level and to drive collaboration. This activity includes investing in Improvement Hubs, developing school to school partnerships and continuing professional development for leaders and practitioners and is designed to ensure that Schools Challenge Cymru will have a positive impact on the wider education system, leading to an emphasis on school-led self improvement. Funding levels currently stand at around £3.7m.

Given the need for fluidity, final funding allocations for year 1 of the programme for each of the Pathways to Success Schools will be published at the end of the summer term in 2015.

A comparison of European Countries that have rapidly shifted to achieve the 500 score in each of the three domains of PISA

It is generally recognised that the top performing education systems in the world attain a point score of over 500 in PISA. At Cabinet on 15 September, it was agreed that our ambition should be to achieve scores of 500 in each of reading, mathematics and science in the PISA tests sat in 2021. At the same time, we will significantly reduce the percentage of learners only achieving PISA proficiency level 2 or below. In the 2012 PISA tests, 23 countries achieved over 500 in the main domain compared with 17 countries getting over 500 points in the main domain area in 2009. Top performing countries in the OECD continue to do better and strive for improvement; Wales should be doing the same.

The Wales average for mathematics in 2012 was 468 and is our weakest performance domain in PISA. To achieve the 500 score in mathematics would mean that a gap of 32 points would need to be bridged, a very challenging target. To achieve the 500 score in reading and science is still challenging although not of the same magnitude, with Wales scoring 480 and 491 respectively in PISA 2012.

It is possible to make significant improvements in points scores between PISA cycles – the Czech Republic achieved a 15 point increase in reading between 2009 and 2012, Latvia achieved a 9 point increase in mathematics in this time and Germany has seen sustained improved performance in PISA since 2003.

In working towards the 500 score ambition, a number of interventions are being put in place. These aim to ensure that Wales will improve teaching and learning for all pupils through a dynamic curriculum that enables young people to apply learnt knowledge and develop the skills to allow them to solve problems in the real world. These are the sorts of skills that the PISA study tests.

DfES has put in place a delivery plan to prepare and support the school network in readiness for the implementation of the new GCSEs in English/Welsh, Mathematics and Mathematics-Numeracy. The content of the new GCSEs requires a major shift in teaching methods to ensure learners are able to demonstrate PISA-type skills.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Huw Lewis', written in black ink.

Huw Lewis AC / AM

Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills

Mark Drakeford AC / AM
Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MB/MD/5225/14

Ann Jones AC
Cadeirydd
Pwyllgor Addysg, Plant a Phobol Ifanc
Cynulliad Cenedlaethol Cymru
Bae Caerdydd
CF99 1NA

5 Rhagfyr 2014

A handwritten signature in black ink that reads 'Ann Jones'.

Rwy'n ysgrifennu i ddiolch i chi ac i aelodau'r Pwyllgor am eich ymchwiliad a'ch adroddiad i mewn i wasanaethau iechyd meddwl arbenigol plant a'r glasoed yng Nghymru. Rwy'n arbennig o falch bod y pwyllgor trwy gasglu'r dystiolaeth wedi gofyn yn uniongyrchol am farn pobol ifanc, rhieni a gofalwyr.

Hoffwn adleisio teimladau'r pwyllgor bod hyn yn foment bwysig i CAMHS yng Nghymru. Dyma pam fy mod wedi galw am adolygiad sylfaenol o wasanaethau er mwyn sicrhau y byddant yn bodloni anghenion plant a phobol ifanc yn y dyfodol. Rwy'n hynod o falch fod yr Athro, y Fonesig Sue Bailey, eisoes wedi cytuno i ymgymryd â rôl yn cefnogi newid a datblygiad clinigol.

Hoffwn ganmol penderfyniad y pwyllgor i ganiatáu amser i'r gwaith ail-ddylunio i ymwreiddio ac i gyflawni, cyn ystyried argymhellion yr ymchwiliad. Bydd eich adroddiad a'r dystiolaeth sy'n cael ei chyflwyno i'r pwyllgor yn gwneud cyfraniad sylweddol tuag at siapiau trawsnewidiad gwasanaethau. Mi wnaf ddiweddau'r pwyllgor ar y cynnydd tuag at ddiwedd 2015.

A handwritten signature in black ink that reads 'Mark Drakeford'.

Mark Drakeford AC / AM
Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref
LF/HL/1312/14

Ann Jones AC
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Cynulliad Cenedlaethol Cymru
T Hywel
Bae Caerdydd
Caerdydd
CF99 1NA

18 Rhagfyr 2014

Annwyl Ann,

Y Pwyllgor Plant, Pobl Ifanc ac Addysg - Cam 1 Craffu ar Fil Cymwysterau Cymru

Yn sgil mynychu'r Pwyllgor Plant, Pobl Ifanc ac Addysg ar 11 Rhagfyr, ac fel ymateb i'r cwestiwn isod, cytunais y byddwn yn rhannu rhagor o wybodaeth yn manylu ar y broses a ddefnyddiwyd i ddewis CBAC i ddarparu Bagloriaeth Cymru.

Os yw'r Gweinidog eisoes wedi penderfynu dewis un darparwr ar gyfer cymhwyster penodol, pam fo angen deddfwriaeth newydd yn y maes hwn?

Pan gynigiwyd datblygu Bagloriaeth Cymru yn wreiddiol yn 2001, gofynnodd Llywodraeth Cymru am ddatganiadau o ddiddordeb i ddatblygu'r fanyleb, o dan bwerau i ddatblygu gwaith i hyrwyddo addysg pobl Cymru ac i dynnu gwariant a gafodd eu nodi ar y pryd o dan adrannau 40 a 85 o Ddeddf Llywodraeth Cymru 1998. Nid oes cysylltiad uniongyrchol rhwng y gwaith hwn â swyddogaethau rheoleiddio'r corff rheoleiddio cymwysterau yng Nghymru ar y pryd, sef ACCAC - Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru. CBAC oedd yr unig gorff i fynegi diddordeb a gweithiodd gyda Llywodraeth Cymru i ddatblygu'r fanyleb a'i chyflwyno.

Gyda CBAC yn unig y bu Llywodraeth Cymru yn gweithio ar ddatblygu Bagloriaeth Cymru ar ei newydd wedd, fel y bydd yn cael ei haddysgu mewn ysgolion o fis Medi 2015. Roedd yr Adolygiad o Gymwysterau wedi argymhell y dylai datblygu Bagloriaeth Cymru ar ei newydd wedd "adeiladu ar gryfderau'r model presennol sy'n cael eu parchu'n gyffredinol ac ar y gwaith y mae darparwyr eisoes wedi'i fuddsoddi." (Argymhelliad 9) a "Dylai datblygiad manwl, cyflenwi a chymorth ar gyfer Bagloriaeth Cymru barhau i fod yn gyfrifoldeb CBAC yn y tymor byr ..." (Argymhelliad 12) cyn trosglwyddo i Cymwysterau Cymru pan fydd y gwaith o'i sefydlu wedi'i gwblhau. Byddai cynnwys cyrff eraill ar y cam hwn wedi creu

ansefydlogrwydd posibl i ddysgwyr, darparwyr dysgu a'r cyrff dyfarnu eu hunain tra bo'r system gymwysterau yng Nghymru yn y broses o gael ei datblygu. Os bydd Cymwysterau Cymru yn dymuno cyfyngu ar y cymhwyster pan gaiff ei adolygu nesaf, bydd angen gwneud hynny mewn modd agored, teg a thryloyw, yn unol â'i gynllun cyhoeddedig.

Wrth ddatblygu deddfwriaeth ar gyfer y corff statudol newydd, Cymwysterau Cymru, y dymuniad oedd nodi'r hyn fydd swyddogaethau'r corff yn glir ac yn dryloyw. Bydd y gallu i gyfyngu ar nifer y ffurf ar gymwysterau (gan gynnwys cyfyngu i un ffurf yn unig) ac i gomisiynu, drwy broses gystadleuol, gorff dyfarnu i ddatblygu cymhwyster cyfyngedig o'r fath yn galluogi Cymwysterau Cymru i gyflawni ei brif nod ac i ddiwallu anghenion dysgwyr yng Nghymru.

Hyderaf fod yr wybodaeth hon yn mynd i fod o ddefnydd i aelodau'r Pwyllgor.

Yn gywir

A handwritten signature in black ink, appearing to read 'Huw Lewis'.

Huw Lewis AC / AM

Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills



Llywodraeth Cymru
Welsh Government

Ann Jones, AM
Chair, Children and Young People's Committee
Cardiff Bay
CF99 1NA

18 December 2014

Dear Ann,

**Progress report to the Children, Young People and Education Committee Report:
Inquiry into Attendance and Behaviour, August 2013**

A year has passed since I wrote to you providing my formal response to the committee's inquiry into Attendance and Behaviour. I consider this a timely opportunity to update you on progress towards the accepted recommendations in the report.

In September 2013 new regulations relating to mandatory training for governors and clerks to governing bodies came into force. This mandatory training includes a module on 'understanding data' which in turn, includes information on understanding attendance data and the importance of monitoring pupil attendance and absences.

Additionally, in February 2014 the Welsh Government published the National Model for Regional Working. The National Model recognises the role of consortia in supporting and challenging local authorities for the purposes of 'school improvement'. This challenge and support role extends to school improvement linked to learner wellbeing, such as behaviour and attendance. However, responsibility for delivering the Educational Welfare Service, including EOTAS provision, will remain with the local authority.

I have provided £800,000 to consortia to secure improvements in school attendance over two years. The grant enabled consortia to work with their authorities and schools to develop and embed effective practices which can secure longer-term improvements in school attendance. The grant concludes this month and will be evaluated in 2015. Elements of best practice identified by the evaluation process will be considered for dissemination as a case studies via the Learning Wales website.

Regarding the recommended evaluation of bullying and non-attendance to determine possible correlations, my officials have discussed with Estyn the possibility of the inspectorate undertaking this work as part of its annual remit. However, Estyn confirmed the data is not available in the form required to allow for a correlation to be demonstrated.

Although the Welsh Government recommends schools monitor and record incidents of bullying it is not a statutory requirement.

I have remitted Estyn to review attendance at a primary school level. As part of this review Estyn will be carrying out case studies on a selection of individual schools. If bullying has been an issue and the school has undertaken specific strategies to tackle this, improvements may be reflected in their attendance data. Once I have received the review report, my officials will consider how the work might inform potential future monitoring of bullying and non-attendance rates.

Work towards the remaining recommendations made in the report continues. This includes a review of the Inclusion and Pupil Support guidance; and an amended guidance document is due to be published for public consultation in spring 2015. The revised guidance will re-emphasise the importance of early intervention with children and families and place a greater emphasis on the importance of behaviour management techniques.

The emphasis on behaviour management continues in the work being undertaken in respect of the behaviour management module in the Masters in Educational Practice Programme. The refreshed Behaviour Management Learning Pack is due to be launched during spring term 2015. My officials are also working with Professor David Reynolds, who specialises in educational effectiveness, to review the resources currently available via the Behaviour and Attendance Improvement area of the Learning Wales website. This review will help to ensure that practitioners have access to the latest research and exemplar case studies focussed on behaviour management.

Please see the attached Annex for updates on the remaining recommendations from the committee's report.

Yours sincerely,

Handwritten signature of Huw Lewis in black ink.

Huw Lewis AC / AM
Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills
Minister for Education and Skills

Recommendation	Update
<p>Recommendation 1</p> <p>Further to the revised Behaving and Attending Action Plan 2011, the Committee recommends that the Welsh Government develops an overarching national attendance and behaviour strategy which takes forward existing good practice and against which progress is regularly monitored.</p>	<p>Rejected</p>
<p>Recommendation 2</p> <p>The Committee recommends that an increased emphasis be placed on evidence-based behaviour management training within initial teacher training. Evidence-based pupil behaviour modules should also form a core element of continuous professional development. The Committee recommends that the Welsh Government works with key stakeholders (including regional consortia) to undertake an audit of need within the existing teaching workforce and to develop action plans to deal with any skills gaps.</p>	<p>The refreshed Behaviour Management Learning Pack for the Masters in Educational Practice Programme is due to be launched during spring term 2015. My officials are also working with Professor David Reynolds, who specialises in educational effectiveness, to review the resources currently available via the Behaviour and Attendance Improvement Area of the Learning Wales website. This review will help to ensure that practitioners have access to the latest research and exemplar case studies focussed on behaviour management.</p>
<p>Recommendation 3</p> <p>The Committee recommends that all governors should be provided with training on effective approaches to improve pupil attendance and address problem behaviour. They should also be trained on their roles in</p>	<p>In September 2013 new regulations relating to mandatory training for governors and clerks to governing bodies came into force. This mandatory training includes a module on 'understanding data' which in turn, includes information on understanding attendance data and the importance of monitoring pupil attendance and absences.</p>

<p>this regard and how to understand and utilise school level data to challenge and support their schools to achieve improvement.</p>	
<p>Recommendation 4</p> <p>The Committee recommends that regional consortia should have a more clearly defined role in respect of improving pupil attendance and behaviour. The Welsh Government should further explore the benefits of this approach with specific reference to the other recommendations in this report.</p> <p>Recommendation 5</p> <p>The Committee recommends that the Welsh Government should work with the necessary partners to explore the feasibility of placing the responsibility for strategic development, oversight of delivery and funding for education welfare and behaviour support services at a regional level.</p>	<p>In February 2014 the Welsh Government published the National Model for Regional Working. The National Model recognises the role of consortia in supporting and challenging local authorities for the purposes of ‘school improvement’. This challenge and support role extends to school improvement linked to learner wellbeing, such as behaviour and attendance. However, responsibility for delivering the Educational Welfare Service, including EOTAS provision, remains with the local authority.</p>
<p>Recommendation 6</p> <p>The Welsh Government should ensure that schools, local authorities and regional consortia place an emphasis on early intervention with individual children and families.</p>	<p>Work to refresh the Inclusion and Pupil Support guidance is underway; an amended guidance document is due to be published for public consultation in spring 2015. The revised guidance will re-emphasise the importance of early intervention with children and families and place a greater emphasis on the importance of behaviour management techniques.</p>
<p>Recommendation 7</p>	<p>Work to take forward two key initiatives which will support the Educational Welfare Service in</p>

<p>The Welsh Government should ensure that evidence-based approaches to improving attendance and addressing problem behaviour are in place and implemented in all Welsh schools. The potential for a strengthened role for regional consortia in respect of mainstreaming good practice should be explored.</p>	<p>Wales continues. I anticipate publishing an induction pack for new starters to the EWS; to publish National Occupational Standards for all Educational Welfare Officers in early 2015.</p>
<p>Recommendation 8</p> <p>The Committee recommends that the Welsh Government explores how to utilise any correlation between rates of bullying and non-attendance in schools.</p>	<p>Although the Welsh Government recommends that schools monitor and record incidents of bullying, it is not a statutory requirement. At present, data is not available in a form that would allow for a correlation between bullying and non-attendance rates to be demonstrated.</p> <p>I have remitted Estyn to review attendance at a primary school level which will involve them in carrying out case studies on a selection of schools. If a school has undertaken specific strategies relating to anti-bullying an improvement may be reflected in their attendance statistics. Once I have received the report, my officials will consider how the work might inform potential future monitoring of bullying and non-attendance rates.</p> <p>Additionally, I have established the All-Wales Anti-Bullying Leadership Group which will provide a strategic perspective on bullying in schools and the wider community, and its links to hate crime.</p>
<p>Recommendation 9</p> <p>The Welsh Government should ensure that there is a clear focus on maintaining and improving attendance rates during the transition between primary and secondary school. The potential for a strengthened role for regional consortia should be explored in this respect.</p>	<p>As described in the update provided for Recommendations 4 and 6, the National Model recognises the role of consortia in supporting and challenging local authorities for the purposes of 'school improvement'. This challenge and support role extends to school improvement linked to learner wellbeing, such as behaviour and attendance. However, responsibility for delivering the Educational Welfare Service, including EOTAS provision, remains with the local authority.</p> <p>Work to refresh the Inclusion and Pupil Support guidance is underway; and an amended guidance document is due to be published for public consultation in spring 2015. The revised guidance will re-emphasise the importance of early intervention with children and families and place a greater emphasis on the importance of behaviour management techniques.</p>

<p>Recommendation 10</p> <p>The Welsh Government should review the evidence of how effective the use of ‘first day responses’ to pupil absences are with a view to issuing strengthened guidance in this regard.</p>	<p>Data on first-day responses is not routinely collected by the Welsh Government and although first-day responses are promoted in the All-Wales Attendance Framework, information on which schools use first-day responses is fragmented. The revised Inclusion and Pupil Support guidance will ensure that emphasis is placed on best practice for first-day responses.</p>
<p>Recommendation 11</p> <p>Based on the evidence we received, the Committee strongly recommends that the Minister evaluates alternative, more positive strategies to fixed penalty notes before introducing regulations and makes publically available the evidence base for the implementation of fixed penalty notices, should that decision be taken forward.</p>	<p>Rejected</p>
<p>Recommendation 12</p> <p>The Committee recommends that the Welsh Government should work with regional consortia and other key stakeholders to explore the feasibility and benefits of developing and commissioning Educated Otherwise than at School (EOTAS) provision on a regional basis and potentially on an all Wales basis.</p>	<p>The National Model sets out the role and responsibilities of regional consortia. Although the consortia will have a role in supporting and challenging local authorities in respect of school improvement; the delivering of Educational Welfare Services, including EOTAS provision remains with the local authority.</p>