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**Ysgrifennydd y Cabinet dros yr Economi a'r Seilwaith**  
**Cabinet Secretary for Economy and Infrastructure**  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu  
Culture, Welsh Language and Communications Committee  
CWLC(5)-05-16 PTN2

Bethan Jenkins AM  
Chair  
Culture, Welsh Language and Communications Committee  
National Assembly for Wales  
Cardiff  
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Llywodraeth Cymru  
Welsh Government

29 September 2016

Dear Bethan,

Thank you for your letter of 23 September, regarding my appearance before the Committee on 14 September. During that meeting, I promised to provide you with more information on a number of issues, so I am doing so below.

### Historic Wales

I issued a written statement on Wednesday 28 September regarding Historic Wales. At the same time I published the PWC report: '*Investing in the future to protect the past*', alongside the terms of reference for the steering group which will take this work through the next phase. I trust the Statement and the report will be helpful for the Committee.

You suggest a briefing session for the Committee on the Historic Environment (Wales) Act 2016, and I would be happy to ask my officials to arrange this when you feel the time is right. If any members would like any further information on the Act in the meantime, they should contact Gwilym Hughes, our Chief Inspector of Ancient Monuments and Historic Buildings, at [gwilym.hughes2@wales.gsi.gov.uk](mailto:gwilym.hughes2@wales.gsi.gov.uk)

### The new Museum Plan for Wales

The Expert Review of Museum Services identified a number of key issues facing local museums across Wales. We will ensure our new plan for museums identifies how these will be addressed. I was pleased that sector representatives attended our focus group in August to discuss how museums can move forward over the next five years and by their commitment to working alongside us in developing a strategic, co-ordinated and sustainable plan for the future of museums in Wales. My officials are currently drafting an initial outline of the plan and this will be available for wider consultation early in the New Year.

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

### The 'Fusion' Programme

My officials have prepared a briefing note summarising the key elements of this programme, and the progress that has been made to date. This is attached, at Annex 1.

### The Arts and Creative Learning Programme

As above, my officials have prepared a briefing note, which is attached, at Annex 2.

### The 'Media Forum'

The creation of an Independent Media Forum was initially announced by the Minister for Lifelong Learning and Welsh Language. The Minister and I are working together to agree in detail the scope and remit of the Independent Media Forum; this will naturally include broadcasting, which falls within his portfolio. Officials are preparing further advice which we will be reviewing shortly. A briefing note will be provided for the Committee's further information in the next few weeks.

I am copying this letter to Alun Davies, so that he is aware of these comments regarding the Media Forum.

Yours sincerely



**Ken Skates AC/AM**

Ysgrifennydd y Cabinet dros yr Economi a'r Seilwaith  
Cabinet Secretary for Economy and Infrastructure

## The Fusion Programme: Briefing Note

1. The *Fusion: Tackling Poverty through Culture* programme is a low-cost intervention that is integrating disparate services and aligning them with the Welsh Government's anti-poverty agenda. The Welsh Government through MALD is a facilitator, providing an overarching framework within which numerous organisations can contribute to a shared agenda. The use of culture in this way has not been encouraged, supported and evaluated in this strategic way before. The framework for the Fusion programme is based on Baroness Andrews' report [Culture and Poverty](#). Andrews called for *Cultural and Community Networks* to be established, aligning the cultural sector with community programmes.
2. In 2015-16, in response to Andrews, we established the **Pioneer Area Programme** with 6 participants. With support from MALD, coalitions of cultural and community bodies developed new cultural activity and adapted existing programmes to directly support the Communities First programme. Activity delivered in 2015-16 included accredited digital inclusion programmes, volunteering placements, and schemes to re-engage young people with education. Over 30 projects ran, with over 1,500 participants engaged in activities and over 500 participants in structured programmes, courses or accredited learning.
3. We commissioned a detailed GSR (Government Social Research) [evaluation](#), which found:
  - Bodies are working together more, in more innovative and dynamic ways
  - Cultural bodies in Pioneer Areas are increasingly aligning priorities
  - Pioneer Areas have a positive impact on cultural provision for disadvantaged groups
  - Culture acted as an effective lever to engage individuals
4. In addition to the Pioneer Area programme, we are progressing with several **key national priorities** emerging from the Andrews report. Outputs are designed with disadvantaged communities as a focus. They include:
  - A major Heritage Lottery Fund bid for training placements in the cultural heritage sector.
  - Strategic measures to promote volunteering and accredited learning, eliminate transport barriers, and connect better with the health and wellbeing agenda.
5. In 2016-17 we have expanded the Pioneer Area programme, with **10 Pioneer Areas now operating**. This year we have emphasised outcomes around volunteering opportunities, accredited learning and routes into employment.
6. The Pioneer Area model relies on cultural providers to provide content – venues, staff, activities and expertise. Importantly it is delivered jointly with community employability and anti-poverty programmes, meaning cultural bodies are able to reach deeper into communities and the programme has much greater impact.
7. Prior to the programme, cultural bodies sought to, and in many cases, failed to build deep, sustained links into disadvantaged communities. Outreach tended to be sporadic and most bodies lacked the links to understand and respond to local community need effectively. Nor did they link together effectively. The cultural sector has invested considerably in the Fusion programme and the new ways of thinking it has encouraged.

## Creative Learning through the Arts: Briefing Note

*Creative learning through the Arts – an action plan for Wales* sets out a range of new opportunities for children and young people across Wales. At the core of this activity is learning about the arts and culture, participating in the arts and developing creative skills across the curriculum. Creative learning through the Arts aims to:

- Improve attainment through creativity
- Increase and improve arts experiences and opportunities in schools
- Deliver on the three education priorities: improving literacy, numeracy, and reducing the impact of disadvantage
- Support teachers and arts practitioners in developing their skills.

Creative Learning through the Arts is a 5-year plan, launched in March 2015, and is a partnership between Welsh Government and Arts Council of Wales (ACW). It aims to put creativity and the arts at the heart of learning, and to bring about a sea-change in the way the arts and education sectors work together. For further information, and to download a copy of the plan, visit the website at <http://www.arts.wales/what-we-do/creative-learning/the-all-wales-arts-and-education-programme/regional-arts-and-education-networks>

### The Lead Creative Schools Scheme

The Lead Creative Schools Scheme is one of the two main strands of the *Creative learning through the arts* action plan. The scheme offers a unique opportunity to schools to develop creative learning techniques that help them to address key issues identified in their school development plans. All the projects are bespoke, and are expected to include an element of literacy, numeracy or tackling under-achievement among pupils experiencing deprivation. Interestingly, many of the schools in the scheme have been able to use creative approaches to address a variety of additional issues, such as boys' under-achievement and transition. Projects have also been truly cross curricular, involving, for example, science, history, and IT alongside English and maths. A Lead Creative School will have access to creative people, skills and resources to support them and to address these challenges. The Lead Creative Schools Scheme will:

- Operate over the lifetime of the *Creative learning through the arts – an action plan for Wales*
- Use creative learning approaches to drive up attainment levels, and as tools for whole-school improvement
- Develop meaningful, sustainable partnerships that specifically target self-identified areas of development for schools in Wales

### In Round 1

- 99 grants were offered, to support 128 schools actively involved in projects.
- 325 applications for Round 1 'Creative Agent roles' were received. 64 individuals were shortlisted and invited to attend training and 59 individuals were trained at one of three intensive 4-day courses in Cardiff and Wrexham. 48 individuals were matched to schools and contracted as Creative Agents in Year 1 (6 people withdrew or deferred due to changes in circumstances; 5 were not matched to schools.)

### In Round 2

- 120 grants were offered to support 148 schools actively involved in projects.

- 211 applications for Round 2 Creative Agent roles were received. 94 individuals were shortlisted and invited to attend training in May 2016. 87 individuals attended training in May at Nantgarw, Swansea, or Llandudno. Matching Creative Agents to schools took place in early June. Of the 87 trainees, one person stood down and 14 were not recommended for matching. This left a pool of 72 Round 2 Creative Agents.

514 expressions of interest have been received to date from individuals/organisations wanting to get involved in a Lead Creative Schools project. In 2015, ACW ran 6 training sessions for Round 1 Year 1 Creative Practitioners Approx. 135 individuals attended training. In 2016, CP training is scheduled across the regions for the whole month of November. Applications for Round 3 of the programme, to start in the academic year 2017/18, will open on 6 October 2016.

**Lead Creative School case study: St Cenydd Community Secondary School, Caerphilly**

*Increasing the engagement, attendance and attainment of eFSM pupils in year 8 in Geography and numeracy and literacy.*

Tracey Moberly – high profile visual and multi-media artist based locally, working with local Geography teacher Nicola Webber. Devised project using social media/film/photography to investigate the changes in the Nant yr Aber river from its source to the confluence into the Rhymney river mouth and its effects on the type of communities it passes through. A ‘hands on’ approach to geography. Literacy tasks were interwoven into the ‘field trip’ activity with pupils documenting their project through blogs, poetry, multi-media and visual arts.



**Lead Creative School impact on attainment: Bryn Primary School**

*Oracy Gains:* 100% of pupils made gains of 2 or more sublevels, 50% of pupils made gains of 3 sublevels. 93% are working on or above end of KS2 National Curriculum Level and 71 % have met or exceeded their personal targets set.

*Writing Gains:* 100% of pupils made gains, 64% made gains of 2 or more sublevels, 79% are already working on or above end of KS2 National Curriculum Level and 43% have met their personal target set.

Arts Council of Wales Regional Teams are available to support the scheme:  
 North Wales [nia.richards@arts.wales](mailto:nia.richards@arts.wales), Mid & West Wales :[sophie.hadaway@arts.wales](mailto:sophie.hadaway@arts.wales)  
 South East Wales: [shaun.featherstone@arts.wales](mailto:shaun.featherstone@arts.wales) South Central Wales:  
[ian.mcandrew@arts.wales](mailto:ian.mcandrew@arts.wales)

Further information, and a copy of the Lead Creative Schools Prospectus, is available at <http://www.arts.wales/what-we-do/creative-learning/the-lead-creative-schools-scheme/creative-practitioners>

### Experiencing the Arts

We believe that children and young people should have the chance to be inspired and excited by the best that the arts in Wales has to offer. Our aim is to provide children and young people with opportunities to engage with the arts and cultural activities as a routine part of their wider learning experience. Experiencing the Arts is a two-strand scheme that we believe will make a big impact on the learning experiences of our young people, wherever they live in Wales.

#### Go and See

Go and See is a scheme that can be used to fund visits to high-quality arts events in galleries, theatres, arts centres and other venues. Events could include visits to performances and exhibitions or visits to experience arts professionals developing and creating their work. Schools can apply for up to £1,000 at any time in the year. ACW will award up to 90% of the costs of the experience. 29 awards have been made to date, to the value of c.£20k. Examples include:

- Romilly Primary School took 90 Reception pupils to National Museum in Wales to participate in 'First Gallery Visit' project, visiting exhibition, taking part in workshops/activity with artists.
- Ysgol Bro Tawe took 85 pupils to Theatr Na nÓg production *The Ghost of Morfa Colliery* and creative workshops at National Waterfront Museum and National Museum in Swansea.
- Ysgol Carrog took 15 KS2 (entire key stage) pupils to Rhyl Pavilion to hear author Michael Morpurgo read from his books.
- Ysgol Dyffryn Amman took 21 Year 10 pupils to Carmarthenshire School of Art for a ceramics workshop.
- Adamsdown Primary School took 60 pupils from Y4 & 5 to Hijinx Unity Festival at the Wales Millennium Centre.

#### Creative Collaborations

The essence of Creative Collaborations is innovation. When schools and/or arts, culture or heritage organisations submit applications, they must convince ACW that the proposal is innovative, additional and sustained. Schools wishing to work in a sustained way with an arts organisation or other cultural or heritage organisation, may apply for up to £25,000. ACW cannot offer funding to schools already benefiting from a Lead Creative Schools Scheme grant. It will award up to 90% of the costs. ACW requires written evidence of the collaboration between the school and the other organisations involved in the project. 10 awards have been made to date, to a value of c.£163k. Examples include:

- Mid Wales Opera with Montgomery CiW School in Powys, running 2 week-long residencies with entire junior school, to create, develop, and perform two new productions, using Janacek's *Cunning Little Vixen* and Saint-Exupery's *The Little Prince* as inspiration.
- Motion Control Dance, and 4 primaries and 1 secondary school in Barry are developing a creative participatory dance programme to raise attainment and physical activity of pupils from Communities First areas; the target group is Year 6 and 7 girls.
- Ysgol Awel y Mynydd in Conwy is working with 7 other local primary schools to create a ukulele orchestra, and to develop more cohesion within their community of schools.



The next deadline for applications is 17 October 2016.

For more information on both funding strands, and to download a copy of the funding guidelines, is available at <http://www.arts.wales/what-we-do/creative-learning/the-all-wales-arts-and-education-programme/experiencing-the-arts>

### **Regional Arts and Education Networks (RAENs)**

The Networks work with schools, the Regional Education Consortia (REC), local authorities and stakeholders in the education, arts, creative, cultural and heritage sectors in these four regions. The networks will increase and improve arts experiences and opportunities in schools by forging links between:

- teachers, educationalists and partners from the education sector
- arts practitioners, arts organisations and venues
- cultural and heritage organisations, venues, museums, libraries and archives
- local authority arts providers, including music services
- higher education arts and cultural partners
- the creative industries sector

Each Network has up to £1.25m to provide networking events and virtual networking opportunities. Their remit is to:

- Organise high-quality professional development opportunities, for teachers, artists, arts and cultural organisations
- Coordinate networking opportunities for teachers and creative people from the arts, creative, cultural, and heritage sectors
- Act as a broker, to connect schools, artists and arts organisations
- Share examples of best practice
- Deliver a local 'Arts Champions' programme

The RAENs are based on the same geographical boundaries as the REC and are led by:

North Wales: Flintshire County Council; Network Coordinators: Mari Pritchard and Iwan Williams [mari@edau.cymru](mailto:mari@edau.cymru) and [iwan@eadu.cymru](mailto:iwan@eadu.cymru)

Mid & West Wales: University of Wales Trinity St David; Network Coordinator: Rhian Janes [Rhian.jones@uwtsd.ac.uk](mailto:Rhian.jones@uwtsd.ac.uk)

South East Wales: Caerphilly Borough Council; Network Coordinator: Victoria Jones [jonesvje@caerphilly.gov.uk](mailto:jonesvje@caerphilly.gov.uk)

South central Wales: Arts Active Trust; Network Coordinator: David Baxter [dave@artsactive.org.uk](mailto:dave@artsactive.org.uk)

Further information is available at: <http://www.arts.wales/what-we-do/creative-learning/the-all-wales-arts-and-education-programme/regional-arts-and-education-networks>

### **The Creative Learning Zone**

The Creative Learning Zone (on Hwb) is full of case studies on different aspects of *Creative learning through the arts* and details of opportunities and information for schools and creative professionals wishing to work with schools.

<http://hwb.wales.gov.uk/creativity>