

## **Prosperous Overview and Scrutiny Committee**

Wednesday 22 March 2023

**14:00**

Oak Room, County Buildings, Stafford

The meeting will be webcast live, a recording of which can be viewed here at any time during the next twelve months:

<https://staffordshire.public-i.tv/core/portal/home>

John Tradewell  
Director of Corporate Services  
14 March 2023

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### **A G E N D A**

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes of meeting held on 3 February 2022** (Pages 1 - 4)
4. **Staffordshire Community Learning Service's Annual Self-Assessment Report 2021/22** (Pages 5 - 74)  
  
Report of Deputy Leader and Cabinet Member for Economy and Skills
5. **Staffordshire Safer Roads Partnership** (Pages 75 - 96)  
  
Report of Cabinet Member for Highways and Transport
6. **Staffordshire Local Transport Plan** (Pages 97 - 116)  
  
Report of Cabinet Member for Highways and Transport
7. **Highways Transformation Progress and Performance Quarterly Update.** (Pages 117 - 138)  
  
Oral report and presentation of Cabinet Member for Highways and Transport
8. **Work Programme** (Pages 139 -

9. **Date of next meeting - Thursday 27 April 2023 at 10.00 am, County Buildings, Stafford**

10. **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 Part 1 of Schedule 12A (as amended) of the Local Government Act 1972 indicated below".

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**Part Two**

(All reports in this section are exempt)

Nil

**Membership**

Charlotte Atkins	Rev. Preb. M. Metcalf
Tina Clements (Chair)	David Smith
Philippa Haden	Samantha Thompson
Philip Hudson	Ross Ward (Vice-Chair (Scrutiny))
Graham Hutton	Bernard Williams
Peter Kruskonjic (Vice-Chair (Overview))	

**Notes for Members of the Press and Public**

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**Minutes of the Prosperous Overview and Scrutiny Committee  
Meeting held on 3 February 2023**

Present: Tina Clements (Chair)

**Attendance**

Philippa Haden	Rev. Preb. M. Metcalf
Philip Hudson	David Smith
Graham Hutton	Ross Ward (Vice-Chair (Scrutiny))
Peter Kruskonjic (Vice- Chair (Overview))	Bernard Williams

**Also in attendance:** Victoria Wilson

**PART ONE**

**48. Declarations of Interest**

There were no Declarations of Interest made.

**49. Minutes of meeting held on 9 January 2023**

**RESOLVED** – That the minutes of the meeting held on 9 January 2022 be confirmed and signed by the Chairman.

**50. HS2 Impact on Staffordshire - Update**

The Committee received an oral report and PowerPoint presentation (slides attached at Appendix 1 to the signed minutes) by HS2 giving them a six-monthly update on the impact of the development (Phases 1 and 2a) of the new high speed rail line on education, skills and prosperity in Staffordshire.

The meeting was attended by HS2's:- (i) Senior Community Engagement Manager – Phase 1 (Jonathan Lord) and; (ii) Senior Community Engagement Manager - Phase 2a (Victoria Roberts).

During their presentation, the representatives highlighted:- (i) various project milestones; (ii) the publication of the Independent Commissioners/Construction Commissioners report on 12 December 2022; (iii) Phase 1 Programme of Works over the next twelve months; (iv) indicative timescales for the construction of Phase 2a and the progress made to date; (v) local business engagement; (v) Jobs and Skills: Opportunities for local people; (vi) promotion of and engagement

with education; (vii) Community and Business Funds allocations and; (viii) the construction of an Interchange north of Solihull and the opportunities available for Staffordshire residents.

In the discussion which ensued Members scrutinised and held HS2 and the County Council's relevant Cabinet Members to account over their efforts to safeguard/enhance prosperity in the County, raising various matters of concern including:- (i) further educational opportunities/support for Apprentices following completion of their training; (ii) disturbance to local villages and communities during the construction phase and how this might be mitigated by scheduling/timing of the works; (iii) sites of archaeological interest along the route and how artefacts were being displayed in the County for the benefit of local residents; (iv) the balance of unallocated budgets in the Community and Business Funds initiatives; (v) routing of lorries to and from sand and gravel extraction sites in the south of the County; (vi) the need for better communication and co-ordination between HS2 and the Highways Authority to ensure disruption to local road users was minimised; (vii) opportunities for schools to engage with HS2 through the National Curriculum and in a wider context and; (viii) promotion of the 'green agenda' by HS2 through their letting of contracts for the line.

In response to requests, representatives of HS2 undertook to liaise with the respective Members regarding construction of a power supply unit in East Staffordshire Borough and haul routes to and from Saredon Quarry, South Staffordshire.

In conclusion, Members welcomed news of HS2's engagement with local businesses which had seen over £110m spent with them since the start of the project. However, whilst 39 Apprenticeships had been created in Staffordshire so far (out of an estimated national total of 2000 by the end of the project) they looked forward to the letting of contracts for Phase 2a which was expected to increase this number significantly. In addition, they were encouraged by the Phase 1 Contractor's approach to recruiting local first.

Notwithstanding the above, the Committee were mindful of the potential disruption to Staffordshire's economy and communities caused by construction of the line and agreed that the matter should be kept on their Work Programme for further scrutiny as necessary.

The Chairman then thanked the representatives of HS2 for their attendance and an interesting and informative presentation.

**RESOLVED** – (a) That the oral report and presentation be received and noted.

(b) That the efforts made to date to maximise the opportunities available to Staffordshire residents from the construction of the high-speed rail line, by HS2 be welcomed.

(c) That a further update be brought to the Committee in July/August 2023.

(d) That the Deputy Leader and Cabinet Member for Economy and Skills continue to be held to account for his efforts to maximise the opportunities available to Staffordshire residents from the construction of the line, where possible.

## **51. Staffordshire History Centre Update**

The Committee considered a report of the Cabinet Member for Communities and Culture updating them on progress with regard to the development of the Staffordshire History Centre (schedule 1 to the signed minutes).

Staffordshire County Council and William Salt Library had been working in partnership since 2025 to create and deliver the Staffordshire History Centre project. The Project was part funded by the National Heritage Lottery Fund and envisaged a new facility located on Eastgate Street, Stafford. The Centre was to become a key part of the County's cultural and heritage visitor offer, bringing three collections together for the first time and delivering a four-year programme of activities. It was anticipated that it would be opened to the public in Autumn 2024.

During the full and wide-ranging discussion which ensued, Members gave detailed scrutiny to the progress made in the Project, asking questions, seeking clarification and raising areas of concern as necessary including: - (i) the 'carbon footprint' of the new building having regard to its energy efficient design and use of renewable power sources; (ii) scope for accommodating/displaying museum grade artefacts to the public in the absence of a County Museum; (iii) security considerations relating to the design of the Centre having regard to the value of its contents; (iv) the visual impact of the access to the site within the context of the wider regeneration of Eastgate Street; (v) future promotion of the Centre as a local and national visitor attraction and; (vi) building links to other sites of historical interest within Stafford town and beyond.

In conclusion, Members were pleased with the progress made in the Project to date and paid tribute to the Cabinet Member and her team for their valuable work in bringing it nearer to fruition. They agreed that completion of the Centre would be a significant addition to Destination Staffordshire and looked forward to further positive updates during the period leading up to the official opening in 2024.

**RESOLVED** – (a) That the report be received and noted.

(b) That satisfactory progress had been achieved to date in the development of the Staffordshire History Centre.

(c) That further updates be brought to the Committee, as necessary.

**52. Work Programme**

That the updated Work Programme (schedule 2 to the signed minutes) be approved.

**Chairman**

## **Prosperous Overview and Scrutiny Committee – Wednesday 22 March 2023**

### **Staffordshire Community Learning Service’s Annual Self- Assessment Report (2021-2022)**

#### **Recommendations**

I recommend that the Committee:

- a. Scrutinise the performance and quality assurance of Community Learning commissioned and delivered through the Councils Community Learning Team, as set out in the annual Self-Assessment Report,
- b. Offer ideas and suggestions for future focus or areas for improvement for the Council’s Community Learning offer.

#### **Local Member Interest:**

N/A

#### **Report of Councillor Philip White, Deputy Leader and Cabinet Member for Economy and Skills**

### **Summary**

#### **What is the Overview and Scrutiny Committee being asked to do and why?**

1. The Skills and Employability department delivers on a range of education and training opportunities to meet the needs of learners, the economy, and the wider community. This report is about the Community Learning provision that has been delivered across the eight (8) districts of Staffordshire during the 2021-2022 academic year.
2. The Committee are asked to scrutinise the annual performance of Community Learning, to further improve the quality of the service’s provided, the outcomes for learners and in supporting the Council in remaining a good learning provider. The Committee are asked to contribute to and agree improvement priorities.

### **Report**

#### **Background**

3. The Council secures £1.6m of funding annually from the Education and Skills Funding Agency's (ESFA) Adult Education Budget for Community Learning to provide training and education to approximately 2,000 adult learners achieving 3,000 enrolments per year. The Council is responsible for the delivery of commissioned provision as the Lead Provider.
4. The purpose of Community Learning is to improve the lives of Staffordshire residents and the local economy by providing a range of lifelong learning opportunities. 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.
5. Community Learning is predominantly commissioned to a range of local providers including schools, colleges, third sector organisations and local community groups, with a small proportion delivered by the Council's Direct Delivery Unit. Learning is delivered via four (4) main strands of delivery:
  - a. Community Learning Framework (2019 – 2023),
  - b. Community Learning Trust Responsiveness Fund,
  - c. Wider Family Learning Grants for Schools,
  - d. and Direct Delivery (Accredited provision – Adult Skills)
6. Performance and the annual self-assessment of Community Learning is reported annually to Committee members, who provide challenge and recommendations to support the development of the service.
  - a. Friday 28<sup>th</sup> February 2022, Community Learning annual Self-Assessment 2020-2021, Members received the report and gave detailed scrutiny of the results of the self-assessment and were satisfied with the performance of the Service and welcomed the additional investment to expand the curriculum. Members acknowledged the fall in participation but looked forward to seeing an increase in the number of residents engaging in adult learning in the 2021-2022 academic year. This included a request of further measures to be adopted to encourage participation in further education by those who had undertaken Community Learning courses. [Issue history - Staffordshire Community Learning Service Annual Self-Assessment \(2020-2021\) - Staffordshire County Council](#)
  - b. Monday 15<sup>th</sup> April 2021, Community Learning annual Self-Assessment 2019-2020. Members agreed the case for future online, blended and face-to-face delivery had been demonstrated and recommended making more use of community buildings to re-introduce face-to-face learning and that future reports are to include appraisal of outcomes.

The report also outlined the effectiveness of a Digital Equipment Fund to combat digital exclusion. [Issue details - Staffordshire Community Learning Service Annual Self-Assessment \(2019 - 2020\) - Staffordshire County Council](#)

- c. Friday 24<sup>th</sup> July 2020 a briefing paper was presented to the Committee to consider in-year performance in response to the pandemic. The paper detailed the introduction of online learning and less engagement in the districts of Staffordshire Moorlands, Newcastle and South Staffordshire. Members shared concerns about households without access to IT equipment being at a disadvantage and asked for consideration of loaning of equipment and accessing library facilities to help combat digital exclusion and identified wellbeing issues for some families. [Issue details - Community Learning Briefing Paper - Staffordshire County Council](#)
- d. Thursday 25<sup>th</sup> April 2019, the Committee considered the annual self-assessment of the Service and the Community Learning strategy and priorities for the Service for 2019-2023. Members were pleased the strategy aligned to the Council's strategic priorities but did seek clarification if targets were challenging enough. [Issue - items at meetings - Community Learning Annual Self-Assessment & 2019-2023 Strategy and Priorities - Staffordshire County Council](#)

## Self-Assessment

7. Self-assessment is part of an on-going cycle of quality improvement, which includes input from stakeholders to form an overall evaluation of the Service against our strategy and curriculum intent.
8. In 2017 Ofsted undertook a 'short' inspection of the Council's Community Learning Service which received a 'good' rating against the Common Inspection Framework.
9. In 2019, Ofsted introduced the Education Inspection Framework (EIF), of which evaluates the overall effectiveness of education. Community Learning aligns the self-assessment to the EIF and has self-assessed the Service as follows for 2021-2022:

Education Inspection Framework	Overall Judgement
Overall Effectiveness	Good
Quality of Education	Good
Behaviour and Attitudes	Good
Personal Development	Good
Leadership and Management	Good
Safeguarding	Safeguarding is effective

\*\* Ofsted 4-point scale: 1 Outstanding, 2 Good, 3 Requires Improvement, 4, Inadequate

10. Ofsted have since carried out a 'full' inspection of the Council's Community Learning Service, 31st January to 2nd February 2023, it was a positive inspection, however, the report is yet to be published.

### **Self-Assessment 2021-22 - Key strengths**

11. Leadership and management is strong with excellent partnership working and very effective management of sub-contracted providers, leading to effective implementation of our strategy and clear contribution to the County Council's strategic objectives.
12. Through effective partnerships we engage our target learners: just over half have low qualifications, and 50% live in identified priority wards.
13. Our courses are delivered by well-qualified tutors with high levels of subject expertise, using excellent resources and specialist facilities at accessible community venues.
14. Tutors benefit from excellent support for their professional development.
15. Support for individual learners' needs is excellent.
16. Most learners benefit from very effective, and sometimes excellent, Recognising and Recording Progress and Achievement (RARPA) practice, and well-sequenced courses with good use of pedagogical strategies to embed learning, including the use of digital tools.
17. The majority of learners have good attendance and benefit from peer support in their groups.
18. Learners develop wider personal skills through opportunities during their course, including enhancing digital skills, and including opportunities for volunteering, and engagement in their community.
19. Learners report very high levels of satisfaction with their learning experience, including significant benefits for their wellbeing.
20. Safeguarding policy and practice is effective.

### **Key Areas for Development**

21. We need to take steps to maximise funding, ensuring that the contract is feasible for sub-contractors, and that the full curriculum offer attracts

our target learners, whilst ensuring our learners are representative of the demographics of Staffordshire and of our target learners.

22. Aspects of RARPA in a minority of courses need development, to support learner reflection on the progress of their skills, and fully recognise their personal development to raise aspirations.
23. We need to make clearer progression routes for learners to support their progression towards work, including clearer links with Further Education providers and employers to raise aspirations.
24. We need to implement a further range of improvements in the Quality of Education in Digital skills, Employability, and Adult Skills courses to ensure existing good practice is consistent throughout:
  - a. to ensure courses are planned to address all learners' long-term goals and motivations for joining,
  - b. to ensure that all learners starting points are accurately assessed so that the appropriately challenging learning goals can be agreed between tutor and learner, particularly in ESOL,
  - c. to ensure barriers to attendance are addressed effectively for all learners,
  - d. and ensure that management of these curriculum areas is effective so that the identified improvements can be addressed and embedded consistently.

### **Outcomes of the Service delivery**

25. Staffordshire Community Learning makes good use of public funding by effectively engaging those who will most benefit from learning as identified by our targets for learner demographics.
26. Approximately 50% of enrolments come from learners who live in the targeted wards with most providers attracting at least 30% of such enrolments, and many significantly higher.
27. Approximately 55% of enrolments are from learners whose highest qualification is below a level 2, or who do not know what qualifications they have. Adult Skills provision, Digital, and Employability courses in particular attract more learners with low skills levels (99%, 65% and 54% respectively).
28. Approximately 50% of enrolments across all provision are for learners who self-declare they have a learning difficulty/disability including mental ill health. The figure is highest in Supported Learning (91%), STEM (84%), and Employability (70%).

29. The Community Learning Specification lays out clear expectations of the delivery of each of the Curriculum Areas and Adult Skills accredited programmes and offers effective support to providers to ensure that courses are well planned and sequenced, and that the aims and learning outcomes are clear.
30. The impact of these clear expectations is that, in Community Learning, learners complete their courses and achieve their course aims exceptionally well, 96.4% of all learners achieve their course.
31. In Adult Skills, although learners pass their assessments, too many learners leave before the end of the course which impacts on overall achievement, which stands at 79.7%. Rapid improvement needs to be implemented to ensure learners overcome barriers to attendance and are motivated and supported to complete their course.
32. Learners are well prepared for their next steps because providers deliver effective information and advice to learners throughout the courses, record this using individual learning plans, with good individual support for learners.
33. In 2021-22, 39% of all learners reported via the feedback survey that they had developed their digital skills, 33% had developed their English skills and 22% had developed maths skills. 26% reported they have developed skills and confidence to help get a new job.
34. Of those learners who were unemployed and looking for work at the start of their course, 30% had progressed into work when surveyed by telephone in November 2022, with a further 5.3% in volunteering positions and 4.6% in further learning. In a number of sub-contracted providers, learners benefit from established programmes to support them to progress as skilful and highly valued volunteers at the sub-contractor, sharing their lived experience with other learners.
35. At the end of their course, just over two-thirds of learners said they wanted to continue with another Community Learning course, and in fact learners on average enrolled on 1.5 courses, with 25% of individuals attending 2 or more courses in-year. Where learners complete more than one course within the year, this is usually as a progression in terms of level or skill, or it is progression from bespoke provision focussed on wellbeing, onto more general courses with a vocational aim, for example STEM or self-employment courses.

36. Apart from completion and achievement of the course, learners benefit from significant wider impacts of learning in the vast majority of Community Learning and Adult Skills provision.
37. The scope of Community Learning courses supports learners to develop a wide range of personal skills; and effective support from tutors and providers helps them develop these skills.
38. 59.5% of learners surveyed report the course helped them to learn and work independently and to make independent decisions.
39. 68.5% of all learners reported the course had helped them to support a child or other family member's learning; this rose to over 80% in Family Learning courses.
40. Many of the courses have a strong emphasis on healthy lifestyles and wellbeing, embedding tools such as the Five Ways to wellbeing, to help learners make positive changes in their lives. As a result, 79.5% of learners reported the course helped them to stay physically and mentally well.
41. Effective policy and procedures are in place to ensure safe learning and recruitment practices, in particular through strong partnership working. Learners have an appropriate understanding of safeguarding in most cases, thanks to information they receive from tutors at induction and throughout the courses; over 99% of learners report feeling safe in their learning environment, with those answering partly to this question likely to have wider, existing anxiety-related concerns.
42. Learner feedback results show that 96.1% of learners said they were informed how to protect themselves from risks associated with radicalisation and extremism, although this drops to 89% of learners on digital courses. Teaching and Learning Practice in the Digital Curriculum area needs to be improved to address this thoroughly.
43. 67.5% of learners reported that the course had helped them to meet, socialise and communicate with others, with 57.6% of learners agreeing that the course helped them to actively participate in their community or society. This rose to 69% of learners from ethnic backgrounds other than white British.
44. Sub-contracted providers actively organise opportunities for learners to become involved in their local communities. For example, providers give learners opportunities to develop their employability skills through volunteering with through organisations such as The Friends of

Hednesford Park, Forest of Mercia, Transforming the Trent Valley Project, and Sudbury Hall.

45. Other learners are able to take up or create opportunities for themselves: in February 2022, learners who had attended a Community Forest Services “How on Earth?” course focussing on sustainability opened a community Swap shop/pre-loved shop in a retail unit in Tamworth, evidencing the excellent boost to aspirations and transfer to the wider community the benefits of Community Learning.
46. In April 2022, Staffordshire County Council’s Community Learning was shortlisted for the national Building Brighter Futures award organised by the National Campaign for Learning, in recognition of how the service has innovated, adapted, and delivered family learning over the past year. The award celebrated activities that helped families during and after lockdown and supported health and wellbeing. The nomination acknowledges how Staffordshire Community Learning is using imaginative, innovative, and inclusive ways to deliver learning opportunities which help families in their communities.

### **Link to Strategic Plan**

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

### **Link to Other Overview and Scrutiny Activity**

N/A

### **Community Impact**

Refer to Appendix 3

### **List of Background Documents/Appendices:**

- Appendix 1 - Community Learning Self-Assessment Report 2021-2022  
Appendix 2 - Community Learning Quality Improvement Plan 2022 – 2023  
Appendix 3 - Community Impact Assessment.

## Contact Details

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# Staffordshire County Council Skills and Employability

## Community Learning Self- Assessment Report 2021-22

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## Introduction

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. The Community Learning Strategy and Commissioning Plan<sup>1</sup> identifies the needs across our County and sets out our aim to provide a range of formal and informal learning opportunities for Staffordshire residents to support them to gain the skills they need to progress in the world of work and give their children the best start in life. In particular, the Service 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.

The purpose of Community Learning is to deliver learning that:

- develops the skills, confidence, motivation, and resilience of adults of different ages and backgrounds
- supports individuals to progress towards formal learning or employment
- supports individuals to improve their health and well-being, including mental health
- develops stronger communities

Staffordshire County Council's Community Learning Service is funded by a £1.6m allocation from the Education and Skills Funding Agency's (ESFA) Adult Education Budget and is responsible for the delivery of the provision as the Lead Provider. The provision is partly delivered by the Direct Delivery Unit, with the majority of provision sub-contracted to 20 local learning providers - schools, colleges, third sector organisations and local community groups - who deliver a range of learning opportunities for adults, families, and communities in local venues and online across Staffordshire.

During the year 2021-22 Staffordshire Community Learning contracted provision via the following organisations:

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<sup>1</sup> [CL and Commissioning Strategy 2019-2023 v2 21-22 \(003\).pdf](#)

<b>Community Learning Framework (2019-23)</b>	<b>Community Learning Trust Responsiveness Fund and Wider Family Learning for School grants</b>
Acorn Training	Bright Beginnings Family Hub CIC
Chase Aqua Rural Enterprise CIC	Dyslexia Association of Staffordshire Ltd
Community Forest Services Ltd	Fox Training Solutions Ltd
Families First	Gartmore Riding School
Growing Rural Enterprise	Liberty Jamboree
Staffordshire Care Farming Development CIC	Pulse for Music Staffordshire CIC
Upper Moreton Rural Activities CIC	Staffordshire Libraries and Arts
Walsall College	Staffordshire Venture Ltd
	West Chadsmoor Family Centre
	Chase Terrace Academy
	Crackley Bank Primary School
	Two Gates Community Primary School

### **Community Learning provision and Adult Skills Provision**

Community Learning Framework 2019-23 sub-contracted providers delivered courses in the following Community Learning Curriculum areas:

<b>Curriculum area</b>	<b>Intent</b>
Digital Skills	Courses to increase learners' confidence with basic digital skills for work or life
Employability	Courses to move learners closer to the job market through vocational learning or personal development, English and maths
Family Learning	Courses to support parents to give their children the best start in life and allow adults and children to learn together
Leisure, Health and Wellbeing	Courses to support learners' wellbeing through learning a new skill
STEM	Courses in vocational areas of Science, Technology, Engineering and Maths
Supported Learning	Courses in a wide range of subjects designed for learners with more bespoke needs, for example learning difficulties, or disabilities and long-term mental ill health

Community Learning Trust Responsiveness providers delivered smaller amounts of provision, with courses generally aligned to the Family Learning or Supported Learning curriculum areas. These providers are organisations who have identified a learning need amongst their users and apply for funding to provide this.

The Wider Family Learning Grants for Schools providers were schools who delivered smaller amounts of Family Learning in their school communities, again according to local needs assessment.

In addition, the Direct Delivery Unit delivered Community Learning non-accredited Digital Skills and Adult Skills accredited provision consisting of Essential Digital Skills Qualification and English for Speakers of Other Languages (ESOL) up to Level 1.

Our identified target learners were:

- Adults living in the eight Staffordshire Districts – Stafford, South Staffordshire, East Staffordshire, Staffordshire Moorlands, Tamworth, Cannock, Newcastle and Lichfield
- 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
- Learners residing in the Staffordshire districts with the greatest concentrations of
- deprivation, worklessness and economic inactivity
- Adults on low income (below £17,374.50 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)

Learning took place at community venues around the county including Care farms, training centres, family centres, libraries and schools as well as some courses fully delivered online.

### Background

The start of the academic year 2021-22 was still very much impacted by the Covid pandemic, with schools having re-opened in March 2021, but restrictions on public mixing indoors and outdoors in place until later in the summer of 2021. “Plan B” was implemented in the winter of 2021-22 due to the Omicron variant, which saw high levels of transmission, and compulsory facemasks and Covid passes being introduced. This impacted on the confidence of residents to return to face-to-face venues for learning, and clearly on learners’ health. From February 2022, however, Covid measures were lifted with free mass testing

ending in April 2022. Whilst the virus was still circulating the situation was becoming normalised, although there remained concern about longer-term impacts on physical health due to long-Covid, and on mental health.

In terms of employment and the economy, at the start of the period the Universal Credit claimant rate was above 4% and national furlough and job retention schemes were still in operation. Local support such as Staffordshire Means Back to Business and national schemes such as the government Plan for Jobs continued to operate through this period. By July 2022, the Universal Credit claimant rate stood at 2.7% of the working age population, compared to 4.8% regionally and 3.8% nationally. The end of the year saw the inflation rate rising and the “cost-of-living crisis” have an increasing impact on residents and businesses. Meanwhile, long-term declines in unemployment and record job vacancies led to an incredibly tight labour market with employers finding it difficult to recruit the labour and skills that they require to grow<sup>2</sup>.

### Quality Assurance and Governance

The Community Learning Specification<sup>3</sup> describes the services to be delivered and contains guidance for sub-contracted providers and the Direct Delivery Unit on contractual requirements and operational procedures. It also includes a Quality and Performance Framework, which describes how the quality and performance of the service is monitored and assured, including the standards we are aiming for, and how we report to the Skills and Employability Senior Management Team, and via the Economy, Infrastructure and Skills Business Plan.

A small proportion of learners are enrolled on courses leading to externally accredited qualifications in ESOL and Essential Digital Skills; these courses are subject to internal and external quality assurance processes. The majority of learners are enrolled on non-accredited Community Learning courses where tutors use a process of Recording and Recognising Progress and Achievement (RARPA). This process is audited by Community Learning to assure standards of achievement across all provision.

### Self-assessment methodology

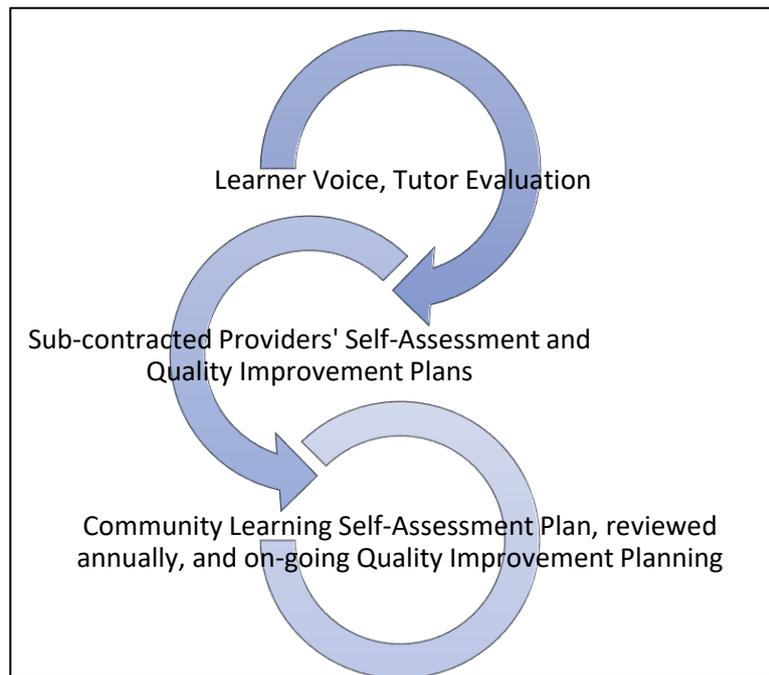
This Self-Assessment Report is part of an on-going cycle of quality improvement, which includes input from stakeholders to form an overall evaluation of the Service against our stated strategy and curriculum intent. We use focus groups and feedback from learners, tutors and providers, as well as data on participation, attendance, achievement and outcomes to complete this evaluation and identify the key strengths and areas for development for our Service. We are presenting this evaluation to the Prosperous Overview and Scrutiny Committee for consideration and further challenge to ensure that we are addressing the key priorities of the Staffordshire County Council’s Strategic Plan.

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<sup>2</sup> [Economic Bulletin issue 25 - August 2022 \(staffordshire.gov.uk\)](https://www.staffordshire.gov.uk/economic-bulletin-25-august-2022)

<sup>3</sup> [Community Learning Specification 2021-22.pdf](#)

## Self-Assessment Process:



The Service was last inspected by Ofsted in February 2017 and received a “good” rating. The next steps for continued improvement at the time were as follows:

Leaders and those responsible for governance should ensure that:

- The quality of teaching and learning continues to improve by ensuring that:
  - All learners receive clear and relevant individualised targets which should be regularly monitored, so that they have a better understanding of their progress and achievement.
  - Teachers provide sufficiently challenging activities for the most able learners in their classes, so that these learners continue to remain engaged and motivated to learn.
- Managers take swift actions to tackle the lower achievement on a small number of courses leading to a qualification and for apprentices taking external tests in mathematics and information and communication technology.
- Managers provide any subcontractor identified as causing concern in relation to their quality of provision with clear guidance about what they need to do to improve.

## Summary

### Overall judgements

Area	Judgement
<b>Overall Effectiveness</b>	<b>2</b>
<b>Safeguarding</b>	<b>Effective</b>
<b>Quality of Education</b>	<b>2</b>
<b>Behaviour and Attitudes</b>	<b>2</b>
<b>Personal Development</b>	<b>2</b>
<b>Leadership and Management</b>	<b>2</b>

### Key strengths

1. Leadership and management is strong with excellent partnership working and very effective management of sub-contracted providers, leading to effective implementation of our strategy and clear contribution to the County Council's strategic objectives.
2. Through effective partnerships we engage our target learners: just over half have low qualifications, and 50% live in identified priority wards.
3. Our courses are delivered by well-qualified tutors with high levels of subject expertise, using excellent resources and specialist facilities at accessible community venues.
4. Tutors benefit from excellent support for their professional development.
5. Support for individual learners' needs is excellent.
6. Most learners benefit from very effective, and sometimes excellent, RARPA practice, and well-sequenced courses with good use of pedagogical strategies to embed learning, including the use of digital tools.
7. The majority of learners have good attendance and benefit from peer support in their groups.
8. Learners develop wider personal skills through opportunities during their course, including enhancing digital skills, and including opportunities for volunteering, and engagement in their community.
9. Learners report very high levels of satisfaction with their learning experience, including significant benefits for their wellbeing.
10. Safeguarding policy and practice is effective.

### Key areas for development

1. We need to take steps to maximise funding, ensuring that the contract is feasible for sub-contractors, and that the full curriculum offer attracts our

target learners, whilst ensuring our learners are representative of the demographics of Staffordshire and of our target learners.

2. Aspects of RARPA in a minority of courses need development, to support learner reflection on the progress of their skills, and fully recognise their personal development to raise aspirations.
3. We need to make clearer progression routes for learners to support their progression towards work, including clearer links with Further Education providers and employers to raise aspirations.
4. We need to implement a further range of improvements in the Quality of Education in Digital skills, Employability, and Adult Skills courses to ensure existing good practice is consistent throughout:
  - ensure courses are planned to address all learners' long-term goals and motivations for joining
  - ensure that all learners starting points are accurately assessed so that the appropriately challenging learning goals can be agreed between tutor and learner, particularly in ESOL.
  - ensure barriers to attendance are addressed effectively for all learners
  - ensure that management of these curriculum areas is effective so that the identified improvements can be addressed, and embedded consistently.

## Safeguarding

### **Effective policy and procedures are in place to ensure safe learning and recruitment practices.**

All tutors and staff are subject to DBS checks every 3 years and required to update their Safeguarding and Prevent Duty training every 2 years and read the UK government's *Keeping Children Safe in Education Part 1* update annually. Senior managers take the role of Designated Safeguarding Lead (DSL) and Deputy DSL and are well qualified in Safeguarding at Level 4. They work effectively with local partners, for example with the Staffordshire Safeguarding Children Board, and Staffordshire Prevent Board, and communicate key message through termly Safeguarding and Prevent Updates to providers. Key updates are also given to tutors at Briefing sessions at the start of the academic year and in monthly Provider Updates.

The DSL and deputy respond appropriately and promptly to concerns raised, maintain accurate records and a Safeguarding and Prevent Action Plan through the year to monitor progress on emerging issues. Safeguarding is reported via Performance Briefings to the Director of EIS and Deputy Leader of the Council. Safeguarding is also reported at monthly Strategic Manager Meetings.

**Learners have an appropriate understanding of safeguarding in most cases, thanks to information they receive from tutors at induction and throughout the courses.**

Tutors follow clear guidelines about Safeguarding, Prevent Duty and Health and Safety to introduce these concepts at induction and continue to discuss them through delivery of courses. For example, in some practical courses, learners are involved in devising risk assessments for the learning activities.

Nearly all learners (99.3%) state that they feel safe in the learning environment, the same proportion as in 2020-21. The very few individuals not feeling safe were more likely to be learners with mental ill health or learning difficulties, and experiencing low confidence or anxiety.

97.9% of respondents knew what to do if they did not feel safe, (98.3% in 2020-21) with no differences for different ethnic backgrounds in this response. Learner feedback results show that 96.1% said they were informed how to protect themselves from risks associated with radicalisation and extremism, up from 95.7% in 2020-21. In 2020-21, learners from ethnicity backgrounds other than white British were less likely to say they were informed (94%) but this has been addressed and this year these learners are slightly more likely (97%) to be informed. However, the difference in curriculum areas persists with only 89% of learners in digital feeling informed about radicalisation or knowing what to do if they did not feel safe.

- **Area for Development 4: Teaching and Learning Practice in the Digital Curriculum area needs to be improved to address this thoroughly.**

**Through strong partnership working, providers are able to identify existing safeguarding concerns with individual learners at pre-enrolment or initial assessment stages and ensure that appropriate support is in place for vulnerable learners. The impact is that many vulnerable learners are not escalated to causes of concern because their needs are being addressed.**

Some Family Learning provision has a particularly strong role in safeguarding. As well as being targeted at learners who have not engaged in learning for some time or have low levels of qualifications or who have low confidence and self-esteem, Families First provision receives a proportion of their learners as referrals from Early Help and tier 2-4 family support services across Staffordshire. The courses aim to develop parents' understanding of child development and positive parenting models, and the impact of these courses is particularly strong. In some cases, the evidence from the tutor of the learners' progress is used in court to support the children to be placed back in the care of their parents.

## Quality of Education

### Intent and Impact

**Community Learning provides good leadership in the creation of the curriculum, to address local needs and prepare learners for their next steps.**

Clear Community Learning Strategy, Commissioning Plan and Service Specification documents fully explain the intent of the curriculum offer, linking to local and national priorities, and set out the Quality Monitoring arrangements that hold managers to account for this. The curriculum areas are clearly designed to address the strategic objectives of the County Council where they are relevant to the objectives of the ESFA funding for Community Learning.

<b>SCC objectives</b>	<b>Community Learning objectives</b>
Be able to access more good jobs and feel the benefit of economic growth	Support individuals to progress towards formal learning or employment
Be healthier and more independent	Support individuals to improve their health and well-being, including mental health
Feel safer, happier and more supported in and by their community	Develops the skills, confidence, motivation, and resilience of adults of different ages and backgrounds. Develop stronger communities

**The Community Learning Specification lays out clear expectations of the delivery of each of the Curriculum Areas and Adult Skills accredited programmes and offers effective support to providers to ensure that courses are well planned and sequenced, and that the aims and learning outcomes are clear.**

A description of each curriculum area set out expectations of the aims of the courses, initial assessment, delivery methods, and progression routes, and Community Learning quality staff offer support and guidance to ensure that these expectations are met through quality monitoring and assurance activities, as well as continuous professional development and sharing of good practice.

**The impact of these clear expectations is that, in Community Learning, learners complete their courses and achieve their course aims exceptionally well. In Adult Skills, although learners pass their assessments, too many learners leave before the end of the course which impacts on overall achievement.**

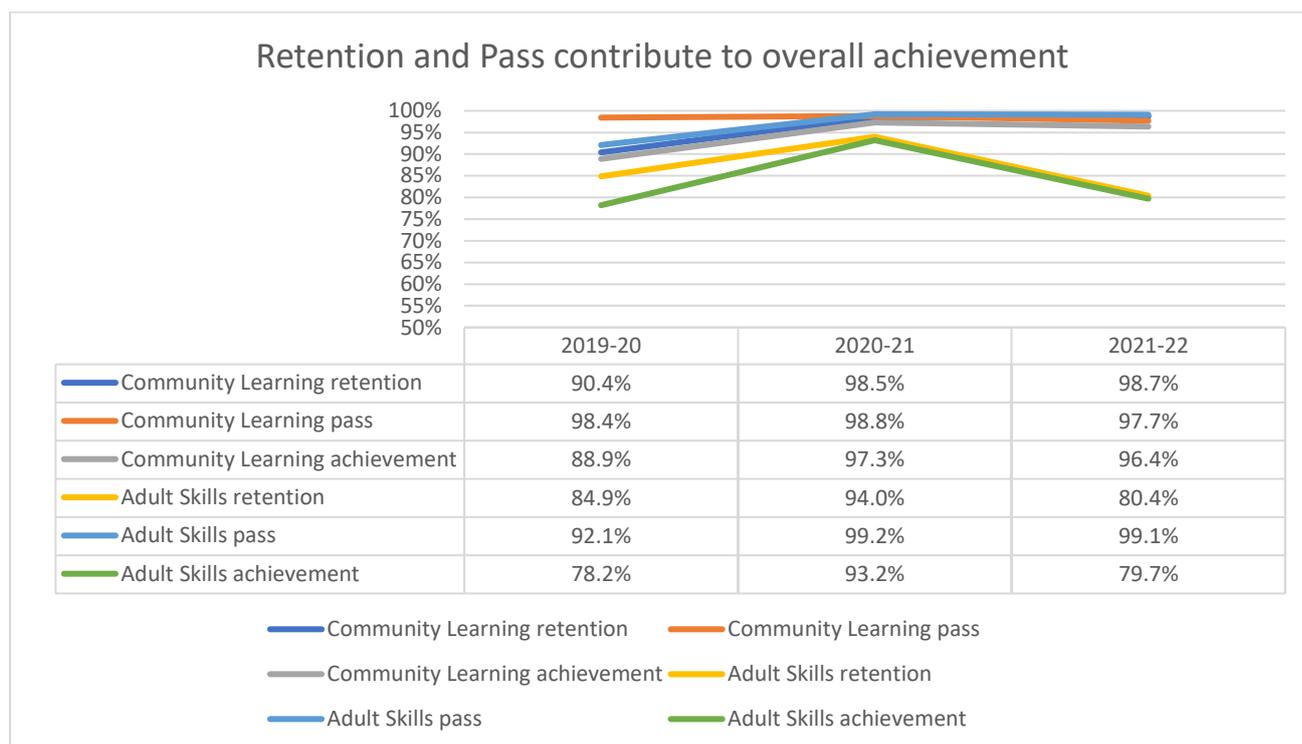
In Community Learning the overall achievement rate is 96%, above the KPI target of 94%. All Curriculum Areas reached the target except Digital (192 enrolments) which was significantly below target at 86%.

Whilst the overall achievement rate for Adult Skills ESOL is 80%, when we exclude the pre-entry learners from this the achievement rate is 85%, which is anticipated to be broadly in line with the national achievement rate for these qualifications (% available in March 2023). In some cases, early withdrawal from learning is because learners have had to take on caring responsibilities, or because of illness, or have gained employment. However, there still needs to be improvement in quality of education in this area, and better identification of barriers to learners' attendance and strategies to address these. For example, levels of retention in the previous academic year, when more teaching was

online were much higher at 93% compared to 80% in this academic year, for both pre-entry, and entry 1-3 and level 1 courses, so developing a more consistent blended model is important.

This has disproportionately affected learners from ethnic minority backgrounds.

The Adult Skills achievement rate for Essential Digital Skills is at 80%, compared to the national achievement rate of 65% (2020-21) (Updated % available in March 23).



**Apart from completion and achievement of the course, learners benefit from significant wider impacts of learning in the vast majority of Community Learning and Adult Skills provision.**

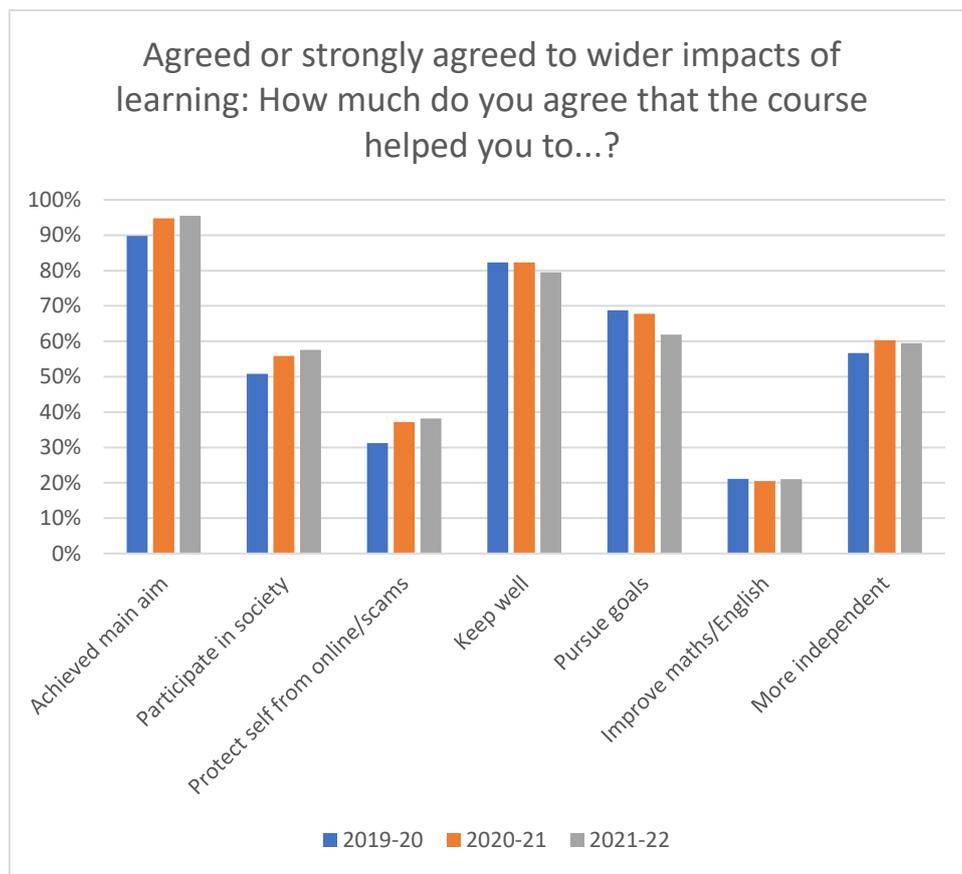
Tutors plan courses which are effective in delivering the intent of the curriculum areas, with many courses planned to deliver a range of wider benefits which support learners’ confidence, wellbeing and employability. Again, learner feedback evidences that this planning is effective with 67% reporting their wellbeing is better, 64% that they feel more positive about the future, 39% saying they have improved their digital skills, and 26% that they have developed skills and confidence to get a new job.

When surveyed by telephone during the autumn following the academic year, 95.5% of learners report they achieved the principal motivation or reason for attending the course. However, in Digital Skills this figure dropped to 77%. More work needs to be done to capture these learners’ reasons for learning and adapting the courses to ensure these needs are met.

Across all provision, the most common reasons for joining cited during telephone interviews were to support family (29%), to pursue a hobby or interest (20.6%), or to benefit health and wellbeing (13.1%). Health and wellbeing is a motivation

for people to join courses in Employability, STEM, Supported Learning as well as in the Leisure Health and Wellbeing curriculum area; very often for these learners who also have high levels of mental ill-health the course is the first step in a long journey to raise their aspirations to work. The need for this type of provision is likely to increase given economic inactivity rates in 2022 and following on from the Covid pandemic.

Analysis of the responses about the wider impacts of learning indicates again that the impact matches our intent to support learners’ health, wellbeing, independence, and resilience.



**Learners are well prepared for their next steps because providers deliver effective information and advice to learners throughout the courses, record this using individual learning plans, with offer good support for learners to help them access their next steps.**

The Service maintained its matrix accreditation during 2021-22, and tutors and sub-contracted providers effectively support learners to understand what they can do next. The Learner Handbook contains links to the National Careers Service and Individual Learning Plans recognise learners progress and achievement and usually record discussions about next steps into volunteering or further learning. In many cases, providers are pro-active in supporting learners to find out about other courses or employment opportunities, for

example by having guest speakers from different work sectors. In the end of course survey, 99% of learners overall say that their tutor helped them to understand what to do next, although this is slightly lower in the Digital curriculum area (96%).

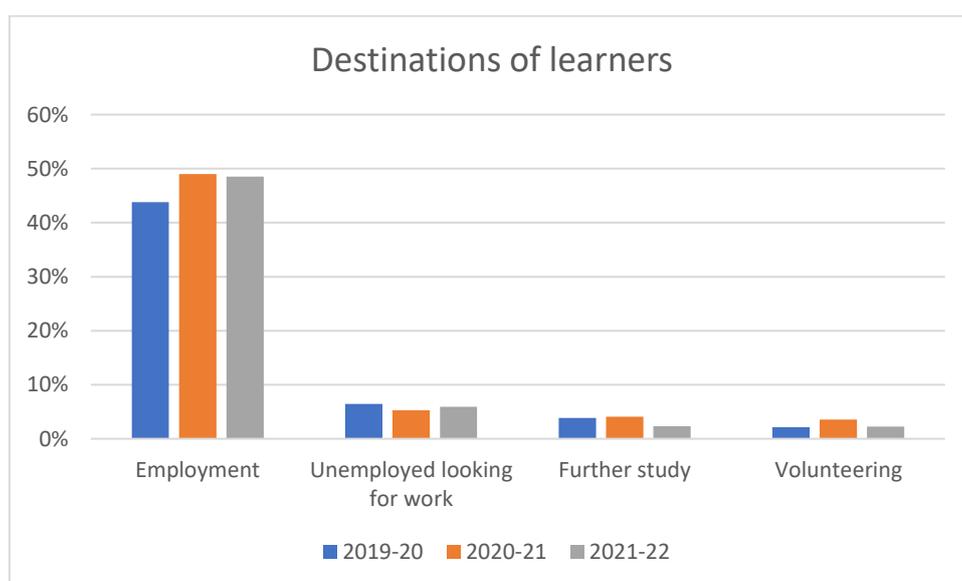
In the 'end of course learner feedback survey' just over two-thirds of learners said they wanted to continue with another Community Learning course, and in fact learners on average enrolled on 1.5 courses, with 25% of individuals attending 2 or more courses in-year. Where learners complete more than one course within the year, this is usually as a progression in terms of level or skill, for example from ESOL Entry 1 Reading to Entry 1 Writing, or to Entry 2 skills; or it is progression from bespoke provision in Supported Learning onto more general courses with a vocational aim, for example STEM or self-employment courses.

Just over 14% of learners in 2021-22 had completed a Community Learning course in the previous year and returned for more learning. Following the end of the year, in the telephone survey just 2.33% of learners (27 individuals) reported that they were now in an apprenticeship, higher education or in full or part-time education.

- **Area for Development 2: Better recognition of the progress learners have made in their personal development will help to raise learners' aspirations further.**

Almost half of all learners were employed at the start of their course and remain so following the course.

Of those learners who were unemployed and looking for work at the start of the courses, 30% had progressed into work when surveyed in November 2022, with a further 5.3% into volunteering positions and 4.6% into further learning.



Chase Aqua Rural Enterprise self-assessment report highlights the following positive destinations for learners: *Learner X has returned to support employability course as peer mentor to reinforce value of course and change that can be achieved, several learners have been discharged from Community Mental Health Team and Midlands Partnership Foundation Trust [MPFT] and many have made lifestyle changes re. healthy living/lifestyles including having gained enough confidence to apply for provisional driving licence.*

Community Forest Service learner feedback: *Just wanted to say thank you so much for the course and the experience. After a difficult couple of years, it really helped me regain my confidence and see a way forward. I am planning to enrol at Rodbaston and also hope to work with Staffordshire Wildlife Trust, I have an interview tomorrow ...* The learner was successful at interview and secured employment as a Visitor Services Assistant.

## Implementation

**The impacts reported above have been achieved because leaders and managers have effectively implemented its Strategy, and Teaching, Learning and Assessment Policy through the use of highly experienced sub-contracted providers. This has resulted in:**

- **good access (sometimes using transport provided by providers) to community-based venues including inspiring environments for learning such as care farms, as well as through the use of online delivery**
- **highly qualified tutors (48% at level 5 or above) who undertake an exceptional range of CPD to develop their dual professionalisms,**
- **outstanding range of resources and specialist facilities including vocational (woodwork workshops, floristry, animal care) and digital resources to enhance learning (Padlet, Canva, Google Classroom, WhatsApp and other social media closed groups, video, online forms)**

In April 2022, Staffordshire County Council's Community Learning was shortlisted for the national Building Brighter Futures award organised by the National Campaign for Learning, in recognition of how the service has innovated, adapted, and delivered family learning over the past year. The award celebrated activities that helped families during and after lockdown and supported health and wellbeing. The nomination acknowledges how Staffordshire Community Learning is using imaginative, innovative, and inclusive ways to deliver learning opportunities which help families in their communities.

Quality Improvement Plans and class visit reports evidence effective sharing of good practice either through sub-contracted providers developing informal

relationships and sharing good practice between themselves, or as a result of input from the Teaching and Learning Advisors, through formal CPD sessions, blog posts or 1-1 professional dialogue with providers and tutors. For example, effective questioning strategies were shared at a session in term 3 and immediately implemented by providers who feedback how the strategies had improved learners' reflection on their own learning. The use of Sway as a digital tool was introduced via a CPD session focussing on embedding English and maths – and one provider went on to use this with learners to embed digital skills in wellbeing courses.

The most frequent key strengths as measured during class visits and observations of teaching and learning included:

1. excellent tutor subject knowledge and expertise
2. very good learner engagement in session with individual learners well supported by staff
3. learning is well sequenced to build on existing knowledge
4. robust RARPA practice, particularly in STEM, Supported Learning and Family Learning, with approaches varied to suit the needs of the learners and delivery methods.

In the largest curriculum areas of Supported Learning and Family Learning for example, tutors use Individual Learning Plans effectively to document formative feedback to learners including refining and building on individual's targets as they work through the course. Tutors provide work that learners can engage with at different levels, for example through offering a selection of resources/activities with colour coding so learners can work at a level that will challenge them at an appropriate level, and according to their needs. Group learning is often supplemented with tutorial style feedback opportunities.

Tutors are highly attentive to learners' individual needs in the majority of courses, thanks to effective initial assessment, and are able to adapt their courses accordingly. For example, using learners' interests to choose course topics or resources, and providing support by employing additional members of staff. Learners on courses delivered by Pulse for Music, Staffordshire Venture and Liberty Jamboree use adaptive technology to enhance their learning and allow them to fully participate. Tutors are receptive to learners' mental health needs and adapt sessions to accommodate for example, when a learner is suffering from high levels of anxiety, alternative approaches are offered.

The most frequent areas for improvement as measured through class visits and observations were:

1. Communicating learning outcomes clearly to learners to support their understanding of their progress
2. Embedding of English, maths and digital
3. Starting sessions purposefully and on time

Continual Professional Development sessions were held during the year on areas 1 and 2, and providers' Quality Improvement Plans indicate that they continue to focus on all 3 areas for improvement, wherever relevant.

In some Digital courses and Adult Skills ESOL courses, learners are not adequately challenged through the effective use of initial and diagnostic assessment and personalised learning goals. In some Digital sessions, learning outcomes are not SMART, and too many learners don't recall their learning independently. 77% of learners on Digital courses responding to the telephone survey say they achieved their main reason for joining a digital course, compared to over 93% in all other curriculum areas.

### Overall observations of Teaching and Learning

**Teaching and Learning is good or better in the vast majority of sessions observed, particularly in Community Learning and CLT provision where 43% of sessions seen were outstanding. However, in Adult Skills the teaching and learning observed required improvement.**

Provision type/ Curriculum Area	Percentages					Total number of tutors observed
	Grade					
	> 2	1	2	3	4	
Adult Skills	33%	0%	33%	67%	0%	3
Leisure, Health and Wellbeing	100%	100%	0%	0%	0%	1
Supported Learning	88%	25%	63%	0%	13%	8
Family Learning	100%	50%	50%	0%	0%	2
STEM	100%	100%	0%	0%	0%	2
Digital Skills	100%	0%	100%	0%	0%	3
Employability	0%	0%	0%	0%	0%	0
Community Learning Responsiveness Fund	86%	43%	43%	14%	0%	7
<b>CL Total</b>	<b>91%</b>	<b>39%</b>	<b>52%</b>	<b>4%</b>	<b>4%</b>	<b>23</b>
<b>Grand Total</b>	<b>84.6%</b>	<b>34.6%</b>	<b>50.0%</b>	<b>11.5%</b>	<b>3.8%</b>	<b>26</b>

Following the observations, tutors agreed action plans with their observer and manager on areas for improvement that are required, and suggested areas for further development.

- **Area for Development 2: Aspects of RARPA in a minority of courses need development, to support tracking and learner reflection on the progress of their skills, including wider skills and personal development towards long-term goals.**
- **Area for Development 4: The quality of education in Adult Skills and the Digital curriculum area needs to improve so that it is more responsive to all learners' needs and supports them to gain confidence and independence.**

## Behaviour and Attitudes

**Learners display extremely positive behaviour and attitudes towards their learning across all provision.** Evidence from class visits and observations witnesses that learners participate well, they gain confidence to ask questions, and they support each other. Learners are enthusiastic and motivated and in the best examples are able to take control of their learning, making active choices about how to learn. They celebrate their achievements together, for example, through presentations of practical work.

Overall, 98.8% of learners feedback at the end of their learning that they have enjoyed the course, and close to 100% said that the tutor ensured that all learners showed respect for other ideas and views.

Learners had the opportunity to contribute to focus groups and other learner voice activity organised at their provider. For example, at Upper Moreton Rural Activities CIC staff have provided a suggestion box for learners to use. One of the key messages of the focus groups was that learners felt accepted and valued in their learning environments, regardless of their perceived ability or identity/difference. As well as specific subject-related skills, they very frequently reported that the key benefits of the course had been in increasing their confidence and motivation, and reducing anxiety and isolation.

In the few sessions where teaching and learning is less than good, teachers do not manage the session well enough to ensure all learners are fully engaged at all times. Teaching and Learning Advisors then work with tutors to ensure strategies are put in place to address this, through action planning.

In most cases learners are exceptionally well motivated, ask questions, are keen to learn and share their learning, proud of their achievements.

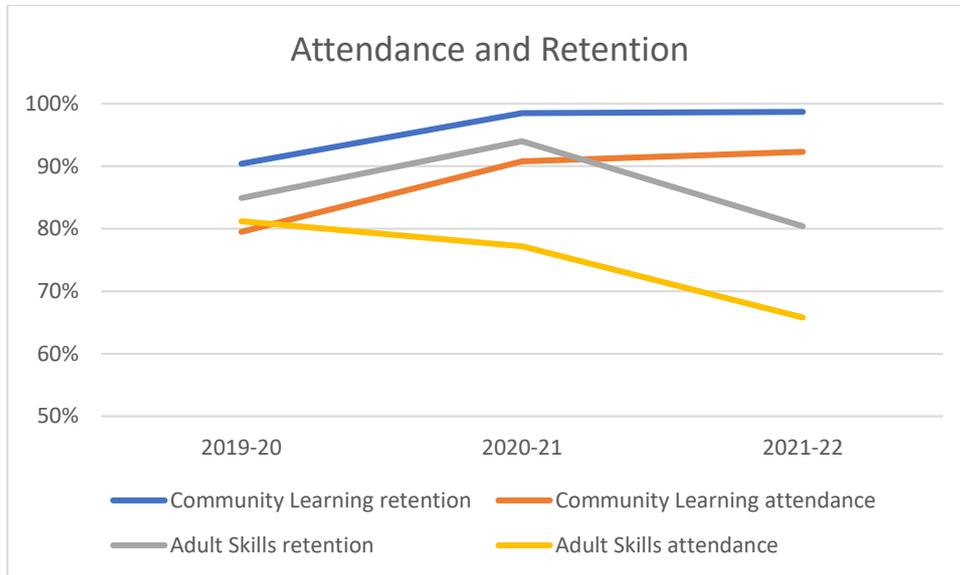
**Learners are punctual in most sessions.** Where there is a delay to the start of sessions this is mostly caused by:

- unpredictable transport issues where bespoke transport arrangements have been made to increase access to the courses, eg relating to congestion or weather, or
- technical issues in online or digital learning which tutors usually address swiftly.

Overall, the benefits of organised transport and online learning outweigh the occasional logistic issue.

**Attendance overall slightly exceeded the 90% target in Community Learning, but was significantly below this in Adult Skills, impacting on the overall headline retention rate.** In 2020-21 a significant amount of ESOL was delivered via online learning and although the attendance rate was low at 77.2%, learners were retained. With the return to face-to-face learning in 2021-22, this has not been repeated and a significant number of learners did not complete their course. In many cases, the reasons for this were ill health or related to childcare.

- **Area for Development 4: Barriers to attendance must be identified, and addressed, through strategies such as enhancing learning through digital technologies, for all learners in the Digital, Employability and Adult Skills courses.**



## Personal Development

**There is strong evidence that the scope of Community Learning courses supports learners to develop a wide range of personal skills including character, employability skills and understanding of life in modern Britain.**

In 2021-22, 39% of all learners said they had developed their digital skills, 33% had developed their English skills and 22% had developed maths skills. 39% also say they are more independent, with 26% reporting they have developed skills and confidence to help get a new job. Evidence from the later telephone survey shows that many of these benefits are sustained in the longer term, and support learners' wider communities too. For example, where 95% of learners on Family Learning courses agree to some extent that they feel supported to help other adults' or children's learning, 71% of learners in other curriculum areas also agree.

Many sub-contracted providers plan extensive activities to support learners' personal development. For example, Staffordshire Care Farming and Growing Rural Enterprise plan weekly workshops into their delivery covering topics such as self-care, positive personal image, skills for enterprise and employment and personal development.

A number of providers also support learners to progress into volunteering roles, and invest time and resources to ensure these volunteers are fully supported. For example, Staffordshire Care Farming and Growing Rural Enterprise have a

“Volunteer Passport” scheme, which consists of five modules: Health and Safety, Safeguarding, First Aid, Person Centred Approach and Food Safety. They also complete Safeguarding and Prevent Training. This approach is similar at Chase Aqua Rural Enterprise and Upper Moreton Rural Activities CIC.

Where learners have developed excellent craft skills, they have the opportunity to develop their aspirations for self-employment, for example at Upper Moreton Rural Activities CIC learners create products to sell on Etsy. They can progress from their first wellbeing courses onto a course focussed on setting up a business.

In the best ESOL delivery learners develop skills to communicate with their GP surgery, children’s school, Job Centre staff etc thus impacting on many areas of their life.

Feedback from Direct Delivery Unit tutor: *One of the learners has recently passed his driving test. Another learner told me she went to a Jobcentre interview on her own for the first time because she now feels more confident. This was particularly nice to hear because she was very shy when she joined and hardly spoke a word. Her husband assisted with the majority of her enrolment process.*

In courses for learners with learning difficulties/disabilities at Staffordshire Venture, the tutor plans courses carefully around learners’ interests and with a strong emphasis on developing their functional skills. She sets challenging outcomes, and checks understanding through thorough questioning, which develops learners’ critical thinking skills.

Sustainability is a common theme in many courses, particularly but not limited to those taking place in rural venues. Tutors talk to learners about sustainability as it relates to their subject and context, using recycled and natural materials, reducing waste, and actions that they can take to adopt sustainable lifestyles. For example, the Community Forest Service course, “How on Earth?”, aimed to take families through a variety of themes linked with climate change, introducing fun, creative and innovative activities for families to do together, and ending with each family making a pledge for one change. The courses have helped learners develop independence and resilience to cope and helping them to establish options for the future. For example, as a result of attending the “How on Earth?” course, one learner set up a “pre-loved” shop in her community, to support local people in Tamworth to reuse, recycle and save money. This is an outstanding example of the huge, positive impact our courses have on learners, and their wider communities.

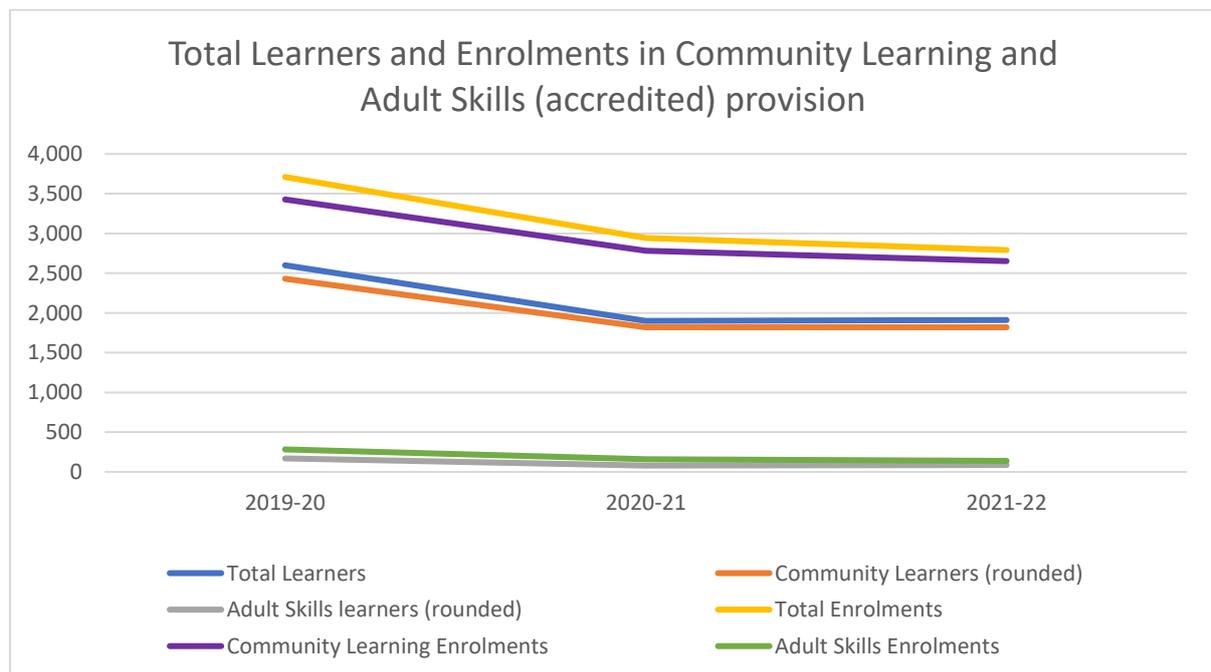
**Evidence from observation and class visit reports also indicates that learners are responsible, respectful and actively support each other, showing an awareness of British Values and Equality, Diversity and Inclusion (EDI).** At the end of the 2021-22 year, we have plans to build further on this, for example, to refresh tutor’s confidence in EDI, and to include learner voice in the updating of EDI policies.

Whilst we judge personal development of learners in readiness for their next steps to be good overall, we recognise that for many of our learners the journey towards employment is long and difficult given their starting points.

- **Area for Development 3: We want to make clearer progression routes for learners to support their progression towards work, including clearer links with Further Education and employers, to raise learners' aspirations.**

## Leadership and Management

**Staffordshire Community Learning makes good use of public funding by effectively engaging those who will most benefit from learning as identified by our targets for learner demographics.** The decline in numbers seen last year has slowed, and a smaller proportion of enrolments are made by learners who are not resident in Staffordshire districts. We have supported providers to continue to plan a blend of face-to-face and online learning where appropriate, to make the offer accessible, including for those who were still isolating or suffering from anxiety.



	<b>2019/20</b>	<b>2020/21</b>	<b>2021-22</b>
<b>Total Enrolments</b>	3,711	2,943	2,791
<b>Out of County</b>	199	110	58
<b>Staffordshire Enrolments</b>	3,512 (94.7%)	2,833 (96.3%)	2,733 (98%)

Approximately 50% of enrolments come from learners who live in the targeted wards (up from 45% in 2020-21), with most providers attracting at least 30% of such enrolments, and many significantly higher. Across the districts Staffordshire Moorlands and South Staffordshire in particular, whilst having lower levels of deprivation, are under-represented in terms of available sub-contractors and participation.

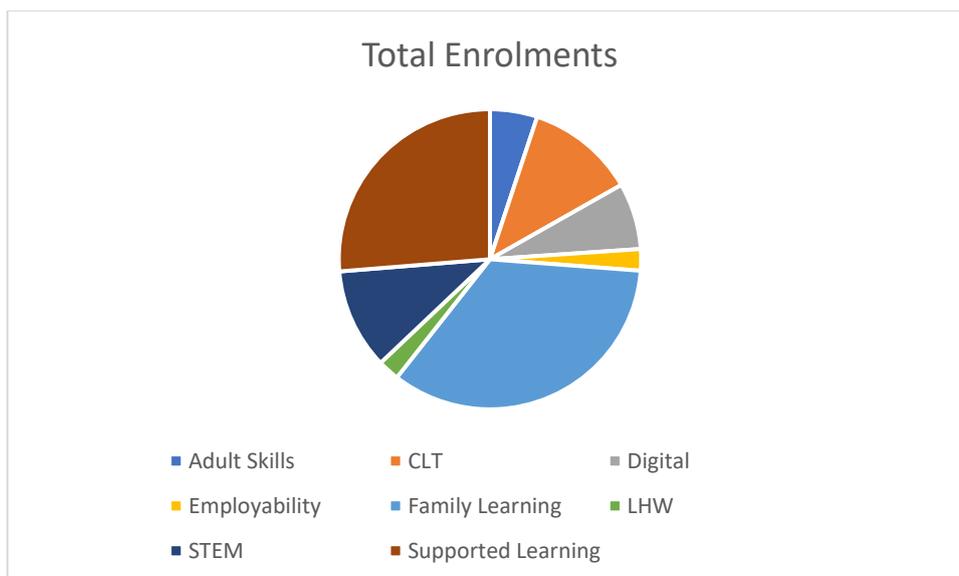
Approximately 55% of enrolments are from learners whose highest qualification is below a level 2, or who do not know what qualifications they have. Adult Skills provision, Digital, and Employability courses in particular attract more learners with low skills levels (99%, 65% and 54% respectively).

Based on data gathered at enrolment, 14% of enrolments were from people who are actively looking for work at the start of their course. 50% were not currently working and not looking/available for work. The biggest contributing factor here is people on Supported Learning courses designed for those with learning difficulties/ disabilities and/or mental ill health.

Approximately 50% of enrolments across all provision are for learners who self-declare they have a learning difficulty/disability including mental ill health. The figure is highest in Supported Learning (91%), STEM (84%), and Employability (70%). These learners may therefore be less ready to start work.

In total 86% of all learners identify themselves as White British, with 1.7% declining to give ethnicity information. This leaves 12.3% of enrolments from learners with other ethnic backgrounds; the number of enrolments from these learners is in line with the proportion of the general population in all districts apart from Newcastle where it is slightly below the expected level. Whilst the Direct Delivery Unit's ESOL courses attract 88.4% of their learners from diverse ethnic backgrounds including refugees and asylum seekers, other curriculum areas attract between 3.5% and 16% of enrolments from learners with other ethnic backgrounds. This means these learners are under-represented in some curriculum areas and we need to do more to ensure learners know about and can and want to access our provision in STEM and Supported Learning.

Funding allocations to sub-contractors are weighted to favour Tamworth and East Staffordshire as priority districts due to the identified need in these areas, and towards curriculum areas of Supported Learning, followed by STEM and Family Learning.



The full allocation of funding from the ESFA was not utilised in 2021-22 (76%). Some sub-contractors on the Community Learning Framework declined to contract in this academic year, meaning we were unable to allocate the full amount of funding. The reasons for this included having limited access to potential learners at this stage in their recovery from Covid, and being unable to sufficiently diversify their provision. A strategic decision was taken not to offer contracts to all providers on the Framework, in order to maintain the quality of delivery. In addition, some providers did not achieve their full contract. In particular, this affected Digital and Employmentability courses where less than a third of the overall funding allocation was achieved, mainly due to low participation where the course offer was less well aligned to local learner needs.

- **Area for Development 1: We need to take steps to maximise funding, ensuring that the contract is feasible for sub-contractors, and that the curriculum offer attracts our target learners, across all demographic groups in Staffordshire.**

**Community Learning contributes effectively to Staffordshire County Council’s strategic priorities because the curriculum offer is clearly shaped to respond to local needs through the Community Learning Strategy and Commissioning Plan. As a result, learners report that following the course, they are healthier, have better wellbeing, are more independent, more involved in their communities, and have developed work-related skills.**

Well-established partnerships operate at all levels including leaders, managers, teaching staff, subcontractors and their staff. As a LEP member, we contribute to developing the local skills agenda, aligning provision to skills gaps. This results in an effective and well-informed Community Learning strategy.

Leaders and managers encourage providers to use a range of marketing strategies, supported by our online directory and social media channels, and have effective networks of referring partners, in most cases, to recruit learners.

Our sub-contracted providers have built strong partnerships with organisations such as Community Mental Health teams, Bereavement services, NHS social prescribers, drug and alcohol recovery services, organisations that support those who have experienced domestic abuse, Shaw Trust, Job Centre, housing associations and schools. As a consequence, a high proportion of learners are recruited from our target groups and are supported to make positive progression.

**In addition, the Community Learning Strategy ensures that providers support learners to become involved in their local communities.** For example, providers give learners opportunities through The Friends of Hednesford Park, Forest of Mercia, Transforming the Trent Valley Project, and Sudbury Hall. Learners are able to develop their employability skills through volunteering with these projects as well as contributing to their local community. In February 2022, learners who had attended a Community Forest Services “How on Earth?” course focussing on sustainability opened a “Pre-loved” shop in a retail unit in Tamworth, evidencing the excellent boost to aspirations and transfer to the wider community the benefits of Community Learning.

**Staffordshire Community Learning managers have taken a thorough and effective approach to develop their strategy and communicate this to stakeholders, sub-contractors and tutors.** Feedback from tutors demonstrates that they clearly understand the purpose of Community Learning, and how their work contributes to the County Council objectives. This is also evidenced in the fact that courses clearly implement the strategy objectives. In a survey of Provider managers, eight out of nine respondents rated the levels of leadership, communication and support from Community Learning as good or better.

Feedback from provider manager: *The high expectations from those leading the Community Learning programme, encourage an environment of progress and innovation. I have been impressed with how leaders have responded to our delivery model and have worked with us to ensure we are giving learners the best experiences possible.*

Regular meetings take place between dedicated Contract Managers and sub-contracted providers to ensure that risks are minimised, that good practice is shared, and improvement plans implemented. Contract managers have the skills and experience to work autonomously, and Senior managers are involved where appropriate to support this process. This has been effective at ensuring continued focus on improvement with the vast majority of sub-contracted providers. Leaders and managers need to continue to use appropriate strategies and interventions to address any inconsistencies.

- **Area for Development 4: ensure that management of all curriculum areas is effective so that the identified improvements in Digital, Employability and Adult Skills can be addressed, and embedded consistently.**

**Governance processes are effective in providing challenge through regular reporting,** including monthly reporting through the Skills and

Employability Team Meetings and contract tracker, and monthly reporting against the Economy, Infrastructure and Skills Business Plan, quarterly performance reports to senior leaders including the Cabinet member, and the annual reporting and sign-off by the Prosperous County Overview and Scrutiny Committee.

**There has been a clear focus on continual Quality Improvement for with senior managers setting effective and challenging targets, including for participation, and Recognising and Recording Progress and Achievement (RARPA) to support positive progression for learners.**

The main Quality Improvement Plan mirrors discreet Quality Improvement Plans for each provider which are updated routinely to record progress and discussed at regular contract meetings. This has contributed to the following outcomes:

- Overall levels of participation are similar to 2020-21 with 25% of learners are male
- 39% of ALL learners' feedback that they have improved digital skills, reflecting good practice in Teaching Learning and Assessment delivery across curriculum areas
- 8/10 enrolments on Essential Digital Skills Qualifications were achieved (2 withdrawn).
- More collaborative working has led to better join up between digital strategy and skills support on Digital strategy website
- Closer working with data team has facilitated in-year data audits,
- Pound Plus reported and shared with providers
- Attendance overall remained at just under 90% target, with improvement in Employability, but decrease in Adult Skills and Digital.
- Retention still above target overall, decreases in Adult Skills and Digital.
- Safeguarding practices have been maintained and developed in a timely way in response to situations arising.
- Overall, 96% of learners were informed about how to protect themselves from the risks of radicalisation and extremism.
- 76% of learners reported their wellbeing was improved, also evidenced through learner focus groups.
- 100% of tutors responding to survey agreed or strongly agree that managers are considerate of wellbeing and workload.
- RARPA audits RAG-rated as compliant in all curriculum areas except Digital and Employability.
- 63% of learners responded to destinations survey providing robust data which has been used to update targets for learner progression.
- Regular team meetings have ensured better communication of process and challenge received from governors.

**Staff and tutor development is excellent with a wide range of opportunities made available to sub-contracted tutors by Community Learning, and moreover, tutors independently undertake an outstanding array of professional development within their subject area, pedagogy or relating to learner needs.** For example: training on vulnerabilities such as

mental ill health, isolation, eating disorders, managing sexualised behaviours, domestic violence; on supporting learners with autism and medical conditions, general First Aid; with partners such as Refugee Action and Support Staffordshire; on subject specific topics such as art and gardening; on increasing participation of males in Family Learning, and through social media; through the European Erasmus Open Mind Project sharing innovative approaches with adult educators from a range of countries; training provided by ESOL publishers and awarding bodies, IT training. It is clear the tutors are exemplary in their own approach to lifelong learning!

The Community Learning Service Continual Professional Development opportunities include sharing good practice via dedicated Teaching and Learning Advisors, who also plan and deliver training sessions on aspects of pedagogy, delivered online or through interactive resources and blogs. Tutors from all main providers, and half of Community Learning Responsiveness Trust providers attended Tutor Briefing sessions at the start of the academic year to share important updates on Safeguarding, digital skills for learners, and other operational updates. There were a further 28 individual attendances at sessions covering RARPA, questioning, and digital skills supported by our Teaching and Learning Advisors, one of whom has achieved Microsoft Innovative Educator status during the year. This has resulted in positive feedback with tutors reporting the success of new techniques for example in learner reflections, and in using SWAY as a tool for learners to present their work.

With a small, dedicated team of Teaching and Learning Advisors informal sharing of good practice is a key tool in continual improvement. In addition, strong peer relationships have developed between providers which is supporting sharing and adaption of good practice. For example, providers have shared and adapted approaches to RARPA using online tools, to learner voice, and taken learners on visits to other providers to support progression.

The impact of this professional development is that courses are led by expert tutors who have the confidence to manage the range of learner needs they meet in practice. Senior managers have implemented a tutor survey and the responses indicate that tutors feel their managers are supportive of their wellbeing. Respondents identified as a strength of the Service that providers feel valued and there is good communication between providers and Community Learning.

## Supporting Evidence

### Quantitative data

#### ILR data

#### Adult Skills

[Adult Funding Claim Report 20220926-175922](#)

Total Adult Skills £39,828: 89 learners, 139 enrolments

#### Community Learning

[CL Summary of Learners by Non-Single Budget Category Report 20220926-175922](#)

Category	Total learners <sup>1</sup>	Enrolments in this funding year <sup>3</sup>
<b>Total Community Learning<sup>4</sup></b>	1820	2652
<b>Personal and Community Development Learning</b>	749	1341
<b>Neighbourhood Learning in Deprived Communities</b>	278	354
<b>Wider Family Learning</b>	838	957

#### Community Learning Performance Dashboard

Including all enrolments for learners who reside in the 8 Staffordshire districts and who have attended at least the qualifying period for the course (>25% of non-accredited courses)

Excluded from CL Performance dashboard:

10 learners who were not counted as starts (ie attended less than 25% of GLH)

58 learners living outside the 8 Staffordshire districts

## Community Learning Dashboard

### Overall participation and achievement, showing attendance, pass and retention rates

Analysis by demographic groups and curriculum area

	<b>Courses</b>	<b>Learners</b>	<b>Enrolments</b>	<b>Completers</b>	<b>Withdrawn</b>	<b>Achievers</b>	<b>New Learner</b>	<b>Attendance Rate KPI target 90%</b>	<b>Achievement Rate KPI target 94%</b>	<b>Pass Rate KPI target 98%</b>	<b>Retention Rate PI target 96%</b>
<b>All providers</b>	312	1845	2723	2637	86	2602	1415	89.2%	95.6%	98.7%	96.8%
<b>Community learning (CL)</b>	286	1765	2585	2526	59	2492	1361	92.3%	96.4%	98.7%	97.7%
<b>Adult Skills (AS)</b>	26	88	138	111	27	110	54	65.8%	79.7%	99.1%	80.4%
<b>CL and AS White British (WHB)</b>	288	1586	2341	2286	55	2255	1220	92.2%	96.3%	98.6%	97.7%
<b>CL and AS All ethnic monitory</b>	155	259	382	351	31	347	195	76.1%	90.8%	98.9%	91.9%

AS All ethnic minority	23	78	128	103	25	102	47	65.3%	79.7%	99.0%	80.5%
AS WHB	5	10	10	8	2	8	7	74.9%	80.0%	100.0%	80.0%
CL All minority ethnic	132	183	254	248	6	245	148	91.9%	96.5%	98.8%	97.6%
CL WHB	283	1582	2331	2278	53	2247	1213	92.3%	96.4%	98.6%	97.7%
CL and AS Females	297	1442	2037	1977	60	1950	1116	89.0%	95.7%	98.6%	97.1%
CL and AS Males	193	403	686	660	26	652	299	89.6%	95.0%	98.8%	96.2%
Digital Males	47	70	88	77	11	74	47	86.2%	84.1%	96.1%	87.5%
CL males not incl digital	131	322	576	567	9	562	243	91.8%	97.6%	99.1%	98.4%
LDD	236	722	1356	1322	34	1305	496	90.9%	96.2%	98.7%	97.5%
No LDD	227	1036	1253	1202	51	1185	846	86.6%	94.6%	98.6%	95.9%
CL and AS Under 60	298	1581	2307	2244	63	2213	1235	88.9%	95.9%	98.6%	97.3%
CL and AS Over 60	141	266	416	393	23	389	180	90.9%	93.5%	99.0%	94.5%
Digital over 60	49	95	103	87	16	86	76	81.4%	83.5%	98.9%	84.5%

Community Learning Trust Responsiveness Fund (CLT)	38	242	318	309	9	308	163	90.5%	96.9%	99.7%	97.2%
Digital (DIG)	59	168	195	171	24	168	131	84.0%	86.2%	98.2%	87.7%
Employability (EMP)	18	60	63	60	3	59	34	87.3%	93.7%	98.3%	95.2%
Family Learning (FL)	100	820	935	925	10	908	680	95.6%	97.1%	98.2%	98.9%
Leisure Health and Wellbeing (LHW)	6	53	63	62	1	62	34	92.3%	98.4%	100.0%	98.4%
STEM	17	169	295	291	4	288	69	91.4%	97.6%	99.0%	98.6%
Supported Learning (SL)	48	398	716	708	8	699	250	92.5%	97.6%	98.7%	98.9%

### Attendance by curriculum area 3-year rolling data

	2019/20	2020/21	2021/22	Change of more than 1%
AS	81.2%	77.2%	67.2%	↓
CLT	82.8%	88.4%	90.5%	↑
DIG	64.4%	85.9%	83.7%	↓
EMP	57.4%	79.7%	87.6%	↑
FL	79.6%	95.9%	95.6%	
LHW	75.6%	84.9%	92.3%	↑
SL	86.5%	91.7%	92.6%	↑
STM	88.5%	92.1%	91.4%	↓
All prog	79.7%	89.7%	89.5%	

### Retention by curriculum area 3-year rolling data

	2019/20	2020/21	2021/22	Change of more than 1%
AS	84.9%	94.0%	83.3%	↓
CLT	94.2%	97.6%	97.2%	
DIG	84.3%	97.0%	88.7%	↓
EMP	72.9%	95.0%	96.9%	↑
FL	90.7%	99.3%	98.9%	
LHW	89.5%	97.6%	98.4%	↑
SL	95.2%	99.2%	98.9%	
STM	94.3%	97.9%	98.6%	
All prog	90.0%	98.3%	97.2%	↓

### Attendance, retention, pass and achievement by Provider and Curriculum Area

	Provider	Programme Area	Attendance Rate	Retention Rate	Pass Rate	Achievement Rate
<b>1</b>	<b>DD ESOL</b>	<b>ASB</b>	65.0%	80.5%	99.0%	79.7%
<b>2</b>	<b>Walsall College</b>	<b>DIG</b>	72.8%	88.2%	93.3%	82.4%
<b>3</b>	<b>Pulse for Music Staffordshire CIC</b>	<b>CLT</b>	73.4%	88.2%	100.0%	88.2%

4	<b>DD Community Learning</b>	<b>DIG</b>	78.9%	84.2%	99.0%	83.3%
5	<b>DD IT</b>	<b>ASB</b>	81.8%	80.0%	100.0%	80.0%
6	<b>West Chadsmoor Family Centre</b>	<b>CLT</b>	83.6%	95.5%	100.0%	95.5%
7	<b>Bright Beginnings Family Hub CIC</b>	<b>CLT</b>	84.2%	100.0%	100.0%	100.0%
8	<b>Chase Aqua Rural Enterprise CIC</b>	<b>STM</b>	85.8%	100.0%	93.5%	93.5%
9	<b>Chase Aqua Rural Enterprise CIC</b>	<b>EMP</b>	85.8%	100.0%	96.4%	96.4%
10	<b>Community Forest Services</b>	<b>STM</b>	86.2%	92.3%	97.9%	90.4%
11	<b>Chase Terrace Academy</b>	<b>FL</b>	87.5%	93.8%	100.0%	93.8%
12	<b>Acorn Training</b>	<b>EMP</b>	88.0%	91.4%	100.0%	91.4%
13	<b>Two Gates Primary School</b>	<b>FL</b>	89.2%	100.0%	100.0%	100.0%
14	<b>Staffordshire Venture Ltd</b>	<b>CLT</b>	89.7%	95.0%	100.0%	95.0%
15	<b>DD Community Learning</b>	<b>LHW</b>	90.0%	100.0%	100.0%	100.0%
16	<b>Community Forest Services</b>	<b>FL</b>	90.5%	97.9%	95.7%	93.7%
17	<b>Gartmore Riding School RDA</b>	<b>CLT</b>	90.9%	100.0%	98.7%	98.7%
18	<b>Staffordshire Care Farming Development CIC</b>	<b>SL</b>	92.1%	99.7%	99.0%	98.6%
19	<b>Chase Aqua Rural Enterprise CIC</b>	<b>SL</b>	92.2%	98.1%	99.2%	97.3%
20	<b>Community Forest Services</b>	<b>LHW</b>	92.6%	98.1%	100.0%	98.1%
21	<b>Acorn Training</b>	<b>DIG</b>	92.9%	97.6%	100.0%	97.6%
22	<b>Growing Rural Enterprises Ltd</b>	<b>STM</b>	93.2%	100.0%	100.0%	100.0%
23	<b>Upper Moreton Rural Activities</b>	<b>SUP</b>	93.8%	98.8%	97.6%	96.5%
24	<b>Staffordshire Libraries and Arts</b>	<b>CLT</b>	94.4%	100.0%	100.0%	100.0%
25	<b>Dyslexia Association of Staffordshire Ltd</b>	<b>CLT</b>	95.1%	95.1%	100.0%	95.1%
26	<b>Liberty Jamboree</b>	<b>CLT</b>	96.4%	100.0%	100.0%	100.0%
27	<b>Families First</b>	<b>FL</b>	98.4%	99.8%	100.0%	99.8%
28	<b>Crackley Bank Primary School</b>	<b>FL</b>	100.0%	100.0%	94.4%	94.4%
29	<b>Fox Training Solutions Ltd</b>	<b>CLT</b>	100.0%	100.0%	100.0%	100.0%

## Learner Destinations and outcomes survey

Conducted by J2 research by telephone interviews with learners during November 2022

	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Total Number of Learners</b>	<b>2540</b>	<b>1862</b>	<b>1845</b>
<b>Available for Survey</b>	<b>74.4%</b>	<b>80%</b>	<b>96%</b>
<b>Surveys completed</b>	<b>67.3%</b>	<b>65.5%</b>	<b>65.5%</b>
What are you doing now?			
Employment	43.8%	49%	48.5%
Unemployed looking for work	6.45%	5.3%	5.95%
Further study	3.85%	4.1%	2.33%
Volunteering	2.12%	3.58%	2.24%
Wider Outcomes			
Achieved main aim	89.8%	94.8%	95.5%
Participate in society	50.8%	55.9%	57.6%
Protect self from online/scams	31.2%	37.2%	38.2%
Keep well	82.3%	82.3%	79.5%
Pursue goals	68.8%	67.8%	61.9%
Improve maths/English	21.1%	20.5%	21%

More independent	56.7%	60.3%	59.5%
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### Tutor qualifications

L3 AET/PTLLS or equivalent	19	35%
L4 CET/CTLTS or equivalent	5	11%
L5 Cert Ed/DET or equivalent	12	26%
L7 PGCE or equivalent	10	22%
Total number of tutors	46	

### Teaching, Learning and Assessment Monitoring

Observation Grade Profile, including all moderated observations carried out by Teaching and Learning Advisors (TLAs), evaluations of online delivery and joint lesson observations with providers' own observation staff.

Curriculum Area	Percentages (%)						Numbers					
	Grade						Grade					
	> 2	1	2	3	4	Total	> 2	1	2	3	4	Total
AS Progression Pathways	33%	0%	33%	67%	0%	100%	1	0	1	2	0	3
Leisure, Health and Wellbeing	100%	100%	0%	0%	0%	100%	1	1	0	0	0	1
Supported Learning	88%	25%	63%	0%	13%	100%	7	2	5	0	1	8
Family Learning	100%	50%	50%	0%	0%	100%	2	1	1	0	0	2
STEM	100%	100%	0%	0%	0%	100%	2	2	0	0	0	2

Digital	<b>100%</b>	0%	100%	0%	0%	<b>100%</b>	<b>3</b>	0	3	0	0	<b>3</b>
Employability	<b>0%</b>	0%	0%	0%	0%	<b>100%</b>	<b>0</b>	0	0	0	0	<b>0</b>
Community Learning Trust	<b>86%</b>	43%	43%	14%	0%	<b>100%</b>	<b>6</b>	3	3	1	0	<b>7</b>
<b>Total %</b>	<b>84.6%</b>	34.6%	50.0%	11.5%	3.8%	<b>100%</b>	<b>22</b>	<b>9</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>26</b>

### Outcomes from Grade 3 and 4 observations:

1 Supported learning tutor with grade 4, and 1 CLT tutor with grade 3 respectively were no longer employed to deliver Community Learning after the end of the course observed.

2 Progression Pathways tutors are continuing with mentoring support from the Community Learning TLAs into 2022-23 academic year to address all areas for improvement.

### RARPA audits

#### End of year RARPA audit position

Provider	Curriculum Area	End of year RARPA audit position
Community Forest Services	STEM	Green – no issues
Community Forest Services	Leisure Health and Wellbeing	Green – no issues
DDU	Digital	Green – no issues
Staffordshire Venture	CLT	Green – no issues
Dyslexia Association	CLT	Green – no issues
Walsall College	Digital	Green – no issues
Upper Moreton Rural Activities	Supported Learning	Green – no issues
CARE	Supported Learning	Green – all issues resolved
Families First	Family Learning	Green – all issues resolved
Growing Rural Enterprise	STEM	Green – all issues resolved
Staffordshire Care Farming	Supported Learning	Green – all issues resolved

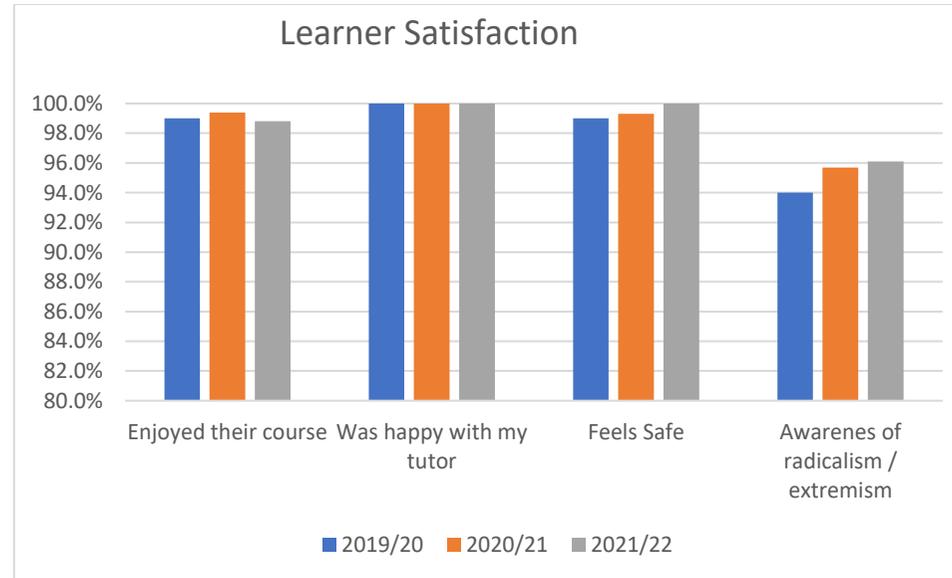
West Chadsmoor Family Centre	CLT	Green - all issues resolved
DDU	Progression Pathways - ESOL	Amber - issues not fully resolved
Acorn Training	Digital	Red - outstanding issues
Acorn Training	Employability	Red - outstanding issues

**Outcomes:**

DDU and Acorn to continue to receive prioritised support in Term 1 of 2022-23 and on-going as necessary to address areas for improvement in RARPA.

## Learner Feedback data

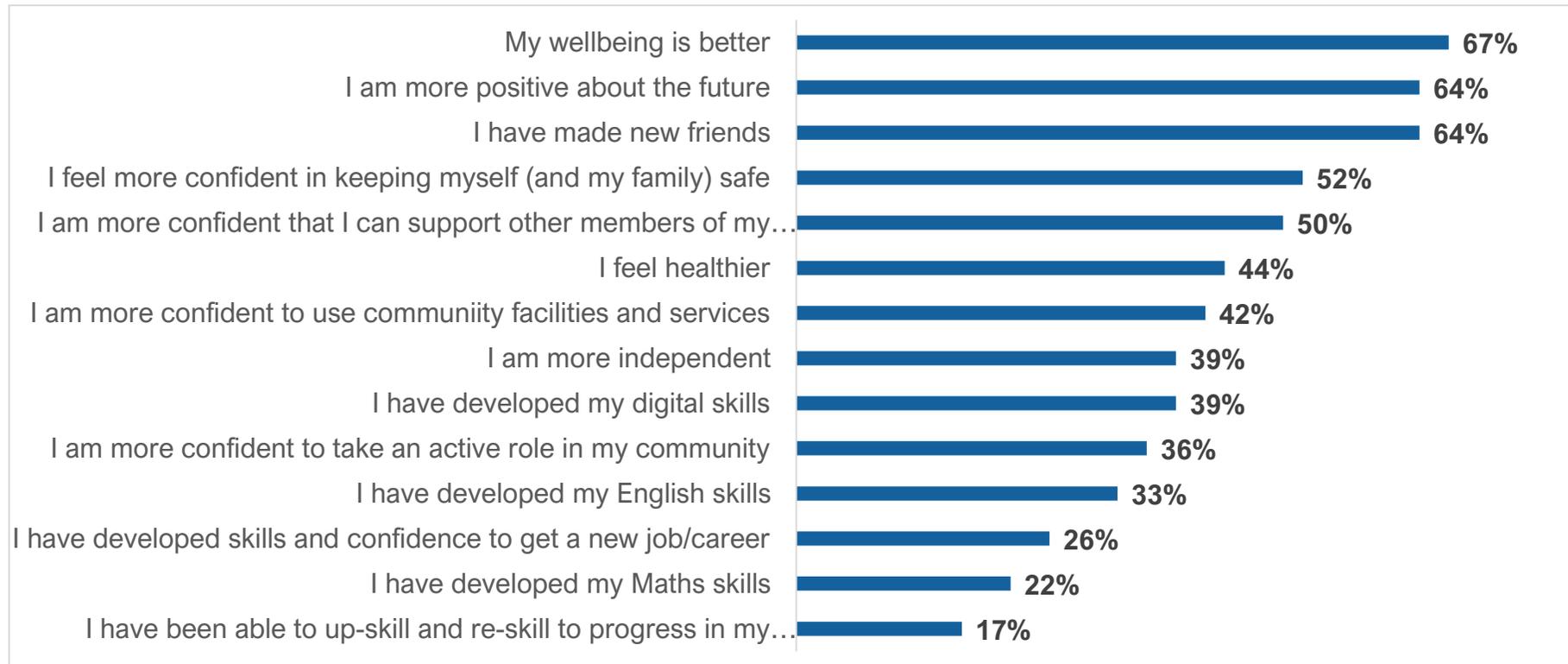
Based on results of questionnaire which learners are asked to complete at the end of their course [Learner feedback - Staffordshire County Council](#)



Learners who only partly enjoyed their course were more likely to be in Digital, Employability, CLT, LHW or Progression Pathways.

99% of learners from a White British background enjoyed their course, 98% of learners from other ethnic groups enjoyed their course.

## Feedback survey, all learners, wider impacts



## Qualitative data sources

- A. Verbatim comments from learners provided as part of the Feedback questionnaire**
- B. Case Studies provided by learners and providers**
- C. Focus groups conducted by Teaching and Learning advisors during 2022**
- D. Narrative of sub-contracted and Direct Delivery Unit Self-assessment reports, contract monitoring reports and quality improvement plans**
- E. Narrative of Quality reports – observations, class visits and RARPA audits**

## Learner Feedback

### Community Forest Services

Just wanted to say thank you so much for the course and the experience. After a difficult couple of years it really helped me regain my confidence and see a way forward. I am planning to enrol at Rodbaston and also hope to work with Staffordshire Wildlife Trust, I have an interview tomorrow for visitor services assistant, so fingers crossed. I am also continuing to sort out pocket adoptions of the Brook and pools here. **(She was successful with her interview and is now employed with the Wildlife Trust as the first step into her conservation career)**

I am now applying for a PhD at University of West London because of the support I got from the course and the time I had to reflect on what I wanted from a role and what I am interested in and I realised I can't wait around forever to follow my dreams and stay in a 9- 5 job just to pay the bills. The course showed me how much was out there and inspired me to move on and upwards. It is not in the environmental sector but it is a combination of health and spirituality and nature connection is a big part of that. So thank you for allowing me to do the course. Its literally changed my life.

I work as a Clinical Psychologist in the NHS and personally have found connection with nature so useful for mental health (e.g. I walk regularly, enjoy mindfulness in nature, wild swim). During Covid I got to combine work and my love of nature more (e.g. working outside with clients more during lockdowns). And I now think this is an area I want to move more into. I've loved finding out about all the organisations in this area, and can't wait to learn a lot more. I'm booked onto a couple of retreats next year (one is about self compassion and wild swimming, another has forest bathing in it). I'm now considering the forest bathing diploma! I didn't even know you could do that in this country - I'm very excited!

I have really enjoyed the talk, the links and especially the padlet which has got me all fired up and excited for the course. I have made time to focus on my tasks and its linked really well with my volunteering in the woods were {sic} I worked with families doing a bioblitz activity. I helped the families to find and identify plants, birds, bugs and fungi and shared some new found objects with my childminded children a few days later. I constantly risk assess as a childminder but found doing the written risk assessment helped me to focus on why I do what I do to keep the children safe. After reading the padlet article, I was shocked at how many plants in the woods are unsafe, especially bluebells. I have enquired about a level 3 forest school course and applied for a grant. So I have had a great first week and really enjoyed it!

## **Families First**

Thanks so much for all your help, this has been life changing for me and I cannot thank you enough, you're just amazing and how you have advised me, the way you have spoken, and the advice has been just the best, we talk more, I do not shout, I am more patient.

We have found the course informative, and it has helped us to refine things, and make certain adaptations to what we do. We are all profoundly deaf in our home, so we were so pleased to be able to access the course with the adaptations the tutor made. We have had an excellent experience.

I have more confidence, more tools and resources for new different activities. I know more about developmental milestones and what to look for to ensure my child achieves these. I have researched more using the website links from the course ie YouTube video clips, NHS, ROSPA and from email information. I am more confident to provide age/stage appropriate activities and make use of the local Community for walks and activities

## **DDU ESOL**

One of the learners arrived from Ukraine in May and started working in a warehouse shortly after. In the past week she told me (tutor) that her colleagues have commented on the improvement in her English, and she has recently been involved in training colleagues and has been moved from the packing department to a more IT-based role.

I am very happy that I took this course. All the tasks we did also helped me understand the traditions and culture of England. Our teacher explained everything very well and helped me and another learner.

This course was very useful for me, my teacher was very good and helpful and taught me anything I need in normal life in the UK.

## **DDU IT**

I found it really helpful as I didn't really know much on how to use a computer. Looking forward to progressing  
Tutor has been brilliant and supportive, I've picked up loads of new skills and am very happy

I found it so good would love to build up further once I have to buy a laptop and found it giving me a purpose and so important in daily life and the way modern technology is.

From having been scared of computers, My Tutor as given me the confidence to practice learning and helped me through each process.

### **Dyslexia Awareness Society**

I thought this course was a great overview of dyscalculia and maths difficulties and strategies we can use to support students who are struggling. The tutor was very knowledgeable, helpful and patient, she made sure we all had a full understanding and was happy to elaborate or answer any questions whenever required. I would not hesitate to complete another course with this provider or recommend them to others.

I thoroughly enjoyed this course and have learnt a lot from it. I have read many books about understanding dyslexia but had no knowledge about learning strategies and practices to help a dyslexic learner. This course has filled those gaps perfectly without going into too much detail for a parent. [Tutor] was thoroughly engaging and delivered an informative well-structured course.

We talked about reasonable adjustments which was very useful as it helps to inform the staff members in my school with suggested classroom strategies. We talked about starting to plan for a supported programme of study and I have ordered the Kelly book. Considering EAL students was also useful and I have spoken with the member of staff responsible for EAL.

### **Acorn**

Thanks very much for making these courses available - they are so much more than learning opportunities and are an important community service. My Acorn trainer was lovely and it's obvious that they care about the students as people rather than just delivering a course.

## **CARE**

I found the course was a good introduction to various aspects of working within the animal sector and gave me an excellent overview of what I could expect if going on to further studies within this area.

I have surprised myself at what I have learnt and achieved. Enjoyed the help from the staff and volunteers, they weren't patronising and supported you to achieve what you had in mind - your own ideas within what we were doing, and not what they thought you might want to do. Everything was my own work and I am proud of what I have learnt.

I found the information useful in keeping my own mental health balance. I am feeling more in control and I really enjoyed the last session where we focused on high levels of distress because you don't ever get taught those skills anywhere else

I have really enjoyed the course. It has been useful and different. The content of the sessions is stuff that I can take away and use to make Christmas an easier time. I have particularly enjoyed the sessions around planning, preparation, budget ideas and relationships.

I have worked hard on the course and had some help from my personal carers too. I have enjoyed it even though it has been challenging at times. [Tutor] arranged for resources to be sent to my new supported living hospital and also sent greenery when I was struggling to complete my table decoration and wreath. Thank you for this amazing support.

I am no longer able to read and write so doing practical, new activities was empowering and I enjoyed learning how to do new crafts and art that I could share with others

## **Staffordshire Venture**

I enjoyed this course. [Tutor] pushed me to learn new skills, especially digital skills. Sometimes it was hard but I liked achieving new goals It's very friendly and we had lots of laughs too

This is a great course and [tutor] always makes sure I'm included. We use my speech pad to join in

This got me thinking! We had lots of discussions and debates. I thought about things in a different way. It was really good

I feel positive about the future and my voluntary work. The digital skills will help me a lot

I like doing the news and talking about the newspaper headlines. I like researching stories on the ipads. [Tutor] is a good teacher. We have fun too.

### **Staffordshire Care Farming**

The Tutor is very knowledgeable and inspires you and gives you confidence. The environment is in a safe environment and all staff have a good, caring knowledge of mental health.

I have really enjoyed coming to Wellies, and I have found that my confidence is slowly growing. My family have also noticed a change in my too since I have been attending Wellies.

I'm very isolated at home and if I didn't have wellies I don't know where I would be-mentally- great source of support and a safe haven from the chaos of life.

I feel much more confident and in myself and my family have all noticed my mood has improved greatly. I am laughing and smiling far more since my involvement with Wellies. I am also very pleased and proud about becoming a volunteer staff support member.

### **Growing Rural Enterprise**

Absolutely fantastic course- the knowledge the tutor and volunteers have is amazing- was closely guided through the course- never ever did I think I could produce the items that I made.

The course was well thought out and well presented with both indoors and outdoors activities. I particularly enjoyed the more traditional handcrafting and learning rural maintenance like coppicing & carving.

I have made wooden items at home to give as presents to family. This encouraged more family conversations.

## Staffordshire Community Learning Quality Improvement Plan 2022-23

Area for development 2022-23	Outcomes	Actions to be taken Agreed following Quality Meeting 18/10/22	Responsible	Timescales Complete In progress Behind schedule
<p><b>1. Participation</b> - maximise funding, ensuring that the contract is feasible for sub-contractors, and that the full curriculum offer attracts our target learners, whilst ensuring our learners are representative of the demographics of Staffordshire and of our target learners.</p>	<p>KPI for new learners met 97% of ESFA allocation met (2020-21 - 76%, 2021-22 - 76%) all sub-contractors on track to meet allocations within 97% by the end of the contract year actual delivery meets indicative allocation across curriculum areas and districts more closely in order to meet the intent of the service 25% of learners to be males</p>	<p>Develop new comms materials, info for stakeholders, attendance at partnership/network meetings to increase awareness of offer to target learners amongst professionals, encourage providers to attend local events -</p>	<p>Amanda Darlington, Clare Roberts, Comms Team</p>	<p>Jan-23</p>
		<p>Track internal progression, between providers and curriculum areas - communicate with providers to encourage more</p>	<p>Clare Roberts, Providers,</p>	<p>Mar-23</p>
		<p>Investigate and increase rate of conversion of enquiries to enrolments in DDU</p>	<p>CL Support Officer DDU Manager</p>	<p>termly</p>
		<p>Use enrolment and destination data fully to analyse participation and reach to target groups - employment status and existing quals, ethnicity and districts</p>	<p>Clare Roberts, MIS officer</p>	<p>Feb-23</p>
		<p>Develop strategic map of demand as it relates to gaps in provision eg English and Maths</p>	<p>CL Support Officer, Project officer</p>	<p>Mar-23</p>

## Staffordshire Community Learning Quality Improvement Plan 2022-23

		Develop new procurement framework for 2023-27 onwards to ensure sustainability of CL offer	Amanda Darlington, Clare Roberts, Teaching & Learning Advisors MR	Jan-23
		Communicate more to providers at implementation meetings about target enrolments for each term, track progress more actively each month on SEMT Contract spreadsheet	Provider Relationship Managers, Teaching And Learning Advisors	Aug-22
		increase funding for GLH to maximise funding and better compensate providers given recent inflation	Amanda Darlington, Mw	Aug-22
2. Aspects of RARPA in a minority of courses need development, to support learner reflection on the progress of their skills, and fully recognise their personal development to raise aspirations.	RARPA audits to be 100% compliant ILPs have excellent recording of personal development	DDU - IT and ESOL personal skills development section in ILP	Teaching and Learning Advisors, Tutors, DDU Manager	May-23
		Tutor CPD via flipped/blog session	Clare Roberts, Teaching & Learning Advisors	Mar-23

## Staffordshire Community Learning Quality Improvement Plan 2022-23

<p><b>3.</b> We need to make clearer progression routes for learners to support their progression towards work, including clearer links with Further Education providers and employers to raise aspirations.</p>	<p>Increase learners going into further learning following course (destinations survey data)</p>	<p>Improve quality of "What you can do next" text in course details, and tutor-learner discussions on course - update course details pro-forma</p>	<p>Teaching &amp; Learning Advisors And Providers</p>	<p>termly</p>
		<p>Improve reporting of positive destinations through course evaluation, contract monitoring meetings and reports and provider SARs</p>	<p>Teaching &amp; Learning Advisors and Providers</p>	<p>termly</p>
		<p>DDU staff to complete IAG qualification</p>	<p>DDU Tutors</p>	<p>Jul-23</p>
		<p>Upload all courses to National Careers Service website</p>	<p>CL Support Officer, Project Officer</p>	<p>Dec 22 and termly</p>
		<p>Promote Staffs Jobs and Careers website and brokerage service to learners</p>	<p>CR</p>	<p>Nov-22</p>
<p><b>4.</b> We need to implement a further range of improvements in the Quality of Education in <b>Digital skills, Employability, and Adult Skills</b> courses to ensure existing good practice is consistent throughout:</p> <ul style="list-style-type: none"> <li>• ensure courses are</li> </ul>	<p>Attendance across all curriculum areas to be at 90%, retention at 96% Learners recognise their responsibility to commit to attend the course, and how this will impact on their next steps into further learning or employment.</p>	<p>develop contingency plan for DDU to cover staff absence</p>	<p>DDU Manager, Amanda Darlington</p>	<p>Mar-23</p>
		<p>Recruit sessional ESOL tutors to cover demand and as contingency</p>	<p>DDU/Secondment manager</p>	<p>Apr-23</p>
		<p>Establish a working group of Digital and Employability providers, review curriculum offer, teaching &amp; learning strategies.</p>	<p>Clare Roberts, Teaching &amp; Learning Advisors</p>	<p>Apr-23</p>

## Staffordshire Community Learning Quality Improvement Plan 2022-23

<p>planned to address all learners' long-term goals and motivations for joining</p> <ul style="list-style-type: none"> <li>• ensure that all learners starting points are accurately assessed so that the appropriately challenging learning goals can be agreed between tutor and learner, particularly in ESOL.</li> <li>• ensure barriers to attendance are addressed effectively for all learners</li> <li>• ensure that management of these curriculum areas is effective so that the identified improvements can be addressed and embedded consistently.</li> </ul>	<p>CL has a thorough understanding of reasons for withdrawals Quality of education is judged good or better in 90% of sessions RARPA audits are 100% green</p>	<p>Review digital DDU curriculum to review progression options for learners to support progression onto EDSQ and clarity of skill building for independence</p>	<p>Teaching &amp; Learning Advisors And DDU Staff</p>	<p>Dec-22</p>
		<p>Put in place ESOL digital strategy to support enhancing learning through technology, including positive impact on engagement/attendance/retention</p>	<p>Clare Roberts, Teaching &amp; Learning Advisor, DDU Manager</p>	<p>Feb-23</p>
		<p>continue mentoring with ESOL tutors to improve effectiveness of initial assessment and goal setting</p>	<p>Teaching &amp; Learning Advisors</p>	<p>on-going</p>
		<p>Improve RARPA practice and planning to capture learners' motivations for joining/long-term goals and ensure these are achieved through continued TLA support</p>	<p>Teaching &amp; Learning Advisors Tutor</p>	<p>on-going</p>
		<p>DDU manager to monitor attendance on course more effectively and actively contact learners</p>	<p>DDU Manager, Tutors</p>	<p>On-going</p>

## Staffordshire Community Learning Quality Improvement Plan 2022-23

<p><b>5. Maintain effective safeguarding practices and Prevent practices</b></p>	<p>Tutors fully vetted and trained and aware of policies and procedures</p>	<p>Individual risk assessment shared with providers for use where necessary</p>	<p>Amanda Darlington</p>	<p>Dec-22</p>
	<p>Tutors aware of issues and have access to information about issues/updates as they arise during the year</p>	<p>PW to complete training Training update briefing to wider E&amp;S team who have no contact with learners</p>	<p>Amanda Darlington, Philip White</p>	<p>Apr-23</p>
	<p>All staff take responsibility and use effective and prompt procedures to address any issues.</p>	<p>contact new WM Prevent coordinator - ask for good practice in prayer rooms in CL</p>	<p>Amanda Darlington, Clare Roberts</p>	<p>Mar-23</p>
	<p>CL has good understanding of the risks and the effectiveness of procedures with aim of continual improvement</p>	<p>Audit of all sub-contractor policies, incl safer recruitment and which DBS, and practice on-site</p>	<p>Matin Ridge, CL Support Officer, Clare Roberts</p>	<p>Apr-23</p>
	<p>Digital safeguarding embedded in all delivery</p>	<p>Collect details of all sub-contractor DSL, including training level and certs</p>	<p>Clare Roberts, Amanda Darlington</p>	<p>Feb-23</p>
	<p>Delivery reflects British Values in Action - as reported through class visits, and TPRs</p>	<p>Update Risk assessment form for providers with items on lockdown/evacuation/invacuation, CCTV and drills</p>	<p>Martin Ridge</p>	<p>Feb 23</p>
	<p>99% of learners report they have been informed of how to protect themselves from risks associated with radicalisation and extremism</p>	<p>Finalise RAG ratings on Safeguarding and Prevent risk assessment new version</p>	<p>Amanda Darlington, Clare Roberts, Martin Ridge</p>	<p>Mar 23</p>

## Staffordshire Community Learning Quality Improvement Plan 2022-23

	Reduce disagree on progression survey question to 15%			
<b>6. On-going development of performance management.</b>	Clear and consistent data reporting Accurate and up-to-date data readily available at the regular points established on CL calendar for data returns and contract management Pound Plus data available for reporting increased capacity to be responsive to extra-ordinary requests for data	Recruit CL support officer, induction and training, integration into team	Clare Roberts, MIS officer	Aug-22
		Review Yeti handbook	Clare Roberts, MIS officer	Mar-23
		Review and embed updated contract management report and refinements to processes with PRMs and Teaching & Learning Advisors to develop understanding	Clare Roberts	Jan-23
		Embed new SharePoint process with providers	Clare Roberts, MIS officer	Aug-22
		Put in place Data Specification for providers who do own data	Clare Roberts, MIS officer	Aug-22
<b>7. On-going development of quality management</b>	Tutor survey to report high levels of satisfaction with CPD and development opportunities; evaluation to show mentoring is effective for tutors.	Teaching & Learning Advisors on ETF mentoring programme to develop skills in this area	Clare Roberts, Teaching & Learning Advisors	Nov-22
		Revise monitoring of quality of teaching learning and assessment - new class visit report, change to ungraded Teaching Practice Reviews model and embed reflective approach with all tutors	Clare Roberts, Teaching & Learning Advisors	Aug-22

# Community Impact Assessment

Community Learning Framework 2023 - 2027

Author: Amanda Darlington

Date Tuesday, 14 March 2023

➤ **Equality Assessment**

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
<p>Age - older and younger people</p>	<p>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</p>	<p>Some individuals may find the provision less accessible.</p>	<p>Undertake market engagement to ensure the provision is inclusive and accessible, including ensuring those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</p>
<p><b>Disability</b> - people who are living with different conditions and disabilities, such as: mental illnesses, long term conditions, Autism and other neurodiverse conditions, learning disabilities, sensory impairment and physical disabilities.</p>	<p>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from</p>	<p>Some individuals may find the provision less accessible.</p>	<p>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to</p>

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
	<p><b>engagement and participation.</b></p>		<p><b>participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Gender reassignment</b> - those people in the process of transitioning from one sex to another</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective</b></p>

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
			<p>characteristics are just as likely to achieve outcomes as other learners.</p>
<p><b>Marriage &amp; Civil Partnership</b> - people who are married or in a civil partnership should not be treated differently at work</p>	<p>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</p>	<p>Some individuals may find the provision less accessible.</p>	<p>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</p>
<p><b>Pregnancy &amp; Maternity</b> - women who are pregnant or who have recently had a baby, including breast feeding mothers</p>	<p>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</p>	<p>Some individuals may find the provision less accessible.</p>	<p>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each</p>

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
			<p>supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</p>
<p><b>Race</b> - people defined by their race, colour, and nationality (including citizenship) ethnic or national origins</p>	<p>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</p>	<p>Some individuals may find the provision less accessible.</p>	<p>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely</p>

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
<p><b>Religion or Belief</b> - people with any religious or philosophical belief, including a lack of belief. A belief should affect a person's life choices or the way they live for it to be considered</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>to achieve outcomes as other learners.</b></p> <p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Sex</b> - men or women</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the</b></p>

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
			<p><b>equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Sexual orientation</b> - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>

➤ **Health and Care Assessment**

Key considerations	Benefits	Risks	Mitigations / Recommendations
<p>Improved health &amp; Wellbeing</p>	<p>Community learning programmes support people to engage in learning to develop their personal confidence and improve their wellbeing.</p> <p>Healthy lifestyles are encouraged through course content.</p>	<p>Increase in health related issues.</p>	<p>Through market engagement and consultation the curriculum offer to include relevant health and wellbeing themes: five steps to wellbeing, accessing local health and wellbeing services and other community activities that are relevant to each of the 8 districts of Staffordshire.</p>

➤ **Communities Assessment**

Key consideration	Benefits	Risks	Mitigations / Recommendations
<p><b>Community Learning provision is delivered across the eight districts of Staffordshire.</b></p> <p><b>ESOL provision is readily available in districts.</b></p>	<p><b>Targeted provision delivered in areas of need across districts.</b></p> <p><b>Provision delivered online and within venues with digital equipment, ie, libraries</b></p>	<p><b>Tender does not attract suppliers of services for Staffordshire Moorlands, Newcastle, South Staffordshire</b></p> <p><b>Lack of Public transport</b></p> <p><b>Direct Delivery Unit lack of capacity to deliver ESOL provision across all districts.</b></p>	<p><b>Positively promote applications for the identified districts.</b></p> <p><b>Continue regular dialogue with Strategic Delivery Managers to ensure timely identification of key issues and to ensure providers of services are well placed to meet the dynamics and demographics of districts.</b></p> <p><b>Use local knowledge of Elected members to understand need and promote Community Learning.</b></p> <p><b>Engage with potential suppliers who deliver ESOL provision.</b></p> <p><b>Ensure provision is delivered on public transport routes – with consideration to rural communities.</b></p>

Key consideration	Benefits	Risks	Mitigations / Recommendations
<b>Developing skills and qualifications</b>	<p>Residents will develop skills for everyday life and achieve qualifications that enable them to access better jobs.</p> <p>Provision raising aspirations for individuals and families.</p>	<p>A break in delivery at the end of the current Community Learning Framework.</p> <p>Procurement not attracting suppliers of service across all districts.</p>	<p>Align provision with strategic priorities, specifically those for health, wellbeing, employment and skills plans.</p> <p>Providing clear pathways for progression to improve skills and aligned to each district priorities and needs.</p> <p>Provide accessible low-level learning leading to formal higher-level learning.</p> <p>Wider skills development and study skills embedded in provision, so learners are well prepared for progression to further learning, employment and volunteering.</p> <p>Targeted communication to attract suppliers of services.</p>

Key considerations	Benefits	Risks	Mitigations / Recommendations
<b>Contribute to the climate change agenda</b>	<p><b>Sharing and raising awareness with learners/residents.</b></p> <p><b>Sharing the UN Sustainable Development goals through Education for Sustainable Development (ESD)</b></p>	<b>None identified</b>	<b>Online delivery of programmes reducing travel. Learners well informed of climate change agenda. Deliver Sustainability courses and/or embed in wider subject areas.</b>

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### ➤ Environment Assessment

Key considerations	Benefits	Risks	Mitigations / Recommendations
<b>Learning taking place across the county.</b>	<b>Giving learners the opportunity to participate in their natural environment and local communities</b>	<b>Transport to and from venues</b>	<b>Utilise providers with minibus facilities. Use green spaces and venues on public transport routes.</b>



## **Prosperous Overview and Scrutiny Committee - Wednesday 22 March 2023**

### **Staffordshire Safer Roads Partnership**

#### **Recommendations**

I recommend that the Committee:

- a. Scrutinise the operation of Staffordshire Safer Roads Partnership having regard to their agreed Strategic Objectives and key performance metrics.
- b. Consider what further scrutiny might be required having regard to findings under recommendation (a) above.

#### **Local Member Interest:**

N/A

#### **Report of Councillor David Williams, Cabinet Member for Highways and Transport**

### **Summary**

#### **What is the Overview and Scrutiny Committee being asked to do and why?**

1. The Select Committee is asked to recognise the governance structure and operating model of the Staffordshire Safer Roads Partnership.
2. The committee members are invited to consider the wide range of initiatives used to promote road safety across Staffordshire and Stoke-on-Trent with reference to the 4 Es: education, engagement, engineering and enforcement.
3. It is also requested that the Select Committee recognises and supports the need for ongoing review and development of road safety measures to continue to reduce road casualties.

### **Report**

#### **Background**

4. The Staffordshire Safer Roads Partnership (SSRP) was setup in 2001 with the aim of bringing partner organisations together to reduce road casualties in Staffordshire and Stoke-on-Trent. Current key partners are:

- a. Staffordshire County Council
  - b. Stoke-on-Trent City Council
  - c. Staffordshire Commissioner's Office
  - d. Staffordshire Police
  - e. Staffordshire Fire & Rescue Service
  - f. National Highways
5. The Partnership's vision is: "Working together to improve road safety in partnership with our communities".
6. The joint Governance group for the SSRP agreed in January 2016 to strengthen the governance of the Partnership. This prompted a redesign of the governance arrangements, delivery model and staffing structure to ensure the future work of the Partnership would receive appropriate direction and scrutiny.
7. A key element to note is that the SSRP does not exist as an autonomous entity. It is an informal collaboration designed to improve road safety through the alignment of resources, knowledge and skills across all partner organisations.
8. The SSRP plans to use a range of measures including Education, Engagement, Enforcement and Engineering to support a wider culture change that will see excessive speed and inconsiderate behaviour on our roads as socially unacceptable.
9. The Staffordshire Safer Roads Partnership has previously been considered by this Overview and Scrutiny Committee in September 2017, January 2019 and January 2021.

## **Governance and Structure**

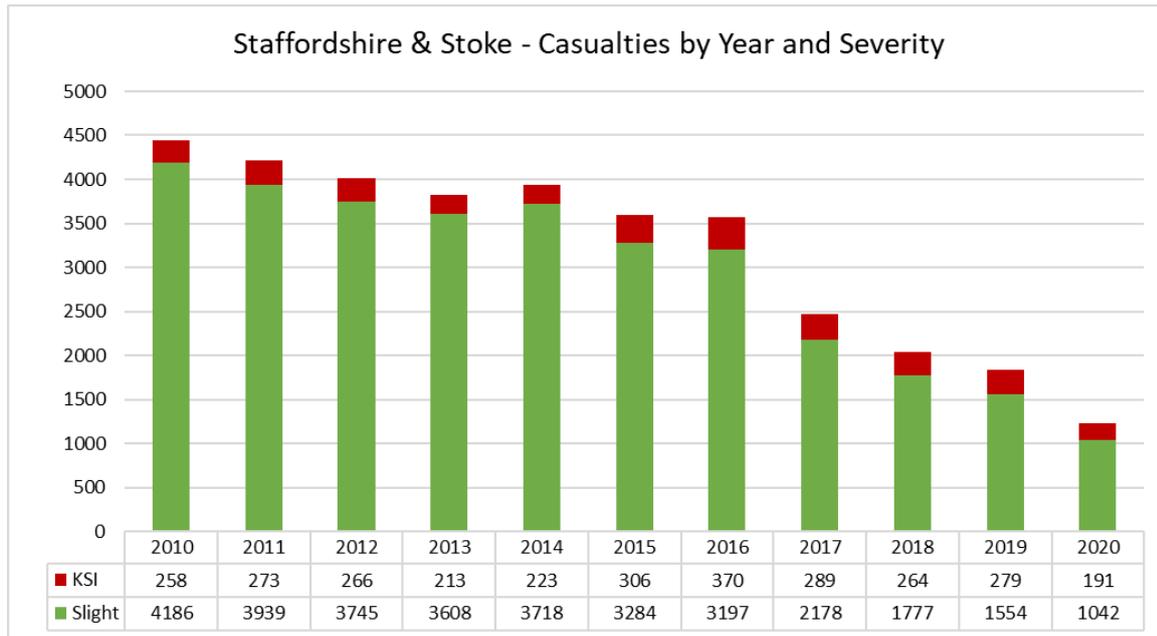
10. The SSRP is jointly chaired by Ben Adams, Police, Fire and Crime Commissioner, and Helen Fisher, Deputy Police, Fire and Crime Commissioner. Current governance arrangements include a Governance Board which meets 3 times a year. Offline updates and decisions are used in between meetings as required.
11. The Governance Board sets the strategic direction of the Partnership and takes ultimate responsibility for key financial decisions and scrutiny. Membership includes senior political representatives from the main Partner organisations.
12. Further details about board membership are available in Appendix 1.

13. Working Groups, either permanent or time-limited, provide opportunities for partners to work together to develop activities and delivery. The working groups provide updates and decision requests to the Governance Board.
14. The following key strategic objectives have been identified, with a brief update on progress include as a sub point:
  - a. To achieve a long term sustained reduction in road traffic collisions across Staffordshire and Stoke-on-Trent.
    - i. Information in paragraph 19 highlights the good progress against this objective.
  - b. To ensure education and training initiatives are used effectively to reduce the risk of being involved in a road traffic collision.
    - i. Paragraph 23 outlines the provision of road safety education in schools.
    - ii. A wide range of other education and training initiatives are also used to address other road user groups or behaviours.
    - iii. The information used to support this work area is described in Paragraph 21.
  - c. To agree a considered approach to engineering and enforcement based on evidence and making best use of sustainable but limited resources.
    - i. Responsibility for the delivery of engineering schemes rests with the relevant highway authority who all have well established processes to identify and prioritise this work.
    - ii. Staffordshire Police lead on enforcement, however the SSRP supports decision making around site selection and enforcement strategy.
  - d. To engage and support our communities to take local responsibility for improving road safety.
    - i. Key initiatives to support this objective include Community Speed Watch (see Paragraph 24) which is very popular with our communities.
  - e. To improve public confidence in the safety of Staffordshire and Stoke-on-Trent's roads.
    - i. The greater focus on communications and media activity related to road safety are outlined in Paragraph 25.

15. The strengthening of governance arrangements enabled a change in delivery model, with responsibility resting with the partner organisation responsible for each element of delivery.
16. As the new governance and delivery arrangements became more established it was decided that a semi-formal agreement between partners would be beneficial. A new Memorandum of Understanding (MoU) has recently been developed (see appendix 2) and aims to set out the responsibilities of both the SSRP and individual partners. A particular focus is on the financial arrangements and assurances in relation to employment and the cost recovery mechanisms for services delivered on behalf of the SSRP. Final agreement for the MoU will be sought at the next Partnership board meeting in March 2023.
17. A desire to raise awareness with communities and wider stakeholders about the work of the SSRP was identified. As a result, the Partnership's first public facing strategic document the 'Road Safety Plan' was developed. As a next step, a new SSRP website ([www.staffssaferroads.co.uk](http://www.staffssaferroads.co.uk)) was produced to ensure information about the Partnership was easily accessible. The site is currently awaiting a rebuild to support its ongoing operation.
18. The SSRP governance arrangements have recently been subject to an audit by Staffordshire County Council. The final report and recommendations are expected soon.

### **Road Traffic Casualties**

19. Recorded road traffic casualties in Staffordshire and Stoke-on-Trent have seen a significant decline in recent years as the following chart demonstrates. However, some of the variation may be attributed to changes in collision reporting and recording processes over recent years. This included a change in the classification of casualty severity which was implemented in 2015 and resulted in an increase in KSI (fatal and serious injury) casualties recorded.



20. The Partnership has adopted a 'Vision Zero' approach which reflects the view that it can never be ethically acceptable that people are killed or seriously injured on our roads. However, in real terms the partnership is seeking to achieve a long term sustained reduction in collisions, both in number and severity. Success against this target will be quantified in terms of the number of collisions resulting in injury.
21. Work is ongoing, through the Partnership's Insight and Intelligence Officer, to ensure resources are directed appropriately based on detailed analysis of casualty numbers and trends. This has confirmed a need to continue the focus on children, young drivers and motorcyclists, and has also provided evidence to support the development of initiatives in relation to cyclists, older drivers and commercial vehicles (HGVs, vans etc). A summary of these statistics, and information related to collisions by road type and speed limit, is available in Appendix 3.
22. It is worth noting that, although responding to known casualty issues remains a key focus, the SSRP are also keen to support communities where collisions may not have occurred, but residents are concerned about the speed or behaviour of traffic. However, this must be proportionate to the issue and considered in light of the resources available.

### **Key Initiatives**

23. Of particular note is the agreement, from April 2018, for the SSRP to adopt the funding of Road Safety Education in priority schools across Staffordshire and Stoke-on-Trent. This has taken on the service previously funded by Staffordshire County Council, and also enabled

formal road safety education to be reinstated in Stoke-on-Trent schools. Funding is reviewed periodically, and agreement has recently been given by the SSRP Strategic Board for delivery to continue to July 2025.

24. The Community Speed Watch scheme is currently undergoing development to further support communities concerned about the speed of traffic. This includes a review of processes and technology, and integration with the new Police Operating Model to increase 'on the ground' support by officers.
25. Recognising the potential for road safety information and education to be promoted through communication and media channels, the SSRP has previously commissioned Staffordshire County Council to provide support to develop this area of work. Campaigns have included a focus on pedal cycle safety and mature drivers. Plans are now being progressed for a dedicated resource to continue increasing the SSRPs delivery in this work area. This will include identifying opportunities to promote road safety and Partnership initiatives, improving coordination between partner communication teams, and developing specific campaigns to address identified requirements. It is hoped that this additional resource will be in place by Summer 2023.
26. A project is currently underway to upgrade some of the older fixed camera sites through a phased approach. As part of this, consideration will be given to newer camera technologies which were not available when the current cameras were installed. The initial phase, focussing on the highest priority sites, is expected to be implemented during 2023. Staffordshire Police and the Staffordshire Commissioner are leading on the procurement on behalf of the SSRP.
27. The delivery of National Driver Offender Retraining Scheme courses, such as the Speed Awareness Course, is undertaken by Staffordshire County Council on behalf of the Partnership and Staffordshire Police. These courses are offered in lieu of prosecution where certain criteria are met. As this is a national scheme, course providers must adhere to strict requirements and engage with regular audits. A recent audit, undertaken in October 2022, found Staffordshire's provision to be overwhelmingly of a high standard.

## **Finance**

28. There is no direct financial contribution to the SSRP by any partner organisation.
29. Road safety activity undertaken by partners may use their existing resources or may be funded through the SSRP centralised budget. The

majority of partnership funding is as a result of educational diversion course referrals which include a nationally agreed cost recovery element returned to the enforcement authority (SSRP in this case). A centralised Partnership budget is held by Staffordshire County Council who act as Treasurer.

30. Several opportunities to deliver external projects also provide an income stream including enforcement on behalf of National Highways (enforcement support for strategic road network roadworks and Smart motorway cameras within Staffordshire) and Network Rail (national project using cameras to improve safety at level crossings).
31. As at the end of 2021/22, the Partnership held reserves of £1.69m. This includes £0.4m ring fenced to cover any potential redundancy liability for partner staff employed to provide services on behalf of the SSRP. A further £0.6m of the reserves has been identified to meet the Phase 1 cost of digital camera upgrades, with funding for further phases to be considered soon.
32. It worth noting that the cost to society of road traffic collisions is significant. The Department for Transport estimates the average value of prevention per fatal casualty at over £2m<sup>1</sup>.

### **Link to Strategic Plan**

33. The Partnership's work has the potential to contribute to all three of the County Council's priority outcomes:
  - a. *Have access to more good jobs and share the benefits of economic growth* – through improving the safety and reliability of the road network, making Staffordshire more attractive for businesses and their employees
  - b. *Be healthier and independent for longer* – by making communities feel safer when walking and cycling
  - c. *Feel safer, happier and more supported in their community* – by engaging with our communities and addressing their road safety concerns

### **Link to Other Overview and Scrutiny Activity**

N/A

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<sup>1</sup> DfT RAS4001: Cost of prevention of road collisions and casualties - 2021

## **List of Background Documents/Appendices:**

Appendix 1 – SSRP Governance Membership February 2023

Appendix 2 – SSRP Memorandum of Understanding Draft

Appendix 3 – SSRP Priority Road User Groups 2016-2020

## **Contact Details**

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## Staffordshire Safer Roads Partnership

### Governance Board Membership

Staffordshire Commissioner	Ben Adams & Helen Fisher (joint chairs) Lyndsey Pajor
Staffordshire County Council	Cllr David Williams Mary Anne Raftery
Stoke-on-Trent City Council	Cllr Daniel Jellyman Brian Edwards
Staffordshire Police	Supt Martin Brereton Insp Mark Joynson & Peter Hall
Staffordshire Fire & Rescue Service	Michelle Hickmott Ian Read
National Highways	David East
Public Health – Staffordshire	Michael Calverley
RoSPA	Rebecca Needham
Staffordshire County Council (as SSRP Treasurer)	Toni Thompson
SSRP Core Team	Mel Langdown (Strategic Governance & Commissioning Manager)
	Louise Martin (Education & Training Coordinating Manager)
	Steve Mottram (Insight & Intelligence Officer)



**MEMORANDUM OF UNDERSTANDING (MOU)**

between

**STAFFORDSHIRE COMMISSIONER'S OFFICE (1)**

**STAFFORDSHIRE COUNTY COUNCIL (2)**

**STAFFORDSHIRE POLICE (3)**

**STOKE-ON-TRENT CITY COUNCIL (4)**

**STAFFORDSHIRE FIRE AND RESCUE SERVICE (5)**

(the Partners)

**In respect of their membership of the  
STAFFORDSHIRE SAFER ROADS PARTNERSHIP (the Partnership/SSRP)**

v 2 – November 2022 - DRAFT

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**1. Purpose & Scope**

**1.1.** The purpose of this MoU is to clearly identify how key aspects of the Partnership will operate including the roles and responsibilities of each party as they relate to the Staffordshire Safer Roads Partnership.

**1.2.** In particular, this MoU is intended to:

- 1.2.1. Define the Partnership's financial arrangements and processes
- 1.2.2. Confirm the Partnership's responsibilities in respect of resources
- 1.2.3. Confirm the responsibilities that will remain with Partner organisations
- 1.2.4. Define how agreements and commitments will be entered into by Partner organisations on behalf of the Partnership

**1.3.** This MoU should be considered along with the Partnership's current Operating Principles

**1.4.** This MoU sets out the intention and understanding of Partner organisations for mutual and joint co-operation in obtaining the SSRP's objectives. This MoU is a statement of intent and does not create, directly or indirectly, any legally binding rights, obligations or liabilities, on any Partner organisation, nor does it modify or supersede any law or regulation currently in force. The Partner Organisations enter into this MoU intending to honour all their obligations.

## **2. General Arrangements**

### **2.1. Accounting Body:**

2.1.1. The SSRP will appoint a Partner to act as Accounting Body for the SSRP with responsibility for holding and managing SSRP funds, including incurring expenditure and receiving funds on behalf of the SSRP in the course of carrying out the Partnership activities under the terms of the MoU. The appointment of an Accounting Body will be agreed by the SSRP Strategic Board as and when required.

2.1.2. The Accounting Body will be responsible for the following:

2.1.2.1. Holding SSRP funds in such a way that they are separately and clearly identifiable from the Accounting Body's own funds

2.1.2.2. Ensuring that SSRP funds are not used by the Accounting Body otherwise than in its capacity as Accounting Body for the SSRP or where services are commissioned from the Accounting Body and on the terms of this MoU

2.1.2.3. Making payments only in accordance with the decisions of the SSRP

2.1.2.4. Accounting to the SSRP for all monies received

2.1.2.5. Providing financial information as set out in section 2.2

### **2.2. Financial Principles:**

2.2.1. A Financial Budget, incorporating all expenditure to be incurred by the SSRP shall be agreed between the Partners at both the Operational Board

and Strategic Board meetings annually prior to the commencement of the forthcoming financial year.

2.2.2. The Partners agree at all times to manage their operations to keep within the overall level of financial resource indicated in the Financial Budget.

2.2.3. Any identified requirement to exceed the overall level of resource will require the prior agreement of all Partners. It is accepted that there may be a need for retrospective approval following consideration of the financial outturn and the justification of any variances from budget.

2.2.4. Financial reports will be provided at the routine meetings of the Strategic and Operational Boards

**2.3. Decision making process:**

2.3.1. Decisions will be arrived at through consensus and debate between Partners rather than through a voting procedure. Where agreement cannot be reached the standard escalation process within the Partnership and/or Partner organisations will be utilised.

2.3.2. Any decisions that impose financial liability or responsibility on any Partner must be confirmed in writing by an authorised officer of that Partner

**2.4. NDORS course provision:**

2.4.1. Staffordshire County Council will deliver National Driving Offender Retraining Scheme (NDORS) courses within the SSRP area subject to ongoing value for money.

**2.5. Entering into agreements:**

2.5.1. Any Partner may negotiate and sign or otherwise conclude contracts with those providing goods or services to the SSRP on behalf of the other Partners provided it has first obtained the specific written agreement of the Partners to enter into those contracts.

**2.6. Externally funded projects:**

- 2.6.1. Externally funded projects may be undertaken by Partners if they are agreed to be within the ethos of the Partnership or will provide wider benefits to support road safety, provided they have first obtained the agreement of the Partners to enter into those arrangements
- 2.6.2. Income and expenditure for externally funded projects will be managed through the SSRP finances held by the Accounting Body.
- 2.6.3. Externally funded work will need to be self-financing including providing for the retention of an appropriate element of income to support any potential staffing liabilities and associated costs (eg redundancy) should the externally funded project cease.

### **3. Responsibilities of the Partnership**

- 3.1. The Accounting Body will reimburse Partners, on behalf of the Partnership, in respect of all expenditure actually incurred by those Partners within the budget provision outlined in the Financial Budget. Payment will normally be made on a quarterly basis via a purchase order/invoice process following the approval of the Strategic Governance & Commissioning Manger.
- 3.2. The SSRP will fund agreed continuing outgoing financial commitments such as maintenance agreements and loan repayments
- 3.3. Redundancy:
  - 3.3.1. The SSRP will cover redundancy liability for staff funded by the Partnership subject to the following terms:
    - 3.3.1.1. The Partnership must have given approval to the employment of any staff for whom redundancy cover will be provided
    - 3.3.1.2. Changes in delivery should be managed to avoid redundancy situations where possible
    - 3.3.1.3. Redundancy costs will only be reimbursed by the Partnership for the proportional length of time served in an SSRP funded role

- 3.3.1.4. For part SSRP funded roles, redundancy costs will be reimbursed by the Partnership based on the SSRP element only
- 3.3.1.5. Agreement must be sought from all Partners for the redundancy, including consideration of the longer term cost benefit
- 3.3.1.6. All other options for avoiding redundancy must have been explored, such as redeployment within the Partner organisation
- 3.3.1.7. Potential for cross-Partner redeployment should also be considered
- 3.3.1.8. The employing organisation's normal Human Resource processes would be followed
- 3.3.1.9. If a Partner decides to withdraw the provision of a service which the SSRP would like to continue, any resulting redundancy costs will not be met by the Partnership
- 3.3.1.10. If the SSRP decides to withdraw support for the provision of a service delivered by a Partner, any resulting redundancy costs would be met by the Partnership
- 3.3.2. The Partnership will retain an appropriate level of reserves to cover redundancy liability
  - 3.3.2.1. The level of reserves required will be reviewed on at least an annual basis

#### **4. Responsibilities of the Partner organisations**

##### **4.1. Financial Information**

- 4.1.1. Each Partner incurring expenditure on behalf of the SSRP will provide budget forecasts as required within the timeframes required to meet reporting deadlines
- 4.1.2. Detailed financial information in relation to variances between forecast and actual expenditure will be provided by Partners to ensure appropriate reporting on financial matters
- 4.1.3. Claims for costs will be made on a quarterly basis following agreement by the Strategic Governance & Commissioning Manager

**4.2. Significant continuing outgoing financial commitments**

- 4.2.1. A separate legal agreement will be implemented to include arrangements should the SSRP not be able to meet these obligations

**4.3. Recruitment/Redundancy**

- 4.3.1. Where a Partner's employment liability is covered by the Partnership, any decision related to the recruitment to, or redundancy of, Partnership funded roles must be agreed by all Partners.

**4.4. Anything not stated in section 3 will remain the responsibility of the Partner in relation to their delivery including, but not limited to:**

- 4.4.1. Data Protection/GDPR
- 4.4.2. Freedom of Information
- 4.4.3. Insurance/indemnity
- 4.4.4. Contingency plans/disaster recovery

**4.5. Data sharing between Partner organisations may require separate agreements and protocols to ensure Partners remain compliant with Data Protection/GDPR**

**5. Modification, Membership and Termination**

**5.1. Modification clause**

- 5.1.1. This MoU will be reviewed every 3 years or sooner with the agreement of Partners if a requirement is identified
- 5.1.2. The Operational Board and Strategic Governance & Commissioning Manager will be responsible for the review of this MoU

**5.2. Membership clause**

- 5.2.1. Any member can exit with 6 months' notice and subject to agreed arrangements relating to the transition of services, duties and financial matters
- 5.2.2. All Partners agree to manage any exit process to ensure the continuation of service delivery wherever possible

**5.3. Termination clause**

- 5.3.1. This MoU will terminate if the Partnership ceases to exist
- 5.3.2. Any decision to terminate should be undertaken with due consideration to the financial and employment commitments of the Partnership
- 5.3.3. If termination occurs, any continuing outgoing financial commitments (eg maintenance agreements or loans) will be the first call on reserves
- 5.3.4. For significant continuing outgoing financial commitments, in particular loan repayments, a separate legal agreement will be implemented to include arrangements should the SSRP not be able to meet these obligations
- 5.3.5. The redundancy liability of each Partner at the previous financial year-end will be the second call on any remaining reserves and will be transferred to each Partner regardless of whether redundancies will be made
- 5.3.6. If there is insufficient reserve to cover the redundancy liability then the reserve will be distributed amongst partners proportionately to the redundancy liability at the previous financial year-end
- 5.3.7. If there is more in reserve than required to cover continuing outgoing financial commitments and the redundancy liability then the remaining reserve will be used to cover the potential for any future maintenance liabilities or removal of camera or other equipment as identified by any partners (proportionately). This will be agreed at a meeting of senior representatives from the Partner organisations.
- 5.3.8. Should any further reserves remain after meeting these liabilities then they will be distributed following a meeting of senior representatives from the Partner organisations to consider the most appropriate use of this funding

5.3.9. If any individual member decides to withdraw from the Partnership, or the viability of the Partnership is in any doubt, it will be discussed at a Strategic Board meeting to determine the most appropriate course of action for the Partnership

## **6. General**

**6.1.** Any decision making delegated to the SSRP by a Partner will be subject to the SSRP governance process and undertaken with the full agreement of that Partner

**6.2.** Nothing in this MoU detracts from the rules governing each individual Partner's internal decision making which shall continue to apply in full

**6.3.** Nothing in this MoU shall be interpreted as creating a legal partnership between the Partners.

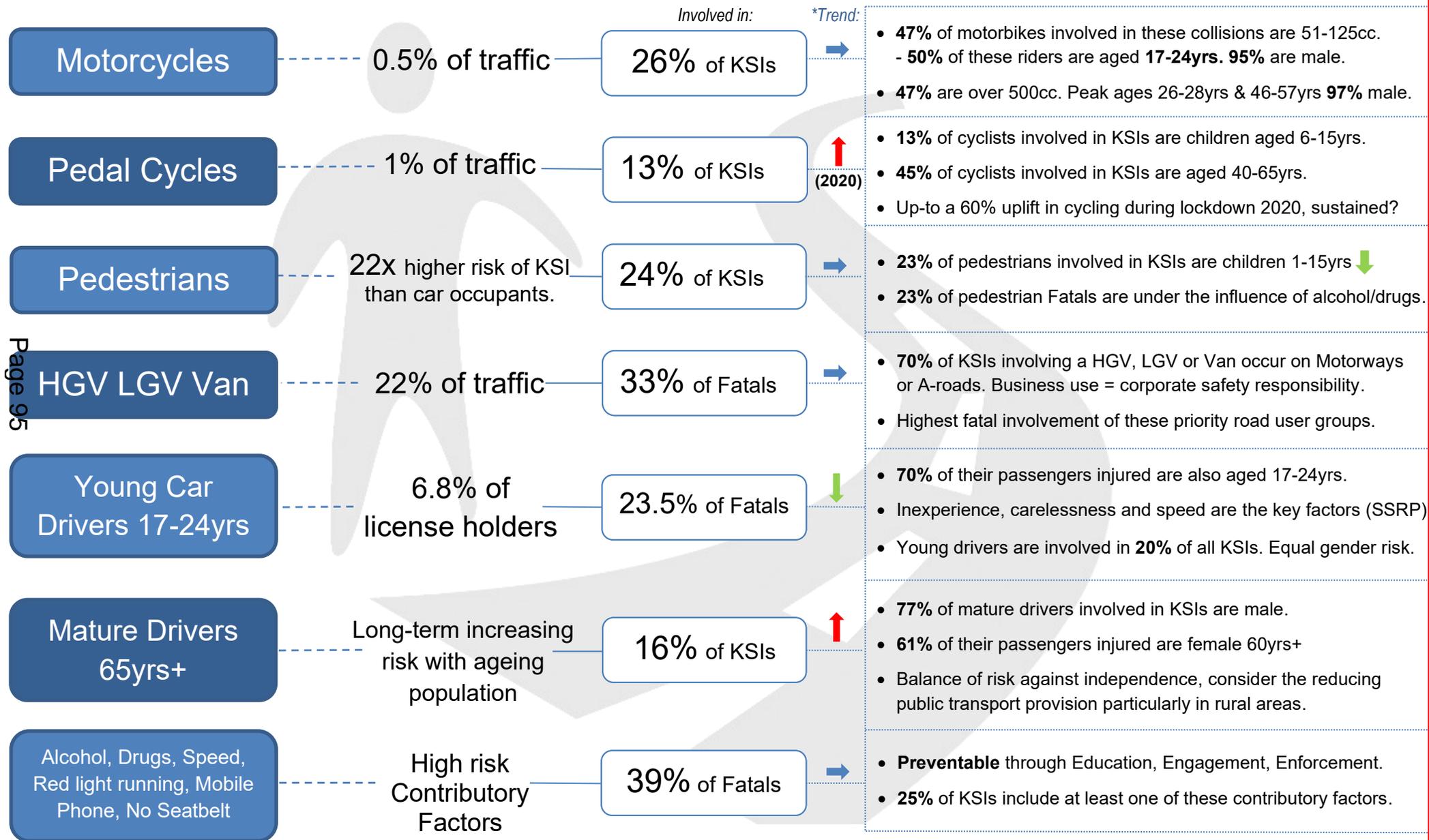
## **7. Effective Date and Signature**

The signing of this MoU by each Partner's authorised representative reflects their organisation's agreement with the MoU terms. This MoU shall be in effect upon the signature of each Partner and will be reviewed by December 2023.

<b>Partner</b>	<b>Name</b>	<b>Role</b>	<b>Signature</b>	<b>Date</b>
Staffordshire Commissioner's Office	Ben Adams	Staffordshire Commissioner for Police, Fire & Rescue and Crime		
Staffordshire County Council	David Williams	Cabinet Member for Highways & Transport		
Staffordshire Police	Peter Hall	Head of Prosecutions		
Stoke-on-Trent City Council	Daniel Jellyman	Cabinet Member for Regeneration, Transport and Heritage		
Staffordshire Fire & Rescue Service	Howard Watts	Director of Prevent & Protect		



# 2016-2020 SSRP Area - 1,229 KSI Collisions - 1,393 KSI Casualties



**80% of all collisions, 92% of KSIs & 94.2% of fatalities involve at least one of these priority road user groups, and/or at least one high risk CF.**

\*Indication of trend based on comparison with 2015-2019 statistics



## **Prosperous Overview and Scrutiny Committee - Wednesday 22 March 2023**

### **Staffordshire Local Transport Plan**

#### **Recommendations**

I recommend that the Committee:

- a. Note the emerging guidance from the Department for Transport (DfT) for the development of Local Transport Plans (LTP).
- b. Note that the purpose of the LTP is to act as a high-level business case that is used to bid for, prioritise, and allocate all future local transport funding, as well as supporting the development of local plans.
- c. Review and comment on the approach being proposed for the new LTP and offer feedback for consideration before the project starts in earnest. In particular, the Committee is asked to consider whether the approach aligns with the Government's priority to decarbonise the transport network, noting that future funding for transport will depend on delivering quantifiable carbon reductions.

**Local Member Interest:** N/A

#### **Report of Councillor David Williams, Cabinet Member for Highways and Transport**

#### **Report**

##### **Background**

1. As a Highway Authority, the Council is required to produce an LTP under the Transport Act 2008. This will be Staffordshire's fourth LTP since they were introduced in 2000. Recognising the pressure that highway authorities are currently facing, DfT has given the Council £178,000 to facilitate the LTP's preparation.
2. An LTP sets out a highway authority's vision for Staffordshire's transport system, together with the policies, plans and programmes of schemes to deliver that vision. It comprises two parts:
  - a. a long-term strategy document that describes the authority's vision, policies and metrics to gauge success and overall performance, covering all applicable modes of transport and areas of transport policy.

- b. a shorter-term delivery plan that includes an ambitious, balanced and costed programme of schemes.
3. Staffordshire's current LTP incorporates Integrated Transport Strategies for each district and borough. These are useful tools when liaising with the district and borough councils as they reflect the specific transport challenges and opportunities in their area. Whilst the LTP has not been updated since 2011, all the Integrated Transport Strategies have been updated between 2013 and 2018.
4. An LTP has two distinct purposes and audiences. It is:
  - a. A strategic business case for future funding, which will be assessed by DfT.
  - b. A public document that will be read by interested individuals and stakeholders and seeks to encourage partnership working towards shared goals and behavioural change.
5. Staffordshire's current LTP does not reflect the current challenges facing the Council. For example:
  - a. Climate and the environment: Transport is the largest contributor to UK domestic greenhouse gas emissions (27%). The Council recognises the importance of keeping global temperatures below a 1.5°C rise, halt the deterioration of the natural environment, and counter the negative impacts associated with these on residents and businesses.
  - b. New economic strategies: National and local economic policy has changed since the production of the last LTP. New policies focus on levelling up, town centres, higher paid, higher skilled jobs, strategic corridors and green growth. The LTP will be an important enabler for our local economic ambitions.
  - c. Planning best practice: New best practice for transport planning, reflected in national policy is moving away from predicting future traffic growth and providing for it, towards a more integrated, vision-led approach.
  - d. New technology: Technologies are providing new forms of transport, alternatives to physical travel, new platforms for innovation, and new techniques to engage with and collect data from transport users.
  - e. National transport policy and targets: There have been several significant changes to transport and spatial planning policy since 2011 and these focus on delivering sustainability and planning for people and places, rather than motor vehicles.
  - f. Post pandemic, economic recovery and cost-of-living: Travel patterns and behaviour have changed over recent years and the Council needs to ensure that the right choices are made but not at the expense of accessibility.

- g. The implementation of HS2: Staffordshire is affected by two phases of HS2. The Council seeks to get the best deal for Staffordshire in terms of mitigation, compensation for residents, economic benefits and improved connectivity.
6. The LTP needs to support the Council's outcome priorities, which are that the people of Staffordshire will:
- a. have access to more good jobs and share the benefit of economic growth.
  - b. live in thriving and sustainable communities.
  - c. be healthier and independent for longer.

### **National Guidance**

7. There are five priority outcomes for transport outlined within DfT's Outcome Delivery Plan (DfT, 2022). The three that are most relevant for LTPs are:
- a. Grow and level up the economy - Improve connectivity across the UK and grow the economy by enhancing the transport network, on time and on budget.
  - b. Improve transport for the user - Improve transport users' experience, ensuring that the network is safe, reliable, and inclusive.
  - c. Reduce environmental impacts - Tackle climate change and biodiversity loss and improve air quality by decarbonising transport.
8. DfT published draft guidance on the LTP in September 2022 and the Council is awaiting the publication of the final guidance. Ongoing engagement with DfT suggests that LTPs need to focus on:
- a. Planning transport for people and place, which prioritises active and sustainable travel, while also recognising the importance of private vehicle journeys where appropriate.
  - b. Transport being an enabler of housing and commercial growth, and LTPs being a core part of spatial, energy, health and digital access planning.
  - c. Decarbonising transport, setting out a clear and ambitious response to the climate emergency and meeting net zero by 2050. Delivering quantifiable carbon reductions must become a fundamental part of local transport planning and funding. Government funding for transport will now be dependent on the LTP delivering quantifiable carbon reductions.
  - d. Improving transport for the user, ensuring that the network is safe, reliable and inclusive.

## **Proposed Approach**

9. Much of what the Council already does to maintain, enhance and support the operation of the county's transport system will remain relevant in the new LTP. However, reacting to the challenges above will require a change in how transport is delivered in Staffordshire and it will require everyone - local authorities, residents, visitors and businesses - to think and act differently. For example, meeting DfT's target for half of all journeys in towns to be walked or cycled by 2030 will involve district and borough councils developing neighbourhoods where residents can meet their everyday needs within a short walk or cycle.
10. The LTP requires a step change in the Council's approach to transport planning with greater emphasis on schemes that support modal shift and manage the demand for road space. The LTP will also need to recognise the nature of Staffordshire – its rurality, type and location of employment opportunities, etc. – which will require the Council and (its partners) to be ambitious and courageous in their decision-making.
11. Staffordshire's LTP will cover the period up to 2050. This is the date when all sectors of the UK economy, including the transport sector, must be net zero. The LTP will be reviewed at regular intervals in between, keeping pace with local planning processes, the electoral cycle, new research and advances in technology. The implementation plan will cover a period of 5 years.
12. The LTP will be based around:
  - a. A vision that describes what Staffordshire, and in particular its transport system, will look like in 2050. The Council will then plan for the vision rather than forecast traffic growth and plan for that.
  - b. Guiding principles that provide the 'rules' for how things will be done and how the Council wants stakeholders and residents to do things.
  - c. Transport-related objectives will be established. Under these will lie outcomes that reflect the national, sub-national and local policy context, including the challenges faced by the Council and drivers for change.
  - d. Policies and investment areas will describe how the LTP's vision will be delivered.
  - e. A roadmap to 2050, setting out how the Council will prioritise, fund and deliver transport interventions and monitor progress.
13. The vision will be a high level, strategic ambition for Staffordshire's transport system. There will be two sub-visions, one for Staffordshire's towns and one for its rural areas. The sub-visions could be presented as a graphic showing the future street scene. There will be a long transition period in which the Council (and the district/borough councils) put the

correct balance of measures in place to enable people to make the switch to more sustainable modes of travel (e.g. planning for 20-minute neighbourhoods, superfast broadband, EV charging points, bus services, foot/cycle ways, etc). Delivering these measures will take decades.

14. Guiding principles are 'statements of intent', enabling the Council to make the right decisions in terms of delivering the LTP's vision.

a. **Guiding Principle 1: Provide a transport system that promotes high quality, prosperous places and puts people first.** The LTP must move away from planning for vehicles to planning for people and places, supporting high quality and prosperous places and putting the needs of people first. For example, Staffordshire's strategic routes need to be designed for the efficient movement of freight and people to support national and sub-national economies. Whereas urban centres, residential areas and other community places need to be designed to prioritise and encourage active and shared transport, in a way that creates better places to live, work, and visit.

b. **Guiding Principle 2: Significantly reduce dependency on combustion engine vehicles.** There is no plausible path to transport decarbonisation without major reductions in transport emissions. As such, the Council needs to adopt an 'Avoid-Shift-Improve' approach into its transport policy and decision-making.

c. Avoid is where the number and length of trips is reduced by improving land use and travel planning and levels of digital connectivity; Shift is where people are encouraged to use more sustainable modes of travel such as electric vehicles, public transport, walking, cycling and e-bikes; and improve is where the energy efficiency of vehicles and the operational efficiency of roads is improved through advances in technology.



Avoid



Shift



Improve

d. The ban on the sale of new petrol and diesel cars in 2030 and lorries by 2040, as well as the expected growth in electric vehicles, may still not be enough to meet the Government's net zero target by 2050. Evidence suggests that immediate and significant action is needed to avoid travel and increase levels of walking and cycling. Furthermore, local councils need to support the transition to electric vehicles by working with the charging infrastructure providers to get more charging points installed. Until more electric vehicles are purchased, Staffordshire does not yet represent a viable proposition for them.

15. Examples of the type of objectives, outcomes, policies and investment areas that the LTP may include are:

<b>Objectives</b> (define what the Council is seeking to achieve)	<b>Reduce environmental impacts</b>	<b>Grow and level up the economy</b>	<b>Improve transport for the user</b>
<b>Linking SCC Priority Outcome</b> (SCC want everyone in Staffordshire to....)	Live in thriving and sustainable communities	Have access to more good jobs and share the benefit of economic growth	Be healthier and independent for longer
<b>Outcomes</b> (reflect the policy context, the challenges facing the Council and the drivers for change)	<p>Reduced transport related carbon emissions to net zero by 2050</p> <p>A transport network that is resilient to climate change, extreme weather, incidents and major disruptive events</p> <p>Improved air quality and less noise disturbance from transport</p> <p>A transport network that protects and enhances our natural and historic environments, resulting in an overall net environmental gain</p>	<p>Improved connectivity across the county and growth in the economy by enhancing the transport network, on time and on budget</p> <p>A connected economy, creating successful places, ensuring Staffordshire continues to prosper whilst reducing its emissions</p> <p>Sustainable housing and employment growth, and regeneration that positively supports the LTP's vision</p>	<p>Improved transport users' experience by creating a network that is safe, reliable and inclusive</p> <p>A network that promotes active travel and active lifestyles to improve our health and wellbeing</p> <p>A transport system that provides more equitable access to services, opportunities and life chances delivering improved quality of life for all in Staffordshire</p>
<b>Policies/ investment areas</b> (determine how the Council will deliver all aspects of the LTP)	<p>Digital connectivity (A)</p> <p>Promoting zero emission vehicles (S)</p> <p>Protecting the environment (A &amp; S)</p> <p>Public/shared transport (S)</p> <p>Supporting behavioural change (S)</p>	<p>Planning for place (A)</p> <p>Demand management for goods vehicles (I)</p> <p>Demand management for cars (I)</p>	<p>Efficient network management (I)</p> <p>Active travel/personal mobility (S)</p>

(A) Avoid, (S) Shift, (I) Improve

## Proposed Governance

16.A Project Board will support the Senior Responsible Officer (SRO) and Project Manager (PM) in providing overall direction and management of the LTP's delivery. Members of the Board will include the Cabinet Member for Highways and senior managers from Business and Enterprise, Highways and the Built County, Public Health, etc. They will represent their sector, raising their concerns and promoting their interests, ensuring their colleagues' support the LTP's preparation, and make decisions based on the LTP's guiding principles.

17. An internal project team, comprising officers with appropriate and complementary professional, technical and specialist skills, will assist the PM to prepare a successful LTP by:
- carrying out elements (within their technical expertise) of the project they are tasked with to the required level of quality and to timescales
  - advising the PM of any risks that may affect the project's objectives and supporting the risk reduction process.
18. An external working group, comprising organisations with appropriate and complementary professional, technical or specialist knowledge, will be created. It will act as a critical friend, steering and supporting the PM in preparing a successful LTP. It will advise the PM of any risks that may arise if certain policies and schemes are pursued whilst taking a pragmatic view, considering Staffordshire's characteristics and looking at the LTP in the round.

## LTP Development

19. DfT has said that it wants the new LTP to be published in Spring 2024. It's unclear whether this deadline is final because DfT has not yet issued its final guidance on preparing LTPs.
20. Work has started to develop the LTP in anticipation of the publication of the final guidance and officers are looking to create a Project Board and internal project team imminently.
21. The proposed phases for developing the LTP are:

Phase	Name	Overview
1	Review of 2011 LTP	Did it achieve what it set out to do?
2	Project set up	Set up the project's governance arrangements
3	Initiate & Plan	Undertake a policy review, drivers for change, design principles, milestones, deliverables, risks, assumptions, issues, dependences, CSFs and constraints (e.g. cost, time, resources and quality)
4	Case for change	Gather, analyse and model data to support case for change, giving scenarios for different options, including 'do nothing'
5	Vision & objectives	What kind of transport system do we want? Articulate a compelling and comprehensive picture of how things should be, and could be, in the future. Establish guiding principles, objectives and prepare a theory of change logic map.
6	Strategy development	Generate a long-list of interventions, working alongside stakeholders. Consider national, regional, and local policy objectives, an understanding of the local area, and its existing and future challenges and opportunities. Consider all modes, all areas/needs, themes, users, purposes, avoiding travel.
7	Implementation Plan & monitoring and evaluation regime	Reduce long-list by considering uncertainty, deliverability, affordability, etc. and create an ambitious but realistic programme. Include schemes that are aspirational even if funding is unknown. Establish a monitoring regime, using SMART targets, and an evaluation regime.
8	Closing the project	Secure Cabinet approval for the LTP, publish and evaluate the project with the Project Board and Project Team.

22. The Local Cycling and Walking Infrastructure Plan (LCWIP), Bus Service Improvement Plan (BSIP) and the Electric Vehicle Charging Strategy will be updated and appended to the LTP. Other documents that will form part of the LTP are quantifiable carbon analysis and an Integrated Impact Assessment, which comprises environmental, habitats regulations, health, and equalities assessments. Staffordshire's eight District Integrated Transport Strategies will also be updated and published alongside the LTP.
23. To complement the LTP, consideration will be given to whether more specific, themed-based strategies are developed, including freight, rail, rights of way, digital connectivity, air quality, congestion, zero emissions, green/blue infrastructure, maintenance/asset management, parking, road safety, and shared mobility.

### **Proposed Engagement**

24. The Transport Act 2000 (as amended) requires the Council to consult on their LTP strategy document. However, engagement should be undertaken throughout the development of the LTP and should not be confined to any one phase.
25. A website (Engagement HQ), dedicated to engaging with stakeholders and communities, will be launched at the beginning of the project once agreement from the Project Board has been given. It will include themed based discussion forums, polls and surveys, consultations, message boards, and an option to request community feedback and ideas by plotting them on a map. The website will have both a public facing element and an internal element for County Councillors and Officers.
26. The LTP must consider the transport needs of all sectors of the community, business, and services, as well as the impacts of transport on these groups. Consultation responses need to be reflective of the population and transport users as a whole. This means that the Council will need to target a wide audience, including people and groups who do not usually engage, to gain diverse perspectives. In addition to the website, the Council will consider hosting working groups, forums and drop-in sessions.

### **Link to other Overview and Scrutiny Activity**

27. Future papers, updating members on the development of the LTP, can be presented to the Committee if this were something that members would like.
28. The LTP will be signed off by Cabinet before it is published.

## **Community Impact Assessment**

29. Transport is an important part of everyone's well-being and quality of life, but it may not be experienced equally by everyone. People's transport and access needs will depend upon numerous factors, including age, gender, disability, health, education, ethnicity, income, family structure, and occupation.

30. A Community Impact Assessment has been produced and is provided in Appendix 1. The main benefits provided by the development of the LTP is that the Council must have involve and consult people with protected characteristics in the development and implementation of the LTP. Several existing umbrella groups that work with people with a range of impairments will be a useful point of contact to establish local needs and a network of contacts.

## **List of Background Documents/Appendices:**

Appendix 1 – Community Impact Assessment

### **Contact Details**

**Assistant Director:** Clive Thomson, Assistant Director for Connectivity and Sustainability

**Report Author:** Nicola Swinnerton  
**Job Title:** Principal Transport Strategy Officer  
**Telephone No.:** 01785 277517  
**E-Mail Address:** nicola.swinnerton@staffordshire.gov.uk

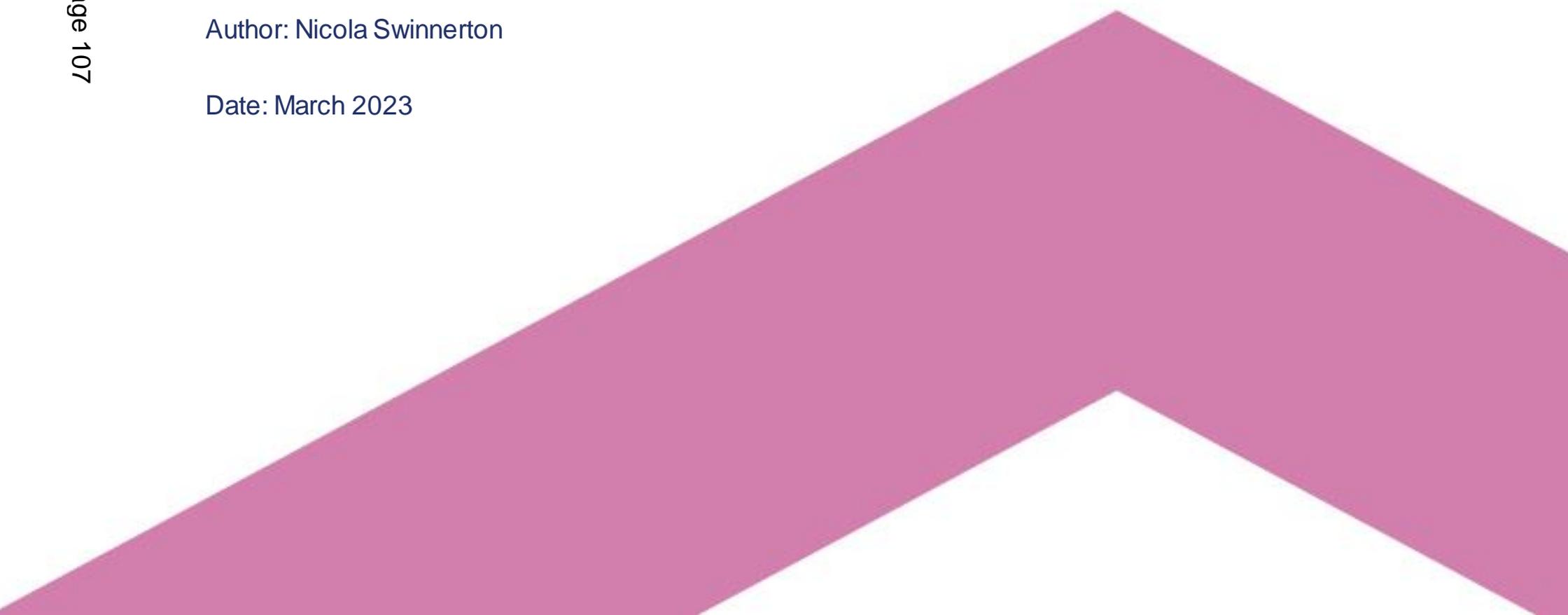


# Community Impact Assessment

## Staffordshire Local Transport Plan

Author: Nicola Swinnerton

Date: March 2023



## Equality Assessment

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
<b>Age</b> - older and younger people	There will be identified benefits from the proposals in the LTP for people who are too young to drive and who feel that they are too old to drive.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A
<b>Disability</b> - people who are living with different conditions and disabilities, such as: mental illnesses, long term conditions, Autism and other neurodiverse conditions, learning disabilities, sensory impairment and physical disabilities.	There will be identified benefits from the proposals in the LTP for people who live with a disability. For example, the provision of walking and cycling infrastructure will be compliant with Equality Act 2010.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A
<b>Gender reassignment</b> - those people in the process of transitioning from one sex to another	There will be identified benefits from the proposals in the LTP that can be associated to all population groups.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A
<b>Marriage &amp; Civil Partnership</b> - people who are married or in a civil partnership should not be treated differently at work	There will be identified benefits from the proposals in the LTP	Risks will be assessed during LTP's preparation and	N/A

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
	that can be associated to all population groups.	implementation stage. Focus will happen at the scheme design and delivery stage.	
<b>Pregnancy &amp; Maternity</b> - women who are pregnant or who have recently had a baby, including breast feeding mothers	There will be identified benefits from the proposals in the LTP that can be associated to all population groups.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A
<b>Race</b> - people defined by their race, colour, and nationality (including citizenship) ethnic or national origins	There will be identified benefits from the proposals in the LTP that can be associated to all population groups.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A
<b>Religion or Belief</b> - people with any religious or philosophical belief, including a lack of belief. A belief should affect a person's life choices or the way they live for it to be considered	There will be identified benefits from the proposals in the LTP that can be associated to all population groups.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A
<b>Sex</b> - men or women	There will be identified benefits from the proposals in the LTP that can be associated	Risks will be assessed during LTP's preparation and implementation stage.	N/A

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
	to all population groups. For example, the LTP will look at women's safety when using the transport network.	Focus will happen at the scheme design and delivery stage.	
<b>Sexual orientation</b> - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	There will be identified benefits from the proposals in the LTP that can be associated to all population groups.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A

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### Workforce Assessment

Who will be affected – consider the following protected characteristics: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation	Benefits	Risks	Mitigations / Recommendations

### ➤ Health, Well-being and Social Care Assessment

Key considerations	Benefits	Risks	Mitigations / Recommendations
Mental Health and Wellbeing	The LTP will seek to provide more opportunities for people to walk and cycle, and become more physically active, which will improve the mental health and wellbeing of Staffordshire's residents.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	Benefits can be maximised by promoting the use of new walking and cycling facilities, as resources permit.
Healthy Lifestyles	<p>Increase physical activity from more walking and cycling will help to reduce excess weight and associated health issues.</p> <p>Not related to lifestyles, but Staffordshire has 18 Air Quality Management Areas (AQMAs), which were declared for exceedances in nitrogen dioxide (NO<sub>2</sub>) caused by road traffic emissions. When the AQMA was declared, a district/borough council is required to draw up an Air Quality Action Plan (AQAP) in pursuit of reducing levels of pollutants below permitted levels. This means that any new transport intervention in the AQMA should not add to the already poor air quality. Poor local air quality increases the risk of heart and respiratory diseases, as well as lung cancer. NO<sub>2</sub> can also cause asthma, bronchial symptoms, lung</p>	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	<p>Benefits can be maximised by promoting the use of new walking and cycling facilities, as resources permit.</p> <p>Benefits can be maximised by reducing motorised vehicle use in AQMAs and ensuring the expeditious flow of traffic.</p>

Key considerations	Benefits	Risks	Mitigations / Recommendations
	inflammation and reduced lung function.		
Accidents and Falls Prevention	<p>Resurfacing and upgrading the county's roads, footways and cycleways will help to reduce the likelihood of falls and accidents. The provision of segregated cycling facilities will further reduce conflict between cyclist, pedestrians and vehicles.</p> <p>The LTP seeks to improve transport for the user, which includes their experience by creating a network that is safe, reliable and inclusive.</p>	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	Road Safety Audits will be completed on schemes, as appropriate.

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### ➤ Communities Assessment

Key consideration	Benefits	Risks	Mitigations / Recommendations
Rural communities	There will be a positive impact on the rural communities if resources are made available to maintain the highway network, including the public rights of way network, and investment is made in alternatives to the private motor car such as public transport, cycling and walking.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A

➤ **Economic Assessment**

Key consideration	Benefits	Risks	Mitigations / Recommendations
Access to employment opportunities	The LTP will seek to facilitate Staffordshire's growth ambitions, enabling businesses to prosper sustainably. It will encourage a greener recruiting and a greener workforce and promote remote working.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A
Improved business connections and reducing congestion	The LTP will seek to facilitate a reliable road network in Staffordshire by working with stakeholders, including the local planning authorities and Highways England.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A
Greening freight	The LTP will seek to promote green freight through initiatives such as electric vehicle fleets and car clubs, EV charging points, e-cargo bikes, and road to rail.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A

➤ **Climate Change Assessment**

Key considerations	Benefits	Risks	Mitigations / Recommendations
Decarbonising transport	The LTP will seek to maintain and increase the walking and cycling network will encourage	Extreme weather affecting transport services.	It is legally binding that the sale of new petrol and diesel cars and vans will be phased out by 2030, and all

Key considerations	Benefits	Risks	Mitigations / Recommendations
	<p>behavioural change. Avoiding the need to travel through digital connectivity will also be encouraged in the LTP.</p> <p>The Local Cycling and Walking Infrastructure Plan (LCWIP), Bus Service Improvement Plan (BSIP) and the Electric Vehicle Charging Strategy will be updated and appended to the LTP.</p>	<p>Infrastructure not being in place to keep up with demand or to encourage people to switch</p>	<p>new cars and vans will be fully zero emission at the tailpipe from 2035.</p> <p>By law, the UK's emissions must now be net zero by 2050.</p>

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➤ **Environment Assessment**

Key considerations	Benefits	Risks	Mitigations / Recommendations
Built Environment/ Land Use	<p>Maintaining the condition of the walking and cycling network, enhancing public realm and delivering sustainable transport improvement schemes will have a positive impact on the built environment.</p>	<p>Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.</p>	N/A

Key considerations	Benefits	Risks	Mitigations / Recommendations
Rural Environment / Countryside	There will be a positive impact on the rural environment, if resources are made available to maintain the highway network, including the public rights of way network.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A
Air, Water and Land Quality	Encouraging walking and cycling for short journeys, and public transport for medium to long journeys, could reduce greenhouse gases and improve local air quality in the 18 designated Air Quality Management Areas in Staffordshire.	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	Air quality monitoring is completed by District / Borough Councils and Air Quality Action Plans associated with Air Quality Management Areas will be reviewed and updated
Waste and Recycling	Benefits will be provided from the use of recycled road materials.		N/A
Agriculture and Food Production	N/A	N/A	N/A
Transport	The key objective of the LTP is to improve the transport network, ensuring that it: <ul style="list-style-type: none"> <li>Reduce environmental impacts</li> </ul>	Risks will be assessed during LTP's preparation and implementation stage. Focus will happen at the scheme design and delivery stage.	N/A

Key considerations	Benefits	Risks	Mitigations / Recommendations
	<ul style="list-style-type: none"> <li>• Grow and level up the economy</li> <li>• Improve transport for the user</li> </ul> <p>The LTP will provide wider benefits by increasing travel choices, improving road safety, reducing community severance, enhancing public realm, reducing congestion and improved air quality.</p>		
Noise	A mode shift to walking and cycling could reduce traffic delays that may have associated noise benefits.	Noise risks associated with scheme construction will be assessed at the scheme design and delivery stage.	N/A

# Highways Transformation

**Prosperous Overview and Scrutiny Committee**

Version 1.0

22 March 2023



**Strategic Plan 2022–26:** Fix more roads and improve transport and digital connections

**Vision:** Deliver an excellent customer experience and improve the quality of our roads.

**Three part Highways Transformation Programme:**

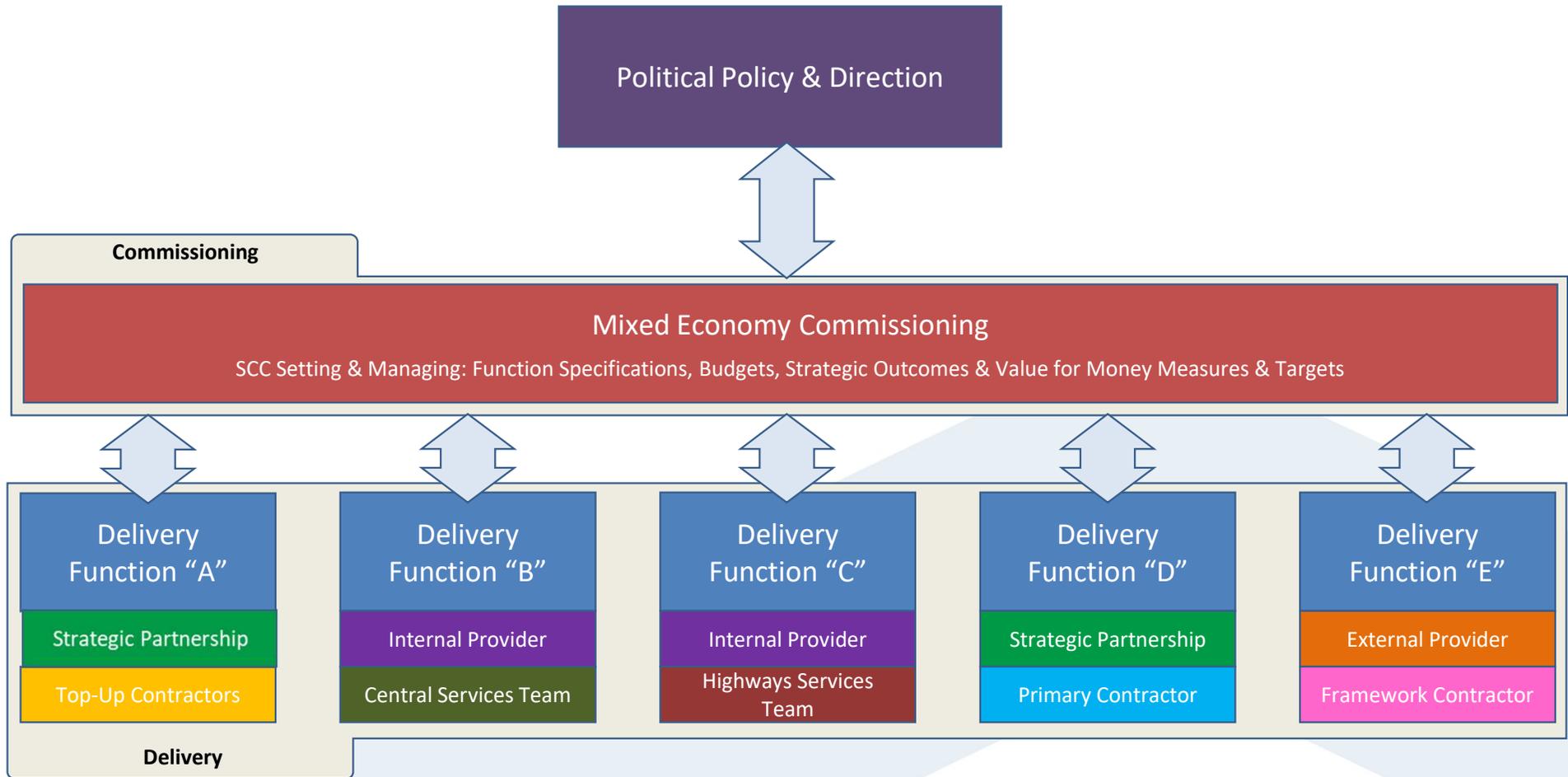
1. Future Highways Delivery Model – contract arrangements
2. Transforming our offer
3. Highways Investment Strategy

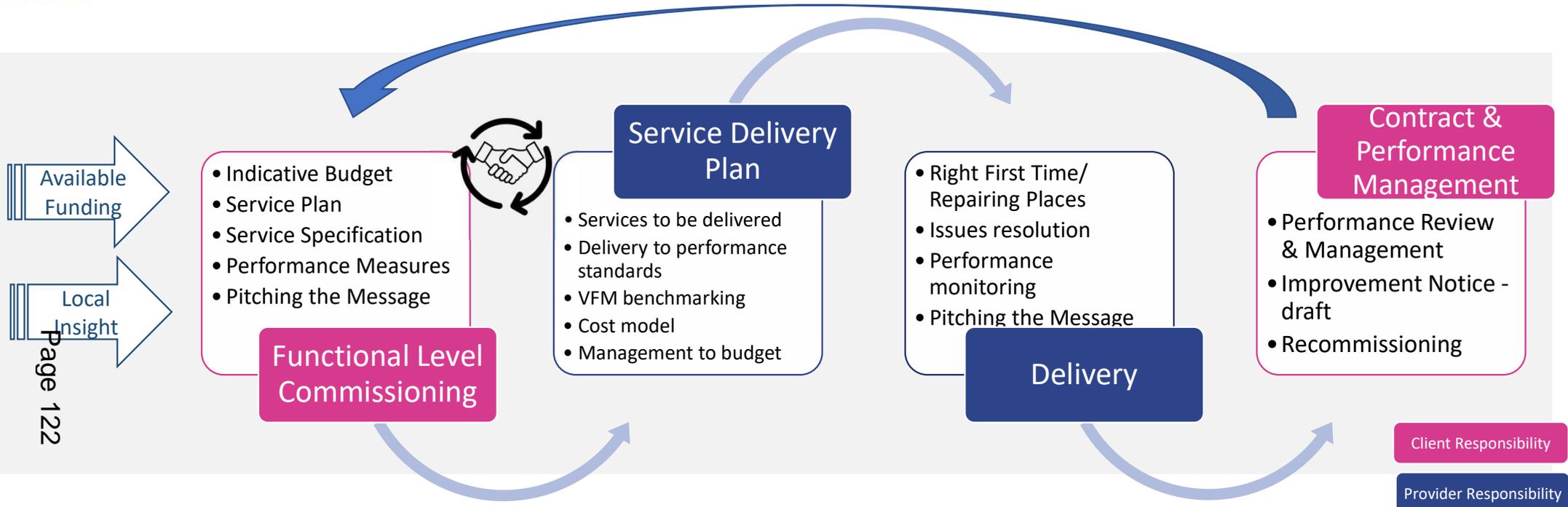
# 1. Future Highways Delivery Model

- Decision to agree the revised terms for a contract extension with Amey published 16 March 2023.
- Follows the new functional operating model (hybrid mixed-economy) approved by Cabinet in July 2022.
- Media notices and Internal comms completed.
- Big milestone for the transformation programme

# Functional Model (Hybrid Mixed-Economy) <sup>5</sup>

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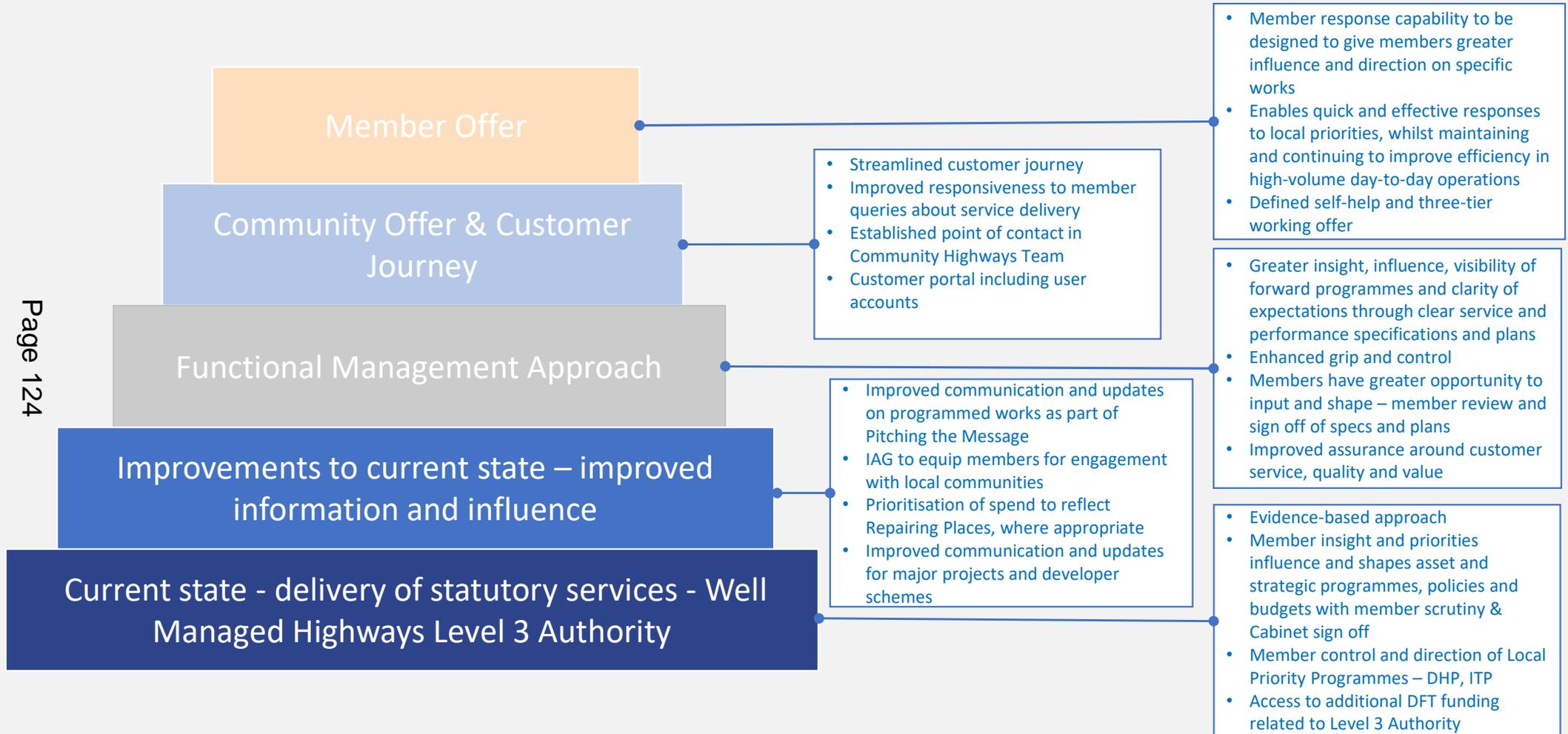
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# 2. Transforming our offer

# Future State

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# Member Offer Planned Improvements

Aim: to embed a member response capability within the service that enables quick and effective responses to local priorities, whilst maintaining and continuing to improve efficiency in high-volume day-to-day operations

## 4 Key Themes...

## Planned / proposed improvements...

A member-led Highway service through effective governance and contract management

- Service and performance specifications to be informed by community insight, include a customer element and have member sign off
- New performance management regime to include member and customer satisfaction as well as clearly demonstrating VFM
- Additional scrutiny processes to be introduced
- Extended membership of the Members' Customer Outcome Group

Information, Advice & Guidance about Highway Services to equip members to communicate and engage with their local communities

- Provide clear specifications about functional service delivery in different formats to meet a range of needs
- Roll out of Pitching the Message - publishing more programmes and defect information in user-friendly formats
- Provide regular training events
- Provide meaningful contract performance data to demonstrate value for money

Prompt responses to member queries about service delivery

- All service leads will provide clear, consistent and prompt responses to ad hoc questions about their service area
- Community Highways team will provide an established point of contact with an overview of all major activity

Timely delivery of member priorities

- Community Highways team to provide a member response capability reflecting 'two tick' approach - options for delivery to be scoped
- Inclusion of member priority factor to support scheduling of Cat 3 defect matrix, where possible
- Member control of County Council funded work programmes – ITP and DHP
- Roll out of "repairing places not defects" approach, where relevant
- Improved delivery mechanisms for DHP schemes
- Explore provision of match funding for collaborative three-tier working, such as for environmental works & winter maintenance
- Promote community self-help activities in roadside maintenance – options for funding to be scoped
- Provide support for locally funded and locally commissioned activity, such as for SIDs, gully emptying, grass cutting

# Overview of Design, Build & Rollout



- Page 126
- Clarity of what sits where
    - alignment of activities across the service
  - Scope feasibility of some solutions
  - Some high-level process design, where required
    - Understand responsibilities
    - Job roles required
  - Capacity requirements
    - Job design

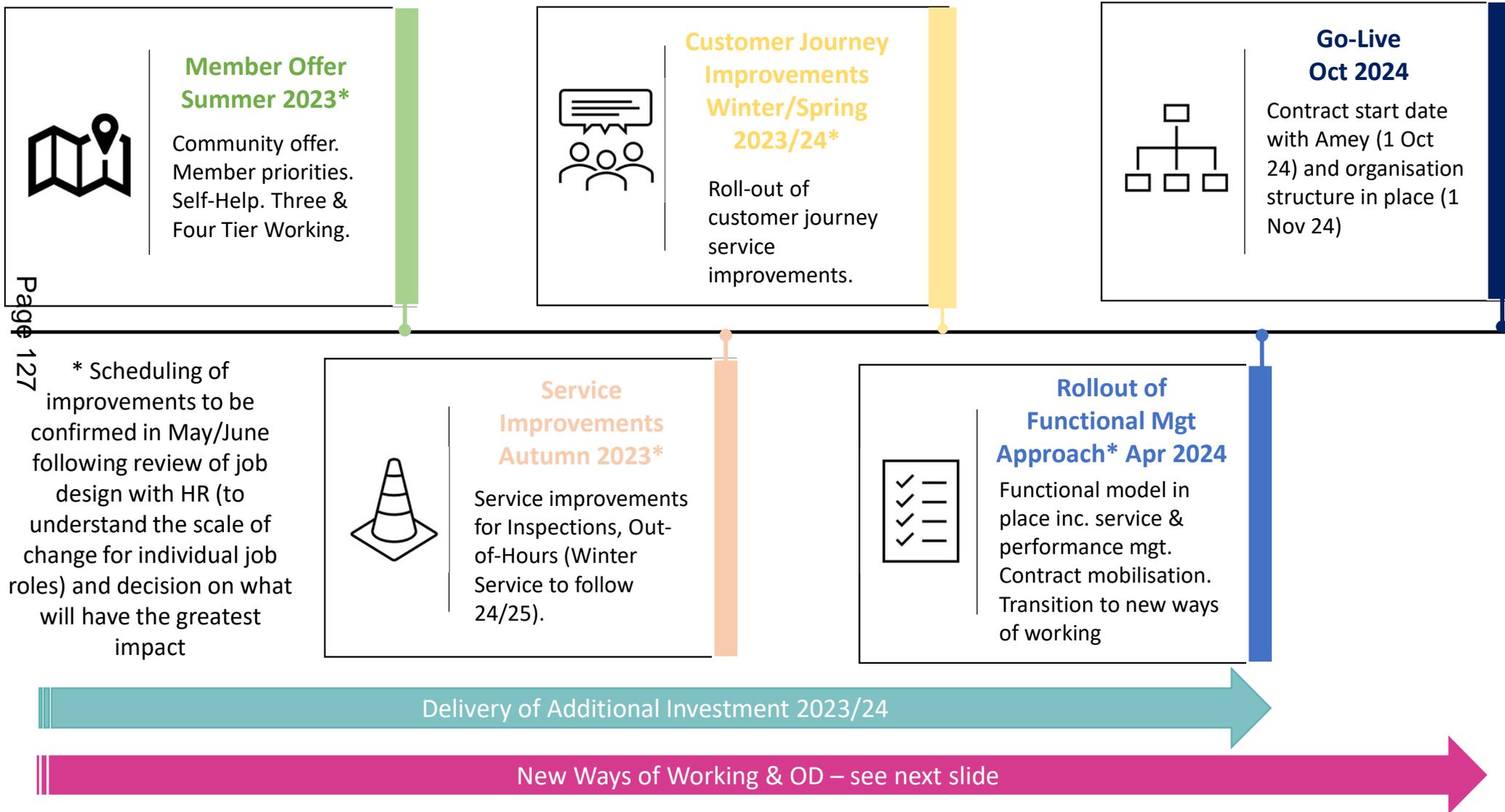
- Develop process, systems and solutions to support future model
- Operational build of above
- Completion of the activity so the new model is in place by 1 April 2024.
- Job evaluation and consultation on the structure and roles

- Soft go-live of client management approach
- Trial, review, amend and deploy
- Transition to new ways of working, where possible

- Contract start date – 1 Oct 2024
  - Functional management approach operational to be able to manage new contract
  - Organisation structure in place – Nov 2024

Proposed milestone plan (v9.0) for delivery shown on next slide

# Target Rollout of Improvements & Investment\*



\* Scheduling of improvements to be confirmed in May/June following review of job design with HR (to understand the scale of change for individual job roles) and decision on what will have the greatest impact

# 3. Additional Investment Update

Capital Investment 22/23	Budget Estimate	RAG
Targeted structural maintenance schemes	£5.2m	GREEN
Targeted defect hotspots	£1.3m	GREEN
Minor capital maintenance	£5.0m	GREEN
Post winter workstack	£2.5m	GREEN
Repairing places pilots	£1.0m	AMBER
Customer service system	£0.5m	AMBER
<b>TOTAL:</b>	<b>£15.5m</b>	

## 22/23 Progress: Revenue investment

Revenue Investment 22/23	Projected Spend	RAG
Transformation & additional interim capacity	£0.55m	AMBER
Targeted highly visible local priority service pressures:		
<ul style="list-style-type: none"> <li>Rapid response &amp; 3-4 tier working pilot</li> </ul>	£0.15m	GREEN
<ul style="list-style-type: none"> <li>Early season urban grass cut</li> </ul>	£0.1m	GREEN
<ul style="list-style-type: none"> <li>Community gully emptying project</li> </ul>	£0.3m	GREEN
<ul style="list-style-type: none"> <li>Deteriorated gateway high-friction surfacing</li> </ul>	£0.5m	GREEN
<ul style="list-style-type: none"> <li>Deteriorated gateway road markings and railings</li> </ul>	£0.1m	GREEN
<ul style="list-style-type: none"> <li>Tree works</li> </ul>	£0.3m	GREEN
<b>TOTAL:</b>	<b>£2.0m</b>	

## Initial proposal to inform development of a deliverable work programme including costings and timescales

### Key Areas of £30M SCC Investment over 2-year period

- a. Publicised structural maintenance programme (Key Gateways & Local Junction/Roundabout Repairs) - £10.35m
- b. Preventative Treatments £8.65m (c.275,000 sq.m)
- c. Flooding/Drainage £1m
- d. Minor Capital Maintenance £10m

### Revenue

Environmental Activities – revenue, one year only in 2023/24 projected underspend on staff as highway reorganisation progresses £0.65M

### Notes

- Footway & Footway Preventative Treatment is suspended for 2023/24 and 2024/25 due to risk of damage due to Digital Infrastructure programme
- New Chetwynd Bridge circa £15M to be funded from future bid? – initial design/preparation work funded from DfT Maintenance Grant circa £0.4M/year for 2 years

## a. Structural Maintenance - Key Gateways & Local Junction repair programme (£10.35m)

- A5121 Claymills, Burton upon Trent
- A5121 Derby Road (2 phases), Burton upon Trent
- C0306 (formerly A5127) Birmingham Road, Lichfield
- A34/A449 Queensway roundabout (part), Stafford
- A513 Upper Gungate, Tamworth.
- A522 Uttoxeter Road, Uttoxeter (junction/roundabout)
- A511 Ashby Road, Burton upon Trent (junction/roundabout)
- A527 Meadows Way, Biddulph (junction/roundabout)
- A524 Higherland, Newcastle under Lyme (junction/roundabout)
- A52 Ash Bank Road, Werrington (junction/roundabout)
- A449 Wolverhampton Road, Himley (junction/roundabout)
- A519 Brook Lane, Newcastle under Lyme (junction/roundabout)
- A5195 Burntwood Way, Burntwood (junction/roundabout)
- A53 Buxton Road, Leek (high friction surfacing site)
- C0306 (formerly A5127), Trent Valley Road, Lichfield (junction)
- B5027 Lichfield Road, Stone (high friction surfacing site)
- A5192 Eastern Avenue, Lichfield (high friction surfacing)

## b. Preventative Surface Treatments – 275,000 sq.m

## c. Flooding and Drainage

- £1.0M over 2 years on additional drainage works to reduce risk of highway flooding
- E.g. B3097 Forton – Shebdon Road, Shay Lane (Road Closed) – replacement of collapsed culvert circa £0.2M

## d. Minor Capital Maintenance

- Carriageway and footway defect repairs
- Hotspot patching
- Minor drainage repairs

## Revenue - Environmental Activities

Revenue, one year only in 2023/24 funded from projected underspend on staff as highway reorganisation progresses £0.65M

Activity	Value £M	Description
Grass Cutting	0.18	Additional grass cut March 2024
Environmental	0.24	Edging out and clearance of debris/vegetation from edges of carriageway & footways (£30k/District)
Weed Control	0.18	2 extra weedsprays
Drainage – additional enforcement	0.05	Additional staff resource and legal time to pilot a trial of increased engagement with landowners including enforcement where third party drainage impacts on the safety of the highway or, run off onto and off the highway from affects other property owners
<b>Total</b>	<b>0.65</b>	

## Establish Staffordshire Innovation Hub

**Explore and Take advantage of ongoing developments in materials/products and techniques**

**Net Zero/Network Resilience**

**Digital Roads**

**Make Staffordshire's road network available for trials to support innovation**

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To encourage innovation in all aspects of construction and maintenance; to support new products, processes or materials through trials and testing through its lifespan e.g. weed control, JCB pothole pro, surface treatment innovations, gully waste arisings, roadmaster, thermal patching, flowable asphalt



Road map to Net Zero e.g. Alternative lower carbon fuels, Net Zero Highway Improvement Project, Carbon Accounting, Improve biodiversity - Plantlife road verge campaign



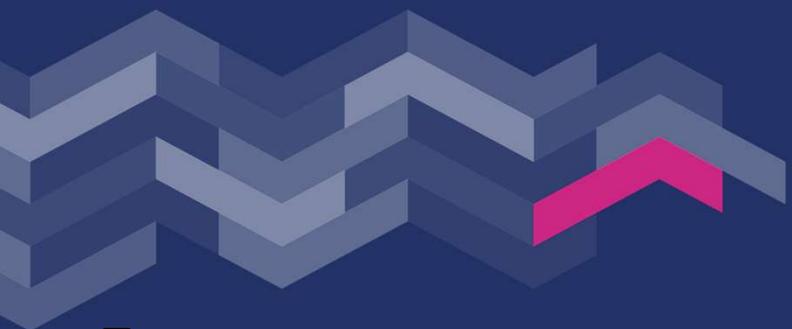
Harness data, technology and connectivity to improve the way the local road network is designed, built operated and used e.g. structural health monitoring of Chasewater Dam, 3D surveys, 'digital twins'.

## Communication

Dedicated corporate campaign supported by scheme specific activity i.e. 'Pitching the Message'

- Begins with Highways & Transport Capital Programme – 15<sup>th</sup> March 2023
- Pro-active
- Positive
- Informative
- Real Time
- Responsive/interactive
- Utilisation of members social media and other outlets.

- 1. Is there a role for Select Committee in agreeing the annual Functional Level service commissioning and if so what could this look like?**
  
- 2. Are the planned improvements to deliver the new member offer correct or is anything missing?**



## **WORK PROGRAMME**

### **Prosperous Overview and Scrutiny Committee – 2022/2023**

This document sets out the work programme for Prosperous Overview and Scrutiny Committee for 2022/2023.

Prosperous Overview and Scrutiny Committee are 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 2022-26.

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.

**Councillor Tina Clements**

Chairman of Prosperous Overview and Scrutiny Committee

If you would like to know more about our Work Programme or how to raise issues for potential inclusion on a Work Programme, then please contact Jonathan Lindop, Scrutiny and Support Officer ([jonathan.lindop@staffordshire.gov.uk](mailto:jonathan.lindop@staffordshire.gov.uk)).

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
Thursday 26 May 2022 at 10.00 am	Work Programme Planning  Rural Economic Strategy Cabinet Member: Philip White Lead Officers: Darryl Evers/Anthony Hodge	Requested by email (Cabinet Member 17 March 2022).	(a) That the report be received and noted.  (b) That the County Council's draft Rural Economic Strategy 2022/2030 be supported.  (c) That the Cabinet Member have regard to their comments (see minutes of meeting) in the final version (and its Implementation Plan) expected to be published in late Summer/early Autumn 2022.  (d) That further update reports on the progress made in implementation of the Strategy be brought to the Committee on a quarterly basis.
Wednesday 15 June 2022 at 2.00 pm (additional meeting)	Highways Transformation – Update Cabinet Member: David Williams Lead Officers: Darryl Evers/James Bailey	Requested by Cabinet Member at 14 April 2022 Committee Meeting.	(a) That the report be received and noted.  (b) That satisfactory progress had been made in the Highways Transformation Programme to date.

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
Page 141			<p>(c) That the Cabinet Member be urged to have regard to the above-mentioned comments in his work to identify the most appropriate future delivery model for the Highways maintenance service.</p> <p>(d) That progress in the Highways Transformation Programme Continue to be monitored closely and further update reports be brought the Committee, as necessary.</p>
	<p>SEND Green Paper – Staffordshire’s response Cabinet Member: Jonathan Price Lead Officers: Helen Riley/Tim Moss</p>	<p>Proposed by Cabinet Member at 12 May 2022 Triangulation Meeting.</p>	<p>(a) That the report be received and noted.</p> <p>(b) That the contents of the County Council’s proposed response to the Government’s White Paper entitled “SEND review: right support, right place, right time”, as set out in the report, be supported.</p> <p>(c) That the various measures contained in the White Paper already being implemented by Staffordshire, making them an exemplar, be welcomed.</p>

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
			<p>(d) That the Cabinet Member for Education (and SEND) be urged to continue his efforts to lobby Central Government for additional resources so that the various other aspirations contained in the White Paper can be successfully delivered within a satisfactory time-scale.</p>
<p>Thursday 7 July 2022 at 10.00 am</p> <p>Page 142</p>	<p>Highways Transformation Programme – Three Strands Progress Cabinet Member: David Williams Lead Officers: Darryl Evers/James Bailey</p>	<p>Requested at 13 January 2022 Committee Meeting.</p>	<p>(a) That the oral report and presentation be received and noted.</p> <p>(b) That satisfactory progress had been made in the Highways Transformation Programme to date.</p> <p>(c) That the Cabinet Member be urged to have regard to the above-mentioned comments in his work to implement the new future delivery model for Staffordshire Highways.</p>
	<p>Town Centre Regeneration Programmes (Working with District and Borough Partners – Update</p>	<p>Requested at 29 November 2021 Triangulation Meeting. Postponed until late summer at the request of Cabinet Member (via email from Anthony Hodge 1 February</p>	

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
	<p>Cabinet Member: Phillip White Lead Officers: Darryl Eyers/Anthony Hodge</p>	<p>2022). Further identified at 26 May 2022 Committee Meeting. Postponed at the request of Cabinet Member (email from Anthony Hodge, 10 June 2022) at 15 June 2022 Committee meeting.</p>	
<p>Page 143</p>	<p>HS2 Connectivity with existing 'classic' Network Cabinet Member: David Williams Lead Officers: Darryl Eyers/Clive Thompson</p>	<p>Raised at 13 January 2022 Committee meeting; offer of engagement with Avanti West Coast received 28 February 2022 (email from Jason Pacey, HS2); provisionally accepted by Chairman 4 March 2022.</p>	<p>(a) That the oral report and presentation be received and noted.</p> <p>(b) That the efforts made to date to maximise the opportunities available to Staffordshire residents from the construction of the high-speed rail line by HS2 be welcomed.</p> <p>(c) That a further update be brought to the Committee in January/February 2023.</p> <p>(d) That the Deputy Leader and Cabinet Member for Economy and Skills continue to be held to account for his efforts to maximise the opportunities available to Staffordshire residents from the construction of the line, where possible.</p>

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
<p>Page 144</p>	<p>Flood Risk Management Strategy 2021/27 Outcome Measures – Progress Cabinet Member: Simon Tagg Lead Officers: Darryl Evers/Jamie Cooper</p>	<p>Requested at 29 November 2021 Committee meeting.</p>	<p>(a) That the oral report and presentation be received and noted.</p> <p>(b) That the news of additional Government Funding which had been made available in support of flood risk management in Staffordshire and the progress made to date in this respect, be welcomed.</p> <p>(c) That the Cabinet Member be urged to have regard to the Committee’s comments in his on-going work towards ensuring effective flood risk management in the County.</p> <p>(d) That the issue of flood risk management be kept under close review and further scrutiny be undertaken, as necessary.</p>
	<p>Thursday 29 September 2022 at 10.00 am</p>	<p><del>North Staffordshire Local Air Quality Plan</del> <del>Cabinet Member: David Williams</del> <del>Lead Officers: Darryl Evers/Clive Thomson</del></p>	<p>Requested by email 4 February 2022 (Joanne Keay on behalf of Cabinet Member). Postponed at the request of Cabinet Member (email from Darryl Evers via Joanne Keay 12 July 2022) until Autumn 2022.</p>

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
Page 145	Petition - Management of HGV's on Cemetery Road, Silverdale, Newcastle-under-Lyme Cabinet Member: David Williams Lead Officers: Darryl Evers	Constitutional requirement for petition to be considered by Scrutiny owing to it containing between 2,500 and 5000 signatures.	That the petition be noted;  (b) That the petition organiser be thanked for his attendance at the meeting;  (c) That no further action be taken by the Committee pending determination of the above-mentioned Planning Application No. SCC/22/0078/FULL-MAJ by the County Planning Committee.
Page 145	Schools White Paper Cabinet Member: Jonathan Price Lead Officers: Tim Moss	Identified at 26 May 2022 Committee meeting.	That the report be received and noted.  (b) That the Cabinet Member be urged to have regard to their comments in his on-going correspondence with Government in implementing their new ambitions for the school system in England.
	<del>Countryside Review – Update</del> <del>Cabinet Member: Victoria Wilson</del> <del>Lead Officers: Helen Riley/Sarah Bentley</del>	Requested at 24 February 2022 Committee Meeting. Programmed for early Autumn at 26 May 2022 Committee meeting. Reprogrammed for additional 19 October 2022 Committee meeting at 15 June 2022 Committee meeting.	

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
	<p>Staffordshire History Centre – Update Cabinet Member: Victoria Wilson Lead Officers: Catherine Mann</p>	<p>Proposed by Cabinet Member at 12 May 2022 Triangulation Meeting. Programmed for early Autumn at 26 May 2022 Committee meeting. Reprogrammed for additional 19 October 2022 Committee meeting at 15 June 2022 Committee meeting.</p>	
Page 146	<p><del>Libraries &amp; Arts – Update (Burton-on-Trent, Cannock and Tamworth)</del> Cabinet Member: Victoria Wilson Lead Officers: Catherine Mann</p>	<p>Proposed by Cabinet Member at 12 May 2022 Triangulation Meeting. Programmed for early Autumn at 26 May 2022 Committee meeting. Reprogrammed for additional 19 October 2022 Committee meeting at 15 June 2022 Committee meeting.</p>	
	<p><del>Highways Transformation Progress and Performance Quarterly Update.</del> Cabinet Member: David Williams Lead Officers: Darryl Evers/James Bailey</p>	<p>Identified at 26 May 2022 Committee meeting. Update for Q2 postponed until later in Q3 at request of Director (email from James Bailey 18 August 2022).</p>	
	<p><del>Economic Recovery Renewal and Transformation/Economic and Rural Strategies Six-Monthly Progress Update (incorporating former APMG Report – Future Economy and Enterprise – Update)</del></p>	<p>Requested at 15 July 2020 Triangulation meeting (amended at 23 July 2021 and 13 January 2022 Committee meetings). Further update incorporated into County Economic Strategy report to 23 March 2022 Committee meeting. Postponed at the request of Cabinet Member on 20 June</p>	

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
	<p>Cabinet Member: Philip White Leads Officer: Anthony Hodge</p>	<p>2022 to 19 October 2022 Committee Meeting.</p>	
<p>Page 147</p>	<p>SEND High Needs Capital Funding 2022-24 Cabinet Member: Jonathan Price Lead Officers: Neelam Bhardwaja/Debbie Nash</p>	<p>Requested by email 19 July 2022 (Debbie Nash on behalf of Cabinet Member). Agreed by Chairman 21 July 2022</p>	<p>(a) That the report be received and noted.</p> <p>(b) That the utilisation of funding within Staffordshire’s educational settings to support the delivery of new places and improve existing provision for children and young people with special educational needs and disabilities (SEND), in line with the SEND Strategy, be supported.</p>
<p>Wednesday 19 October 2022 at 2.00 pm</p>	<p>Countryside Review Update including Chasewater Vision Cabinet Member: Victoria Wilson Lead Officers: Darryl Eyers/Sarah Bentley</p>	<p>Requested at 24 February 2022 Committee Meeting. Programmed for early Autumn at 26 May 2022 Committee meeting. Reprogrammed for additional 19 October 2022 Committee meeting at 15 June 2022 Committee meeting.</p>	<p>(a) That the report be received and noted.</p> <p>(b) That the key actions identified in the Future Vision for the Countryside Estate’s Delivery Plan be supported.</p> <p>(c) That progress against the various key actions and on-going performance of the service be monitored closely and further scrutiny be undertaken at the appropriate time, as necessary.</p>

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
Page 148	<p>Staffordshire History Centre – Update Cabinet Member: <del>Victoria Wilson</del> Lead Officers: <del>Darryl Evers/Catherine Mann</del></p>	<p>Proposed by Cabinet Member at 12 May 2022 Triangulation Meeting. Programmed for early Autumn at 26 May 2022 Committee meeting. Reprogrammed for additional 19 October 2022 Committee meeting at 15 June 2022 Committee meeting. Postponed until December 2022 meeting at request of Cabinet Member on 8 September 2022.</p>	
	<p>Libraries &amp; Arts – Update (Burton-on-Trent, Cannock and Tamworth) Cabinet Member: Victoria Wilson Lead Officers: Darryl Evers/Catherine Mann</p>	<p>Proposed by Cabinet Member at 12 May 2022 Triangulation Meeting. Programmed for early Autumn at 26 May 2022 Committee meeting. Reprogrammed for additional 19 October 2022 Committee meeting at 15 June 2022 Committee meeting.</p>	<p>(a) That the report be received and noted.</p> <p>(b) That the future direction of travel for the Libraries and Art Service during the period of the Strategic Plan 2022-2026, be supported.</p> <p>(c) That the Cabinet Member be urged to have regard to their comments in seeking to improve the operational performance of the Service, particularly in respect of communication with ‘Local’ Members.</p>
	<p><del>Chasewater Vision</del> Cabinet Member: <del>Victoria Wilson</del></p>	<p>Proposed by Cabinet Member at 12 May 2022 Triangulation Meeting. Programmed at 15 June 2022 Committee meeting. To be included in</p>	

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
Page 149	Lead Officers: Darryl Evers/Catherine Mann	Countryside Vision – Update (see above)	
	Economic Recovery Renewal and Transformation/Economic and Rural Strategies Six-Monthly Progress Update (incorporating: (i) former APMG Report – Future Economy and Enterprise – Update and; (ii) National Numeracy Programme Cabinet Member: Philip White Leads Officer: Darryl Evers/Anthony Hodge	Requested at 15 July 2020 Triangulation meeting (amended at 23 July 2021 and 13 January 2022 Committee meetings). Further update incorporated into County Economic Strategy report to 23 March 2022 Committee meeting. Postponed at the request of Cabinet Member on 20 June 2022 to 19 October 2022 Committee Meeting. Revised content (Economic Strategy only) agreed at Pre-Agenda preview on 27 September 2022.	(a) That the report be received and noted.  (b) That the good progress made towards delivery of the County Council’s Economic Strategy 2022-2030, be welcomed.  (c) That further updates on the various ambitions set out in the Strategy and targets in the accompanying Delivery Plan be brought to the Committee at six-monthly intervals.
	<del>Civil Parking Enforcement – Proposed Scrutiny Review</del> <del>Cabinet Member: David Williams</del> <del>Lead Officers: Darryl Evers/James Bailey</del>	Requested by Cabinet Member on 10 August 2022. Postponed at request of Cabinet Member (email from Darryl Evers, 4 October 2022).	
Site Visits - Monday 7 November 2022 at 2.20 pm on site	Site Visits to Household Waste Recycling Centres.	Requested at 18 August 2022 Triangulation Meeting.	

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
<p>Thursday 10 November 2022 at 10.00 am</p> <p>Page 150</p>	<p>Household Waste Recycling Centres – New Service Performance against Key Performance Indicators. Report to also include details of five-year investment plan and significant policy changes, at request of Cabinet Member on 7 September 2022. Cabinet Member: Simon Tagg Lead Officers: Darryl Evers/Clive Thomson</p>	<p>April 2022 update requested at 16 September 2021 Committee meeting. Postponed at request of Cabinet Member until reconfigured service operational (email from Clive Thomson/Carole Smith 8 March 2022).</p>	<p>(a) That the report be received and noted.</p> <p>(b) That the good performance of the newly internalised service against Key Performance Indicators be noted.</p> <p>(c) That the proposed changes with regard to Policies 4 (Van and Trailer Use) and 14 (Schools and Charities) above, be supported.</p> <p>(d) That Option (a) is the preferred change with regard to Policy 15 (Commercial (Trade) Waste) above.</p> <p>(e) That the public consultation measures in respect of the proposed changes as set out above, be supported.</p> <p>(f) That a further update on the proposed changes be brought to the Committee in due course.</p>
	<p>Digital Infrastructure - Update Cabinet Member: Simon Tagg</p>	<p>Proposed by Cabinet Member at 12 May 2022 Triangulation Meeting.</p>	<p>(a) That the report and PowerPoint presentation be received and noted.</p>

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
	Lead Officers: Darryl Evers		<p>(b) That the County Council's approach to deploying the Digital Infrastructure Strategic Framework continue to be supported.</p> <p>(c) That a further update be brought to the Committee in six-months time.</p>
Page 151	<p><del>Tree Planting Net Zero by Nature</del>  <del>Cabinet Member: Simon Tagg</del>  <del>Lead Officers: Darryl Evers/Clive Thomson</del></p>	<p>Proposed by Cabinet Member at 18 August 2022 Triangulation Meeting. Programmed for 10 November 2022 Committee meeting at 29 September Committee meeting. Postponed until April 2023 (indicative) Committee meeting at request of Cabinet Member (email from Sarah Bentley 18 October 2022) owing to national delays in funding settlement.</p>	
	<p>Staffordshire Local Area SEND Re-Visit Inspection &amp; SEND Accelerated Progress Plan Six Month Review  Cabinet Member: Jonathan Price  Lead Officer: Neelam Bhardwaja/Tim Moss</p>	<p>Identified at 26 May 2022 Committee meeting.</p>	<p>(a) That the report be received and noted.</p> <p>(b) That the outcome of the Department for Education and NHS England's six-month review of progress against Staffordshire's SEND Accelerated Progress Plan be welcomed.</p>

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
			(c) That their commitment to assisting with the achievement of the various actions set out in the Accelerated Progress Plan, by the Authority be re-affirmed.
<p>Thursday 22 Friday 16 December 2022 at 10.00 am (Re-scheduled at request of Chairman) Monday 9 January 2023 at 1.00 pm (re- scheduled at request of Leader)</p>	<p>Staffordshire History Centre – Update Cabinet Member: Victoria Wilson Lead Officers: Darryl Eyers/Catherine Mann</p>	<p>Proposed by Cabinet Member at 12 May 2022 Triangulation Meeting. Programmed for early Autumn at 26 May 2022 Committee meeting. Reprogrammed for additional 19 October 2022 Committee meeting at 15 June 2022 Committee meeting. Postponed from 19 October 2022 Committee meeting at request of Cabinet Member on 8 September 2022. Postponed until 3 February 2023 meeting at request of Cabinet Member owing to funding shortfall.</p>	
	<p>Highways Transformation Progress and Performance Quarterly Update. Cabinet Member: David Williams Lead Officers: Darryl Eyers/James Bailey</p>	<p>Identified at 26 May 2022 Committee meeting. Last reported to 7 July 2022 Committee meeting. Update for Q2 postponed until later in Q3 at request of Director (email from James Bailey 18 August 2022).</p>	<p>(a) That the oral report and presentation be received and noted.  (a) That satisfactory progress had been made in the Highways Transformation Programme to date.  (b) That the Cabinet Member be urged to have regard to the above-mentioned comments in his</p>

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
			work to implement the new future delivery model for Staffordshire Highways.
Page 153	Electric Vehicle Charging Infrastructure Strategy Cabinet Members: Simon Tagg and David Williams Lead Officers: Darryl Evers/Richard Rea	Requested by email on 12 October 2022 (Richard Rea on behalf of Cabinet Member).	(a) That the report be received and noted.  (b) That the Cabinet Members be urged to have regard to the above-mentioned comments in their work to finalise the draft Staffordshire Electric Vehicle Infrastructure Strategy.
Page 153	Civil Parking Enforcement – Scope of Proposed Scrutiny Review Cabinet Member: David Williams Lead Officers: Darryl Evers/James Bailey	Requested by Cabinet Member on 10 August 2022. Postponed from 19 October 2022 Committee meeting at request of Cabinet Member (email from Darryl Evers 4 October 2022). Target date for Briefing note - February 2023 Committee meeting. Initial scoping item requested by Chairman at 2 November 2022 Triangulation Meeting.	(a) That the oral report and presentation be received and noted.  (b) That the Committee hold an Inquiry Day on a date and at a time and venue to be arranged to take evidence from key stakeholders and inform the scope of a Prosperous Overview and Scrutiny Committee Civil Parking Enforcement Working Group to be convened in response to the above-mentioned request.
	Sustainability Board Communications Plan Cabinet Member – Simon Tagg	Requested by Chairman following inclusion of item on Forward Plan of Key Decisions 14 December 2022 - 19 April 2023 December 2022	(a) That the report be received and noted.

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
	Lead Officers: John Tradewell/Rose Hampton		(b) That the Staffordshire Sustainability Board Communications Plan be supported in terms of the Partnership approach to be adopted, its content and pace of activities which had been identified.
Friday 3 February 2023 at 10.00 am  Page 154	<del>Civil Parking Enforcement – Proposed Scrutiny Review Briefing Note</del> Cabinet Member: <del>David Williams</del> Lead Officers: <del>Darryl Evers/James Bailey</del>	Requested by Cabinet Member on 10 August 2022. Postponed from 19 October 2022 Committee meeting at request of Cabinet Member (email from Darryl Evers 4 October 2022). Target date for note - February 2023 Committee meeting. Considered at 16 December 2022 Committee Meeting.	
	HS2 Six-monthly Update – Impact on Staffordshire Cabinet Member: Philip White/David Williams Lead Officer: Darryl Evers/Sarah Mallen	Requested at 26 February 2021 Committee meeting (amended at 23 July 2021 Committee meeting).	
	Staffordshire History Centre – Update Cabinet Member: Victoria Wilson Lead Officers: Darryl Evers/Catherine Mann	Proposed by Cabinet Member at 12 May 2022 Triangulation Meeting. Programmed for early Autumn at 26 May 2022 Committee meeting. Reprogrammed for additional 19 October 2022 Committee meeting at 15 June 2022 Committee meeting. Postponed from 19 October 2022	

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
		Committee meeting at request of Cabinet Member on 8 September 2022. Re-scheduled at request of Cabinet Member at 2 November 2022 Triangulation meeting owing to funding shortfall.	
Page 155	Highways Transformation Progress and Performance Quarterly Update. Cabinet Member: David Williams Lead Officers: Darryl Eyers/James Bailey	Identified at 26 May 2022 Committee meeting. Last reported to <del>16 December 2022</del> 9 January 2023 Committee meeting. Scheduled at request of Chairman at 2 November 2022 Triangulation Meeting.	
Wednesday 22 March 2023 at 2.00 pm (additional meeting)	Highways Transformation Progress and Performance Quarterly Update. Cabinet Member: David Williams Lead Officers: Darryl Eyers/James Bailey	Identified at 26 May 2022 Committee meeting. Last reported to <del>16 December 2022</del> 9 January 2023 Committee meeting. Scheduled at request of Chairman at 2 November 2022 Triangulation Meeting. Re-scheduled at 30 November 2022 Pre-Agenda Preview (James Bailey on behalf of Cabinet Member).	
	Staffordshire Community Learning Service's Annual Self-Assessment Report for 21/22 Cabinet Member: Philip White Lead Officers: Darryl Eyers/Amanda Darlington	Requested by email 28 September 2021 (Amanda Darlington on behalf of Cabinet Member). Re-scheduled from 27 April 2023 Committee meeting.	

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
	<p>Local Transport Plan Refresh Cabinet Member: David Williams Lead Officers: Darryl Evers/Nicola Swinnerton</p>	<p>Identified at 26 May 2022 Committee meeting. Programmed for 22 March 2023 Committee meeting at Pre-Agenda Preview on 19 January 2023.</p>	
	<p>Safer Roads Partnership – Update Cabinet Member: David Williams Lead Officers: Darryl Evers/Clive Thomson</p>	<p>Requested at 16 September 2021 Committee meeting. Programmed for 22 March 2023 Committee meeting at Pre-Agenda Preview on 19 January 2023.</p>	
<p>Thursday 27 April 2023 at 10.00 am</p>	<p>Staffordshire Community Learning Service’s annual self-assessment report for 21/22 Cabinet Member: Philip White Lead Officers: Darryl Evers</p>	<p>Requested by email 28 September 2021 (Amanda Darlington on behalf of Cabinet Member).</p>	
	<p>Tree Planting Net Zero by Nature Cabinet Member: Simon Tagg Lead Officers: Darryl Evers/Clive Thomson</p>	<p>Proposed by Cabinet Member at 18 August 2022 Triangulation Meeting. Programmed for 10 November 2022 Committee meeting at 29 September Committee meeting. Postponed until April 2023 (indicative) Committee meeting at request of Cabinet Member (email from Sarah Bentley 18 October 2022) owing to national delays in funding settlement.</p>	

**Work Programme 2022/2023**

Date of Meeting	Item	Details (Background)	Action / Outcome
	Local Flood Risk Management Strategy – Update  Cabinet Member: Simon Tagg Lead Officers: Darryl Eyers/Jamie Cooper	Requested by Chairman at 2 November 2022 Triangulation Meeting.	
Page 157	Household Waste Recycling Centres - Outcome of the Public Consultation and Policy Changes for 2023/24. Cabinet Member: Simon Tagg Lead Officers: Darryl Eyers/Clive Thomson	Requested by email 21 November 2022 (Carole Smith on behalf of Cabinet Member).	

Any provisional matter requiring Committee confirmation/approval are shown in green

**Items for Consideration – Work Programme 2022/2023**

Suggested Item	Details (Background)	Proposed Date of Meeting
Delivering Housing in Staffordshire Cabinet Member: Mark Deaville Lead Officers: Anthony Hodge/ Mark Parkinson/Matthew Shufflebotham	Programmed for consideration at November 2020 Committee Meeting but Agenda full. However, nothing further to report at present.	To be advised.
Live Labs Cabinet Member: Julia Jessel/Jonathan Price/David Williams	Carried forward from 2020/21 and 2021/22 Work Programmes.	To be advised.

Items for Consideration – Work Programme 2022/2023		
Suggested Item	Details (Background)	Proposed Date of Meeting
Lead Officers: Clive Thomson/Louise Clayton/Nick Dawson		
<del>Safer Roads Partnership Update Cabinet Member: David Williams Lead Officers: Darryl Eyers</del>	Requested at 16 September 2021 Committee meeting.	<del>To be advised. 22 March 2023</del>
Bus Transport for Young People Cabinet Member: David Williams Lead Officers: Darryl Eyers/Clive Thomson	Requested at 29 November 2021 Triangulation Meeting. Further identified at 26 May 2022 Committee meeting.	To be advised.
<del>Local Transport Plan Refresh. Cabinet Member: David Williams Lead Officer: Darryl Eyers/Clive Thomson</del>	Identified at 26 May 2022 Committee meeting.	<del>To be advised. 22 March 2023</del>
Digital Infrastructure Plan Progress Update. Cabinet Member: Simon Tagg Lead Officers: Darryl Eyers/Anthony Baines	Identified at 26 May 2022 Committee Meeting. Considered at 10 November 2022 Committee Meeting. Next six-monthly update due May 2023 Committee meeting.	
Tourism and Visitor Economy: Cabinet Member: Phillip White Lead Officers: Darryl Eyers	Identified at 26 May 2022 Committee meeting.	To be advised.
School Age Education – Development Post Pandemic Cabinet Member: Jonathan Price Lead Officers: Neelam Bhardwaja/Tim Moss	Identified at 15 June 2022 Committee meeting	To be advised.
<del>Tree Planting Net Zero by Nature Cabinet Member: Simon Tagg Lead Officers: Darryl Eyers/Sarah Bentley</del>	Identified at 18 August 2022 Triangulation Meeting. Programmed for 27 April 2023 Committee Meeting (see above).	Programmed for 10 November 2022 Committee meeting at 29 September Committee meeting. Postponed at

<b>Items for Consideration – Work Programme 2022/2023</b>		
<b>Suggested Item</b>	<b>Details (Background)</b>	<b>Proposed Date of Meeting</b>
		request of Cabinet Member (email from Sarah Bentley, 6 October 2022)

Any provisional matter requiring Committee confirmation/approval are shown in green

<b>Standing Items 2022/2023</b>		
<b>Item</b>	<b>Details (Background)</b>	<b>Action / Outcome</b>
HS2 Six-monthly Update – Impact on Staffordshire Cabinet Member: Philip White Lead Officer: Darryl Eyers/ Sarah Mallen	Requested at 26 February 2021 Committee meeting (amended at 23 July 2021 Committee Meeting). Next update due January/February 2023.	
Economic Recovery Renewal and Transformation Six-Monthly Progress Update (incorporating former APMG Report – Future Economy and Enterprise – Update) Cabinet Member: Philip White Leads Officer: Darryl Eyers/ Anthony Hodge	Requested at 15 July 2020 Triangulation meeting (amended at 23 July 2021 and 13 January 2022 Committee meetings). Further update incorporated into County Economic Strategy report to 23 March 2022 Committee meeting. Next update due at September 2022 Committee meeting.	
Highways Transformation Progress and Performance Quarterly Update. Cabinet Member: David Williams Lead Officers: Darryl Eyers/ James Bailey	Identified at 26 May 2022 Committee meeting. Next Update due September 2022 (Update for Q2 postponed until later in Q3 at request of Director (email from James Bailey 18 August 2022). Considered at 16 December 2023 Committee Meeting. Next Update due March 2023.	

Any provisional matter requiring Committee confirmation/approval are shown in green

**Briefing Notes / Updates / Visits 2022/2023**

<b>Date</b>	<b>Item</b>	<b>Details (Background)</b>	<b>Action / Outcome</b>

**Working Groups / Inquiry Days 2022/2023**

<b>Date</b>	<b>Item</b>	<b>Details (Background)</b>	<b>Action / Outcome</b>
Ongoing	Sexual Harassment in Staffordshire Schools	Participation requested by Safeguarding Overview and Scrutiny Committee. Rev Michael Metcalf (Prosperous Scrutiny representative).	Final draft report considered at 14 April 2022 Committee meeting. Sign-off to be notified and monitoring arrangements to be agreed.
Cancelled	'Bus Back Better' – Enhanced Partnership for Staffordshire Cabinet Member: David Williams Lead Officers: Darryl Eyers/Clive Thomson	Requested by email 5 January 2022 (Louise Clayton on behalf of Cabinet Member). Postponed until March 2022 meeting following delay in announcing Bus Service Improvement Plan (BSIP) settlement by Central Government. Further delay in announcing Settlement received (email from Louise Clayton 8 March 2022). Notified of unsuccessful BSIP Bid by email 12 April 2022 (Louise Clayton on behalf of Cabinet Member). Cabinet Member evaluating consequences for Staffordshire.	
	Civil Parking Enforcement	Requested by Cabinet Member on 10 August 2022.	

Any provisional matter requiring Committee confirmation/approval are shown in green

<b>Membership – County Councillors 2022-2023</b>	<b>Calendar of Committee Meetings - 2022-2023</b> (All meetings to be held at County Buildings, Stafford unless otherwise stated)
<p>Tina Clements (Chairman)  Ross Ward (Vice-Chairman – Scrutiny)  Peter Kruskonjic (Vice-Chairman – Overview)  Charlotte Atkins  Philippa Hadden  Philip Hudson  Graham Hutton  David Smith  Samantha Thompson  Bernard Williams  Rev. Preb. Michael Metcalf (Co-optee)</p>	Thursday 26 May 2022 at 10.00 am
	Wednesday 15 June 2022 at 2.00 pm (additional meeting)
	Thursday 7 July 2022 at 10.00 am
	Thursday 29 September 2022 at 10.00 am
	Wednesday 19 October 2022 at 2.00 pm (additional meeting)
	Thursday 10 November 2022 at 10.00 am
	<del>Thursday 22</del> Friday 16 December 2022 at 10.00 am CANCELLED
	Monday 9 January 2022 at 2.00 pm
	Friday 3 February 2023 at 10.00 am
	Wednesday 22 March 2023 at 2.00 pm (additional meeting)
	Thursday 27 April 2023 at 10.00 am

