



Llywodraeth Cymru
Welsh Government

www.gov.wales



Building a Brighter Future: Early Years and Childcare Plan Progress report 2014–15

Building a Brighter Future: Early Years and Childcare Plan

Progress report 2014–15

Audience

This document is aimed at everyone who leads, commissions and delivers services for children and families from pregnancy up to age seven (the end of Foundation Phase) in Wales. This includes midwives, health visitors, school nurses, childcare workers, play workers, teachers, teaching assistants, social workers, doctors, dentists, regional consortia, local authorities, local health boards (LHBs) and health trusts through to government and national partners.

Overview

The document sets out progress made to date by the Welsh Government against the commitments made in *Building a Brighter Future: Early Years and Childcare Plan* published in 2013. The report also outlines priorities for the year ahead.

Action required

None – for information only.

Further information

Enquiries about this document should be directed to:

Early Years Team

Department for Education and Skills and Department for Communities and Tackling Poverty

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

e-mail: earlyyears@wales.gsi.gov.uk

Additional copies

This document can be accessed from the Welsh Government's website at www.wales.gov.uk/topics/educationandskills/earlyyearshome/building-a-brighter-future-early-years-and-childcare-plan/?lang=en

Related documents

Building a Brighter Future: Early Years and Childcare Plan (2013)

www.gov.wales/docs/dcells/publications/130716-building-brighter-future-en.pdf

Building a Brighter Future: Early Years and Childcare Plan – Progress report 2013–14 (2014)

www.gov.wales/docs/dcells/publications/140710-building-a-brighter-future-progress-report-2013-2014-en.pdf

Contents

Ministerial foreword	2
Introduction	4
1. Children’s health and well-being	5
2. Supporting families and parents	12
3. High-quality early education and childcare	20
4. Effective primary education	26
5. Raising standards	32
6. Taking the Early Years and Childcare Plan Forward	38
Annex A: 2015–16 priorities	39
Annex B: Early Years Outcomes Framework for Wales – Population indicators: July 2015	40
Annex C: Useful resources	52

Ministerial foreword

The renewed focus on our commitment to investing in the early years that *Building a Brighter Future: Early Years and Childcare Plan* brought about has been sustained since it was first published in July 2013. Officials spanning across several government departments have worked together and continued to develop and implement the actions that we outlined in the plan, in collaboration with partners at national, regional and local levels.

Building a Brighter Future set out a clear, strong argument for why the early years of a child's life are so critical. Despite the tough economic climate in which we are operating, we have continued to make significant investment in the early years. For example, in May this year we announced that we would be investing an additional £7.6m every year in mental health services for children and young people. Also, we continue to increase the investment in Flying Start to support our commitment to double the number of children benefiting from the programme from 18,000 to 36,000 by the end of this National Assembly for Wales term. The Flying Start budget will increase from £71.1 million in 2014–15 to £76.9 million in 2015–16.

Building a Brighter Future is strongly linked to our tackling poverty agenda. Child poverty in Wales remains stubbornly high, with an estimated one in three children living in a low-income household in Wales. As noted in *Building a Brighter Future*, the majority of the gap between the attainment of a child from an advantaged or disadvantaged family is determined early in childhood and created largely as a result of family background and the home environment.

In March 2015 we published the revised *Child Poverty Strategy*. This recognises the fundamental role of investing in the early years and its impact on improving the outcomes of children living in poverty. In particular, it reaffirms our commitment to reduce the inequalities which currently exist in the health, education and economic outcomes of children and families by improving the outcomes of the poorest. The commitments in *Building a Brighter Future* are fundamental to delivering this objective.

Building a Brighter Future was a ten-year plan. By 2023 we expect to see real differences to the outcomes we have set out in our recently developed Early Years Outcomes Framework (see Annex B). Having the framework in place will help us to focus resources on activity that is shown to have a positive impact on the outcomes for children.

Key achievements that have been made during the year are highlighted throughout this report. There is not one specific programme or policy that, on its own, will result in the better outcomes we want for all children. Many factors influence a child's life such as quality of housing, health factors such as mental health and obesity, and family life such as having a routine and reading. It will take the combined efforts of everyone who leads, commissions or delivers services for children and families in Wales to make a real impact to children's life chances. We look forward to continuing to work with you to achieve better outcomes for all children in Wales.



Huw Lewis AM
Minister for
Education and Skills



Lesley Griffiths AM
Minister for
Communities and
Tackling Poverty



Mark Drakeford AM
Minister for Health
and Social Services

Introduction

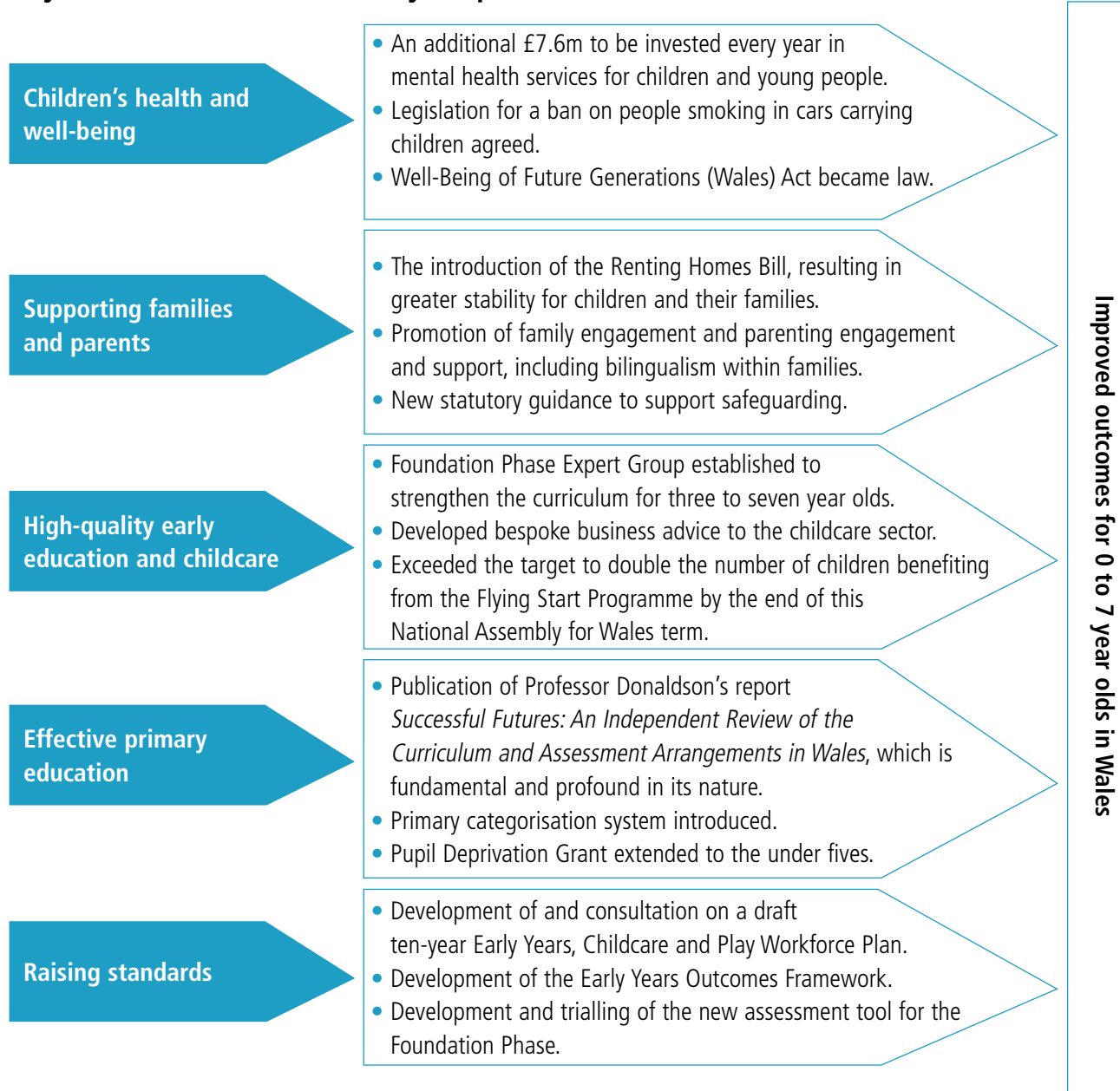
In July 2013 *Building a Brighter Future: Early Years and Childcare Plan (Building a Brighter Future)* was launched. The Welsh Government remains committed to the actions in the plan, supporting our drive to tackle poverty, reducing inequalities and supporting economic growth.

Building a Brighter Future is still very much the key driver of our work. Setting out the case for investing in the early years, it focused our activity around the key themes noted below. In order to effectively demonstrate what developments have been made this report follows the same structure as the plan and the first annual progress report.

This report presents some of the progress that has been made in the last year. It also outlines our key priorities for 2015–16 (see Annex A).

Key themes

Key outputs in 2014–15



1. Children's health and well-being

As stated in *Building a Brighter Future*, being healthy at birth and throughout the early years is one of the most important indicators of well-being in children. The Welsh Government wants children to have a good start in life and continue to ensure that we are working together to promote healthy choices and lifestyles.

Develop our maternity services

- The Maternity Board, established in 2013, meets twice a year to monitor progress against a nationally-agreed set of outcomes and performance measures. The Models for Access to Maternal Smoking Cessation (MAMMS) Project, led by Public Health Wales, has produced good results and all health boards are considering how to fund direct access within maternity services.

Promote healthy choices and lifestyles

- The duty on local authorities to **secure sufficient play opportunities**, as identified in their play sufficiency assessments and action plans, commenced in July 2014. This is supported by statutory guidance *Wales – a Play Friendly Country* (2014). This includes the requirement for local authorities to take into account children's opportunities to play as part of their health and well-being policy development and implementation. Recognition should be shown of the contribution of active play to children's physical and mental health and a means of reducing childhood obesity.
- In order to **improve infant and child nutrition and health**, midwives work to increase the numbers of mothers who start and continue to breastfeed their baby, monitored through the Maternity Board.
- Maternity and health visiting services across Wales are making steady progress towards **UNICEF UK Baby Friendly accreditation**. Figures show that **60 per cent of births in Wales were in fully accredited hospitals**. All services are on track to achieve accreditation by the end of 2015.
- A review of the minimum requirements of the Obesity Pathway highlighted the issues with delivering appropriate interventions for children who are obese. Public Health Wales is working with health boards to develop appropriate programmes and interventions, based on the developing evidence base. Data from the third annual Child Measurement Programme shows that **obesity in the Reception year age group is not statistically on the increase**, and that **the gap in levels of obesity between children in the most and least deprived groups is not increasing**. Recommendations on future developments of the Obesity Pathway will be included in the mid-term report to be published this summer. The Welsh Government and its partners continue to support the prevention agenda through delivery of a number of public health interventions, such as:

- Change4Life
- Public Health Wales Breastfeeding Programme
- Healthy Eating in Schools (Wales) Measure
- Healthy Schools Programme
- 5x60
- StreetGames.
- Evidence shows potential long-term benefits of **preventing mental illness and promoting positive mental health**¹. *Together for Mental Health*, our ten-year cross-governmental strategy to improve the health and well-being of the people of all ages was launched in 2012. This is the Welsh Government's first all-age mental health strategy looking across the spectrum from improving the resilience and mental well-being of everyone in Wales to the support needed for those with a severe mental illness. It is underpinned by a three-year delivery plan which contains detailed actions. Some of these are for all ages; some are specific to children and young people. Specific actions for early years include:
 - the use of the All Wales Maternity Record to identify women at risk of post-natal depression or psychosis
 - attainment of the mental and emotional health component of the Healthy and Sustainable Pre-school and School Schemes
 - extension of the Book Prescription Wales scheme to include books for children and young people
 - a feasibility study to look at how the Welsh Government might support the emotional health and well-being of children in primary schools, and to establish if existing resources on emotional well-being might be amended and made available to schools in Wales.

A new delivery plan will be developed to cover the period of 2016–19.

- This year the Minister for Health and Social Services has launched a major service improvement programme – Together for Children and Young People. **Building the resilience of children and young people**, including those in their early years, is a major work stream within that programme.

¹ Friedli and Parsonage (2007) *Mental Health Promotion: Building an Economic Case*.

- Our 'Fresh Start Wales' campaign, which **encourages adults not to smoke in cars carrying children**, was completed in March 2014. The Welsh Government has consistently stated that we will consider the possibility of legislation to ban smoking in cars when carrying those under 18, once the impact of the campaign has been assessed. The results of a study of children's exposure to second-hand smoke in cars has been published and an announcement to **legislate to ban smoking in cars** was made in July 2014. A consultation on the proposed legislation ran during autumn 2014. The regulations were debated by the National Assembly for Wales on 2 June 2015 and will come into force on 1 October 2015. This is in line with similar plans in England.
- Through the Designed to Smile (D2S) Programme, the Community Dental Service works in disadvantaged areas to **promote good oral health and daily tooth brushing** with fluoride toothpaste in schools/nurseries. The programme also includes prevention of tooth decay by application of fluoride varnish and use of fissure sealants.
- By the end of March 2014, 1,452 schools and nurseries were taking part in D2S including 679 pre-school and nursery settings which allows the programme to reach the very youngest children. Supervised tooth brushing takes place in 1,389 settings with a total of 92,948 children taking part in the supervised tooth brushing programme. Parental consent for tooth brushing remains very high, at 95 per cent.
- During 2013–14 there was considerable growth in the fluoride varnish element of the programme. Across Wales 13,422 children received one application with an additional 8,199 having two applications of fluoride varnish.
- The first dental epidemiology survey of three year olds in Wales was conducted in 2013–14 and showed that just over 14 per cent of these young children have tooth decay. Typically a child aged three in Wales who has tooth decay will have at least three decayed teeth. As with surveys of older children, the **most deprived children are most likely to have decay** which reinforces the value of **targeting DS2 on the most deprived groups**, and ensuring that the **youngest children participate**.
- The target of 500 settings to be actively involved in the **Healthy and Sustainable Pre-school Scheme** (HSPSS) by 2015 has already been achieved. The Welsh Government also set the target that 10 per cent of maintained schools will have achieved the **Welsh Network of Healthy School Schemes** (WNHSS) National Quality Award by 2015, rising to 20 per cent by 2020.
- In April 2015 the Welsh Government announced that **all babies will be vaccinated against meningitis B from autumn 2015**. Babies will receive the first immunisation at two months old, followed by a further two vaccinations.

- The **seasonal flu programme for children is expanding again in 2015–16**; as the programme switches to focus on younger children, those in Year 1 will be vaccinated instead of the pilot Year 7. Year 2 children will also be added to the programme. The intention is to expand the programme one year at a time, subject to feedback from clinicians and health boards.
- Analysis of the Rotavirus Vaccination Programme in Wales (commenced in 2013) shows that it has high levels of acceptability and uptake of the vaccine has reached large numbers quickly. Following introduction of the Rotavirus Immunisation Programme in Wales, there has been a **dramatic reduction (88 per cent) in confirmed rotavirus infections in children aged younger than one year**. There has also been a substantial decrease (21 per cent) in the mean GP consultation rate for gastroenteritis during the period of the year when rotavirus usually circulates. The comparatively smaller reduction in GP consultation rate for gastroenteritis reflects the fact that rotavirus is not the only cause of gastroenteritis in children. Both of these measures suggest **likely direct effects of the rotavirus vaccination programme in Wales**.

Improving the quality of care provided by health services for children in the early years

- The Healthy Child Wales Programme (HCWP) offers a **universal health programme** for children between the ages of 0 and 7 years. Its elements include:
 - a consistent range of evidence-based **preventative and early intervention measures** (e.g. screening, developmental checks)
 - advice and guidance to support parenting and healthy lifestyle choices
 - assessment of risk through the use of a family resilience assessment tool, to identify families that may benefit from **additional targeted support**, with onward referral, signposting or delivery of such support where appropriate and, where support is not available, promote development and alignment of services to address identified need and improve outcomes.

The Welsh Government is now working with appropriate stakeholders to finalise plans for implementation of the programme in 2015–16.

Integration of services

- The Welsh Government commissioned Action for Children and NSPCC Wales to deliver the Welsh Neglect Project over two years (2013–15). The project brings together key partners across Wales to collaborate and identify key areas for action on child neglect. The project aims to **improve multi-agency responses and services, and ensure neglected children and their families receive help as early as possible**.

- The project has been informed by a broad and robust evidence base gathered during 2013–14, including academic research and seminars with multi-agency workers. Year two has included working with local areas to continue to scope best practice and develop practical solutions to core issues identified in year one. An Advisory Group and an Operational Management Group has overseen the progress, which brings together operational staff from organisations who work with children and families to inform the development of these workstreams. The workstreams are as follows.
 1. Local area population level need assessments.
 2. Multi-agency neglect protocols.
 3. Multi-agency neglect assessment tools for individual children and families.
 4. Research into the role of education services in tackling neglect.
 5. Training arrangements for multi-agency staff.
 6. Governance and driving improvement of multi-agency responses to neglect.
- The project reported to the Welsh Government in March 2015, including reports on each workstream. The Welsh Government is currently considering next steps.

Flying Start

- Through the Flying Start Programme the Welsh Government is delivering **enhanced health support services to families with children under four years of age in some of the most disadvantaged areas of Wales**. Health professionals working within Flying Start are working with families to tackle health inequalities and ensure the children have the best possible start in life. Our latest data showed that during 2014–15 37,260 children had benefited from the programme. This exceeds the target that we set in *Building a Brighter Future* to double the number of children benefiting from the programme from 18,000 to 36,000 by the end of this National Assembly for Wales term in 2016.
- Additional guidance has been developed for those responsible for planning, managing and delivering health support services within Flying Start. The guidance, published in May 2015, highlights the importance of **delivering antenatal support and interventions** within the programme. Sixteen local authorities are now engaging midwives in their Flying Start Health Team.
- Additional funding was made available in January 2015 to **upskill professionals working within the Flying Start and Families First Programmes** to identify and support those with **perinatal mental health needs and their families**. A total of £220,000 was provided to raise professionals' awareness of perinatal mental health and how to identify and support those affected by perinatal mental health issues.

- In November 2014 specific guidance in relation to **Flying Start transition arrangements** was issued. The guidance covers the different stages of children's experiences within Flying Start, e.g. home to childcare, midwife to health visitor, health visitor to school nurse, and Flying Start to the Foundation Phase. The guidance has been written to support those working with children and families receiving Flying Start services and who have a responsibility for planning and managing transitional stages. The guidance is available on the Welsh Government's website. It is recognised that effective transition arrangements between settings are crucial for all children. To support this the Welsh Government will be developing additional transition guidance during 2015–16 as part of the Early Years Development and Assessment Framework (EYDAF).

Tackling poverty

- In autumn 2014 **tackling poverty regional events** were held across Wales, which brought together representatives from the Welsh Government, Communities First, Flying Start, Families First, the third sector and the housing sector. The events revisited topics covered at earlier events (held in spring 2014) which included reducing the number of babies born with a low birth weight, and reducing the number of young people who are not in employment, education or training (NEET). The autumn events also focused on housing and regeneration and the work being taken forward by partners from the housing sector in Wales to support low-income households. This is another key priority underpinning the Welsh Government's Tackling Poverty Action Plan. The regional events have a specific emphasis on developing **opportunities for joint working, learning from good practice and avoiding duplication**. Further tackling poverty regional events will be held in autumn 2015.

Well-Being of Future Generations (Wales) Act

- In April 2015 the Well-Being of Future Generations (Wales) Act became law. The Act is about **improving the social, economic, environmental and cultural well-being of Wales**, now and in the future. The Act places new requirements on the Welsh Government along with 43 other specified public bodies across Wales to think more about the long term, work better with people and communities and each other, **look to prevent problems and take a more joined-up approach**. These public bodies need to ensure that, when making their decisions, they take into account the impact they could have on people living their lives in Wales in the future. This will help create the Wales that we all want to live in, now and in the future.
- To make sure we are all working towards the same vision, the Act puts in place **seven well-being goals for Wales**. These are for:
 - a prosperous Wales
 - a resilient Wales

- a healthier Wales
 - a more equal Wales
 - a Wales of cohesive communities
 - a Wales of vibrant culture and thriving Welsh language
 - a globally responsible Wales.
- Public bodies are required to carry out sustainable development by setting and achieving objectives that are designed to contribute to the achievement of the seven well-being goals. They will be expected to be more transparent in their decision making. It is the intention that this regular reporting on their integrated aims at a local level, and the Welsh Government’s statutory Future Trends report, will **improve transparency and make it easier to monitor disadvantages to children**.
 - The Act also establishes public service boards (PSBs) for each local authority area in Wales with the aim of improving the economic, social, environmental and cultural well-being of its areas. They will do this by assessing the state of economic, social, environmental and cultural well-being in its area and preparing a local well-being plan.
 - A statutory Future Generations Commissioner for Wales will be established to act as a **guardian for the interest of future generations**. They will be able to carry out reviews and make recommendations, and will prepare a Future Generations Report every five years, which assesses the improvements public bodies should make to achieve well-being goals. The Children’s Commissioner for Wales is one of the statutory members of the Commissioner’s advisory panel.

Priorities for 2015–16

- Develop new approaches to childhood obesity prevention.
- Reduce variability in the provision of a best practice universal health offer to all children in the first years of life.
- Implement new immunisation programmes to protect children from avoidable diseases.
- Implement the service improvement programme Together for Children and Young People.

2. Supporting families and parents²

Strong supportive families and communities

- Consistent, positive parenting helps children **develop strong self-control, reduce risks** and **build resilience to cope with setbacks**. Children who experience a secure, loving and nurturing home environment are better able to withstand life's challenges and achieve their full potential. *Parenting in Wales: Guidance on engagement and support* was published in September 2014. It outlines the Welsh Government expectations on how parenting support should be provided, encourages the use of evidence-based interventions and gives good practice approaches to delivery. The guidance includes an expectation that parents should be given information, support and encouragement to address challenging behaviour in their children using positive parenting styles. Activity to support the implementation of the guidance is currently underway. Revised Flying Start parenting support guidance was also published in September. It complements *Parenting in Wales: Guidance on engagement and support* and is for those who have responsibility for providing parenting support for Flying Start.
- A joint conference for both the Family Information Service (FIS) and the Youth Information Service (YIS) took place in March 2015. The conference allowed delegates to share learning on a variety of topics including supporting children affected by parental imprisonment, supporting children and families affected by disability, and supporting young people and families with managing money.
- Regional bespoke training for all FIS staff was also delivered in March 2015. Training was provided on:
 - marketing the FIS
 - welfare reform and its impact on families
 - evaluation and monitoring.
- A new two-year contract to support the FIS network in Wales was awarded in March 2015 to Children in Wales in partnership with Cardiff FIS and Gwynedd FIS. The contract will provide a central source of support to the FIS network and promote quality and consistency of FIS in Wales by promoting the Welsh Government's guidance *Delivering Quality Information for Families Together* which was published in September 2014. The support contract will **further improve the quality of services delivered by the FIS across Wales**.
- In order to continue to improve delivery and further develop policy the Welsh Government is committed to nurturing a learning culture across the Families First and Flying Start Programmes. Four regional Flying Start Learning Sets have been established.

² 'Parent' is used as a generic term throughout this document. It can mean any significant adult that is proactively involved in parenting a child or children and includes mothers, fathers, carers, foster and adoptive parents, guardians and corporate parents.

These focus on:

- speech, language and communication
 - social media
 - transition
 - workforce development.
- The Flying Start National Shared Learning Event was held in Cardiff in January 2015. The event provided an opportunity for Flying Start managers and practitioners to share learning and experiences, focusing on the learning emanating from the regional Flying Start Learning Sets.
 - The event also gave an opportunity to celebrate the successes of the past year through the presentation of ‘Stars in their Lives’ awards, to professionals nominated by Flying Start families. The awards recognised the invaluable help and support Flying Start staff provide to children and adults across Wales.

One ‘Stars in their Lives’ award winner was Mike Davies from Swansea, the regional winner for Swansea and West Wales.

Mike Davies is a Flying Start parent support worker for Swansea and the South West. Mike, was nominated for his outstanding contribution to parenting groups specifically aimed at supporting fathers, as part of the Dads’ Team. Mike has been recognised individually as going above and beyond in the way he specifically engages hard to reach fathers in times of need.

Our Flying Start family said:

“The Dads’ Group was the first course I have ever completed in my life, and that is thanks to Mike. He has helped me to build stronger relationships with my children, and continues to support me now. He is more like a friend to me, and I am so happy he is getting the recognition he deserves.”

- To raise the profile and understanding of the Flying Start Programme across existing and expansion Flying Start areas as well as the wider community, two promotional bilingual DVDs have been produced. The DVD for families includes testimonials from Flying Start families about their experiences of the programme. It explains the contents and benefits of the individual entitlements while emphasising the importance of families engaging with all four Flying Start entitlements as a holistic offer. The DVD is also available to view on YouTube.
- A DVD for professionals has also been produced. It provides key messages and information on the four entitlements of the Flying Start Programme to all Flying Start professionals, as well as other family support professionals, including Communities First and Families First professionals.

- National guidance on speech, language and communication (SLC) has been developed which sets out clear explanations for local authorities to improve the consistency and quality of delivery and monitoring of the Flying Start SLC entitlement. The SLC guidance is aimed at those who have direct and/or indirect responsibility for providing services which promote and facilitate SLC development within Flying Start. It will also be of interest to those working within the health and education sectors who are planning and/or delivering children's services to support SLC development.
- A number of additional SLC tools and resources have been developed to support both parents and professionals. These consist of information packs, a CD, and focused professional resources for health visitors and other Flying Start professionals. Additional funding was also approved for the purchase of an extra 10,000 Flying Start Book Bags. These will provide an additional resource to help increase understanding of and engagement in the SLC entitlement of Flying Start.
- Similarly, learning sets take place across the Families First Programme at a local, regional and national level in order to ensure continuous improvement. A national learning event took place in November 2014 and provided delivery partners with the opportunity to share ideas and experiences to help continue to improve the services provided by the programme.
- Families First is subject to a three-year programme of evaluation. The second evaluation report was published in June 2014 and highlighted the following.
 - The programme has delivered a significant change in the way every local authority delivers family support. **Multi-agency working is now recognised as essential** and not optional, and the programme has **improved the way agencies work together to support our most vulnerable families**.
 - The commissioning of services through the Families First Programme now **better reflects the needs of families** than ever before. Our family-focused approach to assessing and tailoring family support is **making a real difference to family outcomes and life chances are being improved as a result**.
 - Families who have received support through the programme felt there was a tangible difference in the type of support offered compared to their previous experiences. **Families feel more empowered and involved in taking control to improve their family outcomes**.
- The third and final evaluation report will draw on research with Families First practitioners, families, national stakeholders and monitoring data. It will have a stronger focus on impact and include some consideration of costs in relation to the early intervention work with families. Publication is expected in September 2015.

- The ***National outcomes framework for people who need care and support and carers who need support*** has been published and includes the most important well-being outcomes for people. The outcomes framework and our overall approach to improvement will:
 - shine a spotlight on what needs to be done to improve people’s well-being
 - support adults to remain independent in their community
 - support children to remain with their families.
- An initial set of social care outcome indicators has been published on the recently re-launched My Local Health and Social Care website. In addition, a code of practice in relation to measuring the performance of social services was laid before the National Assembly for Wales in June 2015. The code sets out a framework for measuring the progress that local authorities make against their duties under the Social Services and Well-being (Wales) Act as a whole.
- A public consultation was held between January and May 2015 on the development of a new strategy to support our objective of **raising the ambitions and educational attainment of looked after children in Wales**. The consultation responses are currently being analysed and will inform the final strategy. The objective is to improve our ability to coordinate activity and share good practice to meet the needs of learners in the early years and beyond. The final strategy and supporting action plan is due to be published by the end of 2015.
- Communities First provides funding for lead delivery bodies within local authority areas known as Communities First Clusters. It aims to improve outcomes for people living in our most deprived communities. It has three strategic objectives:
 - Prosperous Communities
 - Learning Communities
 - Healthier Communities.

There are 52 Communities First Clusters, each of which delivers against an agreed plan. Funding of £31.7 million has been agreed for the period 1 April 2015 to 31 March 2016.

- To support the monitoring of the programme a national Communities First performance dashboard has been developed using Aspireview, a reporting and monitoring tool used right across the programme.

The Communities First Programme has achieved significant results in a number of key areas. For example, in the nine months to 31 December 2014, as a result of the programme:

- 837 parents are **reading regularly with their children**
 - 1,690 children and young people have **improved attendance at school**
 - 6,538 children and young people have **improved academic performance**
 - 3,430 parents are **more engaged with their children's school**
 - 2,763 parents feel **more confident supporting their children**.
- A Common Outcomes Framework has been developed for Communities First, Families First and Flying Start. The aim is to **improve alignment between the three programmes, support joint working and avoiding duplication**. The framework is being tested by a number of early adopter areas during 2015–16.

Helping parents engage in their child's learning

- Schools, particularly those in challenging circumstances, report that engaging families in their children's education is one of the most challenging tasks they face. Evidence suggests that differences in the support children receive at home can have over six times greater impact than differences in the quality of the school. To meet the call for practical support *FaCE the challenge together: Family and community engagement toolkit for schools in Wales* has been developed and was launched by the Minister at the Wales Centre for Equity in Education's Family and Community Engagement (FaCE) Conference in June.
- By the time children from low-income households reach the age of five they can be as much as a year behind in their language development. These early impediments are magnified and result in cumulative educational disadvantage as children progress through their school career. To tackle this, the Pupil Deprivation Grant (PDG) has been extended to three- and four-year-olds in Foundation Phase education. This will **reduce the need for remedial action** and provide early years children with a **firmer foundation on which to develop educational success**.
- The Bookstart initiative, operated by Book Trust Cymru with Welsh Government funding support, **promotes positive messages about the learning development of young children** through gifting of bilingual book bags and resources at the nine-month and two-years-old Health Check stages. In 2014–15, Bookstart surpassed its key targets, providing for the delivery of a total of 33,542 Baby Packs (against a target of 33,400) and 35,059 Early Years Packs (against a target of 34,800) across all local authority areas in Wales.

- The Welsh Government continues to fund Cylchoedd Meithrin and Ti a Fi to provide Welsh-medium activities. One of the main aims of the grant provided to Mudiad Meithrin is to **increase the availability of Welsh-medium provision**. In addition to increasing the number of settings offering Welsh-medium provision the grant also supports the development of alternative models of delivery.
- Following their development, piloting and evaluation, the Welsh for the Family course and the Cymraeg o'r Crud sessions are available throughout Wales as part of the general provision of the Welsh for Adults Centres. The Welsh for the Family course is tailored to **allow parents, family members, friends or anyone working with children to learn Welsh**. Approximately 1,500 learners a year follow these courses or sessions and work is being undertaken to develop and grow this provision further.
- Every school in Wales continues to receive resources through the **Pori Drwy Stori Programme** so that **schools and families can work together** on speaking, listening, writing, reading and numeracy in both English and Welsh.

Feedback from teachers about the Pori Drwy Stori Programme

"It was lovely for all of the children to take home the two Booktime books and for one of them to be Welsh-medium. The Welsh-language book has enhanced our reading area in school also. Our children were genuinely excited to take home the books."

"We sent out the My Book resource as a Learning Challenge and invited children and families to share their writing back in class after making books in other ways as part of our classroom sessions. A number of families came to the school to share in very positive discussions about completed books."

- Delivery of the Pori Drwy Stori literacy and numeracy resources is led by Book Trust Cymru, through Welsh Government funding support. In 2014–15, all key targets were achieved, with delivery of resources to Reception-aged children totalling 38,300 (literacy) and 37,880 (numeracy). In the case of the My Book literacy strand, delivery of resources surpassed the target, reaching over 42,500 learners.
- Tyfu Gyda'r Gymraeg/Growing with Welsh is a pilot project in Rhondda Cynon Taff, Bridgend and Caerphilly which aims to **promote bilingualism**, create a social network that will support parents, **increase parents' understanding and awareness** of the Welsh language as well as increasing their understanding of their important role in supporting their children's language development. During 2014–15, field officers continued to build on the partnerships established with childcare providers, cylchoedd meithrin, primary school headteachers, local authorities and Welsh for Adults Centres to support and develop current provision. Tyfu field officers also came into contact with over 800 parents in a range of events across all three areas in order to offer advice and support about introducing Welsh to their children.

Feedback from parents involved in Tyfu Gyda'r Gymraeg/Growing with Welsh

"I've appreciated the support with reading Welsh stories, numbers, songs, and knowing and using the colours. We also talk about the weather more confidently now. Just having the access to this resource (Tyfu group) gave me more confidence."

"If it wasn't for projects like this one my children wouldn't be in Welsh education. I feel in debt to you all working in this field."

"I loved that this group was a drop-in session that was welcoming to Welsh speakers and non-Welsh speakers alike. Everyone could benefit from a group like this one."

- The English for Speakers of Other Languages (ESOL) Policy for Wales was published in June 2014. ESOL remains a priority for the Welsh Government and providers have been asked to focus government funding on the provision of ESOL along with adult numeracy, literacy and digital literacy.
- From April 2015 the Minority Ethnic Achievement Grant (MEAG) became part of the Education Improvement Grant (EIG). Support for these learners under the new grant arrangements will continue to be monitored.

Keeping children safe

- In May 2014 the Social Services and Well-Being (Wales) Bill received Royal Assent. The Act will further **strengthen safeguarding arrangements** in Wales. Draft regulations and guidance have been produced and consultation ran between November 2014 and February 2015. The consultation responses will help shape the future safeguarding framework. Four sets of regulations were laid before the National Assembly for Wales in June, two of which will be subject to affirmative resolution. The associated regulations are scheduled to come into force from April 2016 as part of the implementation programme for the Act.
- Statutory guidance to **support safeguarding in schools** was published in January 2015. The focus is now on the implementation, ensuring that the guidance supports effective child protection arrangements in schools and other educational establishments. In addition a national Safeguarding in Education Group (SEG) has been established. The primary focus of the SEG is to identify and develop arrangements through an agreed work programme to support practitioners in education services with the shared objective to help keep children and young people safe. The first meeting of the SEG took place in May.
- Work continues to ensure that all social landlords **meet the Welsh Housing Quality Standard (WHQS) by 2020** so that **children in our poorest families have decent homes and local environments**. The WHQS impacts on many aspects of a child's life from improving health and well-being to improving educational attainment. To support this:

- all social landlords have confirmed that they will meet the WHQS by 2020 – as at March 2014 nearly 150,000 homes (67 per cent) were compliant
- social landlords expect to invest around £2.5 billion improving their housing over the next five years, with £540m of this provided by the Welsh Government.
- Since publishing *Building a Brighter Future* in 2013, the Welsh Government has raised the target from 7,500 to deliver **an additional 10,000 affordable homes** for people to live in in this term of Government. Data released in October 2014 demonstrates that 6,890 additional affordable homes have been delivered during 2011–12, 2012–13 and 2013–14.
- The Housing (Wales) Act 2014 received Royal Assent on 17 September 2014. The Act sets out a coherent set of proposals that will contribute to the Welsh Government’s three strategic priorities for housing: more homes, better homes, and better services. All of these will benefit children.
- The Rights of Children and Young Persons (Wales) Measure 2011 requires the Welsh Ministers to give due regard to the **United Nations Convention on the Rights of the Child (UNCRC)** when exercising any of their functions. The Housing (Wales) Act 2014 has many positive impacts on the rights of the child, such as the duty on local authorities to provide Gypsy and Traveller sites where a need has been identified demonstrates positive impacts under the UNCRC by creating improved access to education facilities and health provision. Authorised sites are a better, safer environment for children and their families. The duties for preventing and relieving homelessness will avoid the trauma of homelessness for children.
- The Renting Homes Bill was introduced into the National Assembly for Wales in February 2015. This will provide **greater stability for children** and other victims of domestic abuse by enabling them to remain in their own home.

Priorities for 2015–16

- Implement and promote a universal approach to parenting.
- Continue to deliver the Flying Start Programme for Government commitment to deliver to 36,000 children.

3. High-quality early education and childcare

Improve the quality of early education and childcare

- Access to high-quality early education and childcare has a crucial role to play in contributing to children's development and giving them the best start in life. We need confidence that our children are cared for in safe and secure environments and the individuals who have direct responsibility for the childcare or education of children in the early years have the necessary skills and competencies to support children to their full potential. The **provision of affordable and accessible childcare** to support families living in poverty to achieve better outcomes has been highlighted as one of five key priorities within the revised Child Poverty Strategy for Wales.
- In July 2014 the Welsh Government published the review report from Professor Karen Graham of Glyndŵr University, *Independent review of childcare and early education registration, regulation and inspection*. The review, which started its work in October 2013, was asked to focus on testing the regulatory and inspection systems for early years provision in Wales, particularly in light of Welfare Reform changes and the HMRC tax-free childcare consultation, and to identify, where necessary, recommendations for improvement.
- In *Building a Brighter Future* the Welsh Government committed to consult on the right approach for the early years, childcare and play workforce in Wales in respect of minimum qualification levels, graduate leadership, continuing professional development (CPD) and career pathways. Through extensive stakeholder engagement, in 2014 the ten-year plan for the early years, childcare and play workforce in Wales was drafted and consulted on during the period October–December. The plan will be updated in light of the consultation responses as well as policy developments such as *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* (2015) and Professor Graham's *Independent review of childcare and early education registration, regulation and inspection* (2014). The final plan will be published by the end of 2015.
- A European Social Fund (ESF) operation, *Progress for Success (PFS)...developing the early years, childcare and play workforce to build a brighter future*, has been developed alongside the draft ten-year workforce plan and will support particular recommendations within it. PFS has two separate strands.
 - Strand 1 is the main focus of the operation and proposes to **fund existing practitioners, who currently hold no or low level recognised childcare or play qualifications**, up to Level 3.
 - Strand 2 of the operation proposes to fund a number of existing participants through new qualifications at **Level 4 to Level 6**. Care Council Wales (CCW) are taking forward the development of these new qualifications and they will be in place from September 2016.
- The ESF operation is currently in the business planning phase and progressing well, with the launch of strand 1 scheduled for September 2015.

- At present, childcare settings in Wales are only required to register to provide care for children up to the age of eight. Although settings may take children over this age, their care is not subject to regulation. Between March and June 2015 the Welsh Government consulted on **proposed changes to the registration of childcare provision in Wales**. These proposals built on the recommendations in the *Independent review of childcare and early education registration, regulation and inspection*, which recommended that all childcare provision in Wales should be registered, irrespective of age. Analysis of the consultation responses during summer 2015 will enable us to put in place a proportionate and balanced childcare registration framework which ensures children are cared for in a safe, secure and appropriate environment.

Improve the flexibility and accessibility of early education and childcare

Flying Start

- Flying Start is delivering services to some of the most disadvantaged families across Wales. The Welsh Government commitment is to **double the number of children benefiting from the programme from 18,000 to 36,000** by the end of this National Assembly for Wales term in 2016. This represents a quarter of children in Wales under the age of four. Current data shows 37,260 children were in receipt of Flying Start services during 2014–15. This means the Welsh Government has exceeded its commitment to the children and families of Wales.
- Flying Start has been subject to a robust independent programme of evaluation. A series of reports identified a number of positive findings as well as some areas for improvement. Evaluation to date has included quantitative and qualitative measures of impact and delivery. Interviews with high-need parents found evidence of all anticipated immediate outcomes of the programme. This includes children's language skills and their social and emotional development. Researchers concluded 'experiencing the Flying Start Programme has been life-changing for some high-need families'.
- The Flying Start budget has increased from **£71.1 million in 2014–15 to £76.9 million in 2015–16**.
- Before Christmas an announcement was made of a further **£4.95 million of capital funding having been allocated to Flying Start for the coming year, bringing the total available in 2015–16 to £6.95 million**. The Minister for Communities and Tackling Poverty has approved 40 new capital projects across Wales, which will ensure we have the infrastructure in place to meet our commitment to double the number of children benefiting from the Flying Start Programme.
- In July 2014 the Welsh Government announced that the Strategic Priority Childcare Grant under the new Children and Families Delivery Grant scheme has been awarded to a new childcare partnership called Cwlwm. The partnership members are Clybiau Plant Cymru Kids' Clubs, Mudiad Meithrin, National Day Nurseries Association (NDNA) Cymru, PACEY

(Professional Association for Childcare and Early Years) Cymru and Wales Pre-school Providers Association (WPPA). The partnership is led by Mudiad Meithrin.

- Grant funding under this programme has also been awarded to Groundwork Wales and Snap Cymru to **increase play opportunities** especially for children living in areas of disadvantage, rural areas and disabled children. This includes training and support for the provision of inclusive play opportunities.
- The main focus of the Children and Families Delivery Grant scheme is to support the tackling poverty agenda in Wales, by reinforcing the work of key programmes already being undertaken by the Welsh Government together with that of the supporting childcare, children's rights, play and participation programmes. The grant will support families in practical and measurable ways, with particular emphasis on **building family resilience and capacity to become less reliant on persistent interventions**.

Foundation Phase

- In 2014 pilots to improve the flexibility of provision of the Foundation Phase began in four local authorities: Newport, Neath Port Talbot, Carmarthenshire and Denbighshire. These will run until August 2015. The pilots are being evaluated by the Wales Institute of Social and Economic Research, Data & Methods (WISERD), Cardiff University, and will consider how the pilots are being implemented and the **effect the flexibility has had on families**. A report on the evaluation will be available in January 2016. Following this the Welsh Government will produce updated guidance for local authorities to support them in improving the flexibility of the Foundation Phase offer to parents.

Childcare

- In line with their duties under the Childcare Act 2006, local authorities are responsible for ensuring there is sufficient childcare provision within their areas, as far as is reasonably practicable. It is a matter for them to determine how best this can be achieved. In the planning for sufficiency, each local authority is expected to take into consideration the specific needs of children and their families, and put in place arrangements which ensure that as many families as possible are able to **access affordable, quality childcare**.
- Childcare Sufficiency Assessments (CSAs) are the means by which local authorities can assess the level of childcare provision and any issues around childcare. They are currently undertaken on a three-year basis with a refresh in the intervening years. The last full CSA, published by local authorities in April 2014, provided the Welsh Government with an up-to-date picture of childcare provision throughout Wales, **highlighting affordability as the most significant childcare issue**. The latest CSA refresh which local authorities submitted at the end of April is currently being analysed and will provide a further update on key areas of childcare provision in Wales.

- In line with our commitment in *Building a Brighter Future* the Welsh Government is currently reviewing the duty on local authorities to conduct CSAs. As part of the review, the Welsh Government undertook a 12-week public consultation in 2014 on how the CSA process and content could be improved and made fit for purpose to meet the needs of all stakeholders. A number of areas requiring further exploration were identified as part of the consultation, including differing definitions of childcare and relating to the collection of certain items of information. These issues are currently being examined further with representatives of the childcare sector and key public bodies to inform the way forward.
- The issues facing parents in relation to affordability are well documented. Yet in the current financial climate, and in the context of childcare subsidies being non-devolved, this remains one of the more challenging issues to address. The Welsh Government needs to ensure the best use of resources in order to help address the needs of parents when seeking out of school provision. **A review was therefore undertaken of the effectiveness of the Out of School Childcare Grant (OSCG) in 2014.** This included consideration of whether the grant should be merged into the Revenue Support Grant (RSG) from 2015–16. The implications of merging the OSCG into the RSG on the sustainability of the childcare sector were considered in making a decision. In the light of the findings of the 2014 CSAs, showing significant gaps in the availability of childcare, particularly out of school and holiday provision, it was decided by Ministers not to merge the grant into the RSG at this time.

Parents, Childcare and Employment

- A business case for European funding has been submitted by the Welsh Government to the Wales European Funding Office (WEFO) **to support parents to move towards sustainable employment, where childcare is their significant barrier.** The Parents, Childcare and Employment operation will offer parents individual support and solutions to meet their childcare needs through community-based parent employment advisers.
- The business case was developed in alignment with our other Communities and Tackling Poverty operation, Communities for Work, which will operate in the Communities First cluster areas. The operation will be targeting economically inactive parents, living in or around Flying Start settings and Families First areas outside of Communities First cluster areas, to complement and not overlap with their services. It is anticipated a high percentage of participants will be lone parents, however, economically inactive parents living in workless households and those where one parent is working can also become participants, where childcare is their main barrier to work. Both the Communities for Work and the Parents, Childcare and Employment operations will make an important contribution to delivering the objectives of the revised Child Poverty Strategy and the aims of the Welsh Government's Tackling Poverty Action Plan.

- The first phase of the Parents, Childcare and Employment operation commenced on 1 July 2015 in Ceredigion, Carmarthenshire and Pembrokeshire. Subject to agreement by WEFO, phase 2 of the operation will commence in October 2015 across the rest of Wales. The operation aims to build on the already significant investment in other family support programmes, such as Flying Start and Families First, by embedding the parents employment advisers in the wider teams working with economically inactive families providing specific help to overcome childcare barriers, to enable the parents to prepare for and enter the workplace.
- The Welsh Government believes strongly in the importance of play in children's lives and the benefits it gives to their health, happiness and well-being. Wales is taking a global lead on legislating for play opportunities for children. The second part of Play Opportunities, section 11 of the Children and Families (Wales) Measure 2010, which places a **duty on local authorities to secure sufficient play opportunities** for children in their areas commenced in July 2014. This has been accompanied by the publication of statutory guidance, *Wales – a Play Friendly Country*. Good practice guidance will also be produced later this year. Assessments of play sufficiency take place every three years with the next due in 2016. Local authorities also produce Play Action Plans which are updated each year and available on their websites. **Wales is the first country in the world to legislate for play**. The role of play and the contribution it makes to improving outcomes and helping to build resilience among children from low-income households is highlighted in the Welsh Government's *Child Poverty Strategy*.

Engage with the business community

- The Welsh Government has **developed bespoke business advice and support materials for the childcare sector**. This is being tested and will be introduced to the Welsh Government's Business Wales service during the year. This will include a dedicated Business Wales webzone designed to signpost individuals, existing and start-up businesses to childcare support organisations. The Welsh Government has procured Chwarae Teg to draft comprehensive family-friendly policies for small and medium-sized enterprises (SMEs). This information will be made available via the Business Wales services and webzone.
- Welsh Government officials are currently in dialogue with Cwlwm in support of working collaboratively to provide effective business support to their membership.

Support and develop the childcare market

As part of its wider economic strategy the Welsh Government continues to promote childcare and family-friendly policies.

- Blaenau Gwent and Gwynedd local authorities are taking part in pilots to improve childcare capacity by specifically addressing identified business support requirements. For example, in May 2015 Gwynedd hosted a childcare event aimed at engaging existing and new childcare providers with bespoke business support services. Business Wales advisors were in attendance and provided support.
- *Vibrant and Viable Places: New Regeneration Framework* is the Welsh Government overarching Regeneration Framework published in March 2013 with national outcomes aligned with those of Community First.

So how is vibrant and viable places (VVP) funding benefiting children in the early years?

- In Anglesey, the funding is being used to create a new Flying Start childcare facility.
- A building that has been empty for many years in Wrexham will have a new use as a town centre nursery.
- In Barry, the funding will be used to upgrade play spaces in disadvantaged areas.

Priorities for 2015–16

- Help parents secure sustainable work, where childcare is their main barrier through the Parents, Childcare and Employment operation.
- Put in place an appropriate and proportionate childcare registration framework.

4. Effective primary education

A coordinated approach to supporting schools to improve

Underpinned by *Improving schools* (2012), the national implementation action plan for 3–16 education in Wales, the Welsh Government continues to develop, introduce and implement a range of reforms in order to support schools to improve.

- In March 2014 the Minister for Education and Skills appointed Professor Donaldson to lead a wide-reaching and independent review of the curriculum and assessment arrangements. In February 2015 the Welsh Government published *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*, the product of Donaldson's extensive research and stakeholder engagement. The report identifies some very real strengths in Wales which we can build on, including the Foundation Phase. It sets out a compelling, exciting and ambitious vision for a new curriculum in Wales built around four purposes that support our children and young people to be:
 - ambitious, capable learners ready to learn throughout their lives
 - enterprising, creative contributors, ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world
 - healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- Following the publication of *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*, the Minister for Education and Skills launched 'The Great Debate' to find out if people across Wales think the suggested vision and purposes of education are right for our children and young people. There was strong support for the changes presented. On 30 June the Minister for Education and Skills accepted the 68 recommendations set out in the report in full. Taken together, Qualified for Life, Successful Futures, the New Deal for the Education Workforce and the recommendations in Professor Furlong's review of initial teacher training provide us with the **foundations on which to build a world class, self-improving system**.
- In October 2014 the Welsh Government introduced regulations for school development plans (SDPs). These relate to the preparation and review of SDPs. The aim is to raise the quality of schools' strategic improvement planning and link practitioners' professional development with the schools' priorities. Schools are currently preparing for full compliance with the regulations by 1 September.
- In January 2015 a primary categorisation system was introduced in Wales. It identifies the schools that need the most help and guidance to improve, those that are doing well but could be doing better and those that are highly effective and can help others. This new system is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools. The system evaluates and assesses schools and places them in a support category by using:

- a range of performance measures
 - a self-evaluation by the school on its capacity to improve in relation to leadership and teaching and learning
 - an assessment of the school's self-evaluation by challenge advisers in the regional consortia, agreed with the local authority.
- The Welsh Government has been developing and promoting the intelligent use of data throughout all areas of the education system for a number of years. This shared use of data is underpinned by the collection, availability and use of data. The current school improvement strategy ensures that **school improvement and effectiveness in Wales is supported by a strong focus on school self-evaluation**. Schools are expected to operate within a culture of continual review, self-evaluation and improvement. Therefore information is provided to stakeholders in accessible formats to allow them to raise informed questions about school performance. This allows evidence to form part of the discussion rather than being reliant purely upon opinion. It also ensures that stakeholders can use information to inform decision making, local policy and direction of travel. For example, schools have consistent and agreed data to help them to measure their own performance over time and their progress alongside similarly challenged schools.
 - Following the agreement to adopt the **national model for regional working**, local authorities commission school improvement services from the regional consortia. The model has been progressively implemented since April 2014 and clarifies and strengthens regional consortia working.
 - In June 2015 two separate reports by Estyn and the Wales Audit Office (WAO) in respect of the newly constituted regional consortia for school improvement were published. The purpose of the reports was to **provide an update on regional consortia progress in relation to school improvement and regional consortia governance arrangements**, including finance and value for money. Both reports have made a number of recommendations and Welsh Government officials will work with regional consortia and local authorities to help them address the issues and the recommendations put forward.
 - The implementation of the national model for regional working is monitored throughout the year and formally reviewed via review and challenge sessions. These are held three times a year. A series of headline business plans, one per region, have been submitted and are in place which set out key priorities for each consortium for the year, and the expected outcomes. Regular review and challenge sessions are used to monitor progress made by regional consortia and local authorities in their delivery of the priorities and outcomes noted in the headline business plans, and against the agreed national model for regional working and national priorities.

Strengthen the Foundation Phase

- The Welsh Government needs to ensure that the Foundation Phase, the statutory curriculum for all three to seven year olds in Wales, continues to offer a firm foundation for future learning through a developmentally appropriate curriculum. In response to a number of evaluations, reviews and reports into the implementation and impact of the Foundation Phase an expert group has been appointed to support this process. They will develop a strategic action plan for the Foundation Phase using the evidence from these reviews and reports to identify areas for improvement. This **reinforces our ongoing commitment to the Foundation Phase**. The aim of the strategic plan is to **embed consistent good practice across Wales**. It will set out short-term, medium-term and long-term actions to:
 - **improve the Foundation Phase**
 - **reduce the variability of delivery**
 - **ensure effective, long-term implementation.**

It is the intention that the action plan will be developed and published by March 2016, focusing particularly on:

- Foundation Phase workforce delivery and governance
 - Foundation Phase practice.
- Reports such as Donaldson's *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* (2015), Professor Iram Siraj's *An independent stocktake of the Foundation Phase* (2014) and the findings of the WISERD evaluation of the Foundation Phase will all be taken into account in the development of the action plan.
 - As part of the New Deal for the Education Workforce, announced in June 2014, the Welsh Government aims for all practitioners (i.e. headteachers, teachers and support staff) to fully engage with the professional learning model (PLM). This refreshed approach will ensure that all professional learning is focused on evidence-based approaches, proven to deliver results including coaching and mentoring, effective collaboration, reflective practice, and effective use of data and research evidence. This approach will also ensure that all practitioners have a clear focus throughout their professional learning continuum, to ensure maximum impact on teaching standards, improving outcomes for all learners.
 - To further support the implementation of the PLM, in March 2015, the Minister for Education and Skills launched a suite of professional learning resources on Learning Wales. The new resources include a personalised video message from the Minister, emphasising the importance of the PLM for all practitioners in Wales. The bank of PLM resources range from bite-size packs to Masters level materials, focused on the core strands of the PLM. To tap into existing good practice, practitioners can also access a range of PLM video case studies focusing on exemplary approaches to professional

learning in schools across Wales. During 2015, we will continue to enhance the range of PLM resources with new practitioner masterclasses, facilitated by leading academics and an extensive bank of PLM INSET materials.

Reducing inequalities

- A draft Additional Learning Needs (ALN) and Education Tribunal (Wales) Bill was published for consultation in July 2015. The aim of the Bill is to introduce a unified legislative framework to support children and young people aged 0 to 25 with ALN. The Welsh Government wants to create an **integrated, collaborative process of assessment, planning and monitoring** which facilitates **early, timely and effective interventions**. The Welsh Government also wants to ensure that there is a fair and transparent system for providing information and advice, and for resolving concerns and appeals.
- The draft Bill builds upon the White Paper, *Legislative Proposals for Additional Learning Needs*, issued in May 2014 and which received strong support among those working with learners. In addition to providing the legislative detail of how the proposals set out in the White Paper might be realised, the draft Bill also includes some new provisions. In particular, it sets out new provisions which have the **potential to significantly improve multi-agency working around the planning and delivery of provision for learners with ALN**, especially across the education and health sectors. A draft Code on ALN will be published in autumn 2015 to inform the consultation on the draft Bill.

Developing a framework for specific learning difficulties (SpLD)

- A Specific Learning Difficulties (SpLD) Task and Finish Group was established in March 2013 to develop a SpLD framework. The development of the SpLD framework was intended to **improve practice within schools by providing advice and guidance to practitioners and learners on how those with SpLD should be supported**.
- The SpLD Task and Finish Group focused on definitions of SpLD, development of expectation statements that form the core of the SpLD framework, and the identification of priority guidance to support learners with SpLD. The group also supported the development of guidance for the National Reading Tests, which was published in November 2014.
- The SpLD framework will be published early summer 2015. To support the SpLD framework the following guidance has also been commissioned by the Welsh Government:
 - guidance on assistive technology and specialised equipment that can be used to support learners with SpLD (this will be published summer 2015)
 - guidance on identifying effective screening, assessment and intervention methods for learners with SpLD (this will be published summer 2015).

Learners from low-income households

- *Rewriting the future: Raising ambition and attainment in Welsh schools* was launched in June 2014 and the first year progress report was published in July to coincide with the Tackling Poverty Action Plan annual report. The programme has the following four key themes.
 - Family and community engagement.
 - Early years (0 to 7).
 - High-quality learning and teaching.
 - High expectations and aspirations.

Alongside the progress report a refreshed timeline has been drawn up to outline actions for the coming year and the pivotal role schools can play in **breaking the link between deprivation and educational attainment**.

- Schools receive funding through the Pupil Deprivation Grant (PDG) to support initiatives to tackle the impact of poverty on educational attainment. The PDG has been extended to eligible children aged three and four in Foundation Phase education. The extension of the PDG has been supported by practical guidance for practitioners. Other guidance and practical tools to support the use of the PDG continue to be developed and are available on the Learning Wales website. These include *FaCE the challenge together: Family and community engagement toolkit for schools in Wales*. Match funding is also being provided through the Communities First Programme.
- Ipsos Mori and WISERD are conducting an ongoing evaluation of the impact of the PDG. This evaluation includes which sources of evidence schools are using, such as the Sutton Trust Toolkit, and how effectively the schools measure the impact of their interventions. The first year report demonstrated that **there has been a culture change in schools' approach** to this agenda and that schools feel that it is having a positive impact on engagement and well-being. Areas that need further development are:
 - ensuring the grant is used to support disadvantaged learners to reach their potential, rather than supporting underachieving learners
 - use of evidence in planning spend
 - family engagement.
- Changes have been introduced to reporting requirements and resources have been developed to address these areas for improvement.

- In March 2014 the Minister for Education and Skills appointed Sir Alasdair MacDonald, former headteacher of Morpeth High School in Tower Hamlets, as Raising Attainment Advocate. Sir Alasdair's work has included working directly with schools to understand the barriers they face to tackling poverty, and addressing groups of schools and other key stakeholders, including governors, to provide challenge and introduce new thinking on how to tackle **the link between poverty and academic underachievement**.

Priorities for 2015–16

- Consult on the draft Bill on Additional Learning Needs (ALN).
- Implement the specific learning difficulties (SpLD) framework.
- Following the acceptance of the recommendations in Professor Donaldson's report *Successful Futures: An Independent Review of the Curriculum and Assessment Arrangements in Wales*, publish our plan to implement these changes in the autumn and identify Pioneer Schools to be part of an all Wales partnership.

5. Raising standards

Strengthening regulation and inspection

- The report of the *Independent review of childcare and early education registration, regulation and inspection*, that was undertaken by Professor Karen Graham of Glyndŵr University, was published in August 2014.

This review has provided the opportunity to take a radical look at the existing structures to determine whether they are truly fit to efficiently and effectively support high quality early childhood care and education. Our recommendations have been developed based on the growing international evidence of what best supports children's development but set in the real-world context of limited resources and budgetary pressures. Nonetheless, we also believe that given its importance in meeting so many of Welsh Government's policy objectives, Early Childhood Education and Care would benefit from short term increased resourcing focused on bringing about a simplified systemic change.

Independent review of childcare and early education registration, regulation and inspection (p.5)

- Progress made on recommendations proposed as part of the Graham review include the following.
 - A public consultation (September to December 2014) on the draft ten-year plan for the early years, childcare and play workforce in Wales.
 - The development of a joint inspection framework (with judgments) by the Care and Social Services Inspectorate Wales (CSSIW) and Estyn for non-maintained settings that are also eligible for education funding (Foundation Phase). The themes of the inspection framework concentrate on the well-being outcomes for the child and the impact the service and professionals contribute to the child's development and learning. The framework will be piloted in September 2015 and implemented a year later following public consultation.

The recommendations made by Professor Donaldson in his review of curriculum and assessment arrangements will also be considered.

- As discussed in section 3, a public consultation ran between March and June 2015 which proposed changes to the registration of childcare provision in Wales. The consultation sought views on the upper age limit for the registration of childcare provision and the appropriate level of regulation for children of different ages. Analysis of the consultation responses during summer 2015 will enable us to put in place a proportionate and balanced childcare registration framework which ensures **children are cared for in a safe, secure and appropriate environment**.

- CSSIW is also taking forward the development of a new inspection framework to be applied across all regulated childcare. The framework builds on the four quality themes of the existing system (Quality of life, leadership and management, staffing and environment) but is focused on well-being outcomes. It places greater emphasis on measuring the impact the setting has on children’s development (at key transition points) and well-being. The new CSSIW Inspection Framework complies with the regulations and national minimum standards (under the Children and Families (Wales) Measure 2010) and is aligned to the Early Years Outcomes Framework. The core and additional themes of the new framework include the following.

Core framework domains

- Well-being.
- Care and development.
- Environment.
- Leadership and management.

Additional domains – to be applied in joint inspection with Estyn (applies to funded children – Foundation Phase)

- Learning.
- Teaching and assessment.

- **New regulations relating to Estyn inspection** have been laid following on from a joint Estyn and Welsh Government consultation on the issues (undertaken during 2013). The amended regulations came into force in September 2014, addressing the current predictability of inspection. They also amend the length of time that providers have to prepare a post-inspection action plan following inspection. This helps providers to plan for improvement with pace and urgency following the publication of their inspection reports.

Developing the workforce

There are numerous professionals who may be involved with a child and their family during the early years of their life – midwives, health visitors, school nurses, childcare and play workers, teachers, social workers, doctors and dentists to name but a few. The actions related to workforce in *Building a Brighter Future* were aimed at strengthening the key partnerships and relationships of those working across the early years.

- Through the All Wales Health Visitor Group **health visitors continue to review their education programme** to ensure it maximises their ability to contribute to the health and happiness of children and their families.
- The third edition of *Delivering Better Oral Health* (DBOH) has been published and made available to all dental teams in Wales. This evidence-based toolkit is designed to **support dental teams to deliver up-to-date oral health information to their patients and carers**. It is available online on the Designed to Smile website, and a hard copy has been sent to all dental practices in Wales. The Welsh Government is working with the Dental Deanery and Public Health Wales to develop and deliver continuous professional development-accredited training for all dental team members to promote effective use of DBOH.
- Ensuring an appropriate workforce for Welsh-medium education and training is fundamental to the success of the Welsh-medium Education Strategy. The workforce must be sufficient in **quality and number to meet the growing needs of Welsh-medium provision** in all sectors. Welsh-language training for practitioners working in English-medium non-maintained early years settings continues to be provided by the 'Un, Dau, Tri – Hwyl a Sbri' Programme. A consortium of the six Welsh for Adults Centres, led by Glamorgan Welsh for Adults Centre, has delivered 12 courses in locations across Wales during the year. National Day Nurseries Association (NDNA) Cymru and Wales Pre-school Providers Association (WPPA) continue to support the programme by promoting the development of Welsh-language skills among the workforce, targeting areas and settings to benefit from the training and identifying individuals to participate in the programme. A total of 159 individuals have completed the course during the year.
- Cam Wrth Gam is a National Training Programme which is supported by Mudiad Meithrin and aims to train 200 candidates each year in Diploma Level 3 in Children's Care, Learning and Development through the medium of Welsh.
- In *Building a Brighter Future* the Welsh Government committed to undertake a review of the **qualification requirements for support staff** working at different levels within the classroom. A reference group has explored what skills and knowledge those staff who work as learning support workers in the classroom should have to equip them for their role. The group considered the skills and knowledge that should be included as requirements for different levels of qualifications that should be available to teaching and learning staff in Wales.
- The work developed through the reference group has been discussed at a number of stakeholder engagement events during April 2015. It is the intention that, by September 2015, the Welsh Government will be in a position to work with awarding organisations to develop qualification requirements for NVQs and Levels 2 and 3 for possible introduction from September 2016.

- In March 2015 the Welsh Government published *An assessment of special educational needs (SEN) workforce development requirements*. This established the current skills base of the education workforce in relation to **support for children and young people with SEN and identifies and prioritises development needs**. Working with key stakeholders the Welsh Government will develop approaches to address gaps in SEN workforce skills and ensure they are joined up with the principles of the National Model of Professional Learning and the New Deal for the Education Workforce.
- A workforce planning study of specialist service provision that provide support for children and young people with SEN commenced in May 2014. The aim of the study was to better understand current and future capacity issues of specialist services and how these can be addressed. A report will be published this summer.
- The first phase of the social services workforce strategy was completed in October 2014. It addressed key issues impacting on the social care workforce and will provide the basis for the consideration of further actions under the second phase.
- In order to **strengthen the quality of management in social services and social care** a nationally led senior management development programme has been developed by the Social Services Improvement Agency (SSIA) and the Care Council for Wales (CCW).
- A clear career pathway and an associated continuing professional development framework have been put in place for social work. Social care workers are also being supported in their career progression and continued learning and development through a programme of work led by the CCW in 2015–16.
- As mentioned in section 3, during autumn 2014 the Welsh Government consulted on the right approach for the early years, childcare and play workforce in Wales in respect of minimum qualification levels, graduate leadership, CPD and career pathways. This proposed the ten-year plan for the early years, childcare and play workforce in Wales. The plan will be updated in light of the consultation responses as well as policy developments such as the independent review of the curriculum and assessment arrangements in Wales. The final plan will be published by the end of 2015.

Measuring progress

- In developing the Early Years Development and Assessment Framework (EYDAF) the Welsh Government aims to bring together information and approaches from all sectors to **develop a unified approach to the assessment of children from birth to age seven**, and provide practitioners with the information they need to support all children's development and learning. This approach consists of three main elements:
 - Foundation Phase Profile
 - Healthy Child Wales Programme, including Flying Start
 - transition guidance, to support transition across each of the stages within a child's early years.

- The Foundation Phase Profile, which will be introduced in September 2015, is an assessment tool which can be used throughout the Foundation Phase. The profile will introduce a **national, consistent and statutory baseline assessment** during a child's Reception year.
- The profile summatively assesses children's skills using observations and formative assessments to produce outcomes expressed in four Areas of Learning. These are:
 - Language, Literacy and Communication Skills (revised from September 2015 to incorporate the literacy component of the National Literacy and Numeracy Framework (LNF))
 - Mathematical Development (revised from September 2015 to incorporate the numeracy component of the LNF)
 - Personal and Social Development, Well-being and Cultural Diversity
 - Physical Development.
- The profile has been developed with health and educational professionals as part of a practitioners' task and finish group. It was trialed in 300 schools and settings between January and March 2015, and received clear positive feedback from the range of teachers and practitioners involved. The purpose of the trial was to ensure that the profile **is fit for purpose, not too burdensome and links with the Schedule of Growing Skills (SoGS) assessment**. The SoGS growth and development assessment tool is currently used as part of the Flying Start, and is included within the Healthy Child Wales Programme. Following the trial, the profile was adapted based on the feedback and published on the Welsh Government website in June.
- Training of the Foundation Phase workforce began at the beginning of June, and will continue throughout the summer term to prepare teachers and practitioners for the first assessments using the tool in September 2015.
- The Healthy Child Wales Programme sets a nationally consistent strategic direction, for health boards in Wales, for the delivery of early intervention health services from birth to age seven.
- The Healthy Child Wales Programme will be accompanied by more consistent, Wales-wide data on screening and developmental checks allowing better liaison with education services, and improved monitoring of population outcomes.
- Local service boards (LSBs) currently include early years outcomes within their single integrated plans and strategic needs assessments. The Well-being of Future Generations (Wales) Act replaces LSBs with statutory public service boards (PSBs) who will have a duty to assess the state of well-being in their area and to produce a local well-being plan, setting out its objectives and the steps it will take to meet them. Children are specifically identified as a category of person that the PSB may include as part of their analysis of the state of well-being of the area.

- The next edition of the *Children and Young People's Wellbeing Monitor for Wales: Evidence Review* is being prepared for publication by the end of 2015. This will provide an overview of the lives of children in Wales and how these have changed over recent years, in relation to the Welsh Government's seven core aims for children and the UNCRC. It will help to **inform Welsh Government policy to improve the well-being of all children in Wales**.

Priorities for 2015–16

- Develop a joint CSSIW and Estyn inspection framework.
- Put a framework in place to support the tracking of all children's developmental progress between birth and age seven.
- Finalise the ten-year Early Years, Childcare and Play Workforce Plan and launch the supporting ESF programme Progress for Success.
- Roll-out the new tool for the Foundation Phase to track all children's progress from entry to end of phase.

6. Taking the Early Years and Childcare Plan forward

It is evident from this year's report that the majority of the commitments that the Welsh Government made in *Building a Brighter Future* are being taken forward. Since the launch of the plan, the Early Years Team at Welsh Government has continued to oversee the delivery of the actions outlined in the plan and the cross-departmental approach has continued. Departments that continue to be involved include Education and Skills; Economy, Science and Transport; Health and Social Services; Local Government; and Communities and Natural Resources.

The Welsh Government needs to ensure that effective delivery of the actions in the plan continues. Therefore, this time next year, in July 2016, we will carry out a full review of the early years and childcare programme.

There are over 150 actions in the plan and partners at national, regional and local level have been working closely to deliver these. All of these actions make a contribution to the outcomes that we want for all children in Wales. Priority actions for 2015–16 are set out at Annex A, against the agreed outcomes in the Early Years Outcomes Framework.

In last year's progress report (*Building a Brighter Future: Early Years and Childcare Plan – Progress report 2013–14*) the Welsh Government provided an update on the development of an Early Years Outcomes Framework for Wales. The main purpose of the outcomes framework will be to help us see where early years policies and programmes are making a difference to the outcomes that we want for all children in Wales.

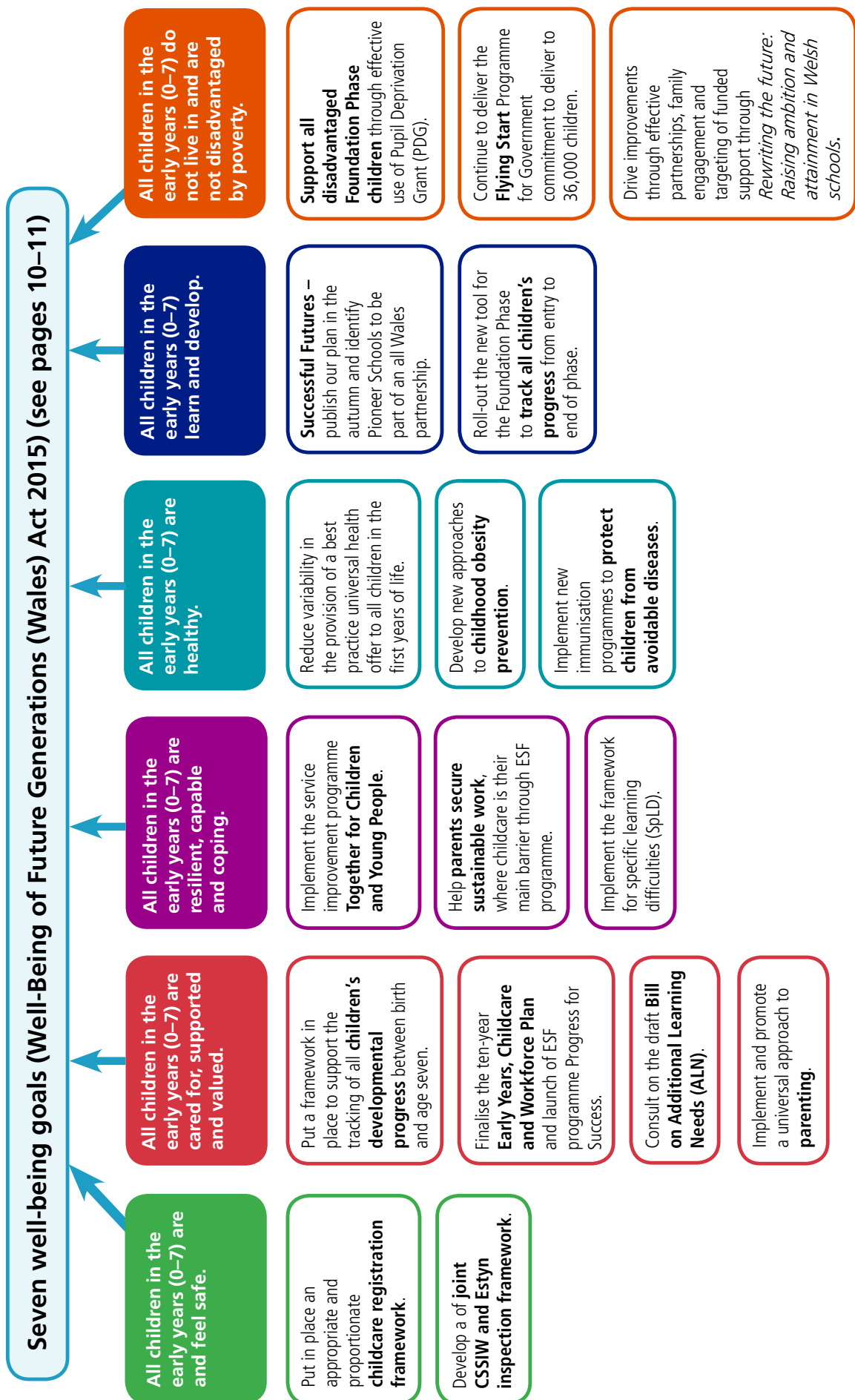
The development of the outcomes framework has been overseen by the Early Years Partnership Board. The Welsh Government also had a number of discussions with partners across the sector prior to a public consultation between October 2014 and January 2015.

The 2015 data presented at Annex B provides a picture of where we are now. This will provide a baseline for future years, supporting the annual evaluation process of progress made against the plan. We expect to see improvements across all areas, and if we do not, the possible reasons for this will be looked in to. The full framework and supporting documents will be published on the Welsh Government website in September.

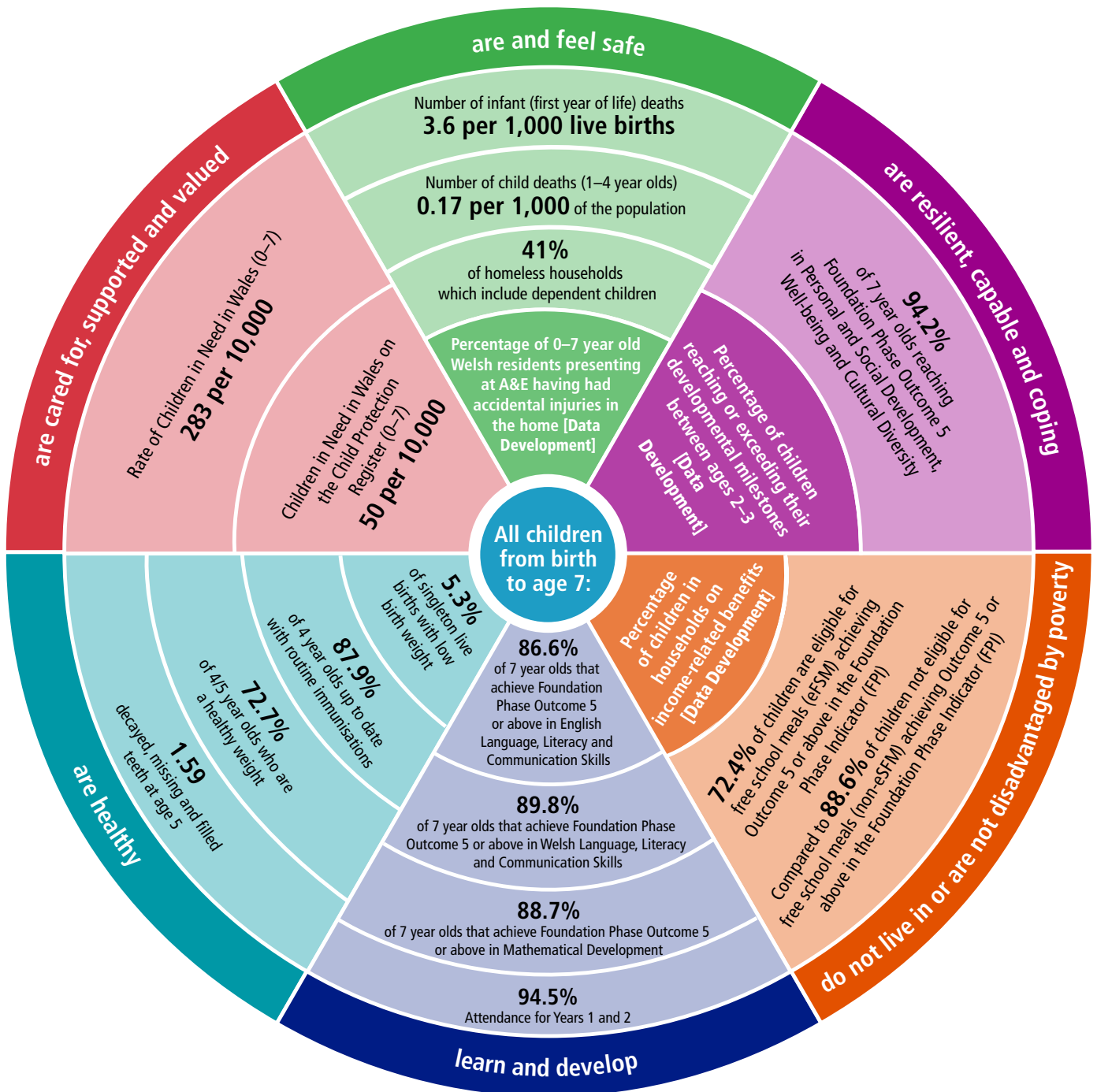
Ensuring we have due regard to the UNCRC as we develop policies and programmes to support children and young people will be critical to improving outcomes. The completion of Children's Rights Impact Assessments (CRIAs) by Welsh Government departments provide an opportunity to link both the children's rights and early years agendas and therefore play an important role in ensuring an ongoing focus on improving outcomes.

We will continue to work collaboratively to ensure children's rights are considered in the development of our policies and programmes through the completion of CRIAs.

Annex A: 2015–16 priorities



Annex B: Early Years Outcomes Framework for Wales – Population indicators: July 2015



All children in the early years (0–7): are and feel safe.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Infant mortality rate	Number of infant (first year of life) deaths per 1,000 live births	3.6	2013	ONS registration statistics	www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcmm%3A77-317522	Registered deaths to Welsh residents.
Child mortality rate	Number of child deaths (aged 1–4) per 1,000 of population	0.17	2013	ONS registration statistics	www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcmm%3A77-317522	
Percentage of homeless households which include dependent children	Percentage of homeless households which include dependent children or a pregnant woman	41%	2014–15	Welsh Government Quarterly Statutory Homelessness data collection from local authorities	www.stats.wales.gov.uk/Catalogue/Housing/Homelessness/Acceptances-and-Other-Decisions/accepted-as-homeless-by-priority-need-householdtype	The information is based on local housing authorities' activities under homelessness legislation, collected through the quarterly homelessness statistical return. A household is accepted as statutory homeless by a local authority if it is eligible, unintentionally homeless, and falls within a defined priority need category, such as households with dependent children. This definition is in keeping with Part VII of the Housing Act 1996.

All children in the early years (0–7): are and feel safe.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of birth to seven-year-old Welsh residents presenting at A&E departments having had accidental injuries in the home [Data Development]				Emergency Department Data Set, NHS Wales Informatics Service (NWIS)	www.infoandstats.wales.nhs.uk/page.cfm?orgid=869&pid=62956 www.gov.wales/statistics-and-research/time-spent-nhs-accident-emergency-departments/?lang=en	Data development as Emergency Department Dataset (EDDS) not yet complete.

All children in the early years (0–7): are cared for, supported and valued.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Rate of Children in Need in Wales (aged 0–7)	Children in Need are those who had an open case with a local authority on the 31 March that had been open for the three months from 1 January to 31 March.	283	31 March 2014	Local authority Children in Need Census return	www.statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-in-Need/childreninneedper1000population-by-localauthority-year	Per 10,000.
Rate of Children in Need on the Child Protection Register (aged 0–7)	Children on the register are those who have unresolved child protection issues and who are currently the subject of an inter-agency protection plan. This excludes children who are both looked after and on the Child Protection Register.	50	31 March 2014	Local authority Children in Need Census return	www.statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-in-Need/childreninneed-by-agegroup-lookedafterstatus	Per 10,000.

All children in the early years (0–7): are resilient, capable and coping.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of seven year olds reaching Foundation Phase Outcome 5 in Personal and Social Development, Well-being and Cultural Diversity	Percentage of seven year olds attaining Foundation Phase Outcome 5 or above.	94.2%	2013–14	National Data Collection	www.statswales.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Foundation-Phase/Results-by-AreaOfLearning-Year	
Percentage of children reaching or exceeding their developmental milestones ages 2–3 (also applicable under 'learn and develop' [Data Development])						Not available yet. Data development in relation to Healthy Child Wales Programme. Currently only available for Flying Start children at ages two and three.

All children in the early years (0–7): are healthy.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of live births with low birth weight (<2,500g)	Singleton live births with birthweight of less than 2,500g as a percentage of all singleton live births with a stated birthweight.	5.3%	2013	Child Health National Community Child Health Database (NCCHD)	www.stats.wales.gov.uk/Catalogue/Health-and-Social-Care/NHS-Primary-and-Community-Activity/Community-Child-Health/LiveBirthsToWelshResidents-by-BirthWeight-NumberOfBabies	Singleton live births rather than multiple live births (more than one baby).
Percentage of four year olds up to date with immunisations	The number of children who are up to date with their routine immunisations by age four as a percentage of all children reaching age four in the period.	87.9%	2013–14 (financial year)	COVER statistics, Public Health Wales	www.wales.nhs.uk/sites3/page.cfm?orgid=457&pid=54144	Note that routine scheduled vaccinations may change over time.

All children in the early years (0–7): are healthy.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of four/five year olds who are a healthy weight	Number of children in Reception classes who had a body mass index (BMI) classified as being a healthy weight as a percentage of all children for whom measurements were recorded.	72.7%	2013–14 (school year)	Child Measurement Programme, Public Health Wales	www.wales.nhs.uk/sitesplus/888/page/67795	90.8% of the 33,794 eligible children were measured.
Dental caries at age five	Average dmft (score which counts the number of decayed, missing and filled teeth) for resident children aged five.	1.59 teeth	2011/12 (school year)	Welsh Oral Health Information Unit (BASCD surveys)	www.cardiff.ac.uk/dentistry/research/themes/applied-clinical-research-and-public-health/epidemiology-and-applied-clinical-research/wohiu	From 2007–08 BASCD surveys used positive consent methodology and cannot be compared with the indices for previous years using a negative consent framework because there is evidence of lower response rates among those with caries experience.

All children in the early years (0–7): learn and develop.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of seven year olds that achieve Foundation Phase Outcome 5 or above in Language, Literacy and Communication Skills (English-medium)	Percentage of seven year olds attaining Phase Outcome 5 or above.	86.6%	2013–14	National Data Collection	www.stats.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers-Examinations-and-Assessments/Foundation-Phase-Results-by-AreaOfLearning-Year	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.
Percentage of seven year olds that achieve Foundation Phase Outcome 5 or above in Language, Literacy and Communication Skills (Welsh-medium)	Percentage of seven year olds attaining Phase Outcome 5 or above.	89.8%	2013–14	National Data Collection	www.stats.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers-Examinations-and-Assessments/Foundation-Phase-Results-by-AreaOfLearning-Year	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.

All children in the early years (0–7): learn and develop.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of seven year olds that achieve Foundation Phase Outcome 5 or above in Mathematical Development	Percentage of seven year olds attaining Foundation Phase Outcome 5 or above.	88.7%	2013–14	National Data Collection	www.stats.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers-Examinations-and-Assessments/Foundation-Phase-Results-by-AreaOfLearning-Year	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.
Attendance rates for Years 1 and 2		94.5%	2013–14	Pupils' Attendance Record, Welsh Government		The combined attendance rate of children in Years 1 and 2 are not published. Calculated specifically for this data request.

All children in the early years (0–7): do not live in and are not disadvantaged by poverty. ³						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of children in households on income-related benefits						Data Development.

³ By 'poverty' we mean a long-term state of not having sufficient resources to afford food, reasonable living conditions or amenities, or to participate in activities (such as access to attractive neighborhoods and open spaces) which are taken for granted by others in their society.

All children in the early years (0–7): do not live in and are not disadvantaged by poverty.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of children eligible for free school meals (eFSM) achieving Foundation Phase Outcome 5 or above in the Foundation Phase Indicator (FPI)	Percentage of eFSM children achieving Foundation Phase Outcome 5 or above in the Foundation Phase Indicator (FPI). The FPI represents the percentage of children achieving Foundation Phase Outcome 5 or above in Personal and Social Development, Well-being and Cultural Diversity; Language, Literacy and Communication Skills (English-medium/ Welsh-medium); and Mathematical Development in combination.	72.4%	2013–14	Matching PLASC data with National Data Collection data.	www.gov.wales/research/academic-achievement-free-school-meals/?lang=en	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.

All children in the early years (0–7): do not live in and are not disadvantaged by poverty.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of children not eligible for free school meals (non-eFSM) achieving Foundation Phase Outcome 5 or above in the Foundation Phase Indicator (FPI)	Percentage of non-eFSM children achieving Foundation Phase Outcome 5 or above in the Foundation Phase Indicator (FPI). The FPI represents the percentage of children achieving Foundation Phase Outcome 5 or above in Personal and Social Development, Well-being and Cultural Diversity; Language, Literacy and Communication Skills (English-medium/Welsh-medium); and Mathematical Development in combination.	88.6%	2013–14	Matching PLASC data with National Data Collection data.	www.gov.wales/statistics-and-research/academic-achievement-free-school-meals/?lang=en	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.

Annex C: Useful resources

Models for Access for Maternal Smoking Cessation (MAMMS)

www.wales.nhs.uk/sitesplus/888/page/64809

Wales – a Play Friendly Country (2014)

www.gov.wales/docs/dsjlg/publications/cyp/141007-wales-a-play-friendly-country-en.pdf

Together for Mental Health – A Strategy for Mental Health and Wellbeing in Wales (2012)

www.gov.wales/topics/health/nhswales/healthservice/mental-health-services/strategy/?lang=en

Delivering Quality Information for Families Together (2014)

www.gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/familyinformationservices/?lang=en

Parenting in Wales: Guidance on engagement and support (2014)

www.gov.wales/docs/dsjlg/publications/cyp/140910-parenting-in-wales-guidance-en.pdf

Pupil Deprivation Grant: Essential guidance (2015)

Early Years Pupil Deprivation Grant: Guidance for regional consortia, local authorities, schools, nurseries, playgroups and childminders (2015)

www.gov.wales/topics/educationandskills/schoolshome/deprivation/pdg-and-early-years-pdg/?lang=en

Guidance for using the Pupil Deprivation Grant: What really works? (2014)

Guidance for the Early Years Pupil Deprivation Grant: What really works for the early years? (2015)

learning.gov.wales/resources/browse-all/pdg-what-really-works/?lang=en

Learning Wales 'Tackling deprivation' pages

learning.gov.wales/resources/improvementareas/poverty/?lang=en

Independent review of childcare and early education registration, regulation and inspection (2014)

www.gov.wales/topics/educationandskills/earlyyearshome/independent-review-of-childcare-and-early-education-registration-regulation-and-inspection-exectutive-summary-and-recommendations/?status=open&lang=en

Improving schools (2012)

learning.gov.wales/news/sitenews/improvingschools/?lang=en

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales (2015)

www.gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales/?lang=en

An independent stocktake of the Foundation Phase in Wales (2014)

www.gov.wales/topics/educationandskills/earlyyearshome/foundation-phase/stocktake-of-the-foundation-phase-final-report/?lang=en

Rewriting the future: Raising ambition and attainment in Welsh schools (2014)
www.gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en

Delivering better oral health: an evidence-based toolkit for prevention (2014)
www.gov.uk/government/publications/delivering-better-oral-health-an-evidence-based-toolkit-for-prevention

Designed to Smile
www.designedtosmile.co.uk/home.html

An assessment of special educational needs (SEN) workforce development requirements (2015)
www.gov.wales/topics/educationandskills/publications/reports/an-assessment-of-special-educational-needs-workforce-development-requirements/?lang=en

Welsh language skills needs in eight sectors (2014)
www.gov.wales/docs/caecd/research/2014/140429-welsh-language-skills-needs-eight-sectors-en.pdf

Flying Start DVD
www.youtube.com/watch?v=4R7skZC3vBE&feature=youtu.be

Flying Start parenting guidance and transitions guidance
www.gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en

My Local Health and Social Care
www.mylocalhealthandsocialcare.gov.wales/#/en

Code of practice in relation to measuring social services performance (2015)
www.assembly.wales/laid_documents/sub-ld10272/sub-ld10272-e.pdf

Consultation: Changes to the registration of childcare provision in Wales (2015)
www.gov.wales/consultations/people-and-communities/extension-of-childcare-registration/?lang=en

Consultation: Review of the Childcare Sufficiency Assessment Duty on Local Authorities (2015)
www.gov.wales/consultations/people-and-communities/review-of-childcare-sufficiency-assessment-duty-on-local-authorities/?lang=en

New Deal for the Education Workforce
learning.gov.wales/yourcareer/newdeal/?lang=en

Professional learning area on Learning Wales
learning.gov.wales/yourcareer/?lang=en

Professional Learning video case studies

learning.gov.wales/resources/browse-all/sharing-practice/?lang=en

Tackling Poverty Action Plan

www.gov.wales/topics/people-and-communities/tackling-poverty/taking-forward-tackling-poverty-action-plan/?lang=en

Child Poverty Strategy for Wales

www.gov.wales/topics/people-and-communities/people/children-and-young-people/child-poverty/?lang=en

Children, Young People and Education Committee inquiry into childhood obesity

www.gov.wales/about/cabinet/decisions/2014/janmar/children/md4155/?lang=en

The national outcomes framework for people who need care and support and carers who need support, 2014–15; working document (2014)

www.gov.wales/topics/health/socialcare/well-being/?lang=en

Vibrant and Viable Places: New Regeneration Framework (2013)

www.gov.wales/topics/housing-and-regeneration/regeneration/vibrant-and-viable-places/?lang=en

Achieving improvement in support to schools through regional education consortia – an early view (Wales Audit Office, 2015)

www.audit.wales/publication/achieving-improvement-support-schools-through-regional-education-consortia-%E2%80%93-early-view

Specific learning difficulties – guidance for the National Reading Tests

learning.gov.wales/resources/browse-all/spld-national-reading-test-guidance/?lang=en

Foundation Phase Profile (2015)

www.gov.wales/topics/educationandskills/earlyyearshome/foundation-phase/foundation-phase-profile/?lang=en