EDUCATION AND LIFELONG LEARNING COMMITTEE

ASSEMBLY MINISTER'S REPORT TO THE EDUCATION AND LIFELONG LEARNING COMMITTEE ON 24 OCTOBER 2002.

This report updates the Committee on the specific issues upon which it wished to be kept informed since my previous report of 26 June 2002. **Annex A** sets out my major engagements since the last report.

1. TRUANCY

The Attendance Task and Finish Group has now prepared its report, which is attached at Annex B. The report provides a general overview of the situation in Wales and offers 16 recommendations for tackling the problems. Around half of the recommendations are for the short-term and it is intended that these will be put in place before the end of the current academic year. The remaining long-term recommendations will require further discussion to decide the approach, time-scales and funding and how they link with other current or future initiatives.

The Task and Finish Group will meet for a final time on November 8th to discuss an action plan, to be finalised by the end of November. An advisory group will be set-up to advise on taking forward the recommendations as well as to take account of any future developments and research.

2. ICT

NGfL Cymru

A three year contract worth £2.3 million to develop NGfL Cymru in Wales was awarded in June to Curriculum Data Wales (CDW) - a partnership between the Welsh Joint Education Committee (WJEC), the 22 local education authorities in Wales, BT Wales, Learn.co.uk, and supported by BBC Wales. The initiative involves developing a new bilingual education portal for Wales, which is intended to become the main online learning centre, providing new curriculum materials and education resources for pupils and teachers.

The portal is being "soft launched" on 17 October. Selected personnel from LEAs and other organisations, including the Assembly, will be invited to provide comment (over a period of several months) on the design, navigation arrangements and content of the site. The formal launch of the portal is expected in January 2003.

ICT Task Force in Schools

The three year contract worth just over £1 million for the Assembly's ICT Tasks Force in Schools was awarded to Atkins Education in July. The Task Force will be responsible for developing and taking forward implementation of a range of activities aimed at evaluating and improving ICT provision in

schools. This includes the development of national procurement arrangements for schools, reviewing funding options including PFI and providing guidance to LEAs on maintenance and technical support

The Task Force presented their Action Plan to the ICT Advisory Panel on 16 October and have already begun the first phase – consultation with stakeholders including LEAs, schools and suppliers.

3. INDIVIDUAL LEARNER DATA PROGRAMME

In April we debated the issue of a special grant to support the implementation of the pupil level annual school census (PLASC). I would now like to take the opportunity to update members on the wider scope of the programme of which PLASC is part, and make you aware of support materials that have recently been issued to schools.

Well-managed information about schools and Post-16 learning providers has a crucial role to play in supporting the drive to raise standards. Badly managed information wastes the time of everyone engaged in the delivery of learning services. The aim of the Individual Learner Data Programme is to make a real contribution to raising standards by freeing up time in schools, Local Education Authorities (LEAs) and the Post-16 sector. This will be achieved by promoting more effective use of management information and ensuring the smooth and accurate flow of data between schools, LEAs and appropriate agencies whilst reducing the administrative burden on schools by a reduction of duplication of data requests both to and from schools.

To these ends an Information Management Strategy for Wales has been agreed setting out how we, in partnership with the National Council – ELWa, will seek long-term solutions to minimise burdens placed on information providers and maximise the benefits for all users, at school, Post-16 providers, LEA or national level. A key requirement is to make better use of information and communications technology (ICT).

The Individual Pupil Data Project, working under the guidance of an Advisory Group, is looking specifically at the use of computers for school management and administration in the pre-16 sector, improving management information systems and promoting development of high levels of skill in their use. The work of this group and that of the Post 16 Individual Learner Data Project are co-ordinated by an overarching steering Group to ensure common principles and definitions.

A pack of materials designed to support schools in their implementation of the IMS in the pre 16 sector has been distributed to all maintained schools, via their LEA. As I said in the debate last April, I have been very keen to ensure that we are scrupulously correct in matters of data protection and privacy. The pack offers support and guidance on issues such as data protection and information security as well as information about the scope of the IMS and the Information Commissioner has endorsed our proposals to date. A sample of the pack is available from the Cabinet Secretariat, all materials are provided in

both English and Welsh and will be available in due course on the learning.wales web site.

4. PROGRESS REPORT ON THE 14-19 LEARNING IN WALES PROJECT

I wish to update the Committee on the progress made on developing a distinctive 14-19 strategy for Wales.

I announced the start of the 14-19 development in plenary on 28 May 2002. I promised a consultation document making specific proposals for development would be produced at the end of October 2002, and that a formal consultation period would run during November and December. An action plan, taking account of the responses, would be produced by April 2003.

In *The Learning Country* published in September 2001, I made a commitment to consult with all stakeholders. This commitment will be realised with the launch of the consultation document on 29 October 2002.

The Youth Policy Team was given the lead responsibility for this development, but has worked as part of a cross cutting team including the Department for Training and Education and many other Assembly policy areas, and with representatives from all sectors involved with education, training and employment for young people in Wales.

The Project Team, in collaboration with colleagues in their sector has developed ideas for discussion and debate throughout Wales. Many interested parties throughout the country contributed to the development of the proposals. This was a genuine opportunity for those working with young people, and young people themselves, to help shape the future of 14-19 learning in Wales.

The proposals - summarised at in annex C - show how we might achieve the vision for Wales set out in *The Learning Country* to have one of the best education and lifelong learning systems in the world. Annex C1 gives a quick overview of the main similarities and differences between the Welsh proposals and those being developed for England.

The proposals will impact, directly and indirectly, on many policy areas across the Assembly. It is therefore essential that appropriate policy linkages are made and maintained, at an early stage, and that the proposals are is seen as having implications for policy development and delivery outside of education and training, complementing and supporting the vision set out in *A Plan for Wales*

5. LEARNING WORKERS PILOT PROJECT

On 9 September we achieved one of the key action points in the Skills and Employment Action Plan when the Learning Workers Pilot Project in Llanelli was opened for business. This is an innovative approach to encourage the demand for learning by overcoming financial barriers. All people who work in

the Llanelli area, and who do not already have a qualification at Level 3, can take up learning with no charges for teaching, assessment or qualifications. The pilot will be carefully evaluated over the next 2 years to see whether it is an approach that could be made available across Wales.

6. CHANGES TO MODERN APPRENTICESHIPS AND WORK BASED LEARNING FOR ADULTS

In October I announced a big shake up in the rules for training programmes which will help break down barriers to learning. The changes remove the upper age limit for entry to Modern Apprenticeships, re-launch National Traineeships as Foundation Modern Apprenticeships, extend the flexibility of the Skillbuild programme to support small indigenous companies and inward investors and reduce from 6 months to one month the length of time unemployed adults have to wait before they can enter the Work Based learning for Adults Programme

7. RAISING STANDARDS AT KEY STAGE 3

I am pleased to be able to confirm that the Assembly Government in partnership with Estyn and ACCAC will publish shortly, Aiming for Excellence at Key Stage 3, guidance for schools and local authorities, on the raising of standards and achievement. The guidance is one element of the action proposed in The Learning Country to ensure that all young people have the very best start in life. This initial document has been developed by Estyn, drawing on evidence from inspection of schools across Wales, with support from ACCAC.

The evidence provided by Estyn underlines that there is a great deal of good practice across Wales and much to celebrate. However, the 2002 key stage 3 results support the analysis in The Learning Country that the number of 14 year olds achieving level 5 or better has reached a plateau. In the core subjects only science shows significant progress, while the percentage attaining level 5 or better in English is marginally below the level achieved in 2001.

I have, therefore, asked Estyn and ACCAC to develop a rolling programme of support and guidance. Aiming for Excellence in Key Stage 3 is the first element of this programme. It is provided for managers and practitioners in secondary schools and local authorities with responsibility for the development and implementation of whole school strategies to raise standards and achievement in key stage 3. It is both a discussion document and a tool to take stock of the current situation. The next set of guidance on a whole school approach to the promotion of literacy and numeracy will follow in March.

This programme will complement the £25m made available to local authorities this year – with a further £32m proposed for next year – to support initiatives to improve teaching for 11-14 year olds, action to reduce junior school class sizes and measures to lift attainment in underperforming schools. In addition,

this work is being supported by the £1.8m made available to local authorities through the Basic Skills Agency's Strategic Intervention Grants.

Just as we have looked to harness the skills and expertise of ACCAC and Estyn to underpin this programme, it is recognised that the guidance has to build on the partnerships already in place between schools and local authorities to raise standards in this important area. The goal must be that where there is good practice, such practice becomes the benchmark for all schools in Wales.

Copies of the guidance will be placed in the Library. It can also be accessed on both the Estyn (www.estyn.gov.uk) and Assembly (www.learning.wales.gov.uk) websites.

8. CONSULTATION ON INDUCTION AND PROPOSED SECONDARY LEGISLATION RELATING TO THE GENERAL TEACHING COUNCIL FOR WALES

Three consultation letters have been sent by officials to LEAs, teaching unions and a wide variety of interested bodies about proposed secondary legislation relating to an induction scheme for newly qualified teachers and work relating to the General Teaching Council for Wales.

The original copies of these documents may be obtained at: http://www.wales.gov.uk/keypubconsultation/index.htm

I would like to bring each of these sets of regulations into force by 31 March 2003. In brief the proposals are:

a. New Regulations to provide the statutory framework for an induction scheme for newly qualified teachers;

The Regulations will require persons qualifying as teachers (with certain exceptions) to have successfully completed an induction period before taking up employment in a school in Wales. They define who needs to serve an induction period, where it can be served, its length, the supervision and training to be received, what happens if a person fails to satisfactorily complete their induction, and the appeal mechanism that will operate in such cases.

On 20th September I launched a national consultation exercise setting out the proposals for:

- The standard that NQTs in Wales will be expected to achieve at the end of their first full year of teaching. This will be known as the 'End of Induction Standard';
- The framework for managing the Induction of NQTs; and
- The framework for Early Professional Development for teachers in their second and third years of teaching.

In addition, arrangements for an Induction pilot programme to test the materials and processes for Induction and EPD are well underway.

A 10% sample of NQTs across Wales are currently involved in this programme. This will facilitate the development of a set of support materials for NQTs and their Induction tutors that are specific to Wales.

b. Amendment to existing regulations to be entitled the General teaching Council for Wales (Functions)(Amendment) Regulations 2003 and the General teaching Council for Wales (Additional Functions) (Amendment) Order 2003) which will introduce a requirement for the General Teaching Council for Wales to determine whether or not an applicant for registration to the Council is suitable to be a teacher;

The proposed regulations make amendments to the General Teaching Council for Wales (Functions) Regulations 2000 mainly as a consequence of the new requirements of the Education Act. In summary they:

- *make provision for the Council to take account of decisions made by the GTC England on an applicant's suitability to enter the teaching profession;*

- *require the Council to send all applicants for registration a notice of the decision made, and if an application is refused registration explain the grounds for the decision and the right of appeal;*

- *enable any person who has been refused registration on the grounds of suitability the right to appeal to the High Court;*

- *add Diocesan authorities and the Ministry of Defence to a list of those to whom the General teaching Council for Wales is required to supply certain information;*

- *require the Council to supply information relating to teachers' induction to those bodies responsible for the supervision of induction periods.*

The draft Order amends the General Teaching Council for Wales (Additional Functions) Order 2000 which requires the Council to maintain records relating to specified categories of people. It adds to those categories, people who are ineligible for registration because the Council is not satisfied as to their suitability and requires the Council to maintain records on these people.

The Regulations do not define suitability – this will be for the General Teaching Council for Wales.

c. Amendment to existing regulations to give responsibility for the **administration and award of certain aspects of Qualified Teacher Status (QTS) to the General Teaching Council for Wales***.*

 The proposed Regulations will give the General Teaching Council for Wales responsibility for the administration and the award of Qualified Teacher Status (QTS) in Wales in relation to those who have successfully completed initial teacher training courses in Wales, those who qualified as a teacher in Scotland, Northern Ireland, Guernsey and the Economic Area (EEA).

At present, under the Education (Teachers' Qualifications and Health Standards (Wales) Regulations 1999 ("the 1999 Regulations") the Assembly must recognise someone as a qualified teacher if certain conditions are met. For the most part, the actual action is not that of 'exercising a discretion to award' QTS, but is in practice confirming that the Assembly is satisfied that the relevant conditions are met and that under the regulations a person must therefore be recognised as a qualified teacher. It is this responsibility that I propose to extend to the General Teaching Council for Wales and the proposed new regulations amend the 1999 Regulations.

The proposed regulations will mean that the professional body for teachers in Wales will be responsible for the administration of QTS records for people in Wales and handling QTS enquires from Welsh teachers and overseas teachers who want to work in Wales and for awarding QTS in Wales, with the exception of certain categories of people such as those people on the employment-based routes into teaching (the Graduate Teacher Programme, etc) or people who have qualified outside the EEA. This is because the administration of these routes to QTS, including the approval of training programmes and provision of external assessors, lies with the Assembly.

The consultation period is now under way. Should you wish to make any comments, I would ask you to send these via the clerk by Friday 15 November 2002.

9. EARLALL MEETING IN DENMARK

As the Committee will be aware, the National Assembly for Wales is a founder member of the European Association of Regional and Local Authorities for Lifelong Learning (EARLALL), which was established in October 2001 to foster the exchange of experience and best practice in the field of lifelong learning and to take forward development work in concert. EARLALL includes within its membership regional governments from Italy, Spain, Germany, Denmark, Sweden, Norway and Latvia, as well as the National Assembly, and accords observer status to organisations such as the Nordic Folk Academy and ELWa – Education and Learning Wales.

Because of the association's wide field of interest, members have volunteered to take the lead in making proposals of joint action in different areas of lifelong learning. Wales is taking the lead on adult education and presented outline proposals to a meeting of the association in Denmark, on 4 October, for addressing 3 strategic questions:

- How is adult learning funded and delivered in different regional/national contexts?
- What motivates adults to learn and progress?
- How can informal adult learning be effectively monitored and evaluated?

The action proposed anticipated:

- The development of a sub-network of interested EARLALL members to share experience and knowledge; and

- The development of a project (ideally supported by European programme funds) to identify good practice on ways of measuring and quality assuring 'soft' outcomes in informal adult learning.

The proposals were warmly endorsed by EARLALL members; and representatives of Tuscany, Vastra Gotalands (Sweden), Vejle County (Denmark) and Basque Country governments indicated their strong interest in participating. The work will tie in closely with other proposals for co-operation that were endorsed at the meeting in respect of network development, strategy building, and credit and qualifications development which will be led by some of these other regions and include Wales as a partner. ELWa will take the lead for Wales (on behalf of the National Assembly) and will now seek to put some more flesh on our proposals, in consultation both with interested organisations in Wales and with partner regions within EARLALL, with a view to presenting a detailed application in due course to the European Commission for programme funding.

The association hopes that, by engaging in such developmental activity, it will be able to demonstrate the credentials of regional governments in the field of lifelong learning and thereby strengthen their role in future European Union policy making, programme design and delivery. It will be working closely with the Commission and Committee of the Regions to further this aim.

There will be further discussion of the contribution that the EARLALL regions can make in the future in taking forward the European Union's lifelong learning agenda at the conference in Florence in December, and I hope that we will have that contribution fairly firmly mapped out by the time we welcome the Association to Wales next June.

10. VISIT TO THE BASQUE COUNTRY AND THE NETHERLANDS

On 24 and 25 September I visited the Basque Country to meet with their Minister for Education, Universities and Research, Senora Anjeles Iztueta to discuss their approach to early years education and lifelong learning. During the visit, I signed a Memorandum of Understanding, which seeks to facilitate the improvement of our respective educational systems by drawing on each other's experiences and practice. Underpinning the agreement will be the establishment of a Joint Technical Committee which will meet at least once a year and will consider issues of mutual interest. In the first instance, I am proposing that this Committee consider lifelong learning, early years and Welsh medium education. This latter issue would very much build on the experience of the Basque Government in fostering the growth of their own language in their educational system.

I followed my meetings in the Basque country with a visit to the Netherlands on 26 and 27 September. Here I was keynote speaker at a major European Conference on Education and Health in Partnership. It was evident from this Conference that we are very much at the forefront of this issue and great interest was shown in many of the initiatives that we have already taken here in Wales. I ended my visit to the Netherlands with some very useful

discussions with senior officials of their Ministry of Education on their approach to both early years and lifelong learning and had a very enlightening meeting with the Head of one of their largest senior schools.

Throughout these visits I was accompanied by our expert adviser on early years, Mrs Shan Richards.

11. EDUCATION ACT – SECONDARY LEGISLATION

Information on secondary legislation likely to be handled during this term has been provided to all members - an extract of the education and lifelong learning related items is annexed to this report for your information (Annex D). That includes beginning commencement of provisions in the Education Act 2002, which received Royal Assent on 24 July. The debate in Plenary (16 October) included delegation of the functions under that Act to the First Minister and agreed further implementation of the legislation by the Welsh Assembly Government. Some provisions in the 2002 Act were commenced on Assent (Annex E); others will be commenced in phases, as required.

12. ADDITION OF PSE AND WRE TO THE BASIC CURRICULUM (EDUCATION ACT: SECTION 101)

Section 101 of the Act enables the Assembly to add to the basic curriculum for pupils in maintained schools. The new powers will provide an important lever to ensure that provision in primary and secondary schools reflects circumstances in Wales.

I propose to take early action to make use of these powers by bringing forward an Order to make:

- Personal and Social Education (PSE) a statutory requirement within the basic curriculum for children aged 5-16, from September 2003;and
- Work Related Education (WRE) a statutory requirement within the basic curriculum for pupils aged 14-16, from September 2004.

Both subjects play a central role in preparing young people for adult life.

Personal and Social Education addresses the physical, emotional, moral and spiritual development of pupils. In particular, PSE helps young people to form the attitudes and values that are so important if they are to play an active and full part in society and community life.

Work Related Education prepares young people for the world of work. Good use of education business links enables young people to develop the knowledge and attitudes required in the workplace – including an appreciation of the importance of a positive approach to innovation and enterprise.

Advice from ACCAC, drawing on evidence from recent studies undertaken across Wales, confirms that many schools provide good quality PSE and WRE. But the authority is of the view that, in some instances, provision is

patchy and suffers from low status in comparison to the statutory elements of the curriculum.

That is why I have decided to make use of the new powers in the Act. Adding both subjects to the basic curriculum will ensure that all young people have a clear entitlement to quality Personal and Social Education and Work Related Education. It will also signal that what is currently good practice in most schools must be the benchmark for all schools.

13. A LEVEL STANDARDS AND GRADING

Following widespread concerns about A level gradings by the England based awarding bodies, OCR, AQA and Edexcel Mike Tomlinson, former Chief Inspector in OFSTED, was commissioned by the Department for Education and Skills (DfES) to carry out an independent investigation. The investigation looked at allegations about the way in which the grade boundaries were set in certain subjects and that the Qualifications and Curriculum Authority (QCA) put pressure on AQA, Edexcel and OCR to manipulate them.

There is also wider debate about A level standard setting in general. So as a second stage to his work, Mike Tomlinson will examine the process for maintaining consistent standards at A level and the role of the regulatory authorities and the awarding bodies in ensuring this.

Mike Tomlinson presented his interim report on 27 September. He indicated that re-grading would be necessary in a number of subject areas.   The outcomes of the re-grading exercise were then announced on 15 October. A total of 9,800 unit grades have been changed. This has led to 1,953 overall grades being increased (733 at AS and 1,220 at A level). Of the 1,945 candidates affected by the re-grading 27 are from Wales. All the subjects containing re-graded AS and A2 units were offered by one awarding body – OCR.

Wales, ACCAC and the WJEC are not mentioned in Mike Tomlinson's report. There is no suggestion that WJEC grades need to be reviewed. I understand from WJEC that the volume of queries they have received from candidates is very much what would be expected after any examination season.

I have made clear to Estelle Morris that it is imperative that candidates from Wales must be treated in exactly the same way as their counterparts in England. I have also emphasised the importance I attach to full involvement of Welsh interests in the longer-term examination of the process for maintaining consistent standards.

Of the 1,945 students affected, 1089 had applied for higher education through UCAS. Of these, 168 missed out on their institution of first choice as a result of the marking. We do not currently have a breakdown of the students enrolled in Welsh HEIs who are affected.

The representative bodies of higher education institutions have advised all members to honour offers made prior to the publication of the A level results in August. For academic and practical reasons we would expect most transfers to take place in 2003/04. We are keen that neither individual students nor institutions should be worse off as a result of transfers and re-grades. We are working with DfES and HEFCW to protect institutions against lost income, and to compensate students for abortive costs incurred – such as the cost of text books.

Minister's Engagements from 26th June - 23rd October 2002

26th June
ATTEND - STORM: Breaking the Barriers Week
MTG - Participants of Enterprise Olympics
SPCH - Enterprise Insight
VISIT - Tourism Training for Wales Exhibit

27th June
SPCH - Teaching Trust Awards
SPCH - Barry Comprehensive School Annual Presentation Evening

28th June
ATTEND - Press Conference for Launch of NGfL Announcement
SPCH - 'Wales the e-learning Country' Conference

29th June
SPCH - Swansea Association of Governing Bodies Swansea Conference

2nd July
ATTEND - 2002 Budget Announcements: Welfare to Work Programmes &
Skills Agenda

3rd July
MTG - Welsh Refugee Council
SPCH - All Wales Educational Research Conference

4th July
MTG – Professor Derec Llwyd Morgan & Dr Lynn Williams
ATTEND - Guest of Honour/Present awards at Mid Glamorgan Education
Business Partnership 2002 Awards Dinner

5th July
VISIT - Bridgend LEA

8th July
MTG - Baroness Kay Andrews & Pam Boyd
SPCH - Out of School Hours Learning Seminar
ATTEND - Governors' Annual Dinner at University of Glamorgan

9th July
MTG - Estelle Morris re: STRB Report

10th July
VISIT - Maindee Primary School
SPCH - FACE Conference
ATTEND - Pen y Dre Annual Prizegiving Ceremony

11th July
VISIT - Torfaen LEA

12th July
SPCH - Higher Education Advisers' Conference
SPCH - NAHT (Rhondda Cynon Taff) Conference

15th July
MTG - Wales New Deal Task Force Report
SPCH / ATTEND PRESS CONFERENCE - Launch of Curriculum
Development Centres (PE & School Sport)
ATTEND - Newport Schools Primary Quality Mark Celebration
SPCH - Official opening of Rhos-y-Fedwen Primary School
MTG - Alun Davies re: Learning Through Sport
ATTEND - Parents & Presentation Evening at Treforest Primary School

16th July
ATTEND - Technology Challenge (Education Business Partnership)

17th July
MTG - Higher Education Wales
ATTEND - Tomorrow's World Roadshow

18th July
VISIT/PRESENT - Records of Achievement to Trinity Fields School &
Resource Centre
MTG - Cabinet Public 'Open Mic' Event

22nd July
VISIT - Engenica House
MEET/PHOTOCALL - Students on return from Canada trip
MTG - Sally Keeble MP Department For Industrial Development
Parliamentary Under Secretary of State

23rd July
VISIT - Royal Welsh Show

24th July
VISIT – Wrexham LEA
PRESENT/OPEN NEW FACILITY - Award for 'top UK toolmaker and Top UK
company' industries World Class Awards with First Minister

10th August
ATTEND - National Eisteddfod

13th August
MTG - Andrew Wood re: Report on Public Services in Wales
MTG - David Grace re: Physics in Secondary Schools
MTG - Bilateral with Andrew Davies re: Knowledge Exploitation Fund

14th August
SPCH - Racial Equality Council Conference
INTERVIEWS - re: A Level Results

20th August
MTG - Children & Young People's Assembly with Jane Hutt
MTG - Professor Saunders of the University of Glamorgan re: Glamorgan
University Schools Programme
MTG - Formal ELWa Bi-annual Performance Review
MTG - Susan Lewis re: Future Recruitment Exercises

21st August
INTERVIEW - Radio Wales re: Child protection procedures
INTERVIEWS – re: GSCE Results

22nd August
PHOTOCALL - Welsh in a week Launch
INTERVIEW - Nicola Haywood Thomas re: GCSE's

30th August
INTERVIEW - BBC: re Crime Checks for Schools

2nd September
SPCH - HEW/HEFCW Annual Conference Dinner

3rd September
MTG - Jane Hutt AM & Voluntary Sector

4th September
MTG - Earthfall
INTERVIEW - HTV re: CRB Checks
SPCH/PRESENT AWARDS - Pontypridd College Presentation Evening

5th September
SPCH - National Fire Conference
INTERVIEWS - re: Teacher Vetting - Real Radio, Newyddion and BBC Wales

9th September
VISIT - Carmarthenshire LEA
SPCH - Launch of IT Flagship Project
MTG – CYDAG
ONLINE CHAT - Canllaw online
MTG - Andrew Davies AM re: KEF with Phil Gummett

10th September
VISIT – Newport LEA
VISIT - Coleg Glan Hafren
SPCH - Open new extension at Llanidloes High School
SPCH - Ysgol Dinas Bran Speech Day

11th September
VISIT - Swansea LEA
MTG - Annual Meeting with LEA Cabinet Members and Directors of Education
MTG - Hywel Evans/Catherine Rees Re: Menter a Busnes
ATTEND - University UK Annual Conference 2002

12th September
MEET - Jenny Rees (new Education Reporter on Western Mail)
MTG - Wales New Deal Advisory Task Force
PHOTOCALL - Young People Media Launch (New Opportunities Fund)
VISIT - Ysgol Gyfun Bro Morgannwg
MTG - Sense Cymru
SPCH - Students of Whitchurch High School

14th September
KEYNOTE SPCH/Q&A - Federation of Master Builder's Conference
SPCH - Officially Open CornerSkills Youth Centre

16th September
VISIT – Caerphilly LEA
INTERVIEW - Steve Gullick re: Cadwyn Newsletter
MTG - Governors Wales
MEET - Brazilian Ambassador His Excellency Celso Amorim
ATTEND - Prime Minister & Mrs Blair's Reception for Classroom Teachers

17th September
SPCH - Cilt Cymru Event to promote the MFL Strategy/Cilt Cymru and 'Languages Count'
SPCH - Ladder Project Conference
MEET - Mexican Ambassador Alma Rosa Moreno
MTG - Arts & Business with Jenny Randerson AM
SPCH - King Henry VIII School Awards Evening

18th September
VISIT – Conwy LEA
SPCH - Monmouth Comprehensive School Awards Evening

19th September
VISIT - Neath & Port Talbot LEA
MTG - Equality Organisations
SPCH - Awards Evening for Adult Tutors (NIACE)

20th September
ATTEND - Launch of the Barclay's Attendance Project
PRESENT - Millennium Volunteer Awards (Boys Brigade in Wales)

23rd September
PRESENT PRIZE - Winning Pupil & School of 'Name a Bear Day' Gift-of-Life Trust

INTERVIEW – re: Welsh Baccalaureate - World at 1
PRESENT - National Award to the Top female Computing Student in Wales
VISIT - Blaenau Gwent LEA
MTG - Chief Executive and Chair of the General Teaching Council for Wales

24th September
VISIT – Basque Country

25th September
VISIT – Basque Country

26th September
SPCH - European Conference, Egmond aan zee, Netherlands

27th September
ATTEND - European Conference, Egmond aan zee, Netherlands

28th September
ATTEND - Spotlight on Youth 2002 Event

30th September
VISIT/PRESENT- Investors in People Award at Ysgol Gynradd Tregarth
VISIT - University of Wales, Bangor
VISIT - A Level Innovation Awards 2002 Exhibition

2nd October
SPCH - Bishopston Comprehensive School Annual School Awards

3rd October
MTG - Council for Wales of Voluntary Youth Services
SPCH - Open 'Job Scene Wales' (ELWa)

4th October
SPCH - Presentation at EARLALL Conference, Vejle, Denmark

7th October
VISIT - North East Wales Institute, Wrexham
VISIT – Flintshire LEA
VISIT - Youth Facilities in Torfaen

8th October
SPCH - Estyn, ELWa & Adult Learning Conference
ATTEND - ELWa Regional Committee Conference
SPCH - 'Girls Construction Career Day'

9th October
VISIT - Cardiff LEA
MTG - TUC Executive Committee re: Current Educational Issues

10th October
VISIT - Maerdy Junior School
VISIT - St Oswald's VA School
SPCH - Officially open E-Learning Centre at Fishguard High School

11th October
VISIT - Ynys Mon LEA
SPCH - National Primary Centre Cymru Congress
SPCH / PRESENT- 'Using Welsh Advanced' Certificates

12th October
SPCH - 50th Anniversary Siroptimist International Cardigan Charter Dinner

14th October
PRESENT - Letter of Commendation to Shane Jordan (re: Machete attack)
MTG - WPSA
SPCH - Early Years & UNESCO Conference
MTG - Malcolm Wicks MP DWP Re: ALG's

15th October
SPCH - Basic Skills Agency Early Years Conference
MTG - ACCAC re: Corporate Plan
ATTEND - Global Teachers Millennium Awards
SPCH - Launch of Skill Set Cymru

16th October
MTG - Attendance Task and Finish Group re: report recommendations
SPCH - Lead ELWa Launch of Video Service Network
PRESENT - Presentation of Computers for Schools
SPCH - West Glamorgan Branch of BAECE on Early Year's Education

17th October
SPCH - Launch of NGfL Cymru
VISIT – Ceredigion LEA
SPCH - Sandfields Comprehensive School Annual Presentation Evening

18th October
SPCH - 'Get on in Gwynedd Conference on youth working in Gwynedd'

21st October
SPCH - Open Trac's refurbished Centre
MTG - Sports Council for Wales re: PE and Sport
SPCH - Support for Launch of Abergele Community College

22nd October
ATTEND - Launch of Cardiff University's report on 'Food Matters'
SPCH/PRESENT AWARDS - National Training Awards / Dinner

23rd October
MTG - Tom Davies & Peter Bryant re: New Opportunities Fund

MTG - Annual General Monitoring Meeting with Phil Gummett
VISIT - Cardiff University
MTG - Wales Management Council with Andrew Davies AM
MTG - FFORWM

ATTENDANCE TASK AND FINISH GROUP   **Annex B**

FINAL REPORT   **OCTOBER 2002**

Summary of Recommendations

Short-term (by the end of 2002-03 academic year)
S1.   Simplify the Welsh Assembly Government's guidance on classifying absences and consider the use of targets and the reporting of progress against these.

S2.   Establish how many primary schools have readily available figures on attendance rates.

S3.   Undertake an audit and evaluation of LEAs' spending on attendance issues, particularly the destination of GEST funding and the pilot projects for tackling disaffection.

S4.   Undertake an audit of the methods of passing information between primary and secondary schools on individual pupils' attendance.

S5.   Undertake an audit of schools' and LEAs' attendance policies, how up-to-date these are and how well they link together.

S6.   Set-up a group to advise, on a regular basis, on strategy, best practice and to consider ongoing research.

S7.   Consider the approaches to be used in pursuing legal action on parent-condoned truancy cases.

S8.   Perform truancy sweeps on a regular basis in each LEA.

Long-term
L1.   Review and cost the extent of electronic registration throughout Wales, and develop a strategy for extending its use throughout Wales to a certain standard.

L2.   Review the funding, role, responsibilities and training /accreditation system of the educational welfare service in Wales.

L3.   Clarify and simplify the funding streams used to tackle truancy.

L4.   Establish systems to share good and innovative practice on tackling truancy.

L5.   Carry out a pilot on reducing absences in two schools to assess the extent to which this is possible and to help evaluate how funding should be focused.

L6.   Increase the level of intervention at primary school level and in particular put systems in place to ensure that individual pupils' attendance figures are shared between primary and secondary schools.

L7.   Develop a framework for multi-agency working, including the necessary training elements.

L8   Review the process of taking attendance cases through magistrates' courts, including the link between magistrates' clerks and the educational welfare service and the timetable for hearing attendance cases

SECTION 1: BACKGROUND

A.   Introduction

The Attendance Task and Finish Group was brought together from June to September 2002 to take forward some of the issues discussed at the Wales-wide Tackling Disaffection Together Conference of October 2001. The Group was co-ordinated by the Welsh Assembly Government's (the Assembly) Pupil Support Division and was made up of representatives of the wide-ranging organisations involved in tackling truancy and its effects. The Membership is shown in Annex 1. This report expresses the thoughts of the Group and gives a series of recommendations for tackling the issues in Wales. In presenting the report, the Group acknowledge and congratulate the efforts which are currently being made to address the problems throughout Wales, both within schools and more widely.

The **Terms of Reference** of the Group were defined as:

To develop actions relating to the recommendations produced at the 'Tackling Disaffection Together' conference.

Specifically:

- To explore the reasons for truancy and advise on current best practice on how it may be tackled and methods by which information may be shared.

- To consider the division of responsibility amongst all parties involved in tackling truancy and its consequences.

- To advise on the most cost-efficient methods of tackling truancy.

- To advise on clearer guidelines for schools on how to record and report absence.

B.   The situation

Attendance levels in the UK are generally lower than in similar countries. It is difficult to ascertain the exact reasons due to the complexity of the problem but is likely to be due to both cultural and practical reasons.

Table 1: Percentage of sessions missed in secondary schools

	1995-1996		2000-2001	
	Total	Unauthorised	Total	Unauthorised
Wales	11.0	1.6	10.4	1.6
England*	9.4	1.0	9.1	1.1
Scotland	12.3	1.4	11.4	1.5
N Ireland	7.5	n/a	7.8	n/a

*English figures are for LEA maintained schools only

Given the link between attendance rates and levels of deprivation it is to be expected that both Wales and Scotland would have higher rates than England. However, Wales might not be expected to be so much lower than Scotland on this basis. The rates for Northern Ireland are much lower than the other countries, most likely due to its higher proportion of denominational schools which generally have lower truancy levels.

Given the overall rate of absence, the proportion which are unauthorised in Wales appears higher in Wales compared to both Scotland and England. This warrants further investigation but may, in part, represent different recording practices.

In recent years, absence levels in the UK have been fairly static, with a slight reduction since 1995-96, with the exception of Northern Ireland. Early figures for England for 2001-02 show a decrease in the total level of absences of a few tenths of a percentage point, this being due to a decrease in authorised absences with levels of unauthorised absence remaining largely unchanged. Figures for Wales for 2001-02 are due to be released on October 23rd.

There is considerable variation within Wales, with absence rates ranging from 8.4% to 12.0% (Annex 2, Table 1). In general, authorities with a higher level of deprivation have higher absence rates. This can be shown further by the fact that absence rates correlate closely with the rates of pupils entitled to receive free school meals (Annex 2, Table 2).

The picture by type of school is as expected, with special schools having the highest rates of absence and independents having much lower rates than both special and mainstream secondary schools.

By gender, girls have a slightly higher rate for all absences but boys have a higher rate of unauthorised absence (1.9% cf 1.6%).

Information is not collected on primary schools on a regular basis however the report of HMCI for 99-00 gave figures of 5% of schools attendance rates being unsatisfactory with none being poor. This compared with figures of 32% unsatisfactory and 8% poor for secondary schools.

C. Reasons for truancy

The following excerpts from *Ken Reid: Truancy and Schools* describe some of the possible reasons for truancy and the pupils at risk:

'There is no single cause of truancy. If there was, finding a solution would be easy.
Every truant is unique. So is every school and every family unit. The decision to start truanting is an extremely significant one. Usually pupils decide to start 'mitching' because they are:

a. *avoiding a potentially difficult situation (e.g. bullying);*
b. *sending out a signal that they need help or are, in some way other way, at risk;*
c. *overwhelmed by their home or social circumstances;*
d. *psychologically distressed;*
e. *at a point of no return, perhaps at the end of their tether;*
f. *seriously disenchanted with school, a teacher or fellow pupils;*
g. *struggling with their schoolwork;*
h. *unwell;*
i. *under peer pressure to miss school.* '

'The following, far from exhaustive list identifies those pupils who may potentially be poor attenders. Many of the categories clearly overlap and are interconnected. It is not inferred that such pupils are automatically prone to poor attendance, nor does the list seek to stigmatise such pupils in any way. But such a checklist can be a useful tool for schools in helping to identify at an early stage those pupils who might be beginning to experience difficulties. They include pupils:

- *whose parents have recently separated;*
- *who have recently moved to a new district;*
- *who join a school midway through the school year;*
- *who have recently missed a lot of school time through illness;*
- *whose siblings (and/or parents) have been poor school attenders;*
- *whose performance/attainment level in school tends to be poor;*
- *who tend to be teased or bullied;*
- *who have difficulty with the curriculum yet do not have a statement of SEN;*
- *who are persistently disruptive;*
- *who have previously been excluded;*
- *whose parents are experiencing severe financial hardship (and cannot afford bus fare, uniform, etc.);*
- *under pressure from examinations;*

- *who are experiencing difficulty forming relationships with their peers and/or are unpopular in school;*
- *who are shy or highly introverted;*
- *who fail to undertake homework on a regular basis;*
- *who arrive at school (and/or lessons) late without good reason;*
- *who get into trouble a lot outside school.'*

Even though the causes of truancy are well known, perhaps what is less known is the extent to which each of these explains absence levels, although the extent of overlap of the various causes would make this a difficult task. Further research could be undertaken to ascertain this but this needs to be balanced against the need to focus resources on tackling truancy directly.

The ever-increasing problems in society, particularly those of substance misuse and family breakdown mean that tackling truancy will become more difficult. In fact, some believe that keeping attendance levels at their current rates will be a challenge, let alone attaining any significant rise.

D.   Limitations of Statistics

In considering the current situation in Wales the limitations of the statistics need to be recognised. The essential problems are that:
- figures are collected at registration time so don't measure those cases of absence after this time or for specific lessons.
- there is substantial anecdotal evidence that the reporting of absence is inconsistent from school to school and possibly from teacher to teacher.
- there is a built-in perverse incentive to keep attendance levels as high as possible and particularly to classify absences as authorised.
- the system of classification used for recording absences is relatively complex.
- the Assembly does not currently collect information from primary schools

Official figures are likely to underestimate the actual rate of absence as the practice of leaving school after registration is common. A system of registering at each lesson would help in tracking true attendance levels and identifying the onset of truancy in individual pupils. The attendance of pupils at colleges of further education would have to be considered as an element of this, particularly if provision through this means is extended in order to increase the provision for pupils who are following an alternative curriculum, possibly due to exclusion from mainstream schools.

Electronic registration packages would be a powerful tool in operating systems of registering at each class but there are a variety of packages available and an audit of these and an assessment of their effectiveness would help schools and LEAs to decide their approach.

Simplifying the classification system would lessen the burden on teachers and support staff to a certain extent. A simpler system is more likely to be recorded in a consistent manner across Wales which will strengthen comparisons between schools and authorities. Adopting a standard approach throughout Wales would also be helpful in this regard.

The guidance (Circular 3/99) would need amending to change the ways of recording absences. This would be best done in a small sub-group before wider consultation.

The absence of centrally available information from primary schools may be a drawback in terms of looking further into early signs of future absence. As it is known that at least some local education authorities (LEAs) in Wales collect this information on a regular basis from their primary schools, it would be worth investigating the feasibility of a Wales-wide data collection. Any benefits of a new data collection would need to be balanced against the extra burden on schools to collect information and the smaller scale of the problem in primary schools.

Recommendations:
S1.   Simplify the Welsh Assembly Government's guidance on classifying absences and consider the use of targets and the reporting of progress against these.
S2.   Establish how many primary schools have readily available figures on attendance rates.
L1.   Review and cost the extent of electronic registration throughout Wales, and develop a strategy for extending its use throughout Wales to a certain standard.

E.   Targets
In Wales, targets only exist for secondary schools whereas, in England, DfES sets separate targets for primary and secondary schools of 95 and 92% respectively for 2004. The Welsh targets set out in The Learning Country are:
- 92% for 2004
- 93% by 2007
- 95% by 2010

Given that even the areas in Wales with the highest attendance rates are below 92%, it will clearly be particularly challenging to achieve these levels nationally by 2004. This is especially true considering that attendance rates have been fairly static over the last 5 or 6 years.

Previous legislation allowed the Assembly to set targets only on unauthorised rather than total absences. However, the new Education Act, which received Royal Assent in July 2002, allows targets on overall absence to be actively pursued if needed, and would allow authorities to include these in Education Strategic Plans. It is recommended that the group looking at the review of the classification of absences should also consider the use of targets. It is important that any targets developed would not offer perverse incentives and would encourage the honest reporting of attendance levels.

The reporting of progress against targets to governing bodies and to the Assembly is an essential aspect of the process. The Education Strategic Plans are the main vehicle by which LEAs report plans and progress to the Assembly and the Supplementary Education Strategic Plans for 2003-04 represent an opportunity for LEAs to expand further on how they intend to tackle attendance issues, particularly in the light of recommendations in this

report. The reporting of information to governing bodies could be covered by the same group considering the classification of absences and targets.

F.   Funding and current initiatives
Due to the difficulty in providing a precise definition, coupled with the cross-cutting nature of the problem, it is not possible to say exactly how much is being spent on tackling disaffection in general, least of all specifically on tackling truancy. However the major initiatives and sources of funding for 2002-03 are shown in Annex 3. The totals for the whole area of tackling disaffection are shown rather than specific amounts spent on truancy or disaffection. It is clearly problematic to track the impacts of specific policies in isolation.

The Welsh Assembly Government approach to funding measures to tackle disaffection and truancy in Wales has not been that of distributing specific grants directly to a limited number of authorities and schools through initiatives such as Excellence in Cities and Connexions in England. Instead it has adopted a more community-based approach of distributing a far higher proportion of funding to Unitary Authorities through the local government settlement. This gives greater flexibility to authorities to target spending according to local priorities.

Due to the differences in approach it is difficult to directly compare levels of expenditure specifically on disaffection and truancy. In terms of total spending on education, however, after excluding London which automatically has higher levels of funding due to London-weighting of teachers' pay, the levels of funding per pupil in England and Wales are very similar. The major difference in approach is that a far higher proportion of funding in England is retained centrally and distributed in the form of specific grants.

Policy agreements in Wales represent a means of providing incentives to local authorities to tackle attendance issues as part of a general package of local authority performance measures. Local authorities who are seen to have made sufficient progress on their policy agreements will receive their proportion of the total of 30 million pounds available for 2003-04

It is also important to demonstrate that the main source of funding, Grants for Education Support and Training (GEST), which is distributed to the LEA, finds its way to the schools themselves. More transparency would make it easier to show how LEAs are using the GEST funding.

The number of funding streams available for tackling the area of disaffection often causes difficulties in keeping track of the various elements. Further clarification and simplification of these is needed.

Particular concerns exist over the resource levels for the educational welfare service (EWS) with a general concern that these were not sufficient in all authorities. As well as resources there are wider issues relating to the

occupational standards and accreditation of qualifications of those working within the EWS, along with their precise role within an authority.
Some EWS deal only with truancy whereas others will have responsibility for a number of areas, which might include exclusions, work permits and licenses, data collection, prosecutions, anti-social behaviour orders and parenting orders. The whole area of the EWS is felt to be in need of substantial review.

The Department for Education and Skills in England, in close consultation with the National Association for Social Workers in Education, has begun work on developing occupational standards. This would need to form a major part of any review.

Recommendations:
S3.   Undertake an audit and evaluation of LEAs' spending on attendance issues, particularly the destination of GEST funding and the pilot projects for tackling disaffection.
L2.   Review the funding, role, responsibilities and training /accreditation system of the educational welfare service in Wales.
L3.   Clarify and simplify the funding streams used to tackle truancy.

SECTION 2: THE FUTURE APPROACH TO TACKLING TRUANCY IN WALES

The current methods used to tackle truancy are manifold. Annex 4 is an excerpt from 'Truancy. Short and Long-Term Solutions' by Ken Reid, which shows the range of methods being used in schools in the UK.

In tackling the problems it will be vital to consider the current workload of teachers and not to drive forward new developments too quickly. The current level of resources and budgets will need to be a major consideration.

As truancy is a societal problem, the seeds of long-term projects need to be planted at an early stage to reap the benefits in several years' time. The wide-ranging nature of problems which manifest themselves as truancy mean that more general approaches are a vital part of the solution as well as more specific actions. The main Assembly initiatives on this area are shown in Annex 3 and are not mentioned in detail due to their complexity and the summary nature of this report. However, taking forward the recommendations of this report will need to take full account of these. Of particular interest will be the Extending Entitlement initiative and the development of Young People's Partnerships whose strategies should include proposals for keeping in touch with young people.

A longer-term need in tackling attendance problems is to address curriculum suitability and variety and, in particular, the vocational / academic balance. As there is currently an Assembly project team, looking at future curriculum options for the 14-19 age-group this issue is not addressed in this report. Clearly, maintaining the link between the two projects as they develop will be imperative given their interconnecting natures. It will also be important to consider the alternative curriculum options for younger pupils.

Since there are many possible approaches to tackling truancy and disaffection, it is useful to break down the issue into a number of specific areas:

A   Level of direction from the Welsh Assembly Government
Currently LEAs decide how they spend any funding to improve attendance levels, with certain methods being outlined in Circular 3/99. It may be difficult for individual schools or LEAs to ascertain what is the most effective approach and more central government guidance and support is needed on preferred approaches. This should not be at the expense of restricting the flexibility of schools and authorities to adapt their approach to their local circumstances.

B   Sharing of good and innovative practice
The Assembly should provide a vehicle to ensure that schools and LEAs can share information on approaches, the most effective methods, case studies etc. This would include information from outside Wales and could involve the use of a website, regular seminars and workshops (probably regional) and LEA or regional co-ordinators. As this is a fairly complex area, it is

recommended for further investigation, rather than being resolved at this stage.

Recommendation:
L4.   Establish systems to share good and innovative practice on tackling truancy.

C   Focusing resources to tackle problems

The statistics suggest that some areas of Wales (generally those with greater deprivation) have much higher absence rates. A difficult question to resolve is whether the focus should be on bringing these up to a reasonable level rather than more general approaches across all authority areas.

A more focused approach has been used to good effect in Communities First areas. A certain amount of focusing of resources is inherent in GEST funding as the formula contains indicators of deprivation. More work is needed to ascertain whether further focusing of resources would be more effective.

Recommendation:
L5.   Carry out a pilot on reducing absences in two schools to assess the extent to which this is possible and to help evaluate how funding should be focused.

D   Balance between short-term and long-term solutions

Concentration on long-term solutions, such as training of staff, establishing co-ordinators or intervention at earlier ages, has the potential for ultimately reaping greater benefits but this would need to be balanced against the fact that ongoing day-to-day problems cannot be ignored. A combination of short-term and long-term approaches is recommended and the recommendations in this paper have been split broadly into those two categories, although this is a simplification as there is much crossover between the two.

E   Intervention at an early age

The approaches taken by the Assembly should tackle attendance problems at primary as well as secondary schools as the early identification of problems would help avoid escalation of problems and development of persistent truancy. The transition between primary and secondary school is of particular concern and the Assembly's Narrowing the Gap initiative which reported on October 17th will form an important basis for future work as will future developments on the forthcoming Assembly project which will look specifically at key stage 2/3 transition.

It is important that information on pupils with poor attendance records is passed from primary schools to secondary schools at the time of pupils making the transition, as being aware of problems at an early stage is vital in avoiding future problems. There is some evidence that this is not happening in all cases.

The focus of the work of the Education Welfare Service is an important aspect in terms of the balance between working with primary or secondary school pupils. In addition there is a difficult decision to be made as to whether to work with 'hardcore' truants rather than those who are more reactive/sporadic.

Recommendation:
S4.   Undertake an audit of the methods of passing information between primary and secondary schools on individual pupils' attendance.
L6.   Increase the level of intervention at primary school level and in particular put systems in place to ensure that individual pupils' attendance figures are shared between primary and secondary schools.

F   Evaluation and pilots of methods

There are currently few resources available for the evaluation of methods. Sharing best practice would be a form of evaluating methods but looking at the projects funded by the GEST programme would also give useful information. Ten pilot projects to tackle disaffection have recently been approved throughout Wales and evaluation of these will also be important.

Recommendation:
S3.   Undertake an audit and evaluation of LEAs' spending on attendance issues, particularly the destination of GEST funding and the pilot projects for tackling disaffection

G   Audit of LEAs and schools' policies

Schools and LEAs will generally have a written policy on attendance issues. There was some doubt however as to how up to date these were and whether the quality was consistent throughout Wales. The extent to which the policies of individual schools tie-in with those of the LEA would also merit further audit. It would be useful to have a sample of a policy on a web-site to act as a guide to authorities and schools wishing to develop their own.

Providing training to staff, particularly to those newly qualified or new to a school, on the policies and the classification of absences would be a major tool in tackling absences.   In addition, training governors in the issues involved would assist in providing a supportive environment for schools to work within.

Recommendations:
S5.   Undertake an audit of schools' and LEAs' attendance policies, how up-to-date these are and how well they link together.

H   Advisory Group on Attendance

The task and finish group, as suggested by its name, will have a limited life span, which will end with the preparation of this report. There is a need for an ongoing advisory group which could advise on an action plan to take forward the recommendations in this paper, many of which are long-term, as well as to advise on new sources of research and development of policy. It is envisaged that this would meet on a six-monthly basis, but perhaps more often in the short-term until it was established.

Recommendation:
S6.   Set-up a group to advise, on a regular basis, on strategy, best practice and to consider ongoing research.

I   Multi-agency working

A large number of organisations are potentially involved in cases of truancy and very often this can be confusing to individual teachers and others involved

in a co-ordination role. More work is needed to clarify the processes and to provide a framework within which all the relevant professionals will be able to work. The development of Young People's Partnerships will be an important element in this. The link with health authorities is also an important area to strengthen.

Recommendation:
L7.   Develop a framework for multi-agency working, including the necessary training elements.

J   The legal approach

In cases of persistent parent-condoned truancy a possible approach would be for LEAs to pursue legal action. This should only be used as a last resort, however, as there are many possible pitfalls. It is vital that any LEAs who decide to take this approach consider how the socio-economic circumstances of parents and families affect the reasons for the non-attendance and whether to pursuing a prosecution is the best way forward. Perhaps the favoured result of taking cases to court would be an agreement from parents to ensure that their children return to school on a regular basis. However, the decision on the action to be taken will ultimately lie with magistrates.

The time taken for cases to be heard in court, with many taking up to 9 months, is clearly a problem. It would appear that this is due to the legal action on attendance cases generally being used to fill-in court time when convenient. The process could be radically speeded up if magistrates' courts heard these cases consecutively on the same day. The Assembly would need to work with the Lord Chancellor's Department to resolve this issue as they have the responsibility for magistrates' courts. An additional aspect of any review would be the link between the educational welfare services and magistrate courts clerks as cases are more likely to pass smoothly through the courts if the clerks have access to the relevant background information.

The legislation involved in pursuing cases is at present confusing. It would be of great benefit to clarify and simplify this as far as this is possible.

A favoured approach is the use of truancy sweeps, which involve police and the educational welfare service patrolling designated areas and questioning any children they see about their reasons for not being in school. Any children who do not have a good reason are returned to school. Whilst this may not always be a successful approach for hardcore truants, who may leave the school shortly after being returned, it is believed to be a good deterrent for first time or early offenders as well as being a highly visible approach. In some cases truancy sweeps have picked up children in the process of committing crimes.

Running truancy sweeps throughout the whole of Wales, including perhaps a national sweep taking place on one particular day, would send a clear message that the issue is being taken seriously. As the majority of LEAs are currently using truancy sweeps it is hoped that it would be possible to adopt such an approach. This will need to be negotiated with individual LEAs as it is their decision (and not the police authorities) to perform a truancy sweep.

Stationing police permanently at schools where problems are particularly acute is not felt to be necessary in Wales. The current approach of police keeping in touch with schools through Schools Liaison Officers is considered to be sufficient. The police's involvement with schools will be explored further through the implementation of the Assembly's Substance Misuse Strategy.

Recommendations:
S7.   Consider the approaches to be used in pursuing legal action on parent-condoned truancy cases.
S8.   Perform truancy sweeps on a regular basis in each LEA.
L8   Review the process of taking attendance cases through magistrates' courts, including the link between magistrates' clerks and the educational welfare service and the timetable for hearing attendance cases.

Attendance Task and Finish Group membership

Cilla Davies: INCLUDE (Development consultant)

Pru Davis: HMI, Estyn

Anne Griffiths: Education Social Work Service, Denbighshire County
Council (Welsh co-ordinator of National Association of
Social Workers in Education)

Mark Hoban: Careers Wales, Cardiff and Vale services

Chris Howard: Standing Conference for Education in Wales,
Head of Lewis Boys School, Pengam, Caerphilly

Peter James: Education Social Work Service, Cardiff County Council

Chris Llewelyn: Head of Education, Welsh Local Government Association

Paul Mulrany: Head of Alun School, Flintshire

Ken Reid: Deputy Principal, Swansea Institute of Higher Education

Elaine Reynolds: Mountain Ash Comprehensive, Rhondda Cynon Taff

Iain Sewell: Chief Inspector, Dyfed-Powys Police

Welsh Assembly Government
Alan Lansdown: Pupil Support Division
(Chair)

Graham Davies: Pupil Support Division

Jennifer Allen: Pupil Support Division

Alison Clash: Pupil Support Division

Nicola Prosser: Pupil Support Division

**Suzanne Chisholm
/ Mark Christopher:**   Youth Policy Team

                  Jeff Davies: Police Liaison Officer

Statistics on Absence rates in Wales

Table 1 : Absenteeism by pupils of compulsory school age in all maintained secondary and special schools

| | Percentage of school sessions missed due to: | | | | | |
| | All absences | | | Unauthorised absence | | |
Local authority	1998/99	99/2000	2000/01	1998/99	99/2000	2000/01
Isle of Anglesey	9.1	9.2	10.1	1.3	1.6	1.4
Gwynedd	8.8	8.3	8.7	1.0	1.0	1.0
Conwy	9.7	9.6	9.9	0.9	0.7	1.1
Denbighshire	9.6	9.1	10.9	1.2	1.2	1.3
Flintshire	8.8	8.8	9.2	0.8	0.8	0.7
Wrexham	8.6	9.6	10.1	0.9	1.0	1.1
Powys	9.3	8.6	9.3	1.0	0.8	0.7
Ceredigion	9.4	8.6	8.4	0.7	0.7	0.7
Pembrokeshire	9.3	9.3	9.9	0.9	1.1	2.5
Carmarthenshire	10.1	9.8	10.0	0.5	0.7	0.8
Swansea	12.4	11.0	11.7	2.3	1.9	2.5
Neath Port Talbot	10.6	10.1	10.4	1.2	1.1	1.0
Bridgend	9.6	9.7	9.4	1.3	1.5	1.6
The Vale of Glamorgan	10.1	9.7	9.8	1.0	1.2	1.4
Cardiff	12.8	12.1	12.0	3.0	3.6	3.8
Rhondda, Cynon, Taff	11.8	11.0	11.6	1.9	1.9	2.0
Merthyr Tydfil	12.0	10.3	11.1	0.8	0.4	0.3
Caerphilly	12.1	11.5	11.6	1.7	1.8	2.0
Blaenau Gwent	12.9	12.1	11.5	2.5	2.7	1.9
Torfaen	10.0	9.5	10.3	1.1	1.1	1.2
Monmouthshire	8.2	8.8	9.4	0.8	0.5	0.4
Newport	11.3	10.3	10.8	2.3	1.8	1.5
Wales[3]	10.6	10.1	10.4	1.5	1.5	1.6

(3) includes independent schools

Table 2 : Absenteeism by pupils of compulsory school age in all maintained secondary schools, by proportion entitled to free school meals, 2000/01

Proportion entitled to free school meals	All absences	Unauthorised absence	Number of schools
under 10%	8.2	0.5	50
10%-15%	9.5	1.1	53
15%-20%	10.4	1.4	42
20%-30%	12.0	2.2	59
over 30%	14.4	4.3	25

Source : Pupils' Attendance Record, School Census, National Assembly

Initiatives and sources of funding used to tackle truancy and disaffection in Wales, 2002-03

Initiative	Amount	Notes
Grants for Education Support and Training	10.86	Activity 5 : Tackling Social Disadvantage (covers Youth and Community Workers, Youth Access Initiative, Ethnic Minority Achievement Grant, Attendance, Protection and Looked After Children)
Disaffection grant	0.5	Funding for 10 pilot projects tackling disaffection
Children and Youth Partnership, Youth Access Initiative, Play, Sure Start and Child Care Strategy	35.93	From 2003-04, these will be brought together under the Cymorth initiative
Children and Young People	1.76	
Extending Entitlement	2.14	
Children First Programme	16.26	
New Opportunities Funding (Lottery)	2.2	
Youth Gateway Project	4 (est.)	This is an estimate based on previous years as the amount spent on this area is no longer available separately. Targets have been set for the number of pupils to be included in the project (1,500 age under 16; 4,000 age 16 and over).
Basic Skills Agency	10	
<u>Local Govt. Settlement</u> Education psychology service / assessments and statementing	9.75*	
Pupil Referral Units / Behaviour Support Plans	8.81*	These are planned budgets for **2001-02** as reported by local authorities to the Assembly on the Section 52 return.
Education Otherwise than at School	4.77*	
Excluded pupils	.43*	
Pupil Support	1.18*	
Education Welfare Service	5.01*	
<u>Home Office / Police Authority</u> Safer Communities Initiative / Positive Futures / Communities Against Drugs	6.3	Doesn't include expenditure on truancy sweeps which is not known centrally
The 14-19 Project team		The project is looking at the wider aspects of the curriculum for 14-19 year olds, particularly the balance between academic and vocational subjects
Narrowing the Gap		Report on dealing with differences in attainment across Wales, particularly at key stage 3
Key stage 2/3 transition		Best practice in handling changes between primary and secondary schools

* for 2001-02

100 plus short-term solutions currently used in schools

Taken from 'Truancy, short and long term solutions' by Ken Reid

1   First day response
2   Personal and social education programmes
3   Utilisation of colour-coded groups
4   Corrective schemes to overcome literacy and numeracy
5   Use of the Web eg Plato concept = Independent Learning Systems
6   The use of classroom assistants
7   Mentoring programmes   (a)   -   adults/pupils
                                    (b)   -   Connexions
                                    (c)   -   sixth formers, younger pupils
                                    (d)   -   able pupils with less able
                                    (e)   -   parents with pupils
                                    (f)   -   former pupils
                                    (g)   -   provided by outside
                                              business: business link mentors
                                    (h)   -   teenage sports leaders
                                    (i)   -   the 'grey army'
                                    (j)   -   mobilising the voluntary sector
                                    (k)   -   undergraduates with pupils
                                    (l)   -   young carers scheme
8   The use of role play
9   Incentive initiatives – whole school, year, form, pupil etc
     Positive reinforcement schemes
10   Use of at-risk registers/measures
11   Return to school policies
12   Reintegration strategies
13   Managing school transfers
14   Managing subject choices effectively for GCSEs
15   Improving special needs facilities
16   Second chance opportunities
17   Projecting attendance targets
18   Use of homework clubs and ICT
19   Summer school initiatives
20   Utilising pupils' common rooms and learning support centres
21   Breakfast clubs
22   After school clubs (ice skating, drama etc)
23   Work-related curriculum strategies
24   Key skills lessons
25   Appointing a home school co-ordinator
26   Red lists – saving 20 pupils at a time
27   E-mail or text message support
28   Flexible tuition times
29   After hours support tutors or clubs
30   Using local sports clubs
31   Presenting attendance certificates
32   Half day rewards
33   Suggestion box schemes
34   Use of foundation programmes
35   Afro/Caribbean/Asian Liaison Officers
36   Student progress planners
37   Viewmaster – IT lesson initiative
38   Buddy system
39   Truancy Buster Scheme
40   Closer FE school links

Annex B4 (continued)

100 plus short-term solutions currently used in schools

Taken from 'Truancy, short and long term solutions' by Ken Reid

41	Management of learning programmes scheme
42	Utilising external volunteers (eg Age Concern) to manage first day absence
43	Objective 3 funding
44	Improving the quality of registration time
45	Parental fines
46	New Labour's key policies on truancy
47	Truancy watch/Truancy sweeps
48	EWO interviewing pupil(s) parent(s) in school time together
49	Establishing an attendance hot line with local shops
50	Spot checks
51	Creating a pupils Schools Council
52	Specialist pastoral training for staff on 'sensitive' issues
53	Provision of free bus passes
54	Using legal powers decisively
55	Use of security firms
56	Limiting school exit points and monitoring school transitions
57	Home school, parent-pupil, pupil-school contracts
58	Developing strategies for punctuality/combating lateness
59	Managing school transfers
60	Formation of anti-truancy teams
61	Utilising paging system
62	One-to-one experiences – case reviews
63	Inter-agency co-operation
64	Using specialist in-school projects
65	Utilising social workers in schools
66	Improved health checks
67	Appointment of specialist staff –
	Attendance support teachers
	Attendance support secretary
	Specialist counsellors
68	Special needs assistants
69	Extension of primary school practice
70	Compensatory programmes
71	School-based review
72	School-based questionnaires
73	Tackling social exclusion
74	Inclusive school policies: Social Inclusion Unit
75	Using pupil panels
76	Governing Body review on attendance
77	School Trips
78	Use of stickers and badges
79	Personal congratulation schemes
80	Utilising the Internet
81	Attendance notice boards
82	Attendance cups
83	Attendance league tables
84	Attendance panel

100 plus short-term solutions currently used in schools

Taken from 'Truancy, short and long term solutions' by Ken Reid

85	Pupils' photographs
86	School newsletter – attendance section
87	Parents' evening on attendance or parental days
88	Detentions
89	End of day registrations
90	Business sponsorship
91	Years 10 and 11 projects
92	Missing from lesson slips
93	Attendance tribunals
94	Staggered start times
95	Policies for habitual truants
96	'Catch up' unit
97	Consistency of staff policies
98	Staff absenteeism
99	Involving community policeman in school
100	Use of external consultant
101	Letters to parents
102	"Premiership"
103	Truancy watch schemes
104	Arrivals and Departure Lounge
105	Parental convoys
106	Good and poor attenders runs
107	Truancy call
108	Quiet room
109	Online registers/swipe systems
110	Phone master
111	Asthma clinics
112	Parental sit-ins
113	Reduction in illegal working
114	Pearson Technology Development
115	The Scottish Shilling
116	Pacific Institute Programme
117	Success maker
118	All the year round learning
119	Use of pupil referral units

Children and Young People Cabinet Sub Group

PROGRESS REPORT ON THE 14-19 LEARNING IN WALES PROJECT

We propose an ambitious overarching target:

"95 per cent of young people should be ready for high skill employment

or higher education by 2015"

This means either an Advanced (level 3) qualification, or an **Intermediate (Level 2) qualification** which includes a substantial work focused and accredited element and which gives young people the essential and key skills for employment, identified by employers in *Future Skills Wales.* Both options follow the model for the Welsh Baccalaureate award. We apply this target to young people rather than the specific age of 19 to allow flexibility according to need and to recognise the fact that some qualifications, such as the Modern Apprenticeship, take longer to achieve.

To meet this target we believe young people need structured balanced Learning Pathways from 14 through to 19 which include flexibility and choice from a wide range of course options designed to motivate and enthuse them to achieve their goals, balanced by real life experiences and opportunities which help them apply their knowledge and develop the essential skills they need for life and work.

All young people would follow the *"Springboard"* giving them either foundation (level 1 - equivalent to GCSE grades D-G) or intermediate (level 2 - equivalent to GCSE grades A*-C) qualifications by the time they are 16 though some will achieve these qualifications earlier.

This common platform includes the following elements:

- the statutory requirements of English, Welsh, maths, science, PE, RE, careers education, sex and relationship education, PSE (from 2002 and WRE (from 2004)
- options from the Options Menu, including existing subject options, range of modern foreign languages and options for work based and community learning
- the continuum of learning which enables young people to practice and develop their key personal and interpersonal skills (including those concerned with employability) in a range of contexts; one of those contexts should be the curriculum component Wales, Europe and the World. Learners need to reach acceptable levels in the key skills.

These proposals build on existing good practice, but introduce a number of new aspects. For 14-16 year olds these include:

- a balanced Learning Pathway with greater emphasis on essential skills and real life experience
- a vocational option for all
- more emphasis on work focused learning and community and voluntary opportunities as part of a continuum of learning
- extended choice of innovative and exciting options
- 16 as a progress check rather than an exit point

For 16-19 year olds these include:

- four distinct routes, National Traineeship, Combined Apprenticeship, Modern Apprenticeship and General Apprenticeship
- extending the continuum of learning including work focused learning and community and voluntary opportunities to 19 and beyond
- the majority of young people remaining in some form of learning at least part time up to the age of 19
- increased emphasis on real life experiences and skills essential for employment
- structure of routes following the model of the Welsh Baccalaureate

For 14-19 the local 14-19 Networks and enhanced support and guidance in making and reviewing choices are important new elements.

We regard the age of 16 as a progress check rather than an exit point because we want to encourage the vast majority of young people to remain in learning. Those who achieve foundation level qualifications by the time they are 16 should move on to a national traineeship so that they gain an intermediate qualification. That intermediate qualification will contain a strong work-based element at NVQ level 2, and so prepare them for high skill employment.

Those who achieve intermediate qualifications by the time they are 16 should move on to one of the three advanced learning routes. They will need to do this because the intermediate qualification gained by the age of 16 will be highly unlikely to contain a strong work-based element at NVQ level 2 and so will not be an adequate preparation for high skill employment. Neither will the intermediate qualification gained by age of 16 qualify them for higher education.

The three advanced learning routes are:

- **Combined Apprenticeship** - a new route providing the opportunity for study at level 3 in a school or a college with accredited extended work-placement
- **Modern Apprenticeship** leading to work-based level 3 qualification
- **General Apprenticeship** leading to school or college based level 3 qualification.

All post 16 routes require learners to follow the continuum of learning, and reach acceptable levels in the key skills.

We are proposing a significant increase in the quantity and quality of work focused experience and recognise the size of the task.

We suggest a planning matrix for practical experience which would help enhance the quality of placements in the workplace and in community and voluntary activities by ensuring the experience covered a range of essential skills.   We suggest these activities, as part of the continuum of learning, are included in Learning Pathways up to 19, though we recognise the challenge of implementing these requirements in post 16 learning.   These activities, developed in partnership with local Young People's Partnerships (*Extending Entitlement*), would supplement the Personal and Social Education **(**PSE) programme.

PSE will also be part of the statutory requirements for 14-16 year olds from 2003. Again, we suggest that this should be part of the continuum of learning as a requirement of Learning Pathways until 19.

It is proposed that experiences and opportunities in all these areas should be accredited as part of the young person's portfolio of qualifications. There should also be opportunities for young people to be consulted and to participate in decision making in all learning settings.

In order to make sense of the extended range of choices available, and to ensure a coherent approach to the design of individuals' Learning Pathways, it is proposed that young people would need an enhanced support system. We suggest the role of learning coach, developed from existing support and advice mechanisms in school/college or outside to ensure each young person would have a named individual who would coordinate the range of advice and support available, "sign off" their Learning Pathway, and work with the young person to review their Learning Pathway and their progress towards their goals at regular intervals. We suggest that Progress File, and when ready Careers Wales Online, would provide a flexible basis for recording experiences and skills developed.

The provision of the wide choice young people need to motivate and enthuse them to remain in learning would need to be organised on a local level, rather than by a single institution. We suggest local 14-19 Networks, working with the local Community Consortium for Education and Training and the Young People's Partnership, would develop an innovative and creative Area Option Menu from which young people, with support and guidance, could select the elements of their Learning Pathways to help them achieve their goals.

We suggest that we refine existing funding mechanisms to support young people's learning, rather than change structures. We would need to evaluate pilot projects to assess the wider resource and funding implications of these proposals.

These proposals build on existing good practice, but introduce a number of new aspects. For 14-16 year olds these include:

- a balanced Learning Pathway with greater emphasis on essential skills and real life experience
- a vocational option for all
- more emphasis on work focused learning and community and voluntary opportunities as part of a continuum of learning
- extended choice of innovative and exciting options
- 16 as a progress check rather than an exit point

For 16-19 year olds these include:

- four distinct routes, National Traineeship, Combined Apprenticeship, Modern Apprenticeship and General Apprenticeship
- extending the continuum of learning including work focused learning and community and voluntary opportunities to 19 and beyond
- the majority of young people remaining in some form of learning at least part time up to the age of 19
- increased emphasis on real life experiences and skills essential for employment
- structure of routes following the model of the Welsh Baccalaureate

For 14-19 the local 14-19 Networks and enhanced support and guidance in making and reviewing choices are important new elements.

The structure we propose, plus the emphasis on essential skills will ensure young people in Wales have the skills and knowledge to take their place in the future global marketplace. This inclusive approach would give our young people "the edge" in creativity, entrepreneurship, occupational skills and knowledge, together with the personal and interpersonal skills they need for success in life and work.

Comparison: England Green Paper/Proposals for Wales

Similar proposals (*English titles in italics*)

- *Individual learning plans* (Learning Pathways in Wales)
- Use of Progress File – but we are suggesting very flexible use and supplementing with Careers Wales Online records
- GCSE to become progress check rather than exit point
- Abandon disapplication
- Importance of work-related learning
- Modern and Combined (*Student*) Apprenticeships and National Traineeship (*Foundation Modern Apprenticeship*)
- Break link with specific age-related qualifications
- Area inspections to be extended to 14-16

Differences in Wales

- Delivery of advice, support and guidance
- Welsh Baccalaureate
- Design framework for Learning Pathways, Learning Routes
- Continuum of Learning 14-19
- Learning until at least 19
- Statutory WRE from 2004 and PSE from 2003
- More emphasis on wider elements of learning
- Delivery through local 14-19 Networks
- CCETs
- Option Menus to develop and encourage innovation and creativity
- Extending Entitlement
- Overarching target of 95% young people ready for high skill employment or qualified for higher education
- Funding pre 16 provision through LEAs and schools
- No school performance tables

Projected Month Legislation To Be Made – Is the month that the Legislation is likely to come before Plenary for approval. Members are   notified of draft instruments under Standing Order 22.1, and notification usually occurs at least 6 weeks in advance of proposed instruments coming forward to Plenary. Upon notification, Members will be invited to make representations as to whether a proposed instrument merits consideration by a Subject Committee. The Deputy Presiding Officer is required to make a determination as to whether a proposed instrument is to be considered formally by a Subject Committee under the 'extended' procedure (see below), having regard to any advice the Business Committee may provide and any representations received from Members.

Recommended Procedure - Is the Standing Order procedure that the Welsh Assembly Government is likely to recommend should be adopted having regard to the nature of the proposed instrument and judgement as to how much scrutiny AMs may want to exercise. The procedures are 'Standard' (Legislation Committee scrutiny and voted in Plenary with debate); 'Accelerated' (Legislation Committee scrutiny and voted in Plenary without debate); 'Extended' (formal Subject Committee scrutiny, Legislation Committee Scrutiny and voted in Plenary with or without debate).

Items included in this forward programme remain subject to Ministerial confirmation, change, addition or withdrawal of items listed.

October to December 2002

NAME/WORKING TITLE OF SI	Purpose	Projected Month Legislation to be Made	Recommended Procedure
The General Teaching Council for Wales (Amendment) Order 2002	Order will relax some of the administrative controls currently exercised by the Assembly	November 2002	Accelerated
The General Teaching Council for Wales (Disciplinary functions) (Amendment) Regulations 2002	Will allow GTCW to attach conditions to a suspension order to be met before a teacher is eligible for re-registration.	November 2002	Accelerated
Education (Teachers Qualifications and Health Standards) (Wales) (Amendment) Regulations 2002	Provides for QTS for certain teachers who trained before 1974 (or 1989 for some subjects) and did not take up employment in the maintained sector immediately after training	November 2002	Accelerated

The Education (Education Standards Grants) (Amendment) (Wales) Regs 2002	Gives effect to agreed policy changes in the priorities for funding under the GEST Programme.	December 2002	Standard
The Education Budget Statements Wales Regs 2002	Sets the requirements for publication of budget statements for 2002/03	December 2002	Accelerated
Education Act 2002 (Transitional Provisions) (Wales) Regulations 2002	Make modifications and transitional provisions in relation to the commencement of the Education Act 2002	December 2002	Accelerated
The Education Act 2002 (Commencement) (Wales) Order 2002	To commence provisions in the Education Act 2002	December 2002	Accelerated

January to March 2003

NAME/WORKING TITLE OF SI	Purpose	Projected Month Legislation to be Made	Recommended Procedure
The Education (School Performance Information) (Amendment) (Wales) Regulations 2003	Sets out requirements for publication of information on school performance	January 2003	Accelerated
The Education (Teachers Qualifications and Health Standards) (Wales) (Amendment) Regs 2003	Provide for the General Teaching Council for Wales to have a role in the administration and award of qualified teacher status in Wales	January 2003	Accelerated
The Governors' Annual Reports (Wales)(Amendment) Regulations	Sets out requirements for the content of Governors' Annual Reports	February 2003	Accelerated

School information (Wales) (Amendment) Regulations	sets out the requirements for the content of school prospectuses	February 2003	Accelerated
The Education (Induction Arrangements for schools teachers) (Wales) Regulations 2003	Regulations will require people qualifying as teachers to successfully complete and induction period to take up employment in the maintained sector.	February 2003	Standard
The Education (early Years Development Plans) (Wales) Regs 2003	to provide for LEA review and provision of information of childcare arrangements	February 2003	Accelerated
Special Educational Needs & Disability Act 2001 (Commencement) (Wales) Order 2003	Commences sections 14, 15 and 22 of SENDIS Act 2001	February 2003	Accelerated
The Education (Basic Curriculum) (Amendment) (Wales)Regulations	to make Personal and Work Related Education part of the Basic Curriculum for schools in Wales effective from September 2004 (WRE) and September 2003 (PSE)	March 2003	Standard
The General Teaching Council for Wales (Constitution) (Amendment) Regulations	Amendment will set out the list of those bodies eligible to nominate persons as members of the GTCW	March 2003	Accelerated
The General Teaching Council for Wales (Functions) (Amendment) Regulations 2003	Amendment will cover action to be taken by the GTCW in determining the suitability of person to be a teacher	March 2003	Standard

The Education (Supply of Information) (Wales) Regulations	Will require employers of teachers and supply agencies to report misconduct cases to the Assembly and incompetence cases to the GTCW	March 2003	Standard
The General Teaching Council for Wales (Additional Functions) (Amendment) Order 2003	Will add categories of persons ineligible for registration where the Council are not satisfied as to their suitability to be teachers.	March 2003	Standard
The Education (Outturn Statements) (Amendment) (Wales) Regs 2003	Lay out how the Education Authorities presents their education budget outturn information	March 2003	Accelerated

EDUCATION ACT 2002

SECTIONS COMMENCED ON ROYAL ASSENT

Section 13

Powers for the Secretary of State to form, take part in forming, or invest in a company for purposes connected with her education functions (England only).

Section 52(7) to (10)

Provision for the parents of a pupil permanently excluded from a Pupil Referral Unit to have a right to appeal equivalent to that available to the parents of pupils excluded from maintained schools. The right will be given retrospectively to 1 September 1994, when PRUs were first recognised in statute.

Section 147

Clarifies newly qualified teachers' pay entitlement as intended in the 1999 and subsequent School Teachers' Pay and Conditions Documents.

Section 186

Powers for the Secretary of State - in relation to England and Wales – to make regulations for the repayment of student loans of any person who meets eligibility criteria.

Section 190

Clarifying the legal position of LEAs in England and Wales to engage in the award or authentication of educational qualifications.

Sections 210 - 214, 216 and 217

General provisions about orders and regulations under the Act, including transitional provisions and identification of the sections that only the Secretary of State may commence or that only the National Assembly for Wales may commence. Also ensures that where the Act confers a new function on the Secretary of State by amending another Act, that new function is exercisable in relation to Wales by the National Assembly.