

Prosperous Staffordshire Select Committee

Thursday, 25 April 2019

10.00 am

Oak Room, County Buildings, Stafford

NB. Members are requested to ensure that their Laptops/Tablets are fully charged before the meeting

John Tradewell
Director of Corporate Services
15 April 2019

A G E N D A

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes of the Prosperous Staffordshire Select Committee held on 1 March 2019** (Pages 1 - 6)
4. **Community Learning Annual Self-Assessment & 2019-2023 Strategy and Priorities** (Pages 7 - 50)
Report of the Cabinet Member for Learning and Employability
5. **Career Learning Pilot Presentation** (Pages 51 - 64)
6. **Work Programme** (Pages 65 - 72)
7. **Exclusion of the Public**



The Chairman to move:-

“That the public be excluded from the meeting for the following items of business which involve the likely disclosure of exempt information as defined in the paragraphs of Schedule 12A (as amended) of the Local Government Act 1972 indicated below”.

Part Two

(All reports in this section are exempt)

nil

Committee Membership

Ron Clarke	Ian Parry (Chairman)
Tina Clements	Kyle Robinson
Mike Deakin	Jessica Shulman
Keith Flunder	David Smith
Julia Jessel (Vice-Chairman)	Simon Tagg
Bryan Jones	Bernard Williams
Rev. Preb. M. Metcalf	

Note for Members of the Press and Public

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Minutes of the Prosperous Staffordshire Select Committee Meeting held on 1 March 2019

Present: Ian Parry (Chairman)

Attendance

Ron Clarke	Bryan Jones
Tina Clements	Rev. Preb. M. Metcalf
Mike Deakin	Kyle Robinson
Keith Flunder	Simon Tagg
Julia Jessel (Vice-Chairman)	Bernard Williams

Also in attendance: Mark Winnington

Apologies: Jessica Shulman

PART ONE

42. Declarations of Interest

Keith Flunder declared an interest in minute number 45, in his capacity as Chairman of meetings in relation to the Checkley Neighbourhood Plan, and Ian Parry declared a non-pecuniary interest in minute number 45 as ENGIE was a client of the organisation he worked for.

43. Minutes of the Prosperous Staffordshire Select Committee held on 18 January 2019

RESOLVED – That the minutes of the Prosperous Staffordshire Select Committee held on 18 January 2019 be confirmed and signed by the Chairman.

44. Minutes of the Joint Meeting of Prosperous Staffordshire and Safe and Strong Communities Select Committees held on 18 December 2018

RESOLVED – That the minutes of the joint meeting of Prosperous Staffordshire and Safe and Strong Communities Select Committees held on 18 December 2018 be confirmed and signed by the Chairman.

45. Delivering Housing in Staffordshire

To assist the Committee in their consideration of the report, Dan Gray, the Executive Director of Property at Aspire Housing had been invited to attend the meeting. The Chairman asked Mr. Gray to give an outline of his organisation, what it did and how he viewed the current housing landscape, to aid the Committee's understanding. Mr. Gray informed members that his organisation had been having useful and productive early discussion with the County Council around the potential for increased housing development in Staffordshire. He believed that there was potential for significant

collaboration in the future between the County, District and Borough Councils and Housing Association providers. Housing Associations shared the same values and objectives as the County Council around sustainable communities and increased prosperity for residents. Housing Associations were charitable organisations typically, supported by public funding and were asset holding and the social housing which they held were assets against which they lever private sector funding. They invested for long-term returns, over thirty plus years, and would develop against the housing market cycle. There were around a dozen Housing Associations in Staffordshire, half of which were firmly rooted in the County. Aspire had formed in 2000 from the transfer of stock from Newcastle Borough Council. They currently spent around £25m per year on housing development and this year expected to have delivered 225 new affordable homes across shared ownership and rent.

There were three main ways in which Housing Associations engaged in the housing market. Firstly through the acquisition of land or the use of their own land and accessing Homes England public subsidy grant to build on those sites. Their challenge was that they were competing in a land market with private sector developers and there was also a limit to their individual capacity to the size of sites they were able to buy. Secondly through Section 106 planning obligations, although there were difficulties in this model. Private sector developers take up the large sites, who have a vested interest in minimising the amount of planning gain that local authorities took out of these sites as this impacted on their profit, so they would typically try to reduce the amount of affordable housing. There was a disconnect between private sector developers leading the process of determining the right mix and type of housing on the sites and the needs of local authorities and housing associations, and often the wider community benefit was not considered. The third model was setting up market sale companies and entering into development partnerships with private sector developers. This was in its early stages in Staffordshire.

Members were informed that there was a housing crisis, and that there was a need to provide around 300,000 homes per year, every year, in order to meet housing need across the country. Last year there were 220,000 and in previous years significantly less than that. Of that, 23% was affordable housing nationally but evidence said that this figure should be 40%. In order to fill the gap Mr. Gray said that there was a view that this would need to come from local authorities and/or Housing Associations either working independently or collaboratively.

A future collaborative relationship between the County council and Housing Associations could offer the potential for some form of joint delivery vehicle. Housing Associations were committed to long term delivery, as was the County Council. There was a model in Manchester where the Greater Manchester Combined Authorities working with the Greater Manchester Housing Providers had formed a Joint Venture Company on an equity investment basis. This worked on the basis that public sector land was offered to the Partnership first, giving them the ability to control what was going on that site: the outcomes; the quality; and the mix of tenure types, which was much more difficult to control when public land went out to the market in a totally open environment. Another opportunity which would present itself with a collaboration between the Local Authority and Housing Associations was the ability to bring in Homes England, the national funding agency for affordable housing. Homes England were able to bring very significant funding and capacity into housing delivery. Some form of

collaborative arrangement which joined up the County Council, potentially Districts, Housing Associations and Homes England could provide a powerful force in respect of increasing housing delivery. Mr. Gray believed that this model was worth exploring further with initial conversations between a range of Housing Associations and the County Council.

Members were informed that planning was a challenge for Housing Associations, taking a lot of time and capacity. Mr. Gray asked whether the County Council was able to provide additional support around the planning system and the framework for planning that would enable applications to be dealt with more quickly which would help with housing delivery. There was also a challenge around construction skills, not just on site but technical skills, highways skills, and employer's agent skills that contributed to increasing the level of housing delivery and it was at a strategic level that this needed to be taken forward.

A member asked whether there was a shortage of land allocated for housing in the County. Mr. Gray responded that the accessibility of land for development remained a major challenge and local plans were at different stages and uncertainty around the status of land through the local plan system created difficulty. There was a significant amount of land allocated for housing, but it was questionable whether this was all deliverable as there was a mis-match between who was capable of delivering housing on strategic sites and who was ready, able and willing to work on smaller sites. The member asked whether there was a shortage of housing in Staffordshire. Mr. Gray confirmed that there was a shortage of housing in the areas that his Housing Association operated. A member commented that private developers build to market demand and that shortages of houses occurred in pockets.

Members discussed the issues around peoples' ability to move up and down the property ladder and affordability at the entry level point preventing accessibility to home ownership. A member commented that it would be helpful when considering planning applications for developments which included affordable social housing if there could be input from a social housing provider to ensure the proposed development was appropriate.

A member expressed concern that the County Council had a strategic responsibility in relation to housing and that delivery was the role of District and Borough Councils and it was important to recognise this and work in conjunction with them. They also commented that there was a growing conflict within the Section 106 negotiations about affordable housing provision and a number of authorities had conditions within their local plans that steers them away from having large blocks of social housing. It was important to have early discussion between social housing providers and private developers so schemes come forward on a joint basis.

The Chairman asked the Cabinet Member for Economic Growth what issues or problems or opportunities he was trying to address in terms of housing in Staffordshire. The Cabinet Member responded that last year was the first time that housing had been mentioned in the Strategic Plan. It was felt that housing provision was not working as well as it could and the authority wanted to take a role as a disrupter to change the market. Some large developers were land banking which was frustrating as no progress was being made on Local Plans. The County Council was looking to work with Homes

England, developers and organisations involved with housing delivery. The Chairman asked why developers were land banking. The Cabinet Member responded that in some cases this was due to them waiting for the market to rise in order to increase their returns. A member commented that Local Authority planning approval allowed for development within a three-year period. In some cases delays occur because of complicated legal discussions on Section 106 and 278 Agreements, which could be really protracted negotiations.

Members discussed the impact of housing developments on the existing infrastructure and the measures which were being taken to address this. A member commented that it was important to be aware of the difficult situation that some communities were faced with when developers regularly attempted to get out of their Section 106 contributions and also out of their social housing and affordable housing contributions by using viability as a reason. The Cabinet Member responded that this reinforced the importance of enhanced two-tier working.

A member queried whether it was the County's intention through its Strategic Plan to look at the longer term and have a more concentrated approach in a particular area, for example looking at road infrastructure and other services. The Cabinet Member responded that this was the case, and that it was important for appropriate decisions to be made at the appropriate levels.

RESOLVED – That:

- a) The comments of the Select Committee on the approach being taken to develop a clearly defined strategy for Staffordshire County Council engagement in housing policy and strategy delivery to support the implementation of housing schemes, both directly and indirectly; and
- b) An advanced draft version of a clearly defined strategy be brought to the Select Committee in early Autumn 2019.

46. Economic Growth Programme

Members were informed that Staffordshire's ambitious Economic Growth Programme was continuing to play a crucial role in Staffordshire's ongoing economic improvement. Claimant unemployment rates continued to be persistently below the averages for the West Midlands and Great Britain. This success story was likely to continue as the County Council worked in partnership to deliver priority projects with the Stoke-on-Trent and Staffordshire Local Enterprise Partnership and other key local stakeholders. The key priority for the future would be to encourage further growth in high value-added sectors, meeting the County Council's ambitions for creating "better jobs" while ensuring that there was a mixed and balanced economy in Staffordshire. All of this needed to be combined with a competitive and broad skills profile among local communities, able to support this growth, giving everyone the best opportunities to fulfil their economic potential.

The committee considered details of the support provided in respect of start-up survival by the Stoke-on-Trent and Staffordshire Growth Hub, together with details of the County Council's Skills Programme. The Cabinet Member for Economic Growth informed members that there was a ripple effect from the interventions by the Growth Hub. With the LEP's support the County Council were investing a further £4.8 million in equipment

to increase STEM skills, and projects with partners would create another 1,700 apprenticeships and further education learners.

A member queried what were the ideal conditions for economic growth. The Cabinet Member responded that these would be a diverse economy, which included automotive, digital and ceramic industries and good connectivity and tourism. It was acknowledged that Staffordshire had a diverse economy which was strong and resilient, providing attractive conditions for investment. Housing costs were also relatively affordable, and there was a good mix of skills and labour. A member commented that it was important to maintain these conditions and replicate them throughout the County.

Members considered a table of selected key projects which they welcomed, in particular to help being given to town centres. In the next update to the Select Committee the Cabinet Member undertook to provide a more local view and was requested to provide more detail on the general growth of SMEs. A member questioned whether enough was being done to support high streets and smaller businesses in order to see high streets thrive. They also queried how many jobs were guaranteed at the end of apprenticeships. The Cabinet Member responded that many employers were expressing the view that they needed more skilled people who were work ready. Work was being undertaken with the LEP, universities and other partners to address this concern. Under the £58m ESF programme a range of learning, employability and business support was being delivered, which offered tailored programmes for local residents and businesses. This included the LEP's £13.2m, six-site Advanced Manufacturing Hub, using state of the art facilities and equipment, giving people the skills they needed to work in the County's key industry sectors.

A member commented that the creation of significant numbers of jobs in an area could lead to more vehicle movements and congestion on the road network. The Cabinet Member responded that well planned growth requires suitable infrastructure, and referenced the work being undertaken to prepare the Staffordshire Infrastructure Plan.

RESOLVED – That:

- a) The work and progress of the Staffordshire County Council Economic Growth Programme be noted; and
- b) The Committee will continue to scrutinise this on a six-monthly basis.

47. Petitions - School Crossing Patrols

Members were informed that the County Council's Petitions Scheme stated that petitions with at least 2,500 signatures, but less than 5,000 signatures, may require a senior officer to give evidence at a public meeting of the relevant overview and scrutiny committee. Petition organisers are invited to give evidence to the committee. As the committee with responsibility for the scrutiny of matters relating to highways and transport Prosperous Staffordshire Select Committee was the relevant committee for school crossing patrols.

Three petitions had been received and following due process letters had been sent to the organisers acknowledging their receipt and inviting them to attend the meeting to give evidence. No further communication from the petitioners had been received. However, on 22 January 2019 the County Council had announced that they would not

be withdrawing school crossing patrols and consequently the Select Committee agreed that they need take no further action.

RESOLVED – That the receipt of three petitions regarding school crossing patrols be noted, with no further action to be taken.

48. Work Programme

49. Exclusion of the Public

RESOLVED – That the public be excluded from the meeting for the following items of business which involve the likely disclosure of exempt information as defined in the paragraphs of Schedule 12A (as amended) of the Local Government Act 1972 indicated below.

50. Exempt Minutes of the Prosperous Staffordshire Select Committee held on 18 January 2019

(Exemption paragraph 5)

RESOLVED – That the exempt minutes of the Prosperous Staffordshire Select Committee held on 18 January 2019 be confirmed and signed by the Chairman.

Chairman

Local Members' Interest
N/A

Prosperous Staffordshire Select Committee – 25th April 2019

Community Learning Annual Self-Assessment & 2019-2023 Strategy and Priorities

Recommendations

It is recommended that the Select Committee:

- a. Scrutinise the performance and quality assurance of the Skills & Employability's Community Learning Service, through the Annual Self-Assessment Report and areas for improvement.
- b. Scrutinise and comment on the Community Learning Strategy 2019/2023

Report of Cllr Philip White, Cabinet Member for Learning and Employability

Summary

What is the Select Committee being asked to do and why?

The Skills and Employability Service focuses on a range of education and training opportunities to meet the needs of learners, the economy and the wider community and supports delivery of the LEP priorities. However, this report is about the Community Learning provision that the service provides in Staffordshire.

The portfolio of work covered in this report includes Community Learning and adult classroom-based learning. The Select Committee are therefore asked to scrutinise the annual performance of the Community Learning provision, in order to further improve quality, outcomes for learners and in remaining a good learning provider.

The Select committee are asked to agree improvement priorities and the Community Learning Strategy for 2019-2023.

Report

Background

1. The Skills and Employability Service's purpose is to improve people's lives through lifelong learning and training, leading to employment and or increased personal fulfilment, supporting the growth of Staffordshire's economy The Skills and Employability Service aligns with, and respond to, the priorities of local and national Government in all of its services and provision. As part of this approach the Skills and Employability Service continues to support economic growth through its commissioning strands and direct delivery provision, leading on learning and skills programmes to support priorities.
2. The Skills & Employability Service provides Community Learning programmes through a range of formal and informal learning programmes for all adults across the County and

provides programmes that supports people and their families to gain the skills that they need so that they can progress in the world of work and give courses that are designed to support parents to give their children the best start in life. In particular it supports and develops individuals and groups for whom formal learning may have been a barrier in the past and works with them to build confidence and realise their true potential in a competitive world.

3. For the most disadvantaged learners Community Learning offers engaging “first steps” learning opportunities as a way of increasing participation for people who are least likely to engage in adult learning and to prepare learners for a more formal programme of learning. We are also inclusive and offer programmes to our community that prevent social isolation through poor health.
4. Above all else we place the learner at the centre of our work and ensure that a high-quality learning experience is achieved through innovative teaching practices that ensure that learners achieve their goals and progress to fuller and richer lives.
5. The service priorities are based on the needs of its customers – primarily Staffordshire residents. The overall impact of this service is positive and contributes to the Councils Strategic Plan and is aligned to Local Enterprise Partnership (LEP) priorities. It targets and prioritises those most vulnerable adults who face barriers to learning and improving employability. It is a community-based service that reaches out to those most in need of improving skills. The outcomes from this service contribute to the Councils Strategy by more residents gaining confidence through learning, improving skills, particularly in English, maths and ICT and will improve employability enabling progression to further learning and work.
6. The Community Learning Service is funded by the Education and Skills Funding Agency (ESFA) and works with schools, colleges, third sector organisations and local community groups to deliver a range of learning opportunities for adults, families and communities across Staffordshire. Service delivery is a combination of provision delivered by the Direct Delivery Unit (DDU), and provision which is commissioned to a range of sub-contracted partner organisations. The purpose of our commissioning is to enable Providers to deliver programmes of learning that:
 - a. Develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds
 - b. Support individuals to progress towards formal learning or employment
 - c. Support individuals to improve their health and well-being, including mental health
 - d. Develop stronger communities
7. Community learning is commissioned and delivered through selected sub-contractors across nine main programme areas, across all eight districts, which are as follows:
 - a. Leisure tasters and courses
 - b. Provision for adults with learning difficulties/disabilities (ALDD) and those with enduring mental ill health
 - c. Wider Family Learning (WFL)
 - d. Family English, Maths and Language (FEML)
 - e. Employability Skills
 - f. Functional Skills
 - g. Science, technology, Engineering and mathematics (STEM)

- h. Qualification based delivery in ESOL (English for Speakers of Other Languages) and Information Technology programmes.
- i. Community Learning Trust Responsiveness Fund (CLTRF)

Programme Area Enrolments	Number of enrolments 2017/18
Family English, maths and Language (FEML)	83
Leisure	2940
Wider Family Learning (WFL)	1148
Wider Family Learning Grants (WFLG)	163
Adults with Learning Difficulties and/or Disabilities (ALDD)	1314
Employability Skills	460
Functional Skills	225
Direct Delivery Unit ESOL	237
Direct Delivery Unit IT	430
Community Learning Trust (CLT)	665
STEM	172

- 8. In the 2017/18 academic year, Community Learning engaged with 41 providers, delivered 879 courses to 4658 learners, of which equated to 7837 enrolments.
- 9. Details of sub-contractors engaged with Community Learning can be seen in Appendix A
- 10. Staffordshire’s Community Learning secures approximately £1.9 million per academic year in funding from the Education and Skills Funding Agency, to provide training and education across the county, with the allocation in 2017/18 focusing on 70% of targeted provision. Targeted provision includes family programmes, provision for learners with learning difficulties and disabilities and those with enduring mental ill health, programmes to support employability and English, maths and IT skills and more recently the STEM provision.
- 11. The Council is subject to accountability and scrutiny of the ESFA and Ofsted Inspection of further Education & Skills. All sub-contracted provision must comply with the ESFA, the Council and related statutory requirements. The Conditions of Funding Grant Agreement with the funding agency places conditions on the Council for the delivery of Community Learning programmes.
- 12. The Council is responsible for the delivery of the provision as the prime contract holder, including maintaining its approved training provider status via the due diligence assurance gateway. The quality and performance of the service is also scrutinised through comprehensive reports presented to Senior Officers and Members. This allows for further understanding of the performance and challenges against the Service’s delivery plan and hold Officers to account for improving any underperformance of the service.

Annual Self-Assessment

- 13. Ofsted Inspectors’ use self-assessment reports to help to plan for inspections and will grade our capacity to make further improvements. Community Learning was last inspected in February 2017 and judged as a good provider.

14. Self-Assessment summary judgements (2017 - 2018):

Graded using the Ofsted 4 point scale: 1: Outstanding 2: Good 3: Requires Improvement 4: Inadequate	Overall
Overall Effectiveness	2
Effectiveness of Leadership and Management	2
Quality of Teaching, Learning and Assessment	1
Personal Development, Behaviour and Welfare	2
Outcomes for Learners	2
Adult Learning Programmes	2

Overall effectiveness of the Community Learning Service

Why Community Learning is a 'GOOD' Service

15. There is a committed focus on providing education opportunities to meet the needs of Staffordshire residents and the wider economy.
16. Strong and effective leadership, management and governance, together with improved quality assurance and improvement arrangements, are transferred to learning, teaching and assessment practices. This has continued to enhance aspects of the Services' performance and strongly support learning, resulting in learners successfully completing their learning programmes and achieving their goals.
17. Leaders maintain highly effective and dedicated partnerships with a wide range of local and national partners. As a result, the County Council is successfully raising aspirations, enhancing curriculum opportunities and addressing the developmental needs and priorities both within its community and the local economy.
18. Learners receive good information, advice and guidance to ensure that they are enrolled on programmes that meet their needs, interests and aptitudes and make good progress towards their choice of destination.
19. The Service makes a very significant difference to learners' lives, for the majority of learners coming from challenging backgrounds. As a result, the vast majority of learners develop strong personal and work-related skills which develop self-confidence and work-readiness.
20. Good and effective wider outcomes achieved for 'hard to reach learners', such as reducing isolation, social inclusion, mental health and the impact on family life and health.
21. Outcomes for learners overall on Community Learning programmes are good with achievement in 2017/2018 sustained across the majority of Community Learning Programmes.
22. Rigorous quality and performance management has seen the significant improvement of the FEML (Family English, maths and Language) provision. As a result, Learners on these programmes have achieved well above the end-year achievement target. Current

performance represents a 13.7 percentage point increase in achievement rates compared to the 2016/17 end-year position.

23. Specific targeting of district participation has led to an increase in learner enrolments across East Staffordshire, Tamworth and Cannock districts, as a result more Staffordshire adults are engaging in learning opportunities.
24. The quality of teaching, learning and assessment across Community Learning is outstanding with 97% of sessions judged as good or better, with an improved rate of tutors receiving grade one, outstanding observations.
25. Highly effective safeguarding arrangements and strong initiatives to promote staff and learners' awareness of the risks of extremism and radicalisation; as a result, learners feel safe and are safe.
26. Learners develop effective employability skills which prepares them well for the job market. They gain a good awareness of employment through courses focused on skills for particular sectors and specific employability classes.
27. Learners develop personal, social and employability skills including maths, English and ICT and appreciate the importance of these skills to increase their future employability.

Key outcomes for learners on Community Learning Programmes

28. Outcomes for learners overall on Community Learning programmes are good with achievement rates at 93.1%. Provision for Learners on English for Speakers of Other Languages (ESOL) programmes is good at 93%, 3 percentage points above the GFE national achievement rate.
29. The 2017/18 pass rate is good and at 98% with rates being sustained from the 2016/17 position. The majority of programme areas have shown good in-year improvements; however, some specific areas continue to require further improvement, particularly across IT and Community Learning Trust programmes which have under-performed in relation to retention performance targets.
30. Within Community Learning, achievement gaps between genders have closed and are equal at 93%. Learners with learning difficulties and or disabilities achieve slightly higher than those without, with a 2-percentage point difference in rate at headline level.
31. There is variance of achievement for different ethnic groups, with BME learners performing at a slightly higher rate compared to other groups and have performed 4 percentage points higher than the 2016/17 position. The number of male learners enrolling on community learning courses, which was an area of improvement from 2016/17, has increased to 31.6%, however will remain as an area for improvement to continue the upward trend.
32. Teaching, learning and assessment is outstanding, with the profile of good or better observations at 97%, 2 percentage points above the 2017/18 target. Observations judged as outstanding are above target at 47%, 7 percentage points above target.
33. The Service maintained its matrix accreditation in 2018 and learner feedback results show that 99% of learners felt that their tutor helped them to understand what they can do next.

34. The majority of learners consistently demonstrate exceptional attitudes to learning which, in turn, has a positive impact on their progress. Learners appreciate how their learning equips them with the behaviours, attitudes and skills required for integration within the community and success in the workplace. As a result, learners enjoy their learning, demonstrate positive attitudes to learning and their behaviours are exemplary.
35. Learners have high expectations, are very proud of their achievements and have clear awareness of when they have worked hard and achieved. Learner feedback results show that the course has benefited learners in a variety of ways, with the most rated being an increase in personal self-confidence (81%). Over three-quarters (77%) felt their course has enabled them to experience improved social contact and 79% intend to continue with further learning or enter employment within the next six months.
36. Opportunities are created for learners to recognise the relevance and importance of these skills and to best utilise them within their everyday lives. The majority of learners develop personal, social and employability skills and appreciate the importance of these skills. Learner feedback and learners taking part in focus groups frequently mention confidence, communication, social skills and teamwork also as important skills that they have developed during the course.

Learner feedback can be found in Appendix C

37. Good and effective wider outcomes achieved for 'hard to reach learners. There is consistent reporting of significant wider outcomes such as reducing isolation, social inclusion, mental health and the impact on family life and health. A number of providers run courses in residential and care home settings, where learners can often experience reduced amount of social opportunities, reduced mobility and increased health problems. The courses offer them access to learning and help to tackle isolation.

Improvement Priorities can be found in Appendix B and Learner Outcome data can be found in Appendix D

Community Learning Strategy 2019 – 2023

38. Community Learning needs to respond to fast changing circumstances. This is not just financial challenges but also changing priorities in how people want to learn, the types of skills that employers wish to develop, and the priorities of other sectors such as public health and adult social care.
39. The way in which people want to learn is changing. More flexible learning options are required to enable people to acquire new skills or strengthen existing knowledge throughout their lives. We must exploit opportunities that new technology provides to help people engage in more independent learning outside of the classroom.
40. For the most disadvantaged learners we will ensure that we continue to offer engaging "first steps" learning opportunities as a way of increasing participation for people who are hard to reach and to prepare learners for a more formal programme of learning. We also want to be inclusive and offer programmes to our community that prevent social isolation through poor health. There is a need to better connect learning to the needs of employers and engage untapped talent in the region, particularly with disadvantaged groups

41. We have now focussed the service on meeting priority needs in Staffordshire (particularly related to employment and health) with now 100% of provision focussed on those priorities and makes a contribution to the Councils Strategic Plan priorities for economic growth and health and well-being.
42. The overall impact of this service is positive and contributes to the Councils Strategic Plan and is aligned to LEP priorities. It targets and prioritises those most vulnerable adults who face barriers to learning and improving employability.
43. The Community Learning Service will continue to commission adult education programmes and sub-contract the majority proportion (90%) of funding received, by engaging a group of suppliers to deliver a wide range of Community Learning programmes throughout the eight districts of Staffordshire. The balance of provision will be delivered directly by the Service's Direct Delivery Unit (10%) to meet the priorities and outcomes of the strategy
44. This procurement is essential to deliver our Community Learning Strategy. This will be through a four-year Framework Agreement (2019-2023) between the appointed sub-contractors and the Council, to supply Services on an annual call-off basis. There will be an initial one-year award period from 1 August 2019 to 31 July 2020, with an approximate funding allocation value of £1,200,000. There will be an option to extend for three further years through an annual call-off basis.
45. The 2019/2023 Community learning offer will be commissioned and delivered through appointed sub-contractors across seven main programme areas, across all eight districts, which are as follows:
- Leisure, Health & Wellbeing
 - Supported Learning
 - Family Learning Programmes
 - Employability Skills
 - Science, technology, Engineering and mathematics (STEM)
 - Digital Skills
 - Progression Pathways (qualification-based delivery)

Level of programme investment – year one call-off 2019/2020

Programme Area	Funding allocation year 1	Anticipated enrolments year 1
Leisure, Health & Well-being	£200,000	2500
Supported Learning	£250,000	694
Family Learning	£200,000	1333
Employability	£100,000	633
Digital Skills	£100,000	667
STEM	£200,000	333
Progression Pathways (qualification delivery)	£150,000	155
Direct Delivery ESOL and IT	£160,000	650
Total	£1,360,000	6965

The Community Learning Strategy 2019/2023 can be found in Appendix E

Link to Other Overview and Scrutiny Activity –

<http://moderngov.staffordshire.gov.uk/ieDecisionDetails.aspx?id=1505>

Community Impact

Community Learning supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility and it includes a range of community-based and outreach learning opportunities and is designed to help people of different ages and backgrounds and families to develop new skills and interests, support progression to formal courses and improve health and wellbeing and therefore positively support our community in Staffordshire. The use of the Adult Education Budget Funding gives adults the skills they need to progress within or into work and gives employers the skills they need for their workforce development therefore contributing to economic growth.

Contact Officer

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List of Appendices:

Appendix A: List of Sub-contractors engaged in Community Learning

Appendix B: Improvement Priorities

Appendix C: Learner Feedback

Appendix D: Learner outcomes 2017/18

Appendix E: Community Learning Strategy 2019-2023

Appendix A: List of Subcontractors

FE Colleges	Staffordshire County Council	Schools	Third Sector Organisations
South Staffordshire College	Families First	Codsall High School	Acorn Training
University of Derby: Leek & Buxton College		Two Gates Primary School	Chase Aqua Rural Activities
		Paget High School	Forest of Mercia
		Lane Green First School	New Vic Theatre
		Christ Church Primary School	Beamstaffs
		Greenhall Nursery	West Chadsmoor Family Centre
		Crackley Bank Primary School	Pulse for Music
		Redhill Primary School	Landau Limited
		Walton Priory Middle School	Gartmore Riding School
		Sir Graham Balfour	Upper Moreton Rural Activities
		Stephen Sutton MAT	Staffordshire Venture Ltd
			Growing Rural Enterprise Ltd
			WEA
			Staffordshire Care Farming Development
			Interact Arts
			Steps to Work (Walsall)
			Staffordshire Care Farming Development
			Bright Beginnings Family Hub CIC
			Princess Street Training Education
			Small Talk SLT
			Media Climate

Appendix B – Improvement Priorities

Progress against improvements in 2017/18

Improvement priority	Progress
<p>1. Ensure in Community Learning, the retention of learners in 2017/2018 is improved and achieving their programme of study, particularly for adult learners enrolled on Family Learning</p>	<p>Retention has performed above the end-year target, at a rate of 95% (+0.8%) compared to the 2016/17 end-year position.</p> <p>55% (6 of 11) headline programme areas have performed well above or in line with the increased minimum retention target.</p> <p>in relation to retention performance at sub-contractor level, 63% (26 of 41) subcontractors have performed at or well above the 2017/18 target of 94%.</p>
<p>2. The quality of learning, teaching and assessment opportunities experienced by learners, although good, requires further development to ensure more consistently 'outstanding' learning is received with overall with 95% of sessions judged as good or better, of which 40% to be judged as outstanding</p>	<p>The overall profile of good or better observations is outstanding at 97%, 2 percentage points above target.</p> <p>Observations judged as outstanding are above target at 47% and 7 percentage points above the end-year target</p>
<p>3. All learners receive clear and relevant individualised targets, which are regularly monitored, so they have a better understanding of their progress and achievement</p>	<p>Good and effective monitoring of progress and achievement to ensure that learners achieve their goals. Achievement is well tracked against learning outcomes and detailed within ILPs or assessment logs. The RARPA process is developed/amended to suit the needs of learners, which has been evidenced during observations and class visits. All ILPs are frequently reviewed with learners to ensure they are on track to meet their individual targets with RARPA audits taking place throughout the year to ensure ILP's are realistic and fit for purpose</p>
<p>4. Implement strategies to engage more adult males on Community Learning programmes</p>	<p>The number of male learners enrolling on community learning courses, which was an area of improvement from 2016/17, has increased to 31.6% (+1.6%), however will remain as an area for improvement to continue the upward trend.</p>
<p>5. Closely monitor achievement across BME learners to ensure performance is consistent across all groups</p>	<p>There is variance of achievement for different ethnic groups, with BME learners performing at a slightly higher rate compared to other groups and have performed 4 percentage points higher than the 2016/17 position.</p>

<p>6. Undertake a full review of the FEML curriculum to ensure the rapid improvement in quality of provision and availability of programmes increases with additional commissioning of new sub-contractors to deliver FEML programmes in 2017/18</p>	<p>Rigorous quality and performance management has seen the significant improvement of the FEML (Family English, maths and Language) provision. As a result, Learners on these programmes have achieved well above the end-year achievement target. Current performance represents a 13.7 percentage point increase in achievement rates compared to the 2016/17 end-year position.</p>
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Improvement Priorities 2018/19

Improvement priority
<p>7. Engagement - Further develop targeted provision to continue to engage Staffordshire adults most in need of skills development and in particular more adult males on Community Learning programmes.</p>
<p>8. Attendance - Further improve attendance in all lessons across Direct Delivery and Community Learning Trust Programmes, by fully implementing strategies for increasing/improving attendance; therefore, ensuring learners develop the skills and behaviours that fully prepare them for employment.</p>
<p>9. Retention - Ensure in Community Learning, the retention of all learners in 2018/2019 is improved with effective strategies in place that lead to an increased proportion of learners remaining on programme and achieving their programme of study, particularly for IT and Community Learning Trust Programmes.</p>
<p>10. Sharing good practice - Ensure that the most successful and innovative practice in teaching, learning and assessment is shared and extended across all areas, ensuring a consistently good and outstanding learning experience.</p>
<p>11. Ensure that all tutors provide sufficiently challenging activities for all learners, particularly for the most able, in order for those learners to remain motivated and engaged in lessons.</p>
<p>12. Continue to set clear action plans for sub-contractors in relation to under-performance of provision and follow up in a timely manner to ensure sub-contractors make improvements timelier.</p>
<p>13. Continue to closely monitor achievement across all groups of learners to ensure performance is consistent across all groups.</p>
<p>14. Safeguarding and the prevent Duty- continue to ensure that all learners feel and are safe.</p>
<p>15. Successful recommissioning of and implementation of the Community Learning strategy 2019 - 2023 which addresses strategic priorities of SCC and targets Staffordshire adults as appropriate to residents' and employers' needs.</p>

Appendix C - Learner Feedback Key results

Key results

Feelings about course and tutor

- 98% enjoyed learning on their course
- 99% were happy with their tutor
- 98% had the help needed to achieve and make good progress
- 100% felt that the tutor ensured all learners showed respect for others' ideas and views
- 99% felt that the tutor listened to them and took note of what they said
- 98% felt that the tutor helped them to understand what they could do next

Safety

- 100% felt safe in the class
- 96% knew what to do if they or others did not feel safe on the course
- 95% understand how to protect themselves from risks associated with cyberbullying
- 97% understand how to protect themselves from risks associated with bullying
- 96% understand how to protect themselves from risks associated with radicalisation and extremism

Future plans

- 93% knew what they will do next
- 72% intend to continue in the same subject to broaden their knowledge
- 79% intend to do further learning or enter employment within the next 6 months

Benefits of course

- 79% felt that undertaking the course had increased their personal self-confidence
- Use of technology
- 51% used computers as part of their learning ***

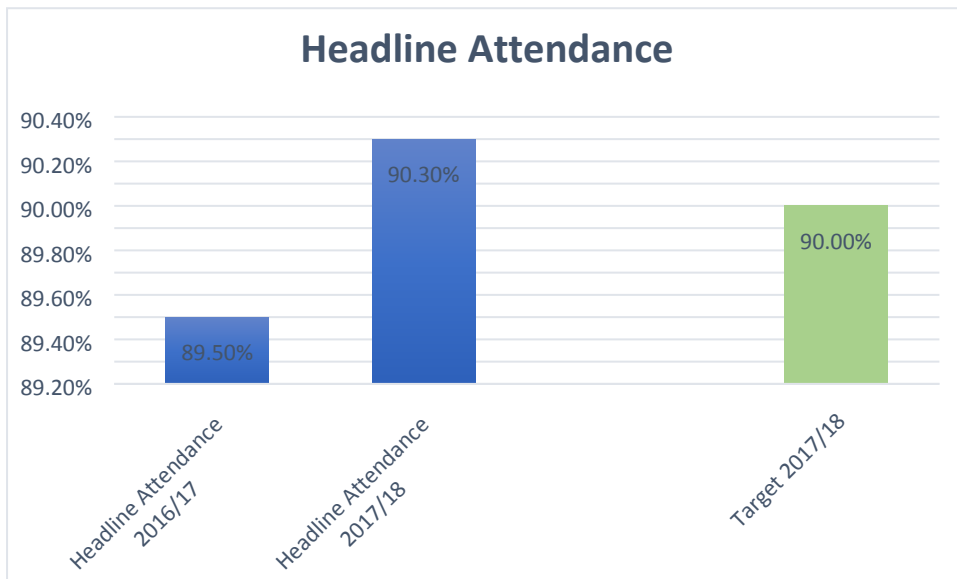
Recommend course

- 99.9% would recommend their course to a friend

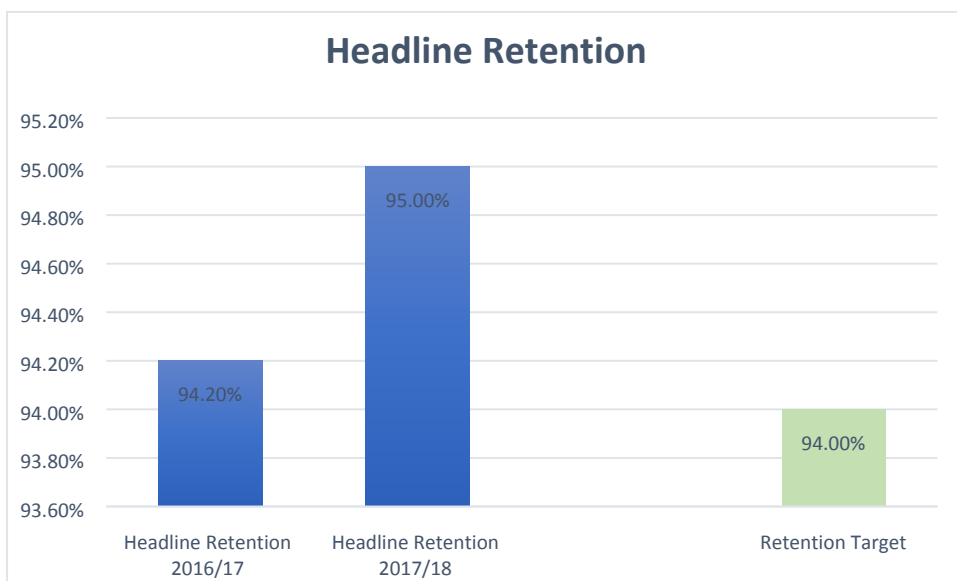
*** Learner feedback forms from Term 1 2017/18 indicated that 51% of learners reported that they had used computers as part of their course. In addition, 60% reported using some form of technology ie computers, tablets, smartphones, social media. As this is less than the percentages identified at observation or through providers and tutors reported use of IT, it would indicate that learners are not always aware of when they are using IT.

Appendix E – Learner Outcomes and Enrolments

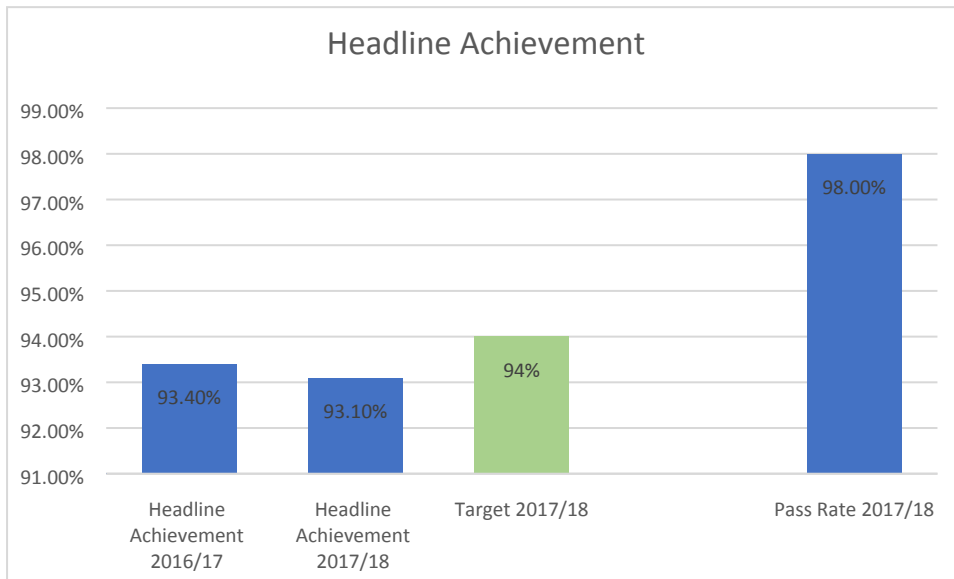
Learner Attendance:



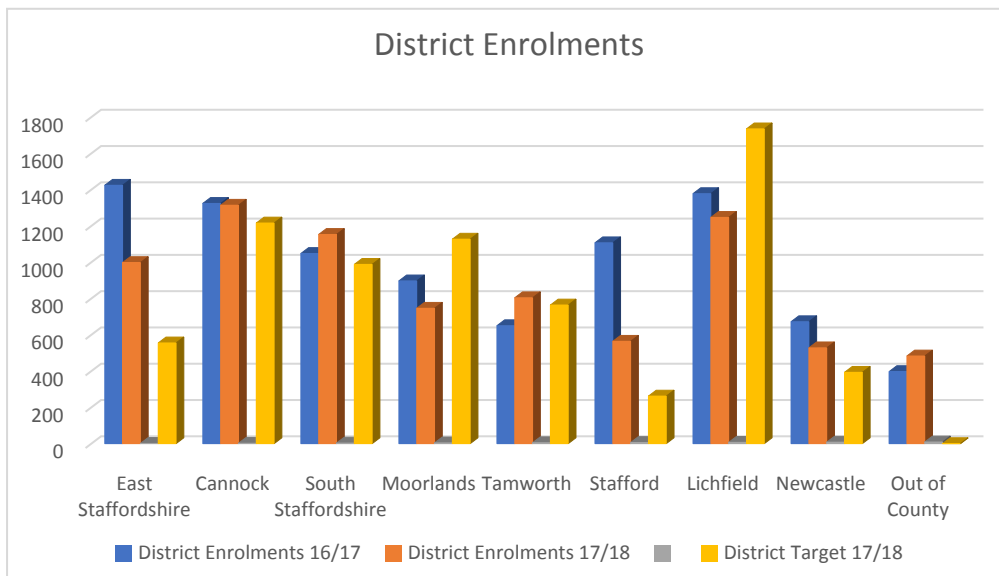
Learner Retention:



Learner Achievement:



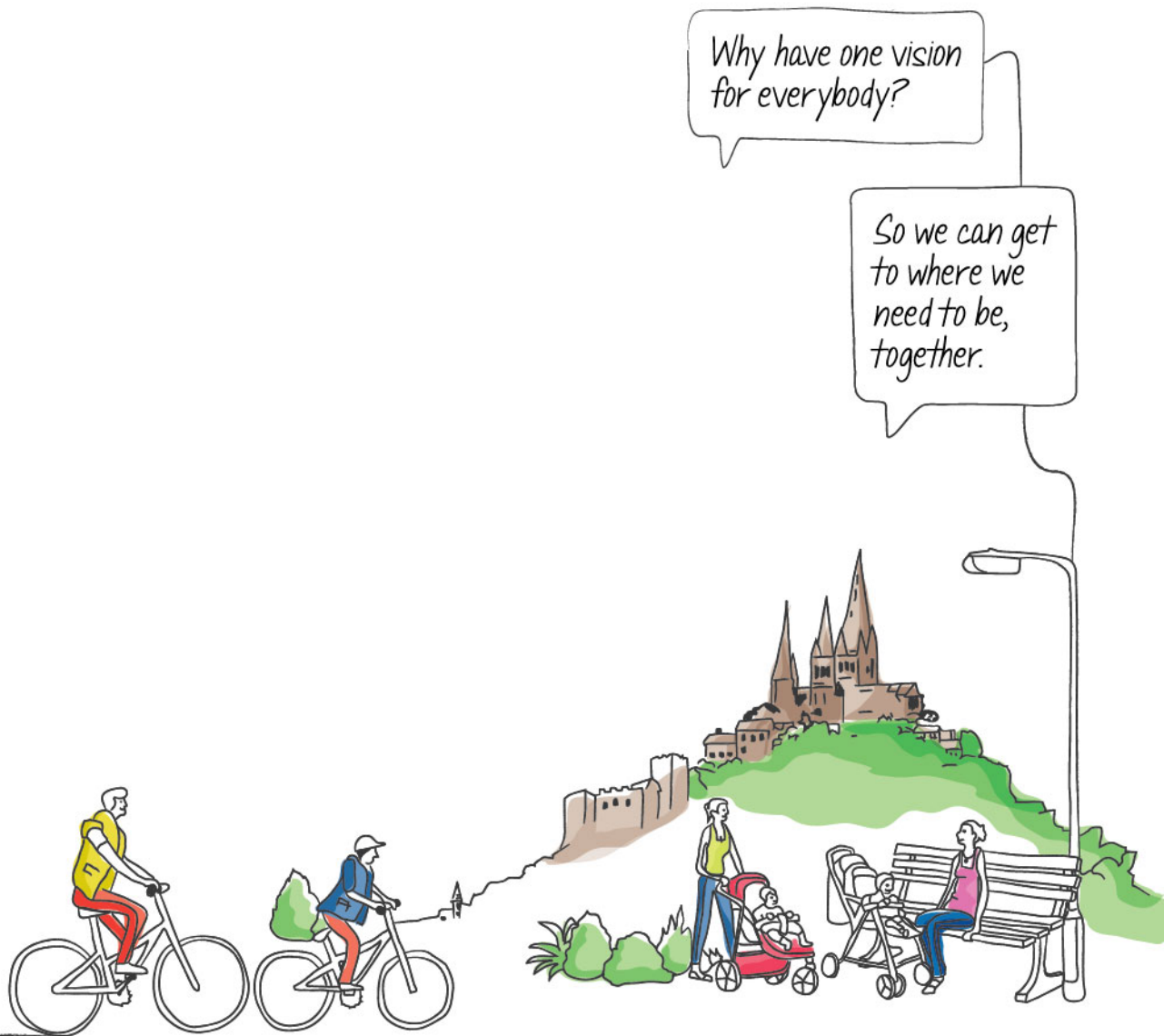
Learner Enrolment:



	District Enrolments 16/17	District Enrolments 17/18	District Target 17/18
East Staffordshire	1424	998	555
Cannock	1324	1314	1216
South Staffordshire	1048	1153	988
Moorlands	897	746	1127
Tamworth	650	804	764
Stafford	1107	564	262
Newcastle	672	528	393
Lichfield	1378	1247	1735
Out of County	397	483	0

COMMUNITY LEARNING

STRATEGY AND COMMISSIONING PLAN 2019 - 2023



Contents

Foreword

- 1. Purpose and Vision**
- 2. Needs analysis and Strategic context**
- 3. Community Learning Service Overview**
- 4. Priorities and Outcomes**
- 5. Commissioning & Delivering the Contract**
- 6. Resource and Value for Money**
- 7. Key Performance Measures**
- 8. Consultation**

Appendix A – District Priorities

Foreword

Adult and Community Learning has an important part to play in improving the lives of the people of Staffordshire. The acquisition of knowledge and skills is a key component of strategies to; improve health, reduce dependence, increase economic prosperity, address inequality and realise our aspirations for a better future.

Staffordshire's Community Learning Service provides formal and informal learning programmes for all adults across the County and provides programmes that supports people to gain the skills that they need so that they can progress in the world of work, and family learning courses that are designed to support parents give their children the best start in life.

In particular it supports and develops individuals and groups for whom formal learning may have been a barrier in the past and works with them to build confidence and realise their true potential in a competitive world. This might mean finding a new job, learning new skills, building up personal confidence, meeting new people or recovering from illness.

Like all public services, it needs to respond to fast changing circumstances. This is not just financial challenges but also changing priorities in how people want to learn, the types of skills that employers wish to develop, and the priorities of other sectors such as public health and adult social care. It is therefore important to be clear about its future direction, how it is governed and how it prioritises its offer.

This strategy outlines what the service will do and consider in order to continue to be sustainable in the future.

This is our plan for 2019-2023. It sets out how we will:

- Focus service activity to contribute towards local and national priorities and the key priorities identified in the Staffordshire County Council's Strategic Plan; where the vision (2018-2022) is to create a connected Staffordshire, where everyone has the opportunity to prosper, be healthy and happy.
- Define the Community Learning Services' contribution towards maintaining people's independence through programmes that support learning for employability, independence, personal development and improved health.
- Embed high quality Information Advice and Guidance (IAG) to help people make informed choices and support those less likely to engage in learning.
- Work with partners to create a learning pathway for individuals and groups and ensure the best fit for the Community Learning programme offer.
- Place quality learning at the centre of our offer.

1. Purpose and Vision

- 1.0. Staffordshire's Community Learning Service attracts 4,000 learners each year to a wide programme of accredited and non-accredited learning opportunities. It has been recognised by the 2017 Ofsted inspection as being a "good" service and has ambitions to be outstanding. However, it is time for us to think differently about the role of the service and the way we deliver learning.
- 1.1. The way in which people want to learn is changing. More flexible learning options are required to enable people to acquire new skills or strengthen existing knowledge throughout their lives. We must exploit opportunities that new technology provides to help people engage in more independent learning outside of the classroom.
- 1.2. For the most disadvantaged learners we need to ensure that we continue to offer engaging "first steps" learning opportunities as a way of increasing participation for people who are hard to reach and to prepare learners for a more formal programme of learning. We also want to be inclusive and offer programmes to our community that prevent social isolation through poor health. There is a need to better connect learning to the needs of employers and engage untapped talent in the region, particularly with disadvantaged groups. We must therefore establish learning pathways to help people develop confidence and core skills such as English and maths, together with vocational skills and work experience.
- 1.3. The devolution of the skills strategy and the influence of the Stoke and Staffordshire Local Enterprise Partnership (SSLEP) provide new opportunities and challenges. We must now re-position our service to adapt to these changes in order to prosper in a more competitive employer and learner led environment.
- 1.4. We will ensure that the service is best positioned to provide targeted programmes of activity that meet the strategic outcomes of a range of stakeholders. This may mean de-commissioning some programmes and developing new ones.
- 1.5. Above all else we will place the learner at the centre of our work and ensure that a learners feel safe and are safe and gain a quality learning experience, achieved through innovative and experimental teaching practices that ensure that learners achieve their goals and progress to fuller and richer lives.

Key Priorities 2019 – 2023

- **Equality and Inclusion:** Widen participation in learning and promote social inclusion across Staffordshire.
- **Partners:** Identify and work with the right delivery partners that will enable us to determine relevant and targeted programmes, to ensure that the needs of our learners are always put first.
- **Targeted Delivery:** Prioritise and target delivery to those that are the furthest away from accessing education and activities that will have the most impact in order to provide accessible learning pathways.
- **Workforce and Employability:** Embed employability skills throughout all curriculum pathways to support individuals to up-skill and re-skill in order to gain and improve employment opportunities.
- **Responsive and flexible:** Be responsive to a fast-changing environment and offer flexibility to change direction if required. Delivery will be prioritised and located in areas where learners want to learn and within local communities.
- **Quality of Provision:** Ensure that all programmes are of the highest quality to provide all learners with the very best opportunities to fulfil their full potential.
- **Innovation:** All programmes are to align with demand and local, and national priorities whilst providing innovative curriculum capitalising on digital technologies.
- **Outcomes:** To improve the learner journey, from recruitment and admission to achievement and progression in learning and beyond, supporting positive outcomes for all.

We will review our progress on a quarterly basis and report to the County Council and our partners on key issues.

2. Needs analysis and Strategic context

- 2.0. Adult education provides many opportunities to equalise societies on a larger scale. In this context, education and skills deficits need to be addressed as a priority to improve the economic and social prosperity of all citizens. While the number of jobs in the UK is expected to rise by about 1.8 million over the period 2014 to 2024, in contrast, the jobs that have traditionally enabled those with little in the way of qualifications to get into work and get on will be in decline.
- 2.1. By 2024, it is expected that only 2% of those in employment will have no formal qualifications. In the years ahead, skills and qualifications will play an increasingly central role in determining individual employability, career progression and earnings potential. Central to this is the SSLEP objective of ensuring a Skilled Workforce, a balanced supply of people with the right skills and know-how required to drive economic growth.
- 2.2. Upskilling and retraining the existing workforce is vital if we are to gain the benefits of growth arising from the economic recovery and the opportunities available in a global market. Failure to improve skill levels will certainly lead to more unemployment in the medium to longer term. It is therefore important to engage with adults at all stages of learning.
- 2.3. Combined Authorities, Local Authorities and Local Enterprise Partnerships' (LEPs) strategies that focus on employability skills and employers' needs, will also greatly benefit from understanding the importance of engaging more adults in learning i.e. finding ways to connect with non-participants in education and training to help prepare them for work-readiness and/or active citizenship. Whilst adults (particularly older learners over 65) may not be an immediate priority for the LEPs, local (and national) partnerships that coinvest in adult education are likely to see significant returns on investment and productivity over time.
- 2.4. The role of basic skill training and engagement in learning is fundamental. A considerable amount of resource is invested in adult learning. To maximise the effectiveness of this resource there must be co-ordination at a local level requiring collaboration between providers.
- 2.5. The core principle of adult education is that learning should not be restricted to a once-in-a-lifetime opportunity. Adult education has proven to be extremely successful in performing multiple roles. It also enables individuals to tackle personal issues or circumstances or help them to respond to changing circumstances – often unforeseen – so that they can find a new direction or cope better with change and transitions throughout life.
- 2.6. Digital technology is transforming almost every aspect of our public, private or work life. For every individual - the learner, the worker and the citizen - technological innovation is a requirement to continue learning throughout life.

- 2.7. Adult education has brought computing skills to millions of adults who thought they would be left behind forever, through courses in village halls, libraries and community centres. But there are still millions more people who are unlikely to be able to book a doctor's appointment online, keep up with their children's work at school or have a good chance of sustained employment because of their lack of skills and/or confidence in using technology. There is significant scope to do more.
- 2.8. Millions of people define their well-being in terms of health and education is an important social determinant for this. For the population as a whole, greater levels of education help to create wealthier economies. Education can impact positively on levels of social engagement, an important factor in generating more cohesive, safer and healthier societies. At an individual level, the knowledge, personal and social skills provided through education can better equip individuals to access and use information and services to maintain and improve their own and their family's health.
- 2.9. We need to ensure that for the most disadvantaged and hard to reach learners, we continue to provide engaging learning opportunities that align to the overarching priorities of the district in which they reside.
- 2.10. We need to be inclusive to our communities and include learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health, provide provision that supports parents with child development, behaviour and family cohesion to improve outcomes for children and also support people to take responsibility to become healthier, more independent and less socially isolated. We must ensure that we are meeting the need of employers by providing employability pathways that include confidence building, English, maths and vocational skills.
- 2.11. We will ensure that Community Learning is better positioned so that it meets the strategic outcomes of Staffordshire County Council, which will mean de-commissioning programmes and developing new ones.

Impact of Community Learning

Active citizenship, democracy and participation: People who participate in adult education have more trust in the political system, participate more in society, by voting, by volunteering or taking active roles in communities.

Life skills for individuals: Adult learners feel healthier, lead healthier lifestyles, build new social networks and experience improved well-being.

Social cohesion, equity and equality: Adult education provides many opportunities to equalise societies on a larger scale and to create fairer societies as well as more economic growth.

Employment and digitalisation: Workplace learning is one of the key drivers for adults' participation in lifelong learning. At the cusp of enormous digital changes, adult education can help in closing the digital gap.

Migration and demographic change: Civic education and intercultural learning can create integration-friendly cultures. Language and basic skills training will enable active citizenship. Individuals will be more active, volunteer more, work longer and are healthier.

Sustainability: From environmentally friendly consumption and transport to energy efficiency, citizens need a lot of information and innovation to develop new lifestyles, new projects, and new approaches. Adult education can help provide the information, the debate spaces and the creativity

The impact of Community Learning supports our key enablers to ensure we deliver the best possible outcomes for our citizens.

3. Community Learning Service Overview

- 3.0. Staffordshire County Council's Community Learning is an integral part of the Skills and Employability Service and secures approximately £1.6 million per academic year in funding from the Education and Skills Funding Agency, to provide training and education across the county.
- 3.1. Community Learning courses are delivered in venues across the eight districts to help residents access training locally. Courses are run at entry level to level 1 and attract approximately 5000 learners each year to study on a wide range of programmes.
- 3.2. The service has been recognised by the 2017 Ofsted Inspection as being a 'Good' provider of education and skills. The Service also holds Matrix accreditation for Information, Advice & Guidance (IAG).
- 3.3. Community Learning commissions provision through delivery partners to ensure that a wide reach is maintained across the county. A framework for Community Learning provision currently exists and is due to expire on 31 July 2019.

4. Priorities and Outcomes

The service priorities are based on the needs of its customers – primarily Staffordshire residents. This requires an understanding of the economic, social and environmental conditions and resident needs as the basis for policy and service delivery.

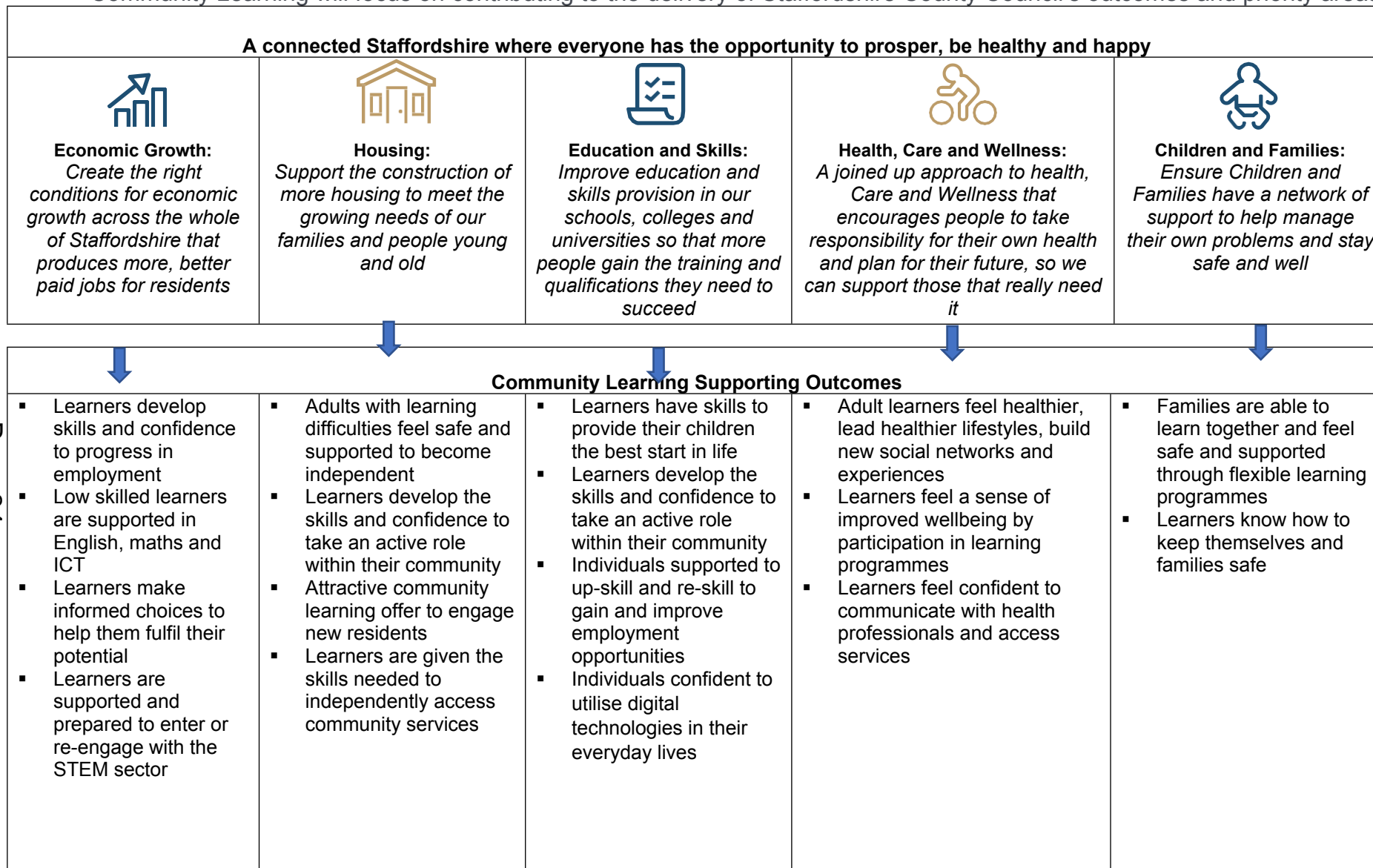
The Council's Community Learning Service has an important role to play in supporting the County Council's Vision, Outcomes, Priorities and Enablers. It will also be responsive to any further strategies developed in the future by the Council, that are applicable or relevant to the Service.

Staffordshire County Council's vision (2018-2022) is to create a connected Staffordshire, where everyone has the opportunity to prosper, be healthy and happy.

The three outcomes are that people of Staffordshire will:

- Be able to access more good jobs and feel the benefit of economic growth
- Be healthier and more independent
- Feel safer, happier and more supported in and by their community

Community Learning will focus on contributing to the delivery of Staffordshire County Council's outcomes and priority areas:



How we will achieve our vision and priorities

- To extend the reach, quality and impact of Adult Education in Staffordshire.
- Provide Employability provision that supports individuals to up-skill and re-skill to gain and improve employment opportunities.
- Provide English and maths programmes where an unmet demand is identified.
- Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector.
- Provide programmes of English for speakers of other languages to overcome language and cultural barriers.
- Provide CL programmes that supports parents with child development, behaviour & family cohesion to improve outcomes for children, young people educational attainment of families in target communities.
- Provide targeted CL programmes promoting health & well-being that support people to take responsibility to become healthier and more independent.
- Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health.
- Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives.
- To improve the learner journey, from recruitment and admission to progression in learning and beyond, supporting positive outcomes for all.

5. Commissioning and delivering the contract

- 5.0. Staffordshire County Council wishes to continue to commission services through an open and competitive tendering process and sub-contract the majority proportion of funding to a group of suppliers. This will be to deliver a wide range of programmes throughout the eight districts of Staffordshire. The balance of provision will be delivered by the existing Direct Delivery Unit.
- 5.1. As part of the re-commissioning of Community learning for 2019–2023, we are focusing on targeted provision. Therefore, all areas have been re-aligned and 100% of provision offered is now targeted.
- 5.2. We are proposing a new commissioning piece to secure a four-year Framework Agreement (2019-2023) on an annual call-off basis. This Framework will be for an initial one-year period from 1 August 2019 to 31 July 2020, with an additional option to extend by three x 12 months.
- 5.3. The Council makes no guarantee as to the annual volume of business on offer and any funding values given are indicative only and intended as a general guide. Funding will be subject to annual allocations made to the Council by the Education and Skills Funding Agency (ESFA). The Service will receive an estimated allocation of £6m across the 4-year framework, subject to ESFA annual funding allocations.
- 5.4. The value of the procurement would lead to an OJEU tender process being required with a view to procuring a Framework Agreement, which offers the best balance of flexibility and transparency. The Council has a robust approach to procurement and whilst other options have been considered, they cannot be recommended as an approach to this service provision.
- 5.5. The Council's Procurement and Legal Teams will provide full technical support to produce the 4-year Framework for CL provision and ensuring compliance with the Public Contracts Regulations 2015.
- 5.6. The Skills and Employability team includes staff with extensive knowledge, skills and experience of commissioning and contract management. The SCC Procurement and Legal teams fully supported the process. The Council's procurement process involves performing financial checks, due diligence on the prospective subcontractors as well as obtaining external information including credit checks.
- 5.7. All procurement activity is signed off by the County Commissioner for Skills and Employability. The Cabinet Member for Learning & Employability is also briefed on the Community Learning strategy and award of contracts and holds the delegated decision.
- 5.8. We recognise that we can achieve far more by collaborating and working with partners, employers and wider County Council services. Together we can add greater value to the lives of those we are seeking to support.
- 5.9. We will extend our work with learners and employers and we will implement a marketing and communications strategy. We will also promote our offer through

social media, with community organisations and other agencies that support our target groups.

- 5.10. The Council is subject to accountability and scrutiny of the ESFA and Ofsted Inspections of FE & Skills. All sub-contracted provision must comply with ESFA and Council regulations and related statutory requirements. The Conditions of Funding Grant Agreement with the ESFA places conditions on the Council as the prime contractor for the delivery of Community Learning programmes. The Council is responsible for the delivery of the provision in accordance with any specific requirements of the ESFA including maintaining its approved training provider status via the ESFA due diligence assurance gateway.

Programme Offer

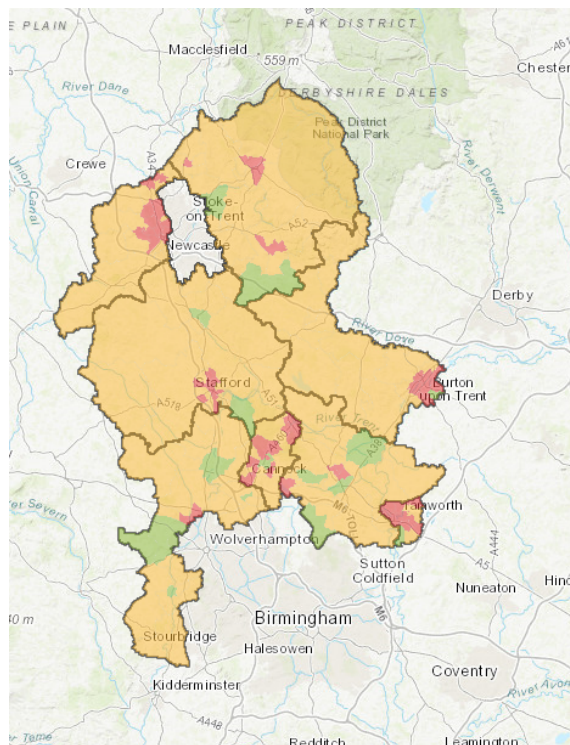
A wide range of new provision of both accredited and non-accredited will be commissioned by the Community Learning Service, to meet the needs of our residents and that aligns with local and district priorities. The curriculum focus for 2019 – 2023 will be:

Curriculum Area	Curriculum Offer	Progression Route
Employability	Programmes focused on up-skilling and re-skilling in a vocational context, including sector specific skills and wider skills development English & Maths Enterprise – helps participants find out about self-employment with support in their own business	Entry into training and apprenticeships, further education or employment.
Family Learning	Family Learning programmes aim to encourage family members to learn together to improve basic skills and skills for development in order to equip families to thrive. The offer will include opportunities for inter-generational learning and, where possible, lead both adults and children to pursue further learning	English, maths, IT courses at other local providers, Volunteering at school Further education
STEM (Science, Technology, Engineering and mathematics)	STEM qualifications are those that are “deeply rooted in science or mathematics, engineering and/or are of technical or technology application. Science & Maths Engineering & Manufacturing Technologies Food Technology & Manufacturing Construction, Planning & Built Environment Environmental	Accredited provision at local providers eg electronics Apprenticeships Employment
Digital Skills	Supports participants use digital technology more effectively, including the use of computers, tablets and phones. Also supporting individuals to stay safe online and supporting individuals to access online services. Using Mobile IT Technologies Converging Digital Technologies Collaborative Technologies and Outcomes Emerging Digital Software Introducing Immersive Technologies Developing Skills, Understanding and Confidence in E-learning Introduction to Website Production	Entry into training and apprenticeships, further education or employment.
Leisure, Health & well-being	Arts, Media & Publishing – includes digital photography, textiles, crafts and music recording and production Health & Wellbeing - Languages & Literature	Higher levels of same subject Volunteering

	Hospitality & Catering Horticulture, Agriculture & Animal Care Financial Skills - Active Citizenship – includes volunteering skills and support for people with English as a second language to help them integrate and access essential services	
Supported Learning	Provision for learners with mild to moderate learning diff/disabilities and /or mental ill health	Deeper learning within the subject with same provider, English, maths, IT courses at other local providers Leisure, health and wellbeing course for learners with mental ill-health Volunteering opportunities Employment Supported Internships
Progression Pathways	Accredited provision in: Employability STEM (Science, Technology, Engineering and mathematics) Digital Skills Supported Learning ESOL	Higher levels within the same subject Entry into training and apprenticeships, further education or employment

Target Groups:

The Community Learning offer aims to target its provision at Staffordshire districts with the greatest concentrations of deprivation, worklessness and economic inactivity. We publish in the community learning specification, a list of wards within each district that experience high levels of deprivation. We also monitor delivery and learner outcomes within these wards.



Community Learning programmes will be prioritised for the following target groups within Staffordshire:

- Adults living in Staffordshire Districts
- Adult males
- Parents/carers of underachieving children or who wish to develop their parenting skills
- Adults with Learning Difficulties and/or Disabilities, including mental health issues
- Carers of adults with Learning Difficulties and/or Disabilities, including mental health issues
- Refugees, asylum seekers and adults from Minority Ethnic Groups
- Care leavers
- Adults yet to achieve a level 2, or those with low skills in English and maths
- Digitally excluded adults
- From the areas identified as local areas of deprivation (refer to appendix a)
- Adults on low income (below £15,736.50 annual gross salary) and/or in receipt of state benefits
- Those who are unemployed and want to improve their chances of finding work by developing or acquiring vocational skills and knowledge and those wanting to re-engage with the STEM sector
- “New” adult learners (defined as those who have not participated in Community Learning programmes in the previous three years)

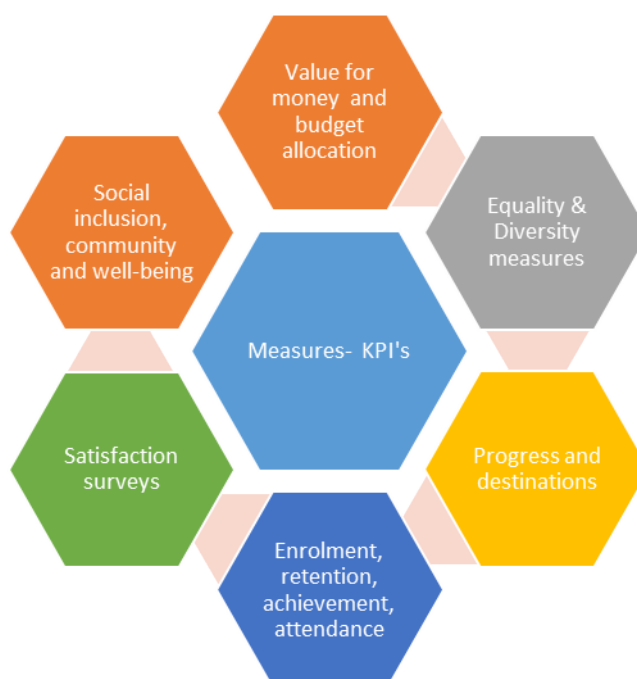
6. Resource and Value for Money

- 6.1. Community learning delivery is funded by the Education and Skills Funding Agency (ESFA). Community Learning funding from the ESFA is considered to be a contribution to locally-owned community networks with clear strategic plans, priorities, objectives and learner outcomes which can only be achieved if there is extra funding over and above that available from the Government.
- 6.2. The County Council uses 15% of the funding from the ESFA (approximately £236,147) to cover the management costs of supporting Community Learning commissioning, performance monitoring, quality assurance and sub-contractor development.
- 6.3. The current 15% is in line with sector averages but in real terms is shrinking, as the overall ESFA allocation has remained constant since 2015/16 whilst expenditure, staff costs and delivery/learner costs for programmes, have risen substantially. Compared to other Local Authority Community Learning providers that largely commission provision, our management fee of 15% is the third lowest, therefore allowing us to allocate more funding to sub-contractors to invest in our learners.
- 6.4. In return for the charge, Providers receive the following support, guidance and challenge:
 - A named Performance Relationship Manager as first point of contact who will respond promptly to any queries and monitor the performance against contract throughout the year.
 - Reports from class visits, Joint Lesson Observations, mentoring and observations of learning, teaching and assessment, if this service is purchased.
 - Regular contract monitoring meetings where provider performance against contract and the quality of delivery against the Quality and performance Framework are discussed and action plans for improvement agreed
 - Electronic contract monitoring reports including data
 - Reports of findings and actions from RARPA audits completed by the ACL Service
 - Monthly Provider Updates to ensure Providers are kept informed of developments
 - The services of the quality team to ensure high quality delivery and a positive learning experience for all learners
 - Processing of ILR returns, data validation and reporting
 - An annual induction session for tutors
 - CPD opportunities for tutors, plus bespoke staff development when required
 - The maintenance of Staffordshire County Council's Adult and Community Learning website and access to SharePoint (an online portal) which is regularly updated and stores all guidance documents, provider, tutor and learner documentation needed for high quality delivery and course details
 - Business support team processing of contracts, paperwork, invoices, regular finance payments and inputting of data
 - Provider Network meetings that are used to give service updates, sector developments and sharing good practice

7. Key Performance Measures

- 7.1. Our ambition is for learners to secure the best training and for employers to gain the skills they need for their businesses to prosper. We adopt a whole organisation approach to quality improvement encompassing all stages of the learner journey.
- 7.2. Our aim is to make excellence an instinctive process for all members of staff, our learners, employers and key stakeholders. We will work to become an outstanding provider, as recognised by OFSTED.
- 7.3. The Council has a dedicated Quality and Performance management team who have the day-to-day responsibility of managing and monitoring the activity of the Council's partners. This includes a risk-based quality and performance framework to ensure that all subcontractors are meeting the Funding Rules set out by the ESFA and Ofsted and that the delivery of provision is high quality.
- 7.4. Effective performance monitoring and management ensures that all provision and subcontractors achieve the highest possible standards in quality. In order to achieve this, standards and expectations will be clearly defined to measure performance and quality, and procedures designed and implemented to facilitate the monitoring and management of the contracts.
- 7.5. Performance and Quality monitoring procedures are undertaken by the Council in line with ESFA, Ofsted and internal guidance documents. Responsibilities are stated in the CL Specification, Quality & Performance Framework and provider Guidance.

Each of the key performance indicators have specific criteria by which provision is monitored and measured.



Value for money and budget allocation

- Delivery costs per learner
- Management costs maintained at no more than 20% of the total budget
- Maximisation of funding allocations

Equality & Diversity

- Closing the achievement gap between different groups of learners and social groups
- Enrolment reflects the profile of residents across the county

Progression and Destination of Learners

- Analysis of learners' destinations
- Skills needs analysis of local adult population

Learner enrolment, retention and achievement

- Analysis of data against targets set for each provider and each curriculum area
- Strategies to ensure that learner achievement rates remain at or above national average
- Observation of Learning and Teaching grade profile

Satisfaction surveys

- Analysis of feedback received from learners, employers, partners and staff
- Individuals Feeling safe and are Safe

Social Inclusion and community well-being

- Learner involvement in volunteering
- Value added evidence
- Social return on investment

Overall contract performance will be measured by the following key performance indicators:

KPI 1 - The actual number of enrolments and funding earned to be at least 95% of agreed delivery profile

KPI 2 – The overall attendance rate for learners commencing funded programmes to be a minimum of 90%

KPI 3 – The overall achievement rate for learners commencing funded programmes to be a minimum of 94%

KPI 4 – The 2018/19 pass rate for learners commencing CL funded programmes to be a minimum of 98%

KPI 5 – The overall satisfaction rate of learners attending CL funded programmes to be a minimum of 98%

KPI 6 – The overall percentage of new learners attending Community Learning programmes to be a minimum of 70%

KPI 7 - The progression rate of learners who have completed a STEM course to be a minimum of 60% (Progression definition: the percentage of learners who completed the

course and progressed within 3 months to further learning, employment or self-employment).

KPI 8 - The achievement rate for learners enrolled on accredited programmes to be not less than the national average for the relevant award based on the latest statistical data available from the ESFA Hub.

8. Consultation

The proposal for commissioning Community Learning programmes was shared with and received positively by the current framework providers who attended a planning meeting in Stafford in April 2018. We have also set up an online survey for current providers to input to developing the 2019-2023 framework and to consider and to respond to any concerns they raise.

The strategy and priorities will be circulated for comment and consideration to:

Anthony Baines – County Commissioner for Skills & Employability
Darryl Evers – Director of Economy, Infrastructure & Skills
Cllr Philip White - Cabinet Member for Learning and Employability
SCC Officers

Appendix A – District Priorities

District	Priorities
Cannock Chase	<ul style="list-style-type: none"> • To provide targeted provision to the wards of Cannock with a focus on Cannock North, Cannock South, Cannock East, Hednesford North, Brereton and Ravenhill, Hagley, Heath Hayes East & Wimblebury and Western Springs. • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
East Staffordshire	<ul style="list-style-type: none"> • To provide targeted provision to the wards of East Staffordshire with a focus on Stapenhill, Horninglow, Eton Park, Shobnall, Anglesey, Burton and Winshill. • To provide programmes of English for speakers of other languages to overcome language and cultural barriers • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
Lichfield	<ul style="list-style-type: none"> • To provide targeted provision to the wards of Lichfield with a focus on Chasetown, Curborough, Chadsmead and Stowe • To provide CL provision that supports parents with child

	<p>development, behaviour & family cohesion to Improve outcomes for children, young people and families</p> <ul style="list-style-type: none"> • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
Newcastle	<ul style="list-style-type: none"> • To provide targeted provision to the wards of Newcastle with a focus on Cross Heath, Knutton and Silverdale, Town, Parksite, Holditch, Butt lane, Chesterton, Bradwell, Wolstanton, Kidsgrove, Thistleberry and May Bank • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
South Staffordshire	<ul style="list-style-type: none"> • To provide targeted provision to the wards of South Staffordshire with a focus Bilbrook • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector

	<ul style="list-style-type: none"> • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives • To provide targeted CL provision in the district to raise adult participation in learning • To provide access and progression pathways to individuals who are furthest from learning both geographically and through lack of opportunity
Stafford	<ul style="list-style-type: none"> • To provide targeted provision to the wards of Stafford with a focus on Common, Highfields & Western Downs, Forebridge, Doxey & Castletown, Coton and Penkside • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
Staffordshire Moorlands	<ul style="list-style-type: none"> • To provide targeted provision to the wards of Staffordshire Moorlands with a focus on Leek North, Biddulph East, Leek East and Cheadle North East • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives • To provide targeted CL provision in the district to raise adult participation in learning
Tamworth	<ul style="list-style-type: none"> • To provide targeted provision to the wards of Tamworth with a focus on Glascote, Castle, Belgrave, Mercian, Stonydelph, Bolehall and Spital • To provide CL provision that supports parents with child

	<p>development, behaviour & family cohesion to Improve outcomes for children, young people and families</p> <ul style="list-style-type: none">• To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities• To provide English and maths programmes where an unmet demand is identified• To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent.• Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health• Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector• Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives•
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Stoke on Trent and Staffordshire Cost and Outreach Career Learning Pilot

Background

- The Career Learning Pilot will be used to inform the National Retraining Scheme and support the Governments ambition for an adult education system that helps people upskill and reskill throughout their working lives.
- The pilot is intended to drive up skill levels of people in work and help to improve productivity.
- The pilot presented Stoke on Trent and Staffordshire LEP with an opportunity to test out new approaches to improving skills of the workforce in the LEP area.
- Stoke on Trent and Staffordshire LEP and partners worked together to develop and design the pilot to meet local labour and market needs.
- The pilot qualifications (level 3 and above) could only be delivered by partners who already had Advanced Learner Loan facilities and premises in Staffordshire.

Policy context – Department for Education.

The key thing the DfE want to test as part of these pilots are:

- How best to reach adults who are in work and low skilled and;
- Whether reducing the cost of courses (by 25%, 75% and 100%) makes targeted adults more likely to do economically valuable learning matched to local economic need

Page 52



Local outreach



Face to face IAG



Course fee subsidy

Timeline, key milestone & support

Timelines/key milestones:

Individual local area workshops	December 2017
Costed delivery plans from areas	February 2018
Course priorities identified	March 2018
Messaging/ outreach begins	March 2018
Advanced Learner Loan applications open	May 2018
Subsidised learning begins	September 2018
Initial evaluations results	End of 2018

Support available:

- Funding available to support pilot activity;
- DfE has partnered with Learning and Work Institute to offer support throughout the running of these pilots.

Purpose of the Pilot

The pilot was to test the best ways to reach out to lower skilled working adults, and the effect different levels of fee subsidy had on the demand for courses which are valuable to adults and important to the economy of the area.

The Pilot tested:

- How best to reach adults who are in work and low skilled, or close to returning to the labour market; this also included the use of face-to-face career guidance by the National Career Service (NCS).
- Whether discounting the course cost (by 25%, 75% and 100%) made the targeted adults more likely to do economically valuable learning matched to local economic need.

Our Approach focused upon:

- Does using Local Authority engagement with service users provide an effective route to reach out to people
- Do incentives linked to key skills shortages areas stimulate upskilling & reskilling amongst key markets

Route to market

Target Audiences

- Returners to work after childcare breaks,
- Self-employed people needing to upskill,
- Childminders looking to further progress their skills,
- Employees in Micro/Small businesses wanting to upskill,
- Those close to the labour market looking for work (unemployed with qualifications to at least level 2).

Key messages for target groups

- “Your turn to learn” – prepare for your return to work with discounted courses.
- “Build your Future” – get the latest skills and boost your business with discounted courses.
- “Grow your future” – you have started your career and we want to support you to go further with discounted courses.
- “Skills for growth” – grow your skills to grow your earnings.
- Those close to the Labour market - first 4 messages.

Outline - Campaign Activities

Media channels

- Social media engagement; Facebook groups; LinkedIn campaign,
- Email to parents of young children; Early Years providers and school partnerships;
- Advertising in children's centres, libraries and pharmacies, waste recycling centres,
- TV advertising using Sky Adsmart,
- Outdoor advertising at Direct mail-shot,

Brokers & Intermediaries

- Attendance at business skills events; Growth Hub and Jet businesses;
- UnionLearn reps in businesses; mini business skills events,
- Partnership with builders' merchants & supermarkets,
- Attendance at Childcare Cluster Events and use of Health Visitors.

Priority Sectors, Qualifications & Discount %

Sector	Subject Qualifications	Discount
Business & Finance	Leadership & Management	75%
	Human Resource	75%
	Accounting/Bookkeeping	75%
ICT & Digital	IT users	100%
Advanced Manufacturing & Engineering	Advanced Manufacturing & Engineering	75%
	Fabrication & Welding Practices & CAD	25%
Tourism & Hospitality	Hospitality Supervision, Leadership & Professional Cookery	100%
Construction	Construction & Built Environment	75%
	Plumbing/Wall Tiling	75%
Health & Care	Health & Social Care/Adult Care/Leadership & Management	100%
	Diploma Care for Adults	75%
	Children & Young People's Workforce	75%

Delivery Partners

- South Staffordshire College
- Buxton & Leek College
- Burton & South Derbyshire College
- Newcastle and Stafford College Group
- Stoke-on-Trent College
- Acacia Training

Delivery Plan Costs

There were two elements to the pilot funding from the DfE - the costs of the outreach activities and management of the Pilot, and the cost of the discount to courses.

- The outreach, marketing and project management of the pilot activities were costed at £196,211 and were funded to the LEP from DfE.
- The cost of the discounts if all available courses are taken up by around 500 FE learner loan eligible learners based on the proposed mix of courses and variation in fee could potentially yield around £1million in incentives for courses in the LEP area.
- The discounts of the courses will be applied through the FE students Loan System. Therefore, the total cost of the Pilot in the Plan submitted to the DfE was £1.2million

Risks and Mitigations

Risk	Description	Likelihood	Impact	Mitigation and residual risk
Overall programme engagement.	Drop out from learning, affecting achievement rates of providers.	Med	High	Provide good initial and ongoing IAG to ensure that there is commitment to complete the course.
Raising aspirations.	Engaging and attracting people not ready to undertake a level 3.	High	High	Marketing material needs to ensure that loan subsidies are pitched at the right level to avoid misunderstanding and disappointment.
Engaging sufficient numbers of people.	Low numbers engaging.	Med	High	Use multi engagement routes to enable a higher amount of interest.
	High numbers engaging	Med	Med	Providers need to be sufficiently prepared to meet demand crated.
Offer of qualifications not broad enough	Restrictions in qualifications on catalogue. Funding policies.	High	High	Engagement/marketing to promote an offer wider than the discounted courses.

Issues and Barriers

- The qualifications (level 3 and above) had to be completed in 12 months. Most of the target groups were already in work therefore were unable to go onto a full time course – this meant that it was impossible for them to complete in 12 months.
- The LEP area was restricted in the number of courses that were approved for a discount by the DfE. Data was used relating to providers previous delivery rather than allowing courses that are currently important in the area.
- Information was slow in being shared regarding the delivery rules, the data collections and evaluation processes.
- Some of the data collection processes changed after the pilot began, causing confusion for NCS especially.
- NCS were slow in understanding the concept of the pilot and were not as flexible as they could have been in the approach to their role as customer service first point of contact and guidance provider. This improved over the life of the pilot and NCS needed extra resource to cope with the queries.

Stoke on Trent and Staffordshire Measurement and Evaluation

The evaluation will focus on different outreach and engagement approaches.

Main outreach activities:

	Leaflets	Social Media (reach)	Letters and Emails	Programmatic Advertising (impressions) plus sky
Returners to work	25,000	116,000	5,500	948,000 42,000 (sky users)
Self employed	25,000	42,000	7,000	934,000
Employees of small businesses	25,000	102,000		667,000

Page 62

- Staffordshire County Council led the outreach campaign, making use of its resource, including marketing expertise, local knowledge across the LEP area and in house data bases. This proved effective (despite the tight time constraints) particularly in terms of costs and output.

Measurement and Evaluation

Impact measures:

	Website (landed)	Website (enquires rec'd)	Telephone (calls rec'd)
Returners to work	16,025	1,049	1,049
Self employed	6,044	259	149
Employees of small businesses	8,599	619	382

The messages that emphasised learning could help “remove barriers” received considerably better responses than those highlighting the “benefits” to learning. This applied across all target groups - 87% responded to “remove barriers” and only 13% to “benefits”.

- Marketing material displayed the branding of all Stoke and Staffordshire partners involved in the pilot. It was felt that this was an important feature to help reassure individuals that this was a genuine offer.
- Enrolment data has not yet been finalised. L&WI are still in the process of collecting this on behalf of the DfE. Initial feedback has suggested that the pilot in the Stoke and Staffordshire LEP area has been one of the most successful.



This document sets out the work programme for the Prosperous Staffordshire Select Committee for 2018/19.

The Prosperous Staffordshire Select Committee is responsible for scrutiny of highways infrastructure and connectivity, flood and water management, education, learning and skills. As such the statutory education co-optees will sit on this committee. The Work Programme is linked to the Vision, Outcomes and Priorities detailed in the Council's Strategic Plan 2018-2022.

We review our work programme at every meeting. Sometimes we change it - if something important comes up during the year that we think we should investigate as a priority. Our work results in recommendations for the County Council and other organisations about how what they do can be improved, for the benefit of the people and communities of Staffordshire.

County Councillor Ian Parry

Chairman of the Prosperous Staffordshire Select Committee

If you would like to know more about our work programme, please get in touch with Tina Gould, Scrutiny and Support Manager, 01785 276148 or by emailing tina.gould@staffordshire.gov.uk

Work Programme Items carried over from 2017/18			
Item	Date of meeting when item is due to be considered	Details	Action/Outcome
Review of Charging for Non-household Waste at Household Waste Recycling Centres (to include Large Scale Fly Tipping in Staffordshire) Cabinet Member: Gill Heath Lead officer: Clive Thomson/Chris Jones	4 April 2018	This item was called in and considered by the Corporate Review Committee on 26 October 2016. Members are asked to review the current arrangements that came into effect on 1.11.16. Member's views are sought on how largescale fly tipping is being managed. (Views of JWMB to be sought).	The Committee considered the impact of introducing charging for non-household waste at Household Waste Recycling Centres in Staffordshire. They suggested that additional measures should be taken to improve communications and publicise the charging policy.
SACRE Annual Report Cabinet Member: Mark Sutton Lead Officer: Emma Jardine-Phillips	4 April 2018		Copies of the Annual Report have been circulated to the Select Committee.
EU Funding Case Studies Cabinet Member: Mark Winnington Lead Officer: Nigel Senior	4 April 2018	Item requested by the Committee at their meeting on 15 December 2017.	The Committee considered details of 3 EU Funding case studies.
Improving Attendance and participation in our schools and settings Cabinet Member: Philip White Lead officer: Karl Hobson	20 June 2018	Members previously considered this matter at their meeting in September 2015 and requested that the Attendance Working Group report further progress, including specific intervention showing how the principles and priorities work in practice; Post-16 changes and any impact these have on take up. 2017-18 Attendance figures not available until June 2018.	Staffordshire continued to have below national average rates in its primary, secondary and special schools. Absence from Pupil Referral Unit schools (PRUs) was a cause for concern. The local authority was working with the PRU headteachers to explore ways to improve attendance, and an independent review had been commissioned of the entire PRU estate.
Libraries and Arts Strategy: Phase 2 Cabinet Member: Gill Heath Lead Officers: Janene Cox/Catherine Mann	20 June 2018	Previously considered at the meeting in September 2017.	The Committee endorsed: the introduction of a self-service pilot; the evaluation and selection process to procure community managed library organisations; the existing support

			package and service specification for community managed libraries; and the application of the principles that had been consulted on to inform the mobile and travelling library service review.
Scrutiny Review of Impact of HGVs on Roads and Communities in Staffordshire – follow up of Executive Response Action Plan Cabinet Member: Helen Fisher Lead officer: Clive Thomson	20 June 2018	Members undertook a review of the impact of HGVs on roads in Staffordshire last year. Members are asked to continue to scrutinise the Executive Response Action Plan until all recommendations are completed or an explanation given. An initial Executive Response was scrutinised by the Committee on 13 September 2016.	The Committee received a briefing note on the action plan and implementation of the recommendations of the Working Together to Address the Impact of Heavy Goods Vehicles/HCVs on Roads in Staffordshire final report.
Midlands Connect Proposal to Become a Sub-National Transport Body – Consultation Cabinet Member: Philip Atkins/Mark Winnington Lead officer: Clive Thomson	20 June 2018	Pre-decision scrutiny (post May)	The Committee supported the proposal for Midlands Connect to become a statutory Sub-National Transport Body, with limited powers, rather than continuing under existing voluntary partnership arrangements.
Rights of Way Cabinet Member: Hele Fisher Lead Officers: Janene Cox/Nicola Swinnerton/Paula Dalton	20 June 2018	Item requested by members	The Committee considered a briefing note on the key outputs of the Public Rights of Way Review and agreed to scrutinise the plans to deal with the backlog of Section 53 applications at their July meeting.
Rights of Way Cabinet Member: Mike Sutherland/Helen Fisher Lead Officers: Janene Cox/Nicola Swinnerton/Paula Dalton	19 July 2018	Issue regarding backlog of applications	Plans to Deal with Section 53 Backlog. A further update to be brought to the meeting in January 2019.
Economic Growth Capital and Development Programme to include Overview of Regeneration Projects and	19 July 2018	Item proposed by the Corporate Director for Economy, Infrastructure and Skills.	Members noted the work and progress of the Staffordshire County Council Economic Growth Programme and the Growth Hub and requested that a

<p>Growth Hub Cabinet Member: Mark Winnington Lead officer: Anthony Hodge</p>			<p>breakdown of jobs by district and employment sector be provided to all members of the Council.</p>
<p>Inquiry Group Report on Elective Home Education</p>	<p>19 July 2018</p>	<p>Following a referral from the Corporate Parenting Panel a review group was set up conflated with members of the Safe and Strong Select Committee. Its first meeting was held on 12 January where Members received a briefing from officers. Further meetings were held, including the inquiry session scheduled for 21 March. The final report and recommendations will be considered by the Select Committee in readiness for forwarding to the Cabinet Member for his executive response.</p>	<p>The Select Committee endorsed the final report and recommendations of the Elective Home Education Review and agreed its submission to the appropriate Cabinet Members.</p>
<p>HS2 Construction Routes and Road Safety Cabinet Member: Helen Fisher/ Mark Winnington Lead Officer: Clive Thomson→James Bailey/Sarah Mallen</p>	<p>19 July 2018</p>	<p>Phase 2 under consultation</p>	<p>The Select Committee noted the work undertaken to date on efforts to influence HS2 construction routes, and the limited powers (as outlined in the phase 1 and phase 2a Hybrid Bill) available to the highway authority in respect of approving HS2 construction routes. Members agreed to assist in raising awareness of the HS2 Helpline and email for all queries and complaints regarding construction.</p>
<p>Update on Infrastructure + Improvement Plan and Performance Review based on 2017/18 Delivery/Highways Extra Investment Cabinet Members: Mark Deaville and Helen Fisher</p>	<p>19 September 2018</p>	<p>Members have been regularly involved in scrutiny of the contract arrangements with Amey. Members to scrutinise the Improvement Plan and Performance Review on a six-monthly basis. Members asked to scrutinise the</p>	<p>The Select Committee noted the progress which had been made on the Infrastructure+ Action plan and on the extra £5m investment in highway maintenance and asked for an update on the Highways Portal at their next meeting.</p>

Lead officer: James Bailey		county's investment in our road network. Members wished to consider the quality of repairs/failure rate.	
Delivering Housing in Staffordshire Cabinet Member: Mark Winnington Lead officers: Mark Parkinson	19 September 2018		The Select Committee requested a further update in six months' time.
Freight Strategy Cabinet Member: Helen Fisher Lead Officer: Clive Thomson	15 November 2018		A number of Parish Councils and the Staffordshire Parish Councils' Association attended the meeting to contribute to the debate. The Committee made suggestions, observations and comments on the Strategy, which the Cabinet Member agreed to take on board as part of the consultation process.
Education and Skills Strategy: A Partnership Framework for Staffordshire Cabinet Member: Philip White Lead Officers: Tim Moss, Andrew Marsden, Anthony Baines	14 December 2018	Item proposed by the County Commissioner for School Quality Assurance and Intervention.	Following wide-ranging discussion members made a number of comments and suggestions, which would be fed in to the consultation process on the Strategy. Members also requested an update on the progress on the Strategy at a future meeting.
Executive Response to the Report of the Working Group on Elective Home Education Cabinet Members: Mark Sutton/Philip White Lead Officer: Karl Hobson	14 December 2018	A review group had been set up jointly with members of the Safe and Strong Communities Select Committee, following a referral from the Corporate Parenting Panel.	Members requested a copy of the letter which was to be sent to Lord Soley in support of his Private Members Bill on EHE and asked for an update on EHE at a future meeting.
Staffordshire Safer Roads Partnership Cabinet Member: Helen Fisher Lead Officers: James Bailey/Mel Langdown	18 January 2019		It was agreed that in the interest of transparency the Committee will continue to scrutinise the Partnership.
On-Street Parking Strategy	18 January 2019	Pre-decision scrutiny.	Members made a number of

and Forward Programme of Pay and Display Parking Cabinet Member: Helen Fisher Lead Officers: James Bailey/Stephen Pritchett			comments and suggestions which will be taken into consideration as part of the consultation process on the On-Street Car Parking Strategy.
Countryside Estate Review – Final Proposals for Management and Delivery Cabinet Member: Gill Heath/Mark Winnington Lead Officer: Ruth Shufflebotham	18 January 2019	Pre-decision scrutiny.	The Committee supported Management Proposal 2 – Transfer to Environment Body/Trust/In-house, whilst acknowledging that there is still a detailed piece of work to be done.
Rights of Way Cabinet Member: Mike Sutherland/Helen Fisher Lead Officers: Janene Cox/Nicola Swinerton/Paula Dalton	18 January 2019	Issue regarding backlog of applications (last considered at the meeting on 19 July 2018).	Update on dealing with the backlog of Section 53 Applications (the number dealt with through delegation, and the number dealt with by the CRoW Panel).
Delivering Housing in Staffordshire Cabinet Member: Mark Winnington Lead officer: Anthony Hodge	1 March 2019	A further update in six months' time was requested by the Select Committee at their meeting on 19 September 2018.	An advanced draft version of a clearly defined strategy be brought to the Committee in early autumn 2019.
Economic Growth Programme Cabinet Member: Mark Winnington Lead Officer: Anthony Hodge	1 March 2019	Six-monthly updates were requested at the Triangulation Meeting on 17 October 2018.	A further update be scrutinised in six months' time.
Sportshire Strategy and Major Events Evaluation Cabinet Member: Mark Winnington Lead Officer: Ben Holland	Briefing Note	Strategy reviewed in December 2015. Members asked that future evaluation reports include a detailed cost benefit analysis and that any figures used to highlight the success of events should be robust. The negative impact on local communities of Sportshire events was acknowledged and the Select Committee wish to ensure that everything possible is done to	Briefing Note circulated.

		mitigate these in future. An evaluation report of the 2017 Ironman event was requested to be brought to a Select Committee meeting approximately three months after the event.	
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Working Groups

<p>Entrust Service Level Agreement Key Performance Indicator Working group Cabinet Member: Mark Deaville Lead Officer: Ian Turner/Karen Coker</p>	<p>Scrutiny and Support Manager to discuss timing with Chair/Vice Chair</p>	<p>Following consideration of Education Support Services – Commissioning and Contract Performance on 22 January Members agreed to set up a Working Group to consider the review of KPIs and the information they wished to scrutinise in future.</p>	<p>Committee agreed that new Members should be sought and a further meeting of the Group arranged. Chairman to discuss way forward with Cabinet Member for Commercial. Update: Cabinet Member for Commercial is preparing an update for the Committee. Advised to defer setting up of Working Group until this has been received.</p>
<p>Elective Home Education Cabinet Member: Philip White Lead Officer: Karl Hobson</p>		<p>Item referred by Corporate Parenting Panel – August 2017 (NB also referred to Safe and Strong Communities Select Committee)</p>	<p>A review group was set up jointly with members of the Safe and Strong Select Committee. Its first meeting was held on 12 January where Members received a briefing from officers. A planning meeting was held on 31 January with the inquiry session on 21 March. The Inquiry Group then compiled their report and recommendations which the Select Committee endorsed and agreed its submission to the appropriate Cabinet Members at their meeting on 19 July 2018.</p>

<p>Membership</p> <p>Ian Parry (Chairman) Julia Jessel (Vice-Chairman) Ron Clarke Tina Clements Keith Flunder Bryan Jones Kyle Robinson David Smith Simon Tagg Bernard Williams Mike Deakin (Co-optee) Parent Governor Representative - vacancy (Co-optee) Rev. Preb. Michael Metcalf (Co-optee) Jessica Shulman (Co-optee)</p>	<p>Calendar of Committee Meetings at County Buildings, Martin Street, Stafford ST16 2LH</p> <p>4 April 2018 20 June 2018 19 July 2018 19 September 2018 15 November 2018 14 December 2018 18 January 2019 1 March 2019</p>
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