Section 1

This paper assesses the significance of the implementation of the play based early years curricula which is called the foundation phase, mainly focusing on the need for change.

Welsh government (2018) states that the foundation phase is a curriculum for the early year's children in wales , the seven areas include Welsh development, mathematical development, knowledge and understanding of the world, personal and social, Welsh, physical, creative and Language development. The curriculum was designed to encourage children to learn whilst having fun, it was built on the foundations of learning through play. There is significant evidence showing that learning through play is a powerful way to develop, play encourages children to explore, investigate, create and give children the opportunities to grow on their self-esteem and emotions (Welsh government, 2018).

All children have the right to Play and relax (UNICEF, 2019).In regard to the play-based curriculum, Welsh government (2015a) and Siraj and Kingston (2017) states that the understanding of learning whilst playing has been misunderstood because of varying messages about what the true meaning of play is, this resulted in practitioners paying less attention to adult pedagogy meaning that they were not always done in the correct and beneficial way. Siraj and Kingston (2014) add to this and state that practitioners do not understand the true meaning of play and learning through play, resulting in children having less effective learning experiences and practitioners are providing a less effective practice to the children in their care. They mention that in maintained settings this resulted in an unorganised and stressful environment because practitioners did not understand how to structure the rooms to make sure play-based learning opportunities were offered, Because of this it was known that practitoners decided to teach in the way they taught before the play based curricula was introduced resulting in a more formal way of teaching to maintain the standards that used to be in place (Siraj and Kingston, 2014). In regards to this, Welsh government (2017), Loizou (2017) and Waters (2016) analyses the implementation of the foundation phase and the teacher's involvement in play, they mention that play-based learning requires children having the opportunity to learn through practitioner led activities and child led activities. They

state that the practitioner's involvement in Children's play can be a key element of a Childs learning journey. However, Howard and McInnes (2013) look at the involvement of the adult in children's learning and they believe that the role of the adult in a child's play can be linked to whether a child perceives an activity as play or not, for example, in a research study where they observed children in a setting, they noticed that children's ideas of play changed depending on the presence of an adult and the location that the activity took place, they concluded that this study highlighted the importance of practitioners having training about children's views on play and for them to offer the children opportunities and environments that promote children's independence in order for them to develop a better understanding of play. When looking at this study, there is a need to consider that the children that took part of this study were aged 3-5, missing a 2-year age gap that the foundation phase covers, the foundation phase framework is designed for children aged 3-7 years old (Welsh government, 2017). Another thing to consider is that there was a number of 129 participants from three educational settings, this is a smaller scaled study which questions reliability and accuracy.

Johnson and watts (2018) state that whilst playing, children are able to develop on their health and wellbeing, through play children can develop on their independence, they mention that child led play allows children to explore and discover. Adult led play can focus on the results that the activity is there for, preventing the benefits of play on children's holistic skills. Howard and McInnes (2013) add to this and talk about a play study they created and concluded that children who liked play showed significant levels of positive well-being.

When looking at the implementation of training in the foundation phase, Welsh Government (2015b) discusses the foundation phase evaluation documentation and states that under Recommendation nine and eleven, foundation phase training should be a compulsory requirement for all early year's workers and refresher training is needed to support the implementation of the FP in the early years. They believe that in order to achieve this, there is a need for practitioners that work in the foundation phase to be supported to ensure that they are able to implement and use the new framework effectively. However, Siraj and Kingston (2014) talk about the independent stocktake report that only mentions the need for leaders and seniors to participate in training on the foundation phase and adds that because of this, there

was small amount of guidance to practitioners such as assistant teachers and support workers when implementing the foundation phase. This created an issue which resulted in headteachers, senior leaders and teachers having to guide the foundation phase practice themselves because additional staff lacked the knowledge, experience and confidence to understand the main principles of the early years curricula. Waters (2016) talks about the independent stock take and mentions that the findings from the document mention that only one in five schools that were implementing the foundation phase correctly and doing well at it.

Welsh government (2015b) and Siraj and Kingston (2014) state that practitioners need to be provided with support and guidance on how to use the foundation phase pedagogies, for example the 12 essential foundation phase pedagogical elements. However, Waters (2016) discusses the issue with this and mentions that the term play is not mentioned in any of the 12 elements, she mentions that the evaluation of the foundation phase report makes recommendations about changes in pedagogical practice by being shown how to change rather than knowing and understanding exactly why there is a need for change. She then goes on to discuss that the pedagogical reconstruction can be more benefitted by practitioners understanding why their decisions make an impact on children's learning. This shows confusion with the pedagogy versus outcomes because early years workers need guidance and time to fully understand and appreciate pedagogic change (waters, 2016). However, there is no clear explanation on the approach and pedagogy that practitioners can use within the foundation phase (Maynard *et al*, 2013 cited in waters 2016). There is a lack of coherence in regards to the pedagogy of the foundation phase when it first came into use, so practitioners were using sociocultural, and constructivist approaches rather than one clear approach (Siraj and Kingston, 2017).

Welsh government (2017) talks about the literacy and numeracy framework (LNF) and mention that it became a statutory requirement within the curriculum for all schools and settings by 2015, the framework was created in order to help practitioners raise children's literacy and numeracy skills, which falls under the language and mathematical areas of learning. The framework was designed to encourage practitioners to provide opportunities for literacy and numeracy learning into children's continuous, enhanced and focussed provision and to help children

self-assess, it was also in place to help practitioners observe and identify children's performances and notice any children who seem to require additional support in their learning. However, when looking at a need for change in the curriculum, White wick (2019) looks at the PISA scoring and mentions that out of many countries in the United Kingdom, Wales was the only one to score below the average OECD ratings in science, mathematics and reading (Welsh government, 2017).

Donaldson (2015) discusses that the foundation phase curriculum was known as outdated and needed to be changed. However, he also believed the curriculum was still a key attribute to Welsh education with good ideas that the new curriculum could build upon. Welsh government (2015) agrees with this and states that the successful futures document is the beginning of a new curriculum that is built upon international minds. In addition to this, Waters (2016) states that strong leadership is needed to ensure that there is the mistakes that happened in the foundation phase do not happen again in the new curriculum for Wales.

Throughout this paper, there is evidence suggesting that there are positive points to take from this curriculum. However, there are also key issues that suggest change is needed in order for the curriculum in the early years to improve, key areas include the need for training to be provided to all practitioners that work in the early years and the need for practitioners to understand the meaning of play as there has been a repetition throughout the foundation phase about practitioners lacking the understanding of what play is and what play based learning involves.

Section 2

All children are unique and continuously learn whilst being resilient, confident and capable (department for education, 2022). Early education (2021) mentions it is a Practitioners job to observe and gain an understanding of each and every child’s individual development and progress, there is a need to plan, identify any additional support needed and nurture the next steps of children's learning in order for children to feel safe and valued.

Tierney (2013) Talks about concerns regarding the fairness of educational assessment. It is known that in the early 20th century, tests were known as an injustice created by teachers, this was because the judgements created by teachers have a negative impact on children's self-image and approach to learning. She

believes that the use of assessment changes the dynamics of the classroom and can be difficult on diverse learners (Gaztambide-Fernandez and Parekh, 2017) believe that Assumptions of children's ability has been a recurrent issue of education inequity since education started, Historically, ability has been a known factor of who should attend public education and who should not, in this century it is still known as the decider of who should and should not access educational opportunities.

The aim of baseline assessment is to measure progress within the school and not look at the children's background. Alternatively, there are worries that the baseline assessment is known to be at a disadvantage for children that have English as an additional language as well as children with additional learning needs (early education, no date). In addition to this, Parekh (2017) Talks about a study where they looked at the teachers perception of children's abilities through assessing them, they discovered that children with lower income backgrounds were given less complicated curriculum work by teachers because the teachers assumed that the children would need easier work, this showed that the teachers formed an idea that children's culture relate back to their ability to learn. They add to this and mention that educators spoke in a fixed state when talking about children with lower ability, however they spoke in a more positive tone about children with higher ability's potential and intellectual levels. Welsh government (2022) adds to this and mentions that when asked, schools believed that there was more of a focus on assessing children's skills very narrowly within the baseline assessment, focusing more on their ability rather than their enthusiasm to learn.
Teachwire (2023) mentions that the baseline assessment is in place to get to know children's prior abilities, this helps provide effective learning opportunities for them. They add to this and state that children like to have one to one time with their teacher which is possible through this way of assessing. However, Parekh (2017) and Welsh government (2022) believe that assessments also have the opposite affect and can often lead to children feeling stressed and unwell, affecting their ability to have a true reflection of their learning because they do not want to get it wrong, the structure of assessments look like there is a lack of trust from educators towards children. They also believe that the true ability of children may not be accurately and reliably shown through assessments such as the baseline assessment because it is not understanding of the unique child.

Department for education (2021) mention that children learn to grow and develop through forming positive bonds and attachments because they can learn through being in enabling environments with adults who support them. However, Early education (no date) talks about the negative effects of baseline assessment and mentions that teachers miss out on key interactions and bonding Time with children because they are rushing to complete the 6 week time frame the baseline assessment requires, this results in children being incorrectly labelled early on in their learning which can lead to problems as they get older. Siraj-Blatchford *etal* (2005) agrees with this and mentions that Baseline Assessments tend to be carried out by adults that have little knowledge of the child as they have not formed a bond with them yet to understand their potential.

In addition to this, Roberts-Holmes and Bradbury (2016) talk about their findings from a study they conducted, the results showed that the Baseline Assessment has had a big impact on children starting school in relation to teaching and curriculum. The study showed that the Baseline Assessment was more of a focus to the teachers rather than the children because the practitioners were more concerned about carrying out evidence instead of focussing on the children's wellbeing and care, statistics show that 59% of respondents believed that the baseline assessment had a negative effect on the settling in stage for children during the first few weeks of joining school.

Early education (no date) mention that when considering the baseline assessments practicality, there’s a need to remember that this form of assessment rules out the consideration that children joining reception can vary from 4 years to 4 years and 11 months, meaning that they can be at different stages of their development but marked under the same expectations., Additionally, Siraj-Blatchford *etal* (2005) adds to this and mentions that it is common for children to join schools at different ages, this means that the younger children are at risk of being early labelled leading into negative long term effects on their self-esteem, self-image and confidence.

Welsh government (2018) explain the main aims of the baseline assessment it to observe children to match up with the end of phase outcomes, this assessment allows practitioners to help identify potential delays in children from an early age ensuring that support is always given to children who need it the most, this form of assessment provides information for all practitioners to guide the children's learning.

Alternatively, Roberts-Holmes and Bradbury (2016) mention that during a study on the effectiveness of the baseline assessment, 70% of practitioners mention that they believed the baseline assessment did not help them identify children with additional learning needs. Research from Chilvers (2002, cited in Siraj- Blatchford *et al,* 2005) relates to this and suggests that assessment of a child's personal, emotional and social development should be included in the baseline assessment because well-being can have a large impact on the children's ability to learn and involvement in activities.
Welsh government (2022) mention that baseline can be used through observations, however they noticed that many schools stated that they needed to also set up activities to ensure specific skills were observed that are less likely to be achieved through play. Practitioners mentioned that the focussed tasks were being used to save time as natural observation was known as a time pressure to complete and took the teacher away from the majority of the classroom for long periods of time.

Welsh government (2022) explains that an issue with baseline assessment would be that children from other language households are known to struggle with baseline assessments, this is because the overall outcome can be lower for children that have to communicate a language that is not from their mother tongue. An example of this was parents had communicated that their child seemed to have gone backwards in school but was capable to do it at home in their own language. Consequently, this resulted in families feel left out because of their backgrounds. Roberts-Holmes and Bradbury (2016) also mention that when children are provided with low scores, even if they make good progress, will be seen as acceptable to remain in the lower ability category throughout their education, This is known as an issue because the baseline is known to affect children with English as an additional language, children with additional learning needs and children who receive free school meals because schools are still known to set targets and predict the children's capability even though the main aim of the baseline assessment was in place to be used just for teachers personal use. Robert-Holmes and Bradbury (2016) mentions that because of the structure of the baseline assessment, it is an automatic response for teachers to assume abilities and use this as a tracking method, this risks the worry of lower expectations of children as they continue to go up in the school because of what they knew from a very young age, resulting in long term difficulties and presumptions.

The need for outdoor play in the early years to support children's health and wellbeing

Outdoor play in the foundation phase environment should encourage children's curiosity, independence and discovery (Welsh government, 2009). Childrens personal and social development, well-being and diversity is known to be at the heart of the early year's curriculum, it is a practitioner's role to support children's health and wellbeing. Practitioners need to also consider how different environments can impact children's health and wellbeing positively or negatively (Thomas and Lewis, 2016 and Musgrave, 2017). Department for education (2022) mentions that outdoor play is known as a fun way to make children healthier, this is because the area is more spacious and encourages the children to move their body in a way that the classroom environment struggles to do.
Scott *et al.* (2022) mentions that the benefits that people gain from outdoor spaces are endless, examples consist of improved wellbeing, cognitive development, physicality, creativity, health and mental health. However, even though there is continuous new evidence showing the advantages of the outdoors, there is a clear decline on children's time spent outdoors. in the United Kingdom, it is reported that children are spending 50% less time outside than their parents did when they were that age. The known Barriers involve worries about children's safety when they are outdoors as well as the limited space and access some settings may have to nature and outdoor activities, these barriers mean that children are more likely to be disconnected from their surrounding because they will be less likely to get the opportunity and experiences to extend on their holistic development. Are the children in your care accessing the outdoors as much as they need to be?

Welsh government (2009) talk about the outdoor learning handbook for the foundation phase and provides key tips for early years workers to ensure that the children in their care are safe outdoors, they mention that practitioners should tell children the rules that are in place to ensure they are able to play safely whilst still enjoying their time discovering outdoors, more tips include letting children ask questions about their environment so they are aware of their surroundings. For example, letting children ask what is safe to do outdoors and then respond with what

they can and cannot do so they have clear guidelines on what is safe and unsafe, practitioners also need to ensure that they support children from a distance to encourage independence which will increase the children's individual levels of confidence and self-esteem.

While playing outside, children are exposed to natural elements which they cannot experience when in doors, these elements can contribute to bone development and a stronger immune system (Bento, 2017). Ouvry and Furtado (2020) mention that in the United Kingdom, statutory curriculum guidelines reflect on how important Childrens physical development and outdoor play entails on a child's growth. They add that it is a known factor that habits from childhood can lead onto adulthood, this means that children that are more active have less chance of having health related issues as they develop into adulthood, physical activity can enhance children's motor development, strength and cardio which reduces body fat and improves their academic achievements.

Scott *et al.* (2022) states that children have higher levels of confidence outdoors, they are known to use five times more words when playing outdoors compared to indoors because they feel a sense of belonging and experience enhanced levels of self-image and happiness, this allows them to feel comfortable to talk to practitioners and friends because they do not feel like they are being assessed or judged. In regards to children's increased levels of confidence when outdoors, Cameron-Faulkner, Melville, and Gattis (2018) mention that children are known to feel more open to converse with practitioners and each other when in the outdoor environment. Rantala and Puhakka (2020) explain that when children are more relaxed and concentrated, they have a heightened level of energy, self-esteem and wellbeing. Specifically, when children are encouraged to exercise outdoors, they are more positive to participate in activities because they are able to stay in a peaceful environment that does not require them to write or sit at a desk.

Exploring nature is increasingly being noticed as a contributing factor to young people's positive mental and physical development. The longer children are exploring outdoors, the more opportunities they have to develop on their psychological and emotional wellbeing. (Puhakka, Pitkänen, and Siikamäki 2017). However, 1 in 10 children are likely to develop a mental health disorder by the age of 16 years old (Bradshaw, 2016). Department for education (2022), Musgrave (2017)

and Beyer et al (2015) mentions that when children are experiencing mental health difficulties it is highly recommended for them to be given the opportunity to participate in physical activity, this is because it releases endorphins and lowers stress levels, Children that are offered outdoor play and observed closely are less likely to develop mental health issues. Welsh government (2011) talk about an ESTYN report which states that children will always benefit from outdoor play, children are more likely to enjoy and be more engaged in their learning whilst developing on their knowledge and understanding of the world, they add that they noticed a clear improvement in children's behaviour, mood, physical health and social and emotional development.

Welsh government (2009) highlights the need for practitioners to inform parents about the benefits that outdoor play has on their child's holistic development to ensure children get the best opportunity to grow, by informing parents this creates a positive partnership between the practitioners, parents and carers and will allow children to have more opportunities to explore outdoors, rather than just in the early years setting. They state that Research shows parents involvements in children's experiences are important in order for children to develop on their self-esteem.

Reference list

Bento, G. (2017) 'The importance of outdoor play for young children's healthy development.' *Porto-Biomedical Journal* 2 , 5, 157– 160.

Beyer, K.M.M. *et al.* (2015) 'More than a pretty place: assessing the impact of environmental education on children's knowledge and attitudes about outdoor play in nature', *International journal of environmental research and public health*, 12(2), pp. 2054–2070. Available at: https://doi.org/10.3390/ijerph120202054.

Birth to 5 matters (2021) *principles of the EYFS.* Available at: https://birthto5matters.org.uk/principles-of-the-eyfs/ (Accessed on: 8th January 2023).

Bradshaw, J. (2016) *The Well-being of children in the UK*. Fourth edition. Edited by J. Bradshaw. Bristol, UK: Policy Press.

Cameron-Faulkner, T., Melville, J and Gattis, M. (2018) “Responding to Nature: Natural Environments Improve Parent-Child Communication.” *Journal of Environmental Psychology* 59: 9–15. doi:10.1016/j.jenvp.2018.08.008

Department for education (2021) *Statutory framework for the early year's foundation stage.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf (Accessed on: 19th December 2022).

Department for education (2022) *Sustainability and climate change: a strategy for the education and children's services systems.* Available at: https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems (Accessed on 18th December 2022).

Donaldson, G. (2015) ‘Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales’. Available at: successful-futures.pdf (gov.wales) (Accessed on: 12th January 2023).

Duschl *et al*. (2007). T*aking science to school: Learning and teaching science in grades K-8*. Washington, DC: National Academies Press

Early education (2023) *Scrap the baseline assessment.* Available at: https://early-education.org.uk/campaigns/no-to-baseline-assessment/ (Accessed on 10th January 2023).

Gaztambide-Fernandez, R., & Parekh, G. (2017). Market “choices” or structured pathways? How specialized arts education contributes to the reproduction of inequality. *Educational Policy Analysis and Archives*, 25(41), 1–31.

Gelman *et al*. (2009). *Preschool pathways to science (PrePS): Facilitating scientific ways of thinking, talking, doing, and understanding*. Baltimore, MD: Paul H. Brookes

Halpenny, A.M. (2014) *Introducing Piaget: a guide for practitioners and students in early years education*. Milton Park, Abingdon, Oxon: Routledge.

Howard, J. and McInnes, K. (2013) ‘The impact of children’s perception of an activity as play rather than not play on emotional well-being’, *Child: care, health &*

development, 39(5), pp. 737–742. Available at: https://doi.org/10.1111/j.1365-2214.2012.01405.x.

Johnson, J. and Watts, A. (2018) *Developing creativity and curiosity outdoors: how to extend creative learning in the early years*. First edition. Boca Raton, FL: Routledge, an imprint of Taylor and Francis.

Loizou, E (2017) Towards play pedagogy: supporting teacher play practices with a teacher guide about socio-dramatic and imaginative play, *European Early Childhood Education Research Journal*, 25:5, 784-795, DOI:10.1080/1350293X.2017.1356574

Musgrave, J. (2017). *Supporting the Child and the Family*. SAGE Publications Ltd, https://dx.doi.org/10.4135/9781529715040

Ouvry, M. and Furtado, A. (2020) *Exercising muscles and minds: outdoor play and the early years curriculum*. Second edition. London, England;: Jessica Kingsley Publishers.

Parekh, G (2017) The tyranny of "ability", *Curriculum Inquiry*, 47:4, 337-343, DOI: 10.1080/03626784.2017.1383755

Puhakka, R., K. Pitkänen, and P. Siikamäki (2017). "Health and Well-Being Impacts of Protected Areas in Finland." *Journal of Sustainable Tourism* 25: 1830–1847. doi:10.1080/09669582.2016.1243696.

Rantala, O. and Puhakka, R. (2018) 'Engaging with nature: nature affords well-being for families and young people in Finland', *Children's geographies*, 18(4), pp. 490–503. Available at: https://doi.org/10.1080/14733285.2019.1685076.

Roberts-Holmes, G. and Bradbury, A. (2016) *'They are children… not robots, not machines': The Introduction of Reception Baseline Assessment*. UCL Institute of Education.

Scott, S. *et al.* (2022) 'The Impact of Time Spent in Natural Outdoor Spaces on Children's Language, Communication and Social Skills: A Systematic Review Protocol', *International journal of environmental research and public health*, 19(19), p. 12038–. Available at: https://doi.org/10.3390/ijerph191912038.

Siraj, I., & Kingston, D. (2014). An independent stocktake of the Foundation Phase in Wales. Final report September 2013 - March 2014. Welsh Government: Department for Education and Skills.

Siraj, I., Kingston, D. and Melhuish, E.C. (2015) *Assessing quality in early childhood education and care: Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale for 2–5-Year-olds provision*. London.

Siraj-Blatchford *et al* (2005) "Monitoring and Evaluation of the Effective Implementation of the Foundation Phase (MEEIFP) Project across Wales" Faculty of Social Sciences - Papers. 1667.

Teachwire (2023) B*aseline assessments- Are they good or bad?* Available at: https://www.teachwire.net/news/the-great-debate-are-baseline-assessments-good-for-children/ (Accessed on 14th January 2023).

Thomas, A. and Lewis, A. (2016) '*An introduction to the foundation phase: early years curriculum in Wales',* in. London;: Bloomsbury Academic.

Tierney, R. D. (2013). *Fairness in classroom assessment.* In J. H. McMillan (Ed.). SAGE Handbook of Research on Classroom Assessment. Thousand Oaks, CA: Sage Publications.

UNICEF (2019) *uncrc summary. A*vailable at*:* https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf (Accessed on: 20th December 2022).

Vygotsky, L. (1986) *Thought and Language.* MIT Press, Cambridge, MA.

Waters, J. (2016) The Foundation Phase in Wales-time to grow up? *Wales Journal of Education*, 18 (1), 179-98.

Welsh Government (2009) *foundation phase- outdoor learning handbook.* Available at: https://hwb.gov.wales/storage/fcb8539c-9be7-4883-8542-35d7b54b56f2/foundation-phase-outdoor-learning-handbook.pdf#:~:text=Outdoor%20learning%20is%20not%20just%20taking%20indoor%20activities,the%20Foundation%20Phase%20and%20the%20outdoors%20are%20inseparable. (Accessed on: 18th January 2023).

Welsh Government (2011) *Outdoor learning- An evaluation of learning in the outdoors for children under five in the Foundation Phase.* Available at:Advice on School Partnerships (gov.wales) (Accessed on: 19th January 2023).

Welsh government (2015)a *Foundation phase framework.* Available at: foundation-phase-framework.pdf (gov.wales) (Accessed on: 6th January 2023).

Welsh government (2015)b *Evaluating the foundation phase.* Available at: https://www.gov.wales/sites/default/files/statistics-and-research/2019-07/150514-foundation-phase-final-en_0.pdf (Accessed on 20th December 2022).

Welsh government (2017) *foundation phase profile handbook.* Available at: https://hwb.gov.wales/storage/f9d85dba-85a4-4e87-bb58-a24730ad7e57/foundation-phase-profile-handbook-revised-september-2017.pdf (Accessed on 14th January 2023)

Welsh government (2018) *How is my child doing in the foundation phase?* Available at: https://www.gov.wales/sites/default/files/publications/2018-06/how-is-my-child-doing-in-the-foundation-phase-a-guide-for-parents-and-carers.pdf (Accessed on: 16th December 2022).

Welsh government (2021) *enabling pathways. A*vailable at enabling-pathways-consultation-document_0.pdf (gov.wales) (Accessed on: 3rd January 2023)

Welsh government (2022) *Research into assessment practices in the foundation phase: final repor*t Available at:https://www.gov.wales/sites/default/files/statistics-and-research/2022-07/research-into-assessment-practices-in-the-foundation-phase.pdf (Accessed on: 18th December 2022).

Wightwick, A. (2016) ‘Full Pisa results 2016 show Wales' schools are still adrift of the rest of the UK’ Wales Online