

Minister's Engagements from 24th January – 26th February 2003

24th January

INTERVIEW - HTV Waterfont

27th January

SPCH - Open New Headteachers' Conference and Q&A

SPCH - Launch 'Reading is fundamental' Project

MTG - ACM representatives

28th January

INTERVIEW - BBC Eye on Wales interview on student funding

29th January

SPCH - Development of a co-operative research network

MEET – Mel Cappe, Canadian High Commissioner to the UK

Q&A/RECORD PROMOTIONAL VIDEO - Cynon Valley/Rhondda-Cynon-Taf

Youth Councils with Jane Hutt AM

MTG - HMCI Susan Lewis

30th January

SPCH - 'The Perfect School Curriculum - Myths & Realities Seminar'

International Networking Event

SPCH - NGfL Cymru 'Hard Launch'

ATTEND - Final of 'Maths in Motion' Competition

MTG - Tom McGarry/ Ms Alex Fenwick of NUS re: HE Statement

3rd February

SPCH - Launch Childline's Conference on Bullying

MTG - February Quarterly Bilateral with Enid Rowlands

4th February

INTERVIEW - Paul Stanistreet re: NIACE's Adults Learning magazine

5th February

SPCH - Race Equality in Schools' Conference

MTG – CONFED

ATTEND - Launch of Agora Report

6th February

SPCH - Open North West Wales Secondary School Headteachers & Deputies' Conference CYNNAL

MEET - Sir Gareth Roberts

8th February

MTG - Funky Dragon, the Children and Young People's Assembly with Jane Hutt AM

10th February

TALK - Students of Ysgol Gyfun Bryn Celynnog re: ALGs

SPCH - NPQH mandatory consultation launch
MTG - Anne Crowley re: Practice Exchange between Save the Children and Cuba

11th February

MTG - Roger Williams re: Appointments HEFCW/National Council
ATTEND - Welsh Affairs Committee Meeting re: Empowering Children & Young People in Wales
ATTEND - Turn on lights at 'Light-up' Art- Work Event

12th February

VISIT - Trinity Fields School & Resource Centre
SPCH - Present Basic Skills Quality Mark to Edwardsville Infants School

13th February

SPCH - Teenage Mother Conference with Jane Hutt AM
VISIT - Michaelston Community College
MTG - Business Partnership Council - follow-up on skills

18th February

SPCH - Launch Radio ACEN
MTG - Wales Council for the Blind
MTG - Chair of ECTARC

19th February

SPCH - Open 'Raising Awareness Event' Business in the Community Cymru
SPCH - Open Building Services Training Centre
SPCH - Cynon Valley Youth Crime Prevention Conference
SPCH - Open National Diving Training Centre

24th February

MTG - Welsh Association of SACREs
VISIT - Mounton House School
MTG - Joint Teaching Unions
SPCH - Artists in Schools Craft Fair 2003

25th February

INTERVIEW - Francis Jones/Phil Evans re: 'Phil Evans has entered the building' for BBC Radio
SPCH - Closing remarks NUS Wales Lobby

26th February

ATTEND - Photo shoot with Principal Jan Knight re: Aberdare/Pontypridd Colleges Merger Launch Events week
MTG - Alistair Milburn (Editor of South Wales Echo)
POP IN - Careers Wales stand - Youth Gateway
MTG - WLGA Executive
MTG - Professor Brenda Gourley of Open University
INTERVIEWS - re: Statement on ILAs

**School Teachers' Review Body Report – Department for Education and Skills
consultation letter**

7 February 2003

STRB report 2003

I enclose a copy of the report of the School Teachers' Review Body (STRB) which is published today. Its main findings are summarised at the front of the report.

On 1 August 2002 my predecessor, Estelle Morris, wrote to the Chair of the STRB asking the Review Body to examine various matters and to report its recommendations to the Prime Minister and to me. The STRB were asked to report on some of these issues this year and to report on others next year.

On the issues in this year's report, I now propose under section 2(1) of the School Teachers' Pay and Conditions Act 1991 to make provision by Order giving effect to the statutory recommendations. Before doing so, I am required under the Act to consult bodies representing the interests of school teachers and their employers. This letter initiates that statutory consultation.

I am minded to give effect to the statutory recommendations, subject to the views expressed by those consulted, by making Pay and Conditions Orders as follows:

- A first Order in respect of changes noted below as taking effect from 1 April;
- A second Order to bring into force a new School Teachers' Pay and Conditions Document (STPCD) with effect from 1 September, incorporating all changes to teachers' pay and conditions for 2003-04. There will be an opportunity for further comment on the detail of the Document before making this Order.

General pay levels

The STRB have said the following:

We recommend the following changes to teachers' salary levels in 2003-04:

an increase of 2.9% in the values of

- the main pay scale and upper pay scale for qualified teachers;
- the pay spine for the leadership group;
- the pay spine for Advanced Skills Teachers; and
- the pay scale for unqualified teachers.

The recommendation above does not apply to teachers in the inner London pay area, whose pay scales are dealt with separately.

We also recommend that the values of the additional allowances for special needs, recruitment and retention, and management should be increased by 2.9%.

I propose to accept all these recommendations in full. The 2.9% increase would be paid in full in April 2003 without staging.

Differentiated pay and incentives

The STRB have said the following:

London

- **We recommend that the existing pay spine and the inner London allowance be replaced by a new inner London pay spine for qualified teachers, with a starting rate of £21,522 [and] a move to £34,002 after crossing the threshold, and in excess of £40,000 at the top of the scale for teachers also in receipt of a management allowance. (At Annex B1)**
- **We also recommend that the existing leadership group spine and the inner London allowance be replaced by a new inner London pay spine for the leadership group in inner London schools. (At Annex B2)**
- **We recommend that the pay spine for ASTs in inner London be dealt with in the same way. (At Annex B3)**
- **We are aware that problems exist in other parts of London and elsewhere and will cover these matters when we report in January 2004. In the meantime, we recommend that both the outer London allowance and the fringe allowance be increased by 10%.**

I propose to accept these recommendations in full. The new pay scales and the 10% increase in London Allowance will not be staged and will be paid in full from April 2003.

We are serious about raising standards in London schools. This pay award provides significant pay rises for all London teachers. Last year we identified the problem that there are too few senior, experienced teachers in inner London. I am delighted that the Review Body has supported us in targeting its pay proposals on this group. Because of this targeting, I am also accepting that point 2 of the upper pay scale should be increased to £1,670, because of the potentially beneficial effects in terms of recruitment and retention. But I remain concerned about aspects of the upper pay scale, as I indicate further below.

The creation of the first ever pay scales for inner London is another bold and far-sighted move by the Review Body, which will help recruitment and retention at all levels of the teaching profession. It also marks a prudent first step in the direction of a more localised approach to pay.

I also welcome the increased pay for inner London school leaders. Effective school leaders are vital to raising standards in our schools. The Review Body has recognised the need to incentivise recruitment and retention of them for our inner London schools, many of which are facing very challenging circumstances.

Most London schools will be able to afford this set of recommendations from the increases to the Education Formula Spending Share. Some of the costs in any case fall wholly or mainly to my Department, for example the threshold payment increases. For a small number of local authorities, however, I will be making a special grant available where I determine that genuine affordability issues arise because of higher paybill pressures than in other parts of the country. Based on the data used in the Local Government Finance settlement, the list of those authorities is at annex B4.

I will be providing the STRB with further evidence on the position in outer and 'fringe' London, including affordability issues, in time for their further report in January 2004.

Shortages of mathematics and science teachers

The STRB have said the following:

We believe that the many recruitment incentives recently introduced should be allowed to bed in with a proper assessment made of their effect. We do not think that the shortage of mathematics and science teachers should be singled out for further special treatment at this stage. More could be done to market and package the existing incentives and we think that it is for Government and the TTA to take the lead on this.

I propose to accept this recommendation. I welcome the suggestion about promoting the existing pay flexibilities further and will be considering this in further detail.

Linking pay progression and performance

Progression on the upper pay scale

The STRB have said the following:

- **We have taken the consistent view that the key criterion for progression should be “continued substantial and sustained performance and contribution to the school as a teacher”. No new, substantial evidence has been produced to cause us to change our view. Drawing on the evidence, we have identified four main barriers to the smooth operation of the system for progression on the upper pay scale. To tackle these we recommend that:**

- **decisions by schools on progression on the upper pay scale: are based on the criterion of substantial and sustained performance and contribution in the context of continuous improvement in the school; are informed by the performance management system in the school; and take account of the fact that the rate of progression will vary between individuals;**
- **the Department considers how the head's core role as a manager in judging, distinguishing and rewarding the contribution of individual teachers can be stated explicitly and that the Department discusses with the NCSL how the College can best help strengthen the confidence and capability of the heads and other managers in this area;**
- **that some thought be given to how schools might be supported in making their systems robust, simple and fit for purpose;**
- **the Department ensures that adequate funding for progression is sustained in the future.**

I welcome many of the points made by the STRB, including their reiteration of the point that rates of progression should vary between individuals – a point that too many schools have failed to embrace. As with my predecessors, it is also my view that movement up the scale should be on a “progressively more challenging” basis. I shall return to these issues, and the non-statutory suggestions made by the STRB for smoothing the operation of the upper pay scale, in a further wide-ranging consultation later this year.

Changes to the pay system in respect of proposals in “Investment for Reform”

The STRB have said the following:

We need to know more about federations before we recommend changes to the pay system. We think there is sufficient flexibility in the system at present to deal with matters as they arise. Decisions on salary levels should be made locally by LEAs or other relevant bodies. We will return to this issue in our next report when it is likely to be clearer how federations are developing.

I propose to accept the STRB's decision not to make a recommendation in respect of federations at this stage and their view that existing pay flexibilities for leaders of federations and advanced schools should be sufficient for the present.

The suggestion that the Leadership Incentive Grant might be used to pay recruitment and retention incentives [for school leaders] appears to support the objectives set for it. We think, however, that it is for schools

themselves to consider, taking account of their own particular circumstances, how the grant should best be used.

I agree with this comment. We are setting parameters for this grant that eligible schools must use it within the principles being set out in guidance - to accelerate improvement, strengthen leadership and stimulate collaboration.

We recommend that the pay model of special schools be adopted as a guide for the headteacher of Children's Centres and Integrated Early Years' Centres in appropriate circumstances.

I propose to accept this recommendation, which applies only in cases where these centres are schools and where the headteacher is in charge of the whole establishment.

Other issues

The STRB have said the following:

Although we agree that a multi-year pay award for teachers would have advantages for stability and forward planning, we consider it would be premature to make recommendations at this stage for a basic pay rise for teachers beyond the year 2003-04. At present it is our intention to make recommendations in January 2004 on pay and conditions which stretch beyond a single year, in the context of our consideration of the longer-term issues.

I understand this comment but I find it disappointing. For the reasons set out in our written evidence last September, I saw a three year award as potentially very valuable in supporting headteachers when they make the strategic spending decisions needed to deliver on the ground our recent National Agreement on workforce reform. Nonetheless, I look forward to seeing the Review Body's recommendations next January. These will cover the years 2004-05 and 2005-06.

We recommend that the Department considers, in consultation with the interested parties, whether any changes are needed to the terms and conditions of unattached teachers and provides us with written evidence for our next review.

I accept that there are conflicting views on the question of unattached teachers. In the light of the STRB's further comments, I invite all consultees to comment on the principles now, and request them to pass their detailed views to the Department on the points raised in the report about unattached teachers by mid-July 2003. I propose to summarise these views as evidence for the STRB's next review, as recommended.

To deal with the lack of a central core of basic information that covers the spectrum of the school workforce and can be used for strategic planning and development, we recommend that the Department takes

the lead in securing the development and provision of an adequate and ongoing intelligence system on the teaching profession, which includes regular, published up-to-date information.

The STRB has noted in its report the work which is already in hand in this area. In consultation with its partners, the Department is working on a specification of data items to cover the whole of the school workforce. This infrastructure will require the maintenance of core data items to be transferred to the Department electronically on a scheduled basis. I propose to consider the STRB's further comments in detail, taking into account the information which is already available, and the developments in hand, and respond, as requested, in evidence in the autumn. In the meantime I would welcome comments now from consultees on the recommendation in principle, and by mid-July on the detailed points which the STRB raises.

It is for the parties to consider and discuss arrangements for payment [of the General Teaching Councils' fee allowance]. We remain clear that arrangements should ensure that all teachers receive the full cost of the fee.

I propose to accept this recommendation and to require LEAs and governing bodies to continue to make arrangements for payment of a separate sum once a year to all teachers, to cover the cost of the fee. In the light of STRB's comments in their Eleventh Report, this sum will remain at £33.

I would welcome responses to this consultation letter by **Friday 7 March**.

Charles Clarke

PROPOSED TEACHERS' PAY SCALES AND ALLOWANCES FROM 1 APRIL 2003

ANNEX B1

Classroom teachers

	Main £	Proposed Inner London £
M1	18,105	21,522
M2	19,536	22,977
M3	21,108	24,573
M4	22,734	26,226
M5	24,525	28,041
M6	26,460	30,000
U1	28,668	34,002
U2	29,730	35,673
U3	30,831	36,774
U4	31,968	37,911
U5	33,150	39,093

Unqualified teachers

	Main £	Proposed Inner London £
1	13,266	16,683
2	13,860	17,277
3	14,439	17,856
4	15,039	18,456
5	15,645	19,062
6	16,227	19,644
7	16,824	20,241
8	18,216	21,633
9	19,794	23,211
10	20,979	24,396

Allowances

	Main £	Proposed Inner London £
MA 1	1,638	1,638
MA 2	3,312	3,312
MA 3	5,688	5,688
MA 4	7,833	7,833
MA 5	10,572	10,572
R&R 1	1,002	1,002
R&R 2	1,971	1,971
R&R 3	2,985	2,985
R&R 4	4,158	4,158
R&R 5	5,415	5,415
SEN 1	1,674	1,674
SEN 2	3,312	3,312
London:		
Outer	2,247	Separate scale
Fringe	870	Separate scale

Leadership group	ANNEX B2	
	Main £	Proposed Inner London £
L1	31,416	37,359
L2	32,205	38,148
L3	33,009	38,952
L4	33,834	39,777
L5	34,677	40,620
L6	35,544	41,487
L7	36,507	42,450
L8	37,344	43,287
L9	38,277	44,220
L10	39,261	45,204
L11	40,278	46,221
L12	41,208	47,151
L13	42,240	48,183
L14	43,290	49,233
L15	44,367	50,310
L16	45,549	51,492
L17	46,599	52,542
L18	47,769	53,712
L19	48,951	54,894
L20	50,166	56,109
L21	51,408	57,351
L22	52,683	58,626
L23	53,988	59,931
L24	55,329	61,272
L25	56,700	62,643
L26	58,107	64,050
L27	59,544	65,487
L28	61,020	66,963
L29	62,535	68,478
L30	64,089	70,032
L31	65,676	71,619
L32	67,308	73,251
L33	68,979	74,922
L34	70,686	76,629
L35	72,444	78,387
L36	74,235	80,178
L37	76,083	82,026
L38	77,964	83,907
L39	79,863	85,806
L40	81,861	87,804
L41	83,904	89,847
L42	86,004	91,947
L43	88,155	94,098

ASTs	ANNEX B3	
	Main £	Proposed Inner London £
1	29,757	35,700
2	30,288	36,231
3	30,822	36,765
4	31,347	37,290
5	31,878	37,821
6	32,415	38,358
7	32,949	38,892
8	33,480	39,423
9	34,008	39,951
10	34,536	40,479
11	35,070	41,013
12	35,781	41,724
13	36,489	42,432
14	37,194	43,137
15	37,902	43,845
16	38,613	44,556
17	39,321	45,264
18	40,032	45,975
19	40,740	46,683
20	41,448	47,391
21	42,156	48,099
22	43,038	48,981
23	43,929	49,872
24	44,811	50,754
25	45,699	51,642
26	46,581	52,524
27	47,469	53,412

Annex B4

London boroughs likely to qualify for grant funding to meet the cost of the 2003 teachers' pay settlement.

Inner

Camden
Hammersmith and Fulham
Kensington and Chelsea
Lambeth
Barking and Dagenham
Haringey

Outer

Bexley
Bromley
Croydon
Enfield
Havering
Redbridge
Richmond upon Thames
Sutton
Waltham Forest

Attendance Task and Finish Group

Provisional Action Plan

THE ATTENDANCE TASK AND FINISH GROUP PRODUCED ITS REPORT IN OCTOBER 2002. THIS PLAN OUTLINES HOW THE 16 RECOMMENDATIONS CONTAINED IN THE REPORT WILL BE TAKEN FORWARD. IT IS PROVISIONAL IN NATURE AS CHANGES TO THE ACTIONS AND TIMETABLES MAY BE NECESSARY AS A RESULT OF FURTHER CONSULTATION WITH PARTNERS ON SPECIFIC DETAILS.

The plan needs to be considered alongside the main report. The numbering system for the recommendations originally used in the report is retained throughout. A summary of actions is contained in Table A.

MONITORING ARRANGEMENTS

A new group will be set-up, as recommended in the report to advise on strategy, best practice and to consider ongoing research (see S6 below). The monitoring of progress against the action plan will be added to their remit. This will meet once a term with the first meeting taking place in the summer term 2003.

SHORT-TERM 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.

THE WELSH ASSEMBLY GOVERNMENT WILL BEGIN REVISING CIRCULAR 3/99, PUPIL SUPPORT AND SOCIAL INCLUSION, EARLY IN 2003. TO TIE IN WITH THE PROPOSED TIMETABLE OF THESE REVISIONS IT IS PROPOSED THAT A WORKING GROUP IS BROUGHT TOGETHER IN MARCH TO PROPOSE THE CHANGES REQUIRED. THESE WILL THEN BE PUT OUT TO CONSULTATION BEFORE A FINAL RECORDING SYSTEM IS AGREED. AS WELL AS ADAPTING THE GUIDANCE IT WILL BE NECESSARY TO SEND A LETTER TO ALL LEAS AND SCHOOLS IN ADVANCE OF THE 2003-04 ACADEMIC YEAR TO ENSURE THEY ARE USING THE NEW CLASSIFICATION SYSTEM. ARRANGEMENTS WILL ALSO NEED TO BE MADE TO MAKE ANY NECESSARY ADAPTATIONS TO ELECTRONIC REGISTRATION SYSTEMS.

WORKING GROUP TO BE RUN IN MARCH 2003. LETTER TO ALL SCHOOLS / LEAS BY END MAY 2003

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

Discussions between Pupil Support Division and LEAs suggest that the majority of primary schools are already providing attendance figures to LEAs. The Task and Finish Group agreed that information on primary school attendance is essential, particularly in the context of focusing more on intervention at an early age, (see L6 below). It was agreed, therefore, that it was not necessary to obtain more detailed information on this area but instead the National Assembly for Wales should begin steps to collect the information from primary schools.

It is intended to collect 2002-03 data retrospectively. An assessment will be needed as to whether this has been recorded on a consistent basis across all schools. Otherwise the aim will need to be to collect data from the 2003-04 academic year on. It is hoped that as most primary schools are already providing the information to LEAs they can be used as the source and as such there will be no new burden on schools. In the longer term the Pupil Level Annual School Census system is likely to prove the most efficient means of collecting attendance information from individual schools.

Data collection for 2002-03 to be collected annually from June 2003

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.

A full evaluation of LEAs spending on attendance issues is potentially highly complex and perhaps should be considered as a long-term possibility. In the short-term the greater priority is that the spending of GEST funding should be transparent. To satisfy this need each LEA will be asked to make available a report detailing how all GEST funding for Activity 5D School Attendance and Behaviour has been spent. This will become an annual commitment.

The 9 authorities who received funding for pilot projects to tackle disaffection will also be asked to provide regular reports on the progress of the projects along with an evaluation once the project has been fully established. The reports and evaluations will be made available to all on the National Assembly for Wales' website.

Report on GEST spending for 2002-03 by June 2003. Initial progress reports on disaffection pilot projects to be put on website by September 2003

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.

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

The above 3 recommendations all involve the collection of information from LEAs. In terms of the burden on LEAs the preferred approach would therefore be to wrap them together in one survey. As the information collected will be useful for feeding into discussions on the revisions of Circular 3/99 this is one of the actions with the greatest urgency.

March 2003

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

It is proposed that this should meet 3 times a year, preferably at the beginning of each term, starting with the initial meeting in the Summer term, 2003.

As discussed above, the group's role will also be extended to consider progress against this action plan.

The members of the current taskforce will be invited to join the new advisory group or nominate a replacement from the same organisation or performing a similar role elsewhere in Wales. Also the membership will be expanded to include a primary school head as well as someone from Governors Wales, ideally a parent-governor.

Termly meetings from summer 2003

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

The majority of Welsh LEAs are already carrying out regular sweeps in their area. A week of sweeps throughout all LEAs would be a useful way of highlighting the issue of truancy and the need to take it seriously. It would also be an opportunity to develop best practice guidelines for undertaking sweeps, which would include aspects such as working with police, use of language with parents and children, information gathering, methods of reintroducing pupils and follow-up action within schools. These guidelines could be encompassed in the revisions to Circular 3/99.

Develop guidelines on truancy sweeps between March and May 2003. Wales-wide week of truancy sweeps in June 2003.

LONG-TERM RECOMMENDATIONS

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.

Undertaking a study of electronic registration throughout Wales is likely to be a highly-involved process as a number of packages are currently being used in a variety of ways. An effective review is only likely to be undertaken through an in-depth study involving extensive discussions with each authority. This will need a dedicated resource devoted to the task as opposed to a piece-meal approach from Assembly officials. Ideally a post would be funded for 4-6 months to investigate the issue in depth and advise on a strategy and costs. The post-holder would need to have a reasonable knowledge of technology to be fully effective.

Study of LEAs in Autumn 2003, with a view to advising strategy for 2004-05 on.

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

As with L1 this review is potentially a large undertaking and would benefit from a dedicated resource over a number of months with the appropriate background in education matters, especially the role of the educational welfare service. The review will need to take into account work currently ongoing across the UK to develop National Occupation Standards for People Delivering a Support Service to Young People.

Study of LEAs Spring 2004 to advise on future approach by June 2004

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

The simplification of funding streams is the more difficult of the two tasks as it would involve large numbers of people and policies. It, perhaps, should be borne in mind when developing new funding streams as opposed to a specific action. In terms of clarifying funding streams, a simple easy to read guide will be sent to LEAs summarising sources of funding for each Authority and methods of distribution.

Guide to funding to be sent to LEAs by December 2003

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

There are a number of potential approaches to sharing good practice. In order to ensure that LEAs and schools are sharing practices with all parts of Wales, it would be preferable to have a Wales-wide rather than regional approach. Recent discussions with LEAs suggest that a 'careers-fair' approach may be

the best option as this would allow people to pick and choose the areas which they wish to discuss rather than a standard conference approach of a series of talks where not all information may be of interest to everybody.

As well as bringing people together it would be useful to have a store of information on the National Assembly for Wales' web-site. As part of the Narrowing the Gap project, work has already begun on a compendium of school improvement initiatives. This would be a suitable vehicle to expand to include initiatives tackling disengagement / disaffection and attendance issues. The progress and evaluation of the pilot projects to tackle disaffection will also be included on the web-site.

Run a 'careers-fair' in Autumn 2003. Put good practice on National Assembly for Wales' web-site on an ongoing basis

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.

The original intention of the recommendation was to fund projects to improve attendance in two schools with very different socio-economic conditions and evaluate the level of change. This would help formulate future strategy on how best to focus funding to tackle attendance issues. There are however a number of approaches currently being undertaken throughout the UK from which information could be gathered on the most effective methods of tackling low attendance and for this reason the objective within this recommendation should be widened to include a consideration of the effectiveness of existing projects. In order to do this effectively, resources will be needed to carry out the initial research. This initial research could then be used to inform whether a further pilot should be carried out as suggested in the recommendation or whether a pilot is no longer necessary as the available evidence points clearly to the preferred approaches.

Undertake research into the effectiveness of approaches to tackle attendance issues by December 2003. Possible pilot scheme in 2004-05.

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.

The Education Strategic Plans and Behaviour Support Plans probably represent the best vehicles for monitoring a strategic move to earlier intervention. A statement has been put into additional information required for Supplementary ESPs for 2004-05 that authorities should give some account of how they plan to tackle the recommendations arising from the Task and Finish Group.

Details on the current practice on passing information between primary and secondary schools will be collected by means of a survey as described for S4 above. The passing of information on attendance from primary to secondary schools should happen as part of the introduction of individual pupil records.

All schools are due to be part of the system for 2003-04 and attendance is expected to be one of the core data items from January 2004. However, this will only be an annual figure and schools and LEAs will need to consider whether this is sufficient. Consultation is still ongoing on the introduction of individual pupil records.

Include statement on following Task and Finish Group's recommendations in Supplementary ESPs, December 2002

Await development of individual pupil records, expected Jan 2004

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

It will be important to restrict the boundaries of the actions arising from this recommendation as there is great potential for straying beyond the remit of the group into wider areas such as joint working between education and social service departments. The action will be focused on providing good practice guidelines on how various agencies can work together to tackle attendance issues. As there is such a cross-over between attendance issues and disengagement / disaffection the content of such guidelines will need to be clearly defined, taking into account other work going on in this area.

Workshop on multi-agency working in Autumn 2003

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.

Some work will need to be done in the short-term to react to guidelines for magistrates' courts and youth offending teams being produced by a Department For Education and Skills working group and deciding whether these are appropriate for Wales and fit within our overall aims. DFES are aiming to release the guidelines in March 2003. The Welsh Assembly Government's Pupil Support Division are represented on the working group.

A subsequent group involving all interested parties including Welsh Assembly Government officials, magistrates, and the educational welfare service will be set-up in Wales to discuss the specific approach required in Wales, using the work carried out in England as a starting point.

Set-up a group to discuss the issues in Summer 2003 with a view to developing guidelines.

Table A: Summary of Actions

RECOMMENDATION		ACTION	TIMETABLE
S1	Simplify the Welsh Assembly Government's guidance on classifying absences and consider the use of targets and the reporting of progress against these.	<ul style="list-style-type: none"> working group to propose the changes required for inclusion in revised guidance letter to all LEAs and schools advising them of changes 	Mar 2003 May 2003
S2	Establish how many primary schools have readily available figures on attendance rates.	<ul style="list-style-type: none"> Collect attendance data from primary schools 	January 2003 to Sept 2003
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.	<ul style="list-style-type: none"> LEAs to report on GEST spending for 2002-03. Initial progress reports on disaffection projects on web-site 	June 2003 Sept 2003
S6	Set-up a group to advise, on a regular basis, on strategy, best practice and to consider ongoing research.	<ul style="list-style-type: none"> Set-up group to meet once a term 	From Summer '03
S4	Undertake an audit of the methods of passing information between primary and secondary schools on individual pupils' attendance.	<ul style="list-style-type: none"> Undertake survey of LEAs 	March 2003
S5	Undertake an audit of schools' and LEAs' attendance policies, how up-to-date these are and how well they link together.		
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.	<ul style="list-style-type: none"> Develop best-practice guidelines Undertake Wales-wide week of sweeps 	Mar-May '03 June 2003
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.	<ul style="list-style-type: none"> Establish temporary post / contract to undertake review and advise on strategy 	Autumn 2003

L2	Review the funding, role, responsibilities and training /accreditation system of the educational welfare service in Wales.	<ul style="list-style-type: none"> Establish temporary post / contract to undertake review and advise on strategy 	Spring 2004
L3	Clarify and simplify the funding streams used to tackle truancy.	<ul style="list-style-type: none"> Guide to funding to be sent to LEAs 	Dec 2003
L4	Establish systems to share good and innovative practice on tackling truancy.	<ul style="list-style-type: none"> Run a 'careers-fair' on methods of tackling attendance issues Put good practice on National Assembly for Wales' web-site 	Autumn 2003 Ongoing
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.	<ul style="list-style-type: none"> Undertake research project to evaluate methods of tackling attendance issues Pilot scheme (dependent on above) 	Jul to Dec 2003 2004-05
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.	<ul style="list-style-type: none"> Add statement to Education Strategic Plans for additional information on plans to follow Task and Finish Group's recommendations Await development of individual pupil records 	Dec 2002 Jan 2004
L7	Develop a framework for multi-agency working, including the necessary training elements.	<ul style="list-style-type: none"> Set-up workshop to develop best-practice guidelines 	Autumn 2003
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	<ul style="list-style-type: none"> Set-up a group to discuss the issues with a view to developing guidelines. 	Summer 2003

<u>Education and Lifelong Learning Secondary Legislation Programme: update February 2003</u>			
Name/ working title of SI	<u>Purpose</u>	Projected month for legislation to be made Position to date	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 COMPLETED	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 with the Council	March 2003 Will form part of composite motion to Plenary 4 March	Accelerated
The Education (Teachers Qualifications and Health Standards) (Wales) (Amendment) Regulations 2002	Provides for QTS for certain teachers who trained before 1974 (or 1989 for certain subjects) and did not take up employment in the maintained sector immediately after training	November 2002 COMPLETED	Accelerated
The 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 COMPLETED	Accelerated
The Education Act 2002 (Commencement) (Wales) Order 2002	To commence provisions in the Education Act 2002	December 2002	Accelerated

		COMPLETED	
The Governors' Annual Reports (Wales) (Amendment) Regulations	Sets out the requirements for the content of Governors' Annual Reports	Post May 2003 (but consultation possibly from March 2003)	Accelerated
The Education (School Performance Information) (Amendment) (Wales) Regulations 2003	Sets our requirements for publication of information on school performance	Post May 2003 (but consultation possibly from March 2003)	Accelerated
The Education (Teachers Qualifications and Health Standards) (Wales) (Amendment) Regulations 2003	To 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 IN FORCE 1 MARCH	Accelerated
School Information (Wales) (Amendment) Regulations	Sets out the requirements for the content of school prospectuses	Post May 2003 (but consultation possibly from March 2003)	Accelerated
The Education (Induction arrangements for school teachers) (Wales) Regulations 2003	Regulations will require people qualifying as teachers to successfully complete an induction period to take up employment in the maintained school sector	March 2003 Plenary debate 5 March	Standard
The Education (Nursery Education and Early Years Development and Childcare Plans) (Wales) Regulations 2003	To provide for LEA review and provision of information of childcare arrangements	March 2003 Timetabled for plenary 11 March	Accelerated
Special Educational Needs & Disability Act 2001 (Commencement) (Wales) Order 2003	Commences sections 14,15, & 22 of SENDIS Act 2001	July 2003 Commencement to enable regs outlined below	Accelerated

The Disability Discrimination (Prescribed Periods for Accessibility Strategies and Plans for Schools) (Wales) Regulations 2003 *	To impose duties on LEAs and bodies responsible for schools to prepare accessibility strategies and plans respectively every 3 years	July 2003 consultation end March Ties in to SENDIS Commencement Order	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 Sept 2003 (PSE) and Sept 2004 (WRE)	March 2003 Timetabled for plenary 19 March	Accelerated
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 Will form part of a composite motion to plenary 25 February	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 a person to be a teacher	POST MAY 2003 TO BE RE-TIMETABLED	Standard
The General Teaching Council for Wales(Additional Functions) (Amendment) Order 2003	Will add categories of persons ineligible for registration , where the GCTW is not satisfied as to their suitability to be teachers	POST MAY 2003 TO BE RE-TIMETABLED	Standard
The Education (Supply of Information) (Wales) Regulations	Will require employers of teachers and supply agencies to report misconduct cases t the Assembly and incompetence cases to the GTCW	March 2003 Plenary debate 5 March	Standard
The Education (Outturn Statement) (Wales) Regulations	Will lay out how the Education Authorities present their education budget outturn	March 2003 Timetabled for plenary	Accelerated

2003	information	25 March	
The Education (School Lunches) (Prescribed Requirement) (Wales) Order 2003 *	Requires nursery pupils to be in full-time education before being entitled to free school meals	March 2003 Business Committee consideration 25 Feb	Accelerated
The Education (Free School Lunches) (Prescribed Tax Credits) (Wales) Order 2003 *	Sets out tax credits and circumstances entitling a child to free school meals	March 2003 Business Committee consideration 25 Feb	Accelerated
The Education (Remission of Charges Relating to Residential Trips) (Wales) Regulations 2003 *	Sets out benefits and tax credits in connection with the remission of charges for school trips, and aligns entitlement with those for children receiving free school meals	March 2003 Business Committee consideration 4 March	Accelerated
Individual Learning Account Wales Regulations 2003 *	From 1 April will enable eligible individuals living in Wales to receive help toward the cost of a wide range of learning	March 2003 Plenary debate 26 March	Standard
The Education (Pupil Referral Units) (Appeals against Permanent Exclusion) (Wales) Regulations 2003 *	To introduce, with retrospective effect, a right of appeal against a decision to permanently exclude a pupil from a pupil referral unit	February 2003 COMPLETED	Executive (but debated in Plenary 12 Feb 2003)
The Education (School Organisation Plans) (Wales) Regulations 2003 *	Changes the date for LEAs to publish draft School Organisation Plans from 1 September to 1 January annually and allows publication of	Sept 2003 Currently out to initial consultation.	Accelerated

	adopted plan electronically.	Consultation will inform regs. , which will be subject of further consultation, to include subject committee	
The Education (Pupil Exclusions and Appeals) (Maintained Schools) (Wales) Regulations 2003 *	Sets out pupil exclusion and appeal procedures for maintained schools	August 2003 Out to consultation end March	Standard
The Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (Wales) Regulations 2003 *	Sets out pupil exclusion and appeal procedures for Pupil Referral Units	August 2003 Out to consultation end March	Standard
The Financing of Maintained Schools (Amendment) (Wales) Regulations 2003 *	Will extend the existing provision, which gives authorities the freedom to delegate, or hold centrally, funding in respect of teachers pay restructuring (essential for threshold and upper pay spine progression).	March 2003 Plenary debate 5 March	Standard
The School Forums (Wales) Regulations 2003 *	Will set out requirements for the establishment of School Forums in Wales	November 2003 Plan to issue consultation doc to cover proposals end Feb/ early March. Consultation will inform regs., which	Accelerated /Standard

		will be subject of further consultation, to include subject committee.	
Replacement of the Financing of Maintained Schools Regulations 1999 *	Will replace current regulations , consolidate amendments made since 1999 and cover the new provisions contained in the Education Act 2002	November 2003 Plan to issue consultation doc to cover proposals for regulations end Feb/ early March. Consultation will inform regs. ,which will be subject of further consultation, to include subject committee.	Accelerated /Standard

Notes:

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 ‘Extended’ (formal Subject Committee scrutiny, Legislation Committee Scrutiny and voted in Plenary with or without debate); ‘Standard’ (Legislation Committee scrutiny and voted in Plenary with debate); ‘Accelerated’ (Legislation Committee scrutiny and voted in Plenary without debate); ‘Executive’ (all or any procedures can be disapplied)

* legislation added to list since last report to ELL committee 24 Oct 2002