Staffordshire County Council

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Prosperous Staffordshire Select Committee

Thursday, 19 December 2013
10.00 am
Oak Room, County Buildings, Stafford

John Tradewell
Director of Democracy, Law and Transformation
11 December 2013

A G E N D A

the knot unites

The Chairman to move:-

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

Part Two
(All reports in this section are exempt)

nil

Committee Membership

George Adamson	Geoff Martin
Ann Beech	Rev. Preb. M. Metcalf
Len Bloomer	Geoff Morrison
Maureen Compton	Neil Taylor
Mark Deaville	Martyn Tittley (Vice-Chairman)
Brian Edwards (Chairman)	Diane Todd
Deborah Kay	Ellen Wright
Rachel Kidd-Smithers	

Scrutiny and Support Manager: Tina Randall Tel: (01785) 276148

Minutes of the Prosperous Staffordshire Select Committee Meeting held on 20 November 2013

Present: Brian Edwards (Chairman)

George Adamson	Rev. Preb. M. Metcalf
Ann Beech	Geoff Morrison
Maureen Compton	Martyn Tittley (Vice-Chairman)
Mark Deaville	Diane Todd
Rachel Kidd-Smithers	Ellen Wright
Geoff Martin	

Also in attendance: Philip Atkins and Mark Winnington

Apologies: Len Bloomer and Neil Taylor

PART ONE

20.   Declarations of Interest

There were none at this meeting.

21.   Minutes of the Prosperous Staffordshire Select Committee held on 17 October 2013

RESOLVED - That the minutes of the Prosperous Staffordshire Select Committee meeting held on 17 October 2013 be confirmed and signed by the Chairman.

22.   Overview and progress updated for the Strategic Economic Plan and EU Structural and Investment Fund Strategy

At their meeting of 17 October 2013 the Select Committee had received a broad contextual overview and progress update on the emerging economic strategies being developed to secure economic growth in Staffordshire. Members now considered two of these, the Strategic Economic Plan (SEP) and the EU Structural and Investment Fund Strategy (ESIFS), which were being developed through the Stoke-on-Trent and Staffordshire Local Enterprise Partnership (SSLEP).

In the June 2013 Spending Review, the Chancellor confirmed the creation of the Local Growth Fund (LGF) of £2 billion pounds between 2015/16 and 2020/21. To access this each LEP must create a SEP, the strength of which would determine their allocation of the LGF. Rather than the SEP bidding for funding from the LGF it was expected that LEPs would use their SEP to outline barriers to and opportunities for economic growth within their area, showing how the LEP, local partner organisations and businesses would work to address these issues.

The Select Committee were reminded of the announcement from the Secretary of State, Innovation and Skills in June 2013, of nominal allocations of European funds to each

LEP. LEPs were tasked with producing an ESIFS to outline how the next round of EU funding would be used and Members received the draft copy of the SSLEP's ESIFS.

The SEP and the ESIFS were being produced in tandem to ensure close alignment. The intention was for the ESIFS to fund delivery of some of the interventions within the SEP. Rather than the SEP specifically targeting funding within the LGF a holistic approach was being taken of all the economic opportunities and barriers that exist within Stoke-on-Trent and Staffordshire.

The Select Committee received details of the key dates for the development of both the SEP and the ESIF. They received a copy of the draft submission to Government of the ESIFS.

Members considered the six overall growth priorities that had been identified for the SEP, these being:
- Sectors and inward investment
- Business growth and innovation
- Sites and infrastructure
- Housing and place
- Strategic finance and funding
- Skills

Members asked for an example of where EU funding had been used successfully within Staffordshire. One of Staffordshire's flagship examples of this was the Lymedale Business Park, Newcastle under Lyme, which had been developed using EU Regional Development funding. The Select Committee enquired if this development had resulted in the up-skilling of the local workforce. After the collapse of the mining industry it had been a brave decision to acquire these sites and bring them back in to productive use. There had been success in attracting different businesses onto these sites.

The Council Leader informed Members of how EU funding had changed over a number of years and of the necessity to recognise and plan for the match funding elements within any allocation. Staffordshire was a skills pilot authority, working with colleges to ensure that Staffordshire young people have the right skills for the local economy.

Previous European funding had been allocated based on population. EU funding now represented four to five times the amount previously available.

Members asked what new sectors were being generated through the LEP. Staffordshire already had strengths in a number of sectors such as ceramics, advanced manufacturing, including companies such as JLR and JCB, and the LEP supported these industries in further development. EU funding also supported small and medium enterprises.

The Select Committee noted the importance of tourism to Staffordshire and were surprised that Cannock Chase was not included in the visitors report. They also sought clarification over which universities were involved with the Education Trust, querying whether Keele was linked into the Trust. Members felt that the Education Trust was an excellent way of linking the employers with local universities/colleges and pupils to ensure Staffordshire young people have the right skills for the local economy.

Members also queried what development would be undertaken at Chasewater, suggesting this was a significant tourism development opportunity.

Members raised concerns over the split LEP membership of some District and Borough Councils within Staffordshire and the funding consequences of this. Cannock Chase and Lichfield District Councils were members of both the Stoke-on-Trent and Staffordshire LEP and the Greater Birmingham and Solihull LEP (GBSLEP). The East Staffordshire and Tamworth Borough Councils considered themselves to be only in the GBSLEP. As a result of this a number of funding streams from Central Government had been split across LEPs with the Staffordshire based GBSLEP funding not always ring-fenced for use within Staffordshire. There was a great deal of extra work and bureaucracy involved in allocation of funding streams between the split LEPs where the priorities of the different LEPs were not the same. Where ever possible priority synergies were identified, with work involving the split funding undertaken within these areas.

At the 17 October Select Committee members asked doe a rationale as to why Districts should be members of the Stoke-on-Trent and Staffordshire LEP. This work was underway and would be shared with members shortly.

RESOLVED – That the Select Committees comments on the two key strategies being developed through the Stoke-on-Trent and Staffordshire Local Enterprise Partnership to secure economic growth and prosperity in Staffordshire, the SEP and the ESIFS, be noted.

23. Work Programme

Members received an updated copy of their work programme. The following developments had been made:

- the pupil attainment item would now be considered at the January meeting
- the agenda for 19 December meeting was lengthy and would be split to enable the education items to be considered first. A working lunch would be provided at this meeting
- members had now been sent a number of briefing papers, with a substantive report requested for the following: Chasewater Country Park and the roll out of Broadband
- a request had been made to the Cabinet Member (Economy and Infrastructure) that a briefing on minor works on rural roads be circulated to all Members. [Note by Clerk: Mr Winnington has proposed delaying this whilst discussions are ongoing regarding the Infrastructure+ contract.]

RESOLVED – That the updates to the work programme be noted.

Chairman

Documents referred to in these minutes as Schedules are not appended, but will be attached to the signed copy of the Minutes of the meeting. Copies, or specific information contained in them, may be available on request.

Prosperous Staffordshire Select Committee 19 December 2013

Impact of the 16-19 Bursary Fund on the participation of 16-18 year olds in education and training

Recommendation

1. That the Committee notes and considers the positive trends in participation of young people since the introduction of the Bursary Fund.

Report of Cabinet Member for Learning & Skills

Summary

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

2. The purpose of this report is to provide an update to members on the trends in participation that have occurred since the introduction of the 16-19 Bursary fund that replaced the Education Maintenance Allowance.

3. This report provides an update on participation in education and training 11 months on from the last report and summarises the findings of the first year of the independent national evaluation of the 16-19 Bursary Fund.

4. The introduction in September 2013 of RPA placed statutory duties on the local authority that require it to "support, enable and assist" young people's participation and also to secure "sufficient suitable education and training to meet the reasonable needs of young people under the age of 19 (or under 25 if subject to a learning disability assessment)" and the bursary fund provides support for young people to do so.

Report

Background

5. The Government provides funding to tackle disadvantage both through the Education Funding Agency's (EFA) funding formula and through support to help young people meet the costs of participating in education and training post-16, principally through the 16-19 Bursary Fund. The 16-19 Bursary fund is allocated by the EFA and is administered directly by schools, colleges and other approved training providers.

6. In 2013/14, providers received16-19 Bursary Fund allocations for discretionary bursaries only. The funding for vulnerable student bursaries are held centrally by the EFA's Learner Support Service and providers will draw down this funding on demand throughout the academic year.

7. The Bursary fund seeks to target those young people who face a real financial barrier to participation. It consists of a guaranteed award to the most vulnerable groups (Young People in care, care leavers, or disabled young people in receipt of Disability Living Allowance and Employment Support Allowance). In addition, providers are able to make discretionary awards based on their own published policy and criteria for other learners who most need financial support to enable them to participate and providers can supplement these bursaries if they are able to do so.

8. The 16-19 Bursary Fund was introduced in September 2011 and so far data collection has been dependent on voluntary data returns by Providers. Although useful to the EFA as a predictor of demand for vulnerable group bursaries in particular, the voluntary nature of the returns means that they give an incomplete picture and renders them inappropriate for evaluation purposes and as a result there are no plans to publish this data.

9. The Department for Education (DfE) commissioned the independent social research institute NatCen Social Research to evaluate the 16-19 Bursary Fund over three years. The first year report published by the DfE in May 2013 found that income related criteria are used to issue bursaries and they were used mainly for transport costs and educational equipment. The report also found that providers thought the fund was targeted at greatest need and it was flexible enough to meet individual need, although this flexibility could lead to unequal levels of bursary support and that common policies across providers could mitigate this and it is not allowed within the guidance on use of the funds.

10. Since EMA ceased there are reports that local providers have continued to pay some learners up to £30 per week or provide other support such as a free bus pass or providing a free laptop. Some Providers are also extending the eligibility and producing their own additional scheme to support a wider cohort of learners in addition to those that qualify via the 16-19 Bursary Fund. Within Staffordshire there have be no reports of providers that have identified a general shortfall of funds to meet demand for the guarantee bursary.

11. As part of the work with the looked after children cohort, the County Council has worked with Colleges to identify learners that are eligible for Bursary Fund to ensure that this vulnerable group gets the relevant support to ensure that they remain in education.

Raising the Participation Age (RPA)

12. RPA started in August 2013 and duties are placed on the Local Authority (LA) that require young people to stay-on in education or training to the age of 17 in 2013 and 18 by 2015. Achieving full participation of young people in education or training until age 18 requires all parts of the education system to play a role. The County Council has commissioned a range of activities from the Entrust Careers and Participation Service (CaPS) - to meet the LA requirements and duties for RPA. From August 2013, the County Council has a duty to:

- promote the effective participation in education or training of all 16 and 17 year olds resident in their area;

- establish mechanisms and processes to identify young people resident in its area who are not participating.

13. RPA has specific definitions of what counts as participation and how it applies to young people in meeting this duty. The duty applies to all young people in England (from 28 June 2013) until the end of the academic year in which they turn 17; and from 26 June 2015, to their 18th birthday. Participation is defined through as through full-time education, an apprenticeship or through full-time employment with part-time education or training.

14. The impact of the national changes made regarding the duties to provide appropriate careers advice and guidance for young people in Staffordshire is key to supporting RPA. The Education Act 2011 introduced a statutory duty on schools, academies and other providers in England to secure access to independent, impartial careers guidance for their pupils in years 8–13. The duty came into force in September 2012 for year 9-11 and was extended in September 2013 to cover years 8 and 13.

15. The Education Act 2011 sets out the duties of local authorities in relation to careers guidance and this is limited to supporting and assisting vulnerable young people and those at risk of disengaging with education or work. The statutory responsibility under section 68 of the Education and Skills Act 2008 requiring local authorities to encourage enable and assist the participation of young people in education or training, remains unchanged. The service that is commissioned from Entrust supports this duty.

16. National research published by DfE (Barriers to participation in education and training Thomas Spielhofer, Sarah Golden, Kelly Evans, et al.Research Report, June 2010) has shown that for the majority of young people (86%) they do not experience any barriers to participating post-16. The main barriers and constraints experienced by young people relate to finance, transport, availability of provision and their knowledge and awareness of the post-16 options available to them.

17. Young people who live in rural areas have significantly increased odds of experiencing transport as a barrier or constraint than similar young people who do not live in rural areas. Finance is significantly more likely to be experienced as a barrier or constraint by young people who are NEET, those in jobs without training and teenage parents. The research suggests that there is an issue around the amount and nature of IAG available to some young people. A substantial minority of young people, particularly those with Learning Difficulties/Disabilities, teenage parents, and young people in jobs without training or who are NEET feel that they have not received enough support and information, and do not feel prepared for their future when completing Year 11.

Participation Trends in Staffordshire

18. In producing this report a request for data and information from the EFA on the take-up of bursaries was made. However, the EFA has stated that the NatCen Social Research report provided is the only evaluation available at present as there has been a poor response rate of the bursary data returns resulting in no information being published. The EFA have confirmed there will be a Year 2 evaluation report published in the Summer 2014 and it is intended that analysis of year-end Bursary management information returns should be included in that report.

19. The cohort of 16-18 year olds has been reducing and is indicated by the chart below that shows a general decline in young people that will flow into post 16 education at year 12 and 13.
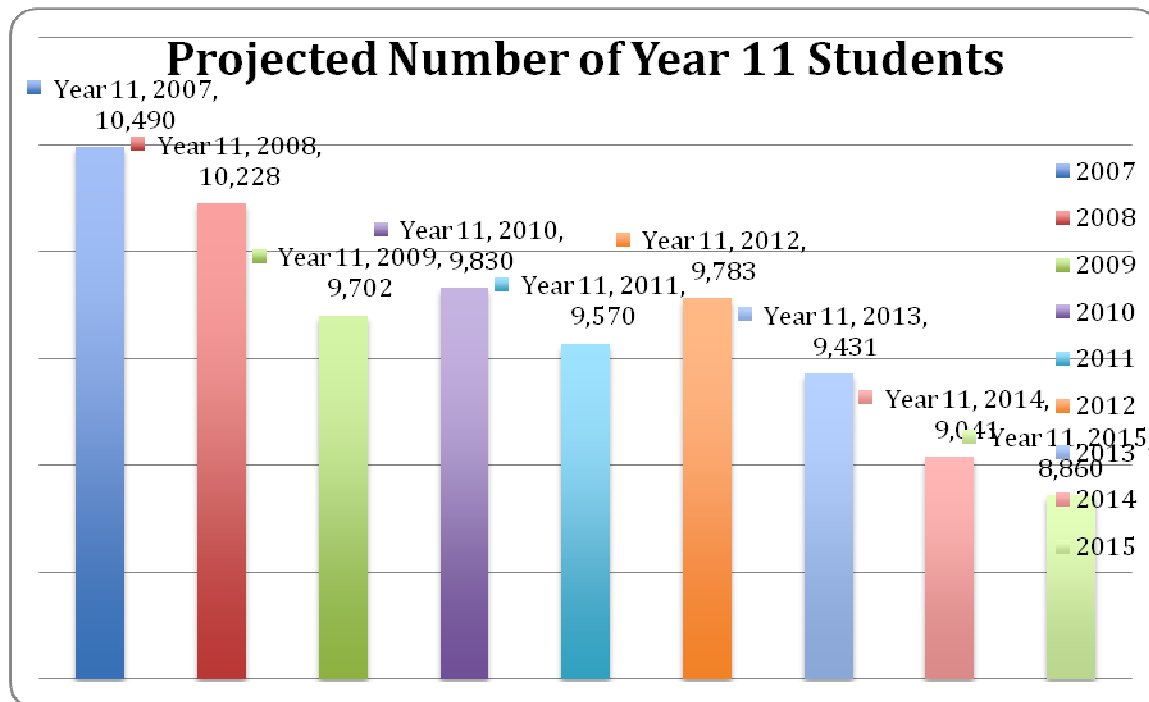
20. From the data below in Table 1 of participation of young people aged 16 and 17 rates remain high. In 2011, there was a fall in the participation rate that has since been reversed based on provision 2012 data. Provisional data for 2012 shows participation at 89.2% in Staffordshire which is higher than the national rate of 88.4% for England and the West Midlands rate of 87.4%

Table 1: Participation of 16-17 year-olds in Staffordshire

Year	Education Full-time	Part-Time Education	Apps/ WBL	Education Part-time	Population	Participation %
2012	14,905	N/A	1,570	16,475	19,041	89.2
2011	15,720	1,210	1,100	18,030	21,280	84.7
2010	16,510	1,470	1,200	19,180	21,590	88.8
2009	16,940	1,100	1,310	19,350	21,940	88.2

Source: 2009-11 taken from DfE statistical first release February 2013 and based on end year data at December. 2012 is provisional data taken DfE statistical first release October 2013 and excludes numbers in part-time education.

21.   Bursary allocations to schools, colleges and training providers for 16-18 year olds is given in Table 2 below. In the second year bursary funding increased in the County as EFA had held back funds in the first year of operation to manage any transition issues. In 2013/14 the EFA took over operation of guaranteed bursaries and held funding back to allocate on an application basis accounting for the reduction in funding.

Table 2: EFA allocation of 16-19 Bursary Funds

Staffordshire Providers	2011/12 Bursary Fund	2012/13 Bursary Fund	2013/14 Bursary Fund
College	£1,086,800	£1,606,071	£1,411,519
Independent Providers	£67,450	£36,227	£31,956
Academies	£62,320	£214,559	£256,220
Schools	£388,360	£507,095	£398,725
Grand Total	£1,604,930	£2,363,952	£2,098,420

Source: EFA National Office

22. From the information available locally and nationally it is not possible to determine direct cause and effects of changes from the EMA to the Bursary Fund and levels of participation. What is clear is that generally participation levels are high in the County and remain above regional and national averages. Once data is published on RPA and on Bursary take-up next year it may be possible to offer a more precise estimate.

Link to Strategic Plan

23. The aims and ambition of the trust support the County Councils Strategic Plan in supporting jobs, skills and prosperity and raising the attainment and achievement of young people and adults through education and training as set out below:

• Outcome 1: Staffordshire's economy prospers and grows, together with jobs, skills, qualifications and aspirations to support it.

- Outcome 5: Staffordshire's children and young people can get the best start in life and receive good education so that they can make a positive contribution to their communities.

- Outcome 7: Staffordshire's people and communities can access, enjoy and benefit from a range of learning, recreational and cultural activities.

Link to Other Overview and Scrutiny Activity

24. This report is an update from the March 2012 Education Scrutiny Committee report and the January 2013 Prosperity, Skills and Education Select Committee report that evaluated the impact of the Government's introduction of the 16-19 Bursary Fund following its withdrawal of the Education Maintenance Allowance (EMA).

Community Impact

25. The Bursary Fund supports the participation of young people in education and training, particularly some of the most vulnerable. Effective use by education providers will ensure that young people who would benefit from support of the fund will be in a better position to participate in education and training.

Contact Officer

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Local Members' Interest

Prosperous Staffordshire Select Committee 19 December 2013

Stoke-on-Trent and Staffordshire Education Trust

Recommendation

1. That the Select Committee consider and comment on the remit and progress in the establishment and development of the Education Trust and its key activities to date.

Report of Cabinet Member for Learning & Skills

Summary

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

2. The purpose of this report is to provide an update to members on the development of the Education Trust. The Committee is asked to consider the progress the Education Trust has made and comment on its future development and direction.

Report

Background

3. The Education Trust operates as the strategic arm for the learning and skills agenda for the Local Economic Partnership (LEP) and is also accountable to the Staffordshire Strategic Partnership. The Trust was established to ensure that Stoke-on-Trent and Staffordshire has a partnership in place which brings together all organisations that have an interest in education, training, skills and jobs.

4. The purpose of the Trust is to raise achievement, employability and aspirations amongst young people and adults in the area such that Stoke-on-Trent and Staffordshire gets ahead and stays ahead when it comes to education, training skills and jobs. The Terms of Reference of the Trust are contained within Appendix 1.

Development of the Trust

5. The Trust has a Board of Members from a range of representative and stakeholder bodies within the learning and skills sector at a senior level which is covered in Appendix 2. The six key aims of the trust are to:

    a. To provide a strong **strategic influence and leadership** within the region on education, training and employability by acting as a forum for organisations, including public sector bodies, private sector businesses and third sector organisations, schools, colleges and other education and training providers.
    b. To promote activities that seek to **raise the achievement of pupils and students** in education and training within the region.
    c. To promote activities that seek to **raise educational and training aspirations** amongst young people, their families and advisors.
    d. To **work through local delivery bodies** and support individual or groups of schools, colleges and other providers to raise student achievement and attainment
    e. To provide a **network of contact** for communications and mutual support between business, public sector, third sector and educational organisations
    f. To seek to **influence policy makers at national level** of the needs and potential of education and training within the region **to leverage resource** to the delivery agents to support the achievement of its key purpose

6. The Board is supported by an Executive Group that provides secretariat support and have recently appointed an Interim Chief Operating to strengthen the Executive Support function of the Trust and to accelerate its development and the implementation of the action plan. The post is based in Staffordshire as our stakeholder contributions along with the provision of secretariat support and also works from Stoke-on-Trent one day a week. We envisage that other Trust partners will contribute to the funding of the post in the future and is the Trust evolves and develops.

Education Trust Plan

7. The Trust established three task and finish groups led by members of the Board and the former LEP Enterprise & Skills Group as detailed in Appendix 3. The purpose of the Task Groups were to oversee the development of the Trust Plan as detailed in Appendix 4 to support the achievement of the following three priorities:

    a. **Improving links between business and education and training providers.**

    b. **Matching skills supply and demand.**

    c. **Communication and networking with wider stakeholders.**

8. Some of the key activities and development that are taking place to meet theses priorities are set-out below:

**a. Improving links between business and education and training providers**

9. Careers Guidance and work exposure is critical in helping young people decide their future options and ensure they have the opportunity to achieve their potential and raise their aspirations whilst understanding the opportunities in the local economy. Appendix 5 illustrates the key components of the offer locally and we will be working to understand the offer provider through schools and colleges to complete the picture.

10. The Trust is also working in partnership schools and colleges to promote the world of work through the skills show and has secured £63,000 ESF funding to deliver 3 high profile skills and careers events across Staffordshire & Stoke-on-Trent. The local events will mirror the national Skills Show that took place at the NEC in November 2013 and will enable schools in the area to experience the skills competitions and specialist careers advice first hand.

11. The aim of the local programme is to deliver 3 skills events in Stoke-on-Trent, Burton-upon-Trent and Cannock targeting over 3000 young people 14-19 and 19-25 with learner difficulties and disabilities and young people not in education employment and training. The skills events will be complimented by a range of short 30 minute local skills activities targeting over 600 young people, to be delivered in colleges, schools and employer premises. Both activities feature in a broader strategy led by the Stoke-on-Trent and Staffordshire Education Trust to promote skills and to raise aspirations of young people.

12. The skills events will focus on the key sectors for Stoke-on-Trent and Staffordshire and will feature employers and apprentices sharing their experiences in their respective sectors, "Have a Go" activities, competitions and the provision of information advice and guidance from the National Careers Service. The events will promote vocational learning pathways, Apprenticeships, FE and HE, careers in sectors key to the area and ESF.

13. The events will engage directly with secondary and special schools across Stoke-on-Trent and Staffordshire and transport will be provided to and from the events.

b. Matching skills supply and demand

14. The Trust has been working to support the City Deal negotiations with Government and our skills 'asks'. A key part of the deal has been how to secure better influence and alignment of skills provision and delivery across the area. To meet this ask in July the Business Secretary Rt Hon Vince Cable announced that Stoke-on-Trent and Staffordshire LEP will be one of three LEPs nationwide that has been selected to pilot radical new measures to improve skills training and get more people into work. This gives the LEP and the Education Trust greater influence over the Adult Skills Budget which funds colleges and training providers in delivering classroom and workplace based training. The Adult Skills Budget is equivalent to an annual investment of around £39m each year in Stoke-on-Trent and Staffordshire.

15. How the Skills Pilot will operate is as follows:

   a. The Stoke-on-Trent and Staffordshire Pilot would follow the basic principle of providing weighted priority skills outcomes. The weighting would move provision to priority outcomes on a plan-led basis.

   b. The priorities would be twofold and would either focus on the skills required for growth in priority sectors, or on those areas that support skills progression and employment.

   c. The clawback mechanism would remove up to 5% of funding from providers and colleges that did not make the shift in provision as planned. This funding would be redistributed through negotiation with successful providers or commissioned from other providers.

   d. This model would operate as an incentive to colleges and training providers to respond to LEP priorities over a planned period as only those qualifications matching LEP priorities would be funded.

   e. The diagram below illustrates the expected shift in skills investment over the pilot period, for each provider the picture would look different dependent on how well they are already delivering against LEP priorities.

Skills Pilot Stoke-on-Trent & Staffordshire LEP
Shift to Priority Provision
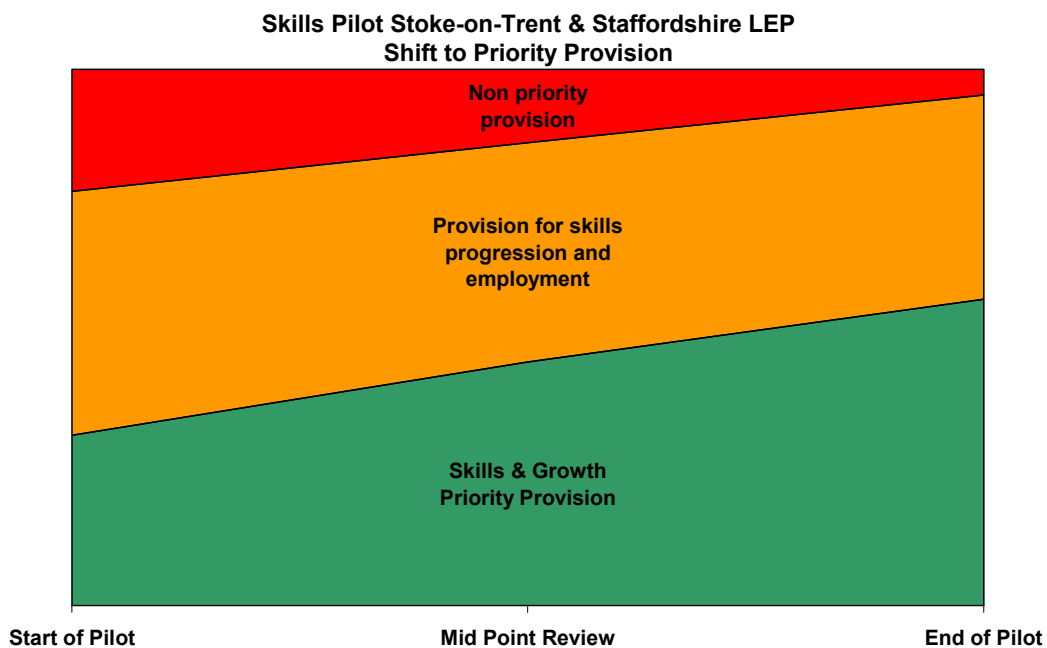
c. Communication and networking with wider stakeholders

16. The Trust has been developing its communications activity and was recently launched at an event in Stoke on the 12th November to the press and the media. This forms part of a wider communications plan to improve the profile of the Trust with local and national stakeholders that includes production of a charter and promotional features along with a greater presence on the Local Enterprise Partnership Website.

17. In order to engage more schools and employers in practical work with the Trust a series of Touch Point locality projects have been established. The projects will help to determine how schools are preparing young people for the world of work and what the local skills requirements of businesses are in that community. The projects will explore the mindsets, behaviours and expectations of young people and the expectations of employers in an attempt to bridge that gap through changes in local practice.

18. It is envisaged that six to eight schools will be involved in a series of projects in Stoke, Newcastle, Tamworth and Cannock that will take place over the next two years. A key outcome of the projects will be building and facilitating sustainable partnerships between schools and employers in each locality to improve the work readiness and expectations of young people.

Link to Strategic Plan

19. The aims and ambition of the trust support the County Councils Strategic Plan in supporting jobs, skills and prosperity and raising the attainment and achievement of young people and adults through education and training as set out below:

- Outcome 1: Staffordshire's economy prospers and grows, together with jobs, skills, qualifications and aspirations to support it;

- Outcome 5: Staffordshire's children and young people can get the best start in life and receive good education so that they can make a positive contribution to their communities;

- Outcome 7: Staffordshire's people and communities can access, enjoy and benefit from a range of learning, recreational and cultural activities.

Link to Other Overview and Scrutiny Activity

20. At the Cabinet Member Accountability Session of 8th November 2012 a commitment was made to update the Committee on the Education Trust.

Community Impact

The Education Trust has the potential, if successful to raise the aspirations and attainment of young people and adults and improve the skills base such that more people can enter into jobs and business prospers. There is a reputational risk if the Education Trust is not successful in gaining stakeholder engagement and support as it will be unable to deliver on its priorities.

Contact Officer

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Appendices/Background papers

Appendix 1: Stoke-on-Trent and Staffordshire Education Trust Terms of Reference
Appendix 2: Stoke-on-Trent and Staffordshire Education Trust Structure Diagram
Appendix 3: Stoke-on-Trent and Staffordshire Education Trust Task Groups
Appendix 4 : Education Trust Plan
Appendix 5: Map of the Careers Offer

Appendix 1
Stoke-on-Trent and Staffordshire Education Trust
Terms of Reference

The Stoke-on-Trent and Staffordshire Educational Trust (SSET) has been established as a means together to ensuring that Stoke-on-Trent and Staffordshire gets ahead and stays ahead when it comes to education, training, skills and jobs.

It will bring together all organisations which have a commitment to raising education and training achievement, employability, and aspirations amongst young people and adults in the region.

Guiding Principles
In leading this overarching strategic role the SSET will have a number of guiding principles. It will….

1. Be a body concentrating on strategic matters on which others deliver
2. Focus on making a difference that individual organisations cannot achieve alone
3. Be driven by the goals of raising aspiration and achievement
4. Establish business links with schools and education providers
5. Be the strategic arm for the learning and skills agenda of the LEP
6. Feed into other strategic partnerships

Key Aims
Working with these principles, the Trust will have six key aims:

1. To provide a strong **strategic influence and leadership** within the region on education, training and employability by acting as a forum for organisations, including public sector bodies, private sector businesses and third sector organisations, schools, colleges and other education and training providers.
2. To promote activities that seek to **raise the achievement of pupils and students** in education and training within the region
3. To promote activities that seek to **raise educational and training aspirations** amongst young people, their families and advisors.
4. To **work through local delivery bodies** and support individual or groups of schools, colleges and other providers to raise student achievement and attainment
5. To provide a **network of contact** for communications and mutual support between business, public sector, third sector and educational organisations
6. To seek to **influence policy makers at national level** of the needs and potential of education and training within the region **to leverage resource** to the delivery agents to support the achievement of its key purpose

Membership and Governance

Membership of the Board, the executive support group and the task groups will include those organisations in the region which can actively support and promote the aims of the Trust. Hence it is expected that membership will include:

- Representative groups from education and training e.g. secondary heads in the region, primary heads in the region, special school heads, independent school heads.
- Business representative organisations
- Businesses
- Third sector organisations
- The FE colleges
- The universities
- The local authorities
- The local NHS and health sector
- Public authorities in the region
- Faith-based organisations
- Academy sponsors
- Private education and training providers
- Bodies representing the 'student voice'
- Bodies representing the 'parental voice'
- Bodies representing the 'community voice'

SSET's structure will be a Board, supported by an Executive Support Group, with specific action groups to address particular issues. The Trust's Board members will normally be individuals of Chief Executive status, and will represent the main groups of members of the Trust. The Chair will be drawn from the business sector.

The Board will meet quarterly, with particular topics being addressed throughout the year, dependent on timing and relevance. Such topics would include: review of education achievements; review of FE and HE enrolments; annual strategic plans; and business skills needs review.

The Board will invite appropriate partners to meetings as and when required, e.g. Skills Funding Agency and Job Centre Plus.

The Board will also link in with specialist industry groups, such as those established by the Chamber of Commerce.

Appendix 2

Stoke-on-Trent and Staffordshire Education Trust

Accountable to:
- Stoke-on-Trent and Staffordshire LEP
- Stoke-on-Trent and Staffordshire Strategic Partnerships

Linking to:
- related LEPs
- CYP Strategic Partnerships
- HWB Boards

SSET Board: Chaired by Senior Business Leader (1)
- Chief Exec or senior rep of City and County Council (2)
- District Council reps (2)
- City & County School Head teacher (2)
- City & County Employer/Business reps (6)
- University Vice Chancellors (2)
- Training Provider Association (1)
- Chamber of Commerce (1)
- FE College Principals (1)
- Voluntary Community Sector rep (1)

Role: strategic priorities, direction and development

SSET Executive Group: Chaired by Board chair
- Lead Officers City & County
- College rep
- Chamber of Commerce Rep
- University rep

Role: exec support in agenda setting, papers and preparation for Board meetings

SSET Advisors and Action Groups (as established by Board)
- membership determined as appropriate to draw in expert, stakeholder, user contributions

Role: priority actions, development and delivery within strategic plan

SSET Stakeholders and Members
- wider members from LAs, Industry, training providers, education providers, govt agencies, stakeholders, education support services

Role: info sharing, updating, sector development, intelligence, networking etc

Appendix 3

Stoke-on-Trent and Staffordshire Education Trust

Key Task Groups

The Trust Board meeting on 15th November 2012, identified the following headline theme priorities:

Quick wins
- what can be achieved quickly and effectively

Employers
- we need to educate employers of the benefits of employing young people
- we need better links between businesses and education establishments
- we need to link effectively business and skills

Influence
- we need to improve collaborative partnership working
- we need to influence academies and other education establishments that are outside the jurisdiction of the Local Authority

Communication is fundamental
- we need to communicate the opportunities to young people and their parents/carers to raise their aspiration and ambition
- we need to communicate examples of good practice and business opportunities

In order to progress the themes listed above, it is proposed to establish the following key task groups, whose membership will comprise Trust Board members and members of the former LEP Enterprise and Skills Group and its Implementation Group, plus wider partners who can contribute to the groups' work. All group membership will ensure geographical and sectoral coverage.

Group 1: Improving the links between business / schools / education and training providers
This group will consider the various ways that links can be improved, recommend to the Trust Board an action plan to improve the current situation. The issues that this group will cover will include business representation on governing bodies; mentoring; work experience; internships; business lectures to students.
Suggested membership of the group: Sara Williams (Chambers of Commerce) - Chair; Prof. Nick Foskett (Keele Univ); Shan Schanda (Blythe Bridge High & Staffordshire Headteachers Group); James Whybrow (S. Staffs College); Paul Mangnall (SASCAL); Judith Kirkland (BES & LEP); Wendy Dean (Steelite); Anthony Baines (SCC) – officer support.

Group 2: Matching supply to demand
This group will look at the current skills profile of local people (all ages) and the demands of local businesses. It will also consider the potential future demand, such as that created by the project proposals within the Wave 2 City Deal submission. It will identify current and future gaps in supply, and recommend action to fill those gaps. A key part of this group's work will be to look at the pathways available to young people, how those pathways are presented, and the role of IAG within learning.
Suggested membership of the group: Ann Moult (H&R Johnson) – Chair; Sarah Robinson (SOT College and Staffs Colleges Assoc); Mike Askew (SPA); Rosie Crehan (Staffs Univ);

Phil Wright (JC+); Marilyn Castree (Chamber of Commerce); Mike MacLoughlin (SFA); Linda McQuade (Chamber of Commerce); Julie Obada (SOT CC) – officer support.

Group 3: Communication and networking

This group will look at communication opportunities within the Trust and between the Trust and its wider stakeholders. It will consider partnership working, the most effective communication channels, and will set out a calendar of potential events, supported by a communications plan.
Suggested membership of the group: Ken Stepney (Trust Chair, JCB) - Chair; Alison Knight (SOT CC) – officer support; Glenn Watson (Cannock Chase DC); John Woodward (BusyBees); Kim Graham (NBC); Jill Norman (SMCVS); Chris Bamsey (SCC).

Timescales
The groups will be formed in January 2013, and will report back to the Board at its next meeting with key milestones, KPIs and outcomes.

Priority 6 – Ensuring the skills and training of the workforce meet business needs
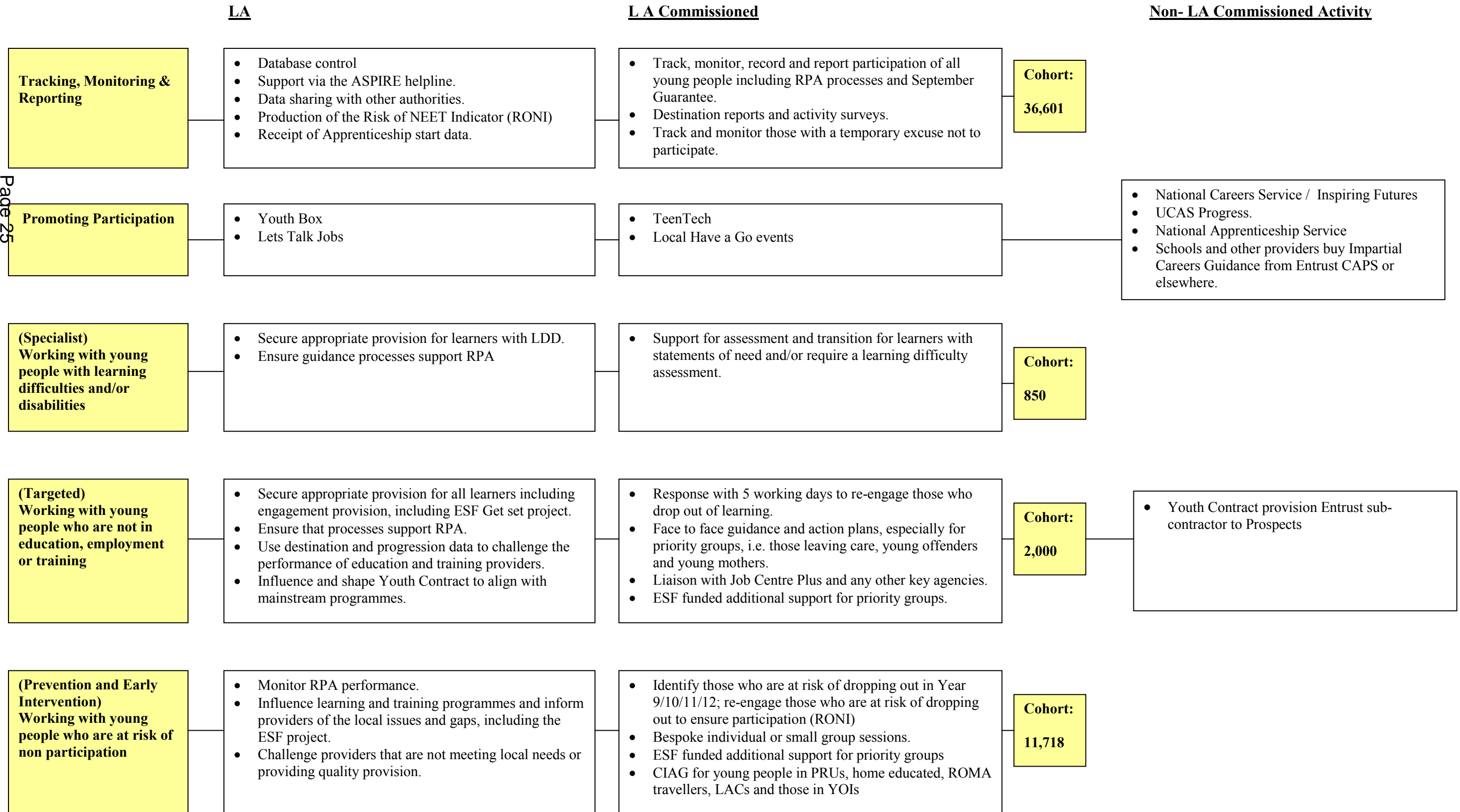
In order to achieve these aims the following activities and actions will be implemented:

Activity	Proposed Actions	Lead	Other Partners	Resource Implications
Develop the Education Trust for the LEP which gives responsibility and accountability for education and skills	Develop the governance and operation of the Trust	KS	Board members	£50,000 plus partner contributions for establishment of Chief Operating Officer and secretariat
	Develop the Education Trust "Charter" and its award criteria and secure stakeholder support	Executive	Board members	Staff time
	Support the skills component of the City Deal	Executive	Schools, FE Colleges, Training providers	Staff time
	Develop a skills plan to meet the long-term skills requirements of the economy	Executive	Businesses, Schools, FE Colleges, Training providers	Staff time Funding of econometrics model £10,000
Establish stronger education and business links through the Trust, to develop a more enterprising culture both at school and beyond	Encourage young people to explore the world of work, e.g. attending World Skills, "have a go's" and TeenTech	Task Group 1	Schools, FE Colleges, Training providers	3 local colleges are Skills Show sponsors @ £20k each
	Establish an annual industry week for schools across the City and County		Schools and LAs	TBD
	Establish 100 Apprentice and employer ambassadors to promote apprentices to young people and support the awards		Apprenticeship Group	Staff time Budget £3000 plus sponsorship

Activity	Proposed Actions	Lead	Other Partners	Resource Implications
	Secure better industry representation on School Governor boards in order to achieve strong leadership and challenge.		School Governors and LAs	TBD
Ensure we are delivering the education and skills needed to fill jobs now and in the future.	Review the availability of and access to careers guidance for young people and adults	Task Group 2	Schools, FE Colleges, Training providers and National Careers service	Staff time
	Improve Labour Market Information available to help students and employers understand and make informed choices			
	Grow and develop the apprenticeships available, especially at higher levels		Apprenticeship Group	Staff time
	Support development and implementation of the Employer Ownership Pilots		Private sector employers	Staff time
To promote the aspirations and ambitions of the Education Trust, and to influence and engage stakeholders to share and deliver that vision	Develop and implement the market plan and brand map for the trust	Task Group 3	Board members	Staff Time Budget TBC
	Preparation and implementation of a communications plan, including a calendar of events	Task Group 3	Board members	Staff Time Budget TBC

Appendix 5: Careers Guidance Landscape

	LA	**L A Commissioned**		**Non- LA Commissioned Activity**
Tracking, Monitoring & Reporting	• Database control • Support via the ASPIRE helpline. • Data sharing with other authorities. • Production of the Risk of NEET Indicator (RONI) • Receipt of Apprenticeship start data.	• Track, monitor, record and report participation of all young people including RPA processes and September Guarantee. • Destination reports and activity surveys. • Track and monitor those with a temporary excuse not to participate.	**Cohort:** **36,601**	
Promoting Participation	• Youth Box • Lets Talk Jobs	• TeenTech • Local Have a Go events		• National Careers Service / Inspiring Futures • UCAS Progress. • National Apprenticeship Service • Schools and other providers buy Impartial Careers Guidance from Entrust CAPS or elsewhere.
(Specialist) Working with young people with learning difficulties and/or disabilities	• Secure appropriate provision for learners with LDD. • Ensure guidance processes support RPA	• Support for assessment and transition for learners with statements of need and/or require a learning difficulty assessment.	**Cohort:** **850**	
(Targeted) Working with young people who are not in education, employment or training	• Secure appropriate provision for all learners including engagement provision, including ESF Get set project. • Ensure that processes support RPA. • Use destination and progression data to challenge the performance of education and training providers. • Influence and shape Youth Contract to align with mainstream programmes.	• Response with 5 working days to re-engage those who drop out of learning. • Face to face guidance and action plans, especially for priority groups, i.e. those leaving care, young offenders and young mothers. • Liaison with Job Centre Plus and any other key agencies. • ESF funded additional support for priority groups.	**Cohort:** **2,000**	• Youth Contract provision Entrust sub-contractor to Prospects
(Prevention and Early Intervention) Working with young people who are at risk of non participation	• Monitor RPA performance. • Influence learning and training programmes and inform providers of the local issues and gaps, including the ESF project. • Challenge providers that are not meeting local needs or providing quality provision.	• Identify those who are at risk of dropping out in Year 9/10/11/12; re-engage those who are at risk of dropping out to ensure participation (RONI) • Bespoke individual or small group sessions. • ESF funded additional support for priority groups • CIAG for young people in PRUs, home educated, ROMA travellers, LACs and those in YOIs	**Cohort:** **11,718**	

Local Members' Interest
N/A

Prosperous Staffordshire Select Committee
Thursday, 19th December, 2013 10.00 am

Achieving Excellence - Libraries in a Connected Staffordshire

Recommendation

1.To discuss the proposals to adapt and reposition Staffordshire's library offer

Report of Michael Lawrence Cabinet Member for Communities & Localism

Summary

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

To discuss the proposals to adapt and reposition Staffordshire's library offer in order to make a more effective contribution to the lives of local residents based on how we live today, it is part of our wider vision that the people of Staffordshire will:

- Be able to access more jobs and feel the benefits of economic growth
- Be healthier and more independent
- Feel safer, happier and more supported by their communities

The library service welcomes comments from the Prosperous Staffordshire Select Committee which will be reported to Cabinet at their meeting on 15th January 2014 for them to take into account in their consideration of this proposal.

Report

Background

Under Public Libraries & Museums Act 1964, public library services are a statutory duty for local authorities who are required to provide a comprehensive and efficient public library service. To comply with the act local authorities must:

- Provide a comprehensive and efficient library service for all persons in the area that want to make use of it (section 7)
- Promote the service (section 7(2)(b))
- Lend books and other printed material free of charge for those who live, work or study in the area (section 8(3)(b))

The Government superintends councils' role and has a duty to:

- Oversee and promote the public library service (section 1(1))
- Take action where a local authority fails to perform its duties (section 10)

This role is currently undertaken by the Department for Culture, Media and Sport (DCMS). The Secretary of State of the DCMS is Maria Miller. The Minister responsible for libraries is Ed Vaizey.

Staffordshire Libraries

Traditionally the library service has been a building based service – across Staffordshire there are 43 library buildings, 6 mobile libraries, 2 travelling libraries, 7 prison based libraries plus a Schools Library Service, and importantly a developing virtual library experience which enhances the traditional offer.

In 2012/13 Staffordshire libraries were open 1,087 hours per week and there were 4 million visits. During the last week 80,000 people across Staffordshire chose to visit a library (10% of the population).

Within Staffordshire County Council the library service currently works in partnership with Public Health, Adult and Community Learning, Economic Development and Transport and the Connected County to support the delivery of key economic / health and well being outcomes for communities.

Current Position

The way in which people access information and reading has changed enormously and libraries have evolved to meet these challenges.

We believe that a library continues to be a safe, trusted gateway to knowledge, culture and information which is curated, trustworthy and neutral.

It is a flexible, community space (physical or virtual) and whilst all libraries do share a common purpose, in enabling individuals and communities to access, explore and enjoy reading, knowledge and learning; their role and function should reflect and be shaped by the community which engages with them – so some do become a focus for arts activity, community memory or community narrative. Others for example support local businesses and entrepreneurial activity.

It is anticipated that within a library of the future that there will be greater emphasis on virtual resources and current levels of use suggest that there will be less need for physical resources and therefore the curation and points of access should become greater. With more co-location and co-production of services libraries will need to be even more closely attuned to the needs and aspirations of communities and the community should also have a voice in the management, development and delivery of their local service.

These assumptions were supported by the publication in May 2013 of Arts Council England's (ACE) report **'Envisioning the Library of the Future'** (see background documents)

Key Considerations

Within Staffordshire it is recognised that community need is changing and for many people how they wish to access services is rapidly changing too.

The discussion of the library offer has been placed within the wider context of national research and also what Staffordshire communities are telling SCC that they want / expect in terms of their personal outcomes. The work has also been informed by recent SCC policy documents which have explored, 'What makes a great place to live' and also the 'Think Piece' workshops which examined cross cutting themes such as technology.

However it is recognised that further insight is required and it is essential that we consult with partners and county council services to map the current Staffordshire Library Offer against the needs and aspirations of our communities.

As part of the consultation we will examine a combination of an online offer, a physical offer at a locality / town level and a physical offer at a community / village level

During consultation the library service will work closely with the Communications and Marketing Team to ensure that internal and external communication processes are effective in ensuring that key stakeholder groups and the wider Staffordshire population is engaged in a two way communication process.

Next Steps

- Internal and external partners will be engaged so that we can map community need / aspiration and expectations
- Current library use will be assessed to understand patterns of use, particularly where these have changed significantly, and then working with local communities we will consider the library offer in these areas / localities
- Recommendations will be made to Cabinet and tested with communities to gain additional information and insight to inform the next stages
- Consultation will be carried out over a 12 week period with support from the Customer Insight Team

Conclusion

During 2014 we will be looking at what the people of Staffordshire want from their libraries and how libraries are used across the county to ensure that Staffordshire's library offer makes an effective contribution to delivering positive outcomes.

Community Impact

A full community impact assessment will be completed for each community / locality where it's identified that library use is changing.

Contact Officer

Report Commissioner: Janene Cox
Job Title: Commissioner for Tourism & the Cultural County
Telephone No: 01785 278368
Email: janene.cox@staffordshire.gov.uk

Background papers

Arts Council England – Envisioning the Library Service of the Future, May 2013

The library of the future

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A response to *Envisioning the library of the future* by Arts Council England Chief Executive Alan Davey

ARTS COUNCIL ENGLAND

Introduction

Public libraries are at a pivotal point. They are much loved and expected to continue offering the same services as they have for many years, but they are also expected to respond to big changes in how people live their lives.

Alan Davey, Chief Executive, Arts Council England.
Photo: Philippa Gedge

More people are living alone, the population is ageing and more varied, technology continues to advance rapidly, and pressure is growing on public expenditure. At the same time people expect and are encouraged to have a greater say in the public services they use.

Recent debate about libraries has been intense. Much of the focus has been on short-term issues of funding, the closure of libraries and a perceived tension between books and digital technology. As a result, an understanding of how libraries will contribute to the future success and well-being of this country hasn't developed.

Public libraries have always adapted and renewed themselves to meet the changing needs of people and communities. Books and information are supplied at speeds that were unimaginable a generation ago, changes from vinyl discs through cassettes and CDs to music downloads have been made, and the comedy stereotype of stern librarians hushing library users has been consigned to history.

So, it is time to re-assert the value, role and purpose of public libraries and point to how they can respond to change in order to remain at the heart of the community.

Paignton Library, Torbay.
Photo: Michael Cameron Photography

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Arts Council England and public libraries

Arts Council England plays a significant role in supporting and developing public libraries, and local government has the statutory responsibility for providing and funding library services under the 1964 Public Libraries and Museums Act. The long term success of libraries is important to us. So we have undertaken a major research project which we called *Envisioning the library of the future* to understand better what public libraries could and should look like.

This research examined:

- recent innovations and trends likely to shape public libraries in the next 10 years

- library experts' ideas about what the impact of these changes is likely to be

- the views of people particularly interested in the future of libraries (for example people who work in libraries, councillors, authors, academics, and campaigners)

- public opinion (users and non-users) voiced through online debate and workshops around the country

The research built on previous work and we tested the emerging findings with our partners, experts and commentators. In total the researchers spoke with over 800 people. The online survey had 1,400 responses and over 10,000 viewed the online conversation.

All of the detailed research reports are available on our *website*.

That research told us:

There is a clear, compelling and continuing need for a publicly funded library service.

We heard this from people at every stage of our research. It didn't matter whether they use libraries or not, people are vocal and passionate about their value.

Public libraries are trusted spaces, free to enter and open to all. In them people can explore and share reading, information, knowledge and culture.

Three essential ingredients define the public library:

- a safe, creative community space that is enjoyable and easy to use, in both physical and virtual form

- an excellent range of quality books, digital resources and other content

- well-trained, friendly people to help users to find what they want either independently or with support

Public libraries:

- develop basic skills and habits of modern literacy and learning with the help of books and digital resources

- support business and economic growth by information and skills development

- help us understand ourselves, our place in the world, and the heritage of the communities in which we live

- encourage us to explore our own culture and creativity, and that of others around us

- improve our health and well-being by helping us to make sense of what is happening to us and how we can shape our lives

- build a healthy democracy by providing free access to reliable information through which we form our opinions

The future public library will be both a physical and a virtual place – somewhere people visit, and also somewhere to be part of wherever they are. The library will not stand alone but will be collaborating with other organisations to give people access to a wide range of services that meet their needs.

We expect to see a shift from a service *provided* to a community to one in which *local people are more active and involved* in its design and delivery. People will be creating new content, having conversations and using new technology for their own benefit, for their community or their business.

High quality leadership, professional skills and experience will remain important but there will be more emphasis given to community, digital and entrepreneurial skills.

Finding the information to answer any question, books to satisfy the never-ending desire for pleasure, learning and knowledge, and the practice of literacy as one of life's basic skills, will remain at the heart of what makes a library, and what will place the library at the heart of the community.

The Arts Council has a big role in developing public libraries in England but we cannot and should not attempt this alone. We want to inspire a collaboration that will allow the public library service to change and develop with confidence, delivering national leadership while respecting local accountability and flexibility.

Pendleton Library, one of a number of public services co-located in Pendleton Gateway, Salford.
Photo: Nick Harrison

Four priorities for a 21st century public library service

Based on our discussions with members of the public and the sector, we have identified four priorities to sustain and develop a 21st century public library service.

1 Place the library as the hub of a community

2 Make the most of digital technology and creative media

3 Ensure that libraries are resilient and sustainable

4 Deliver the right skills for those who work for libraries

The key issues emerging in this research are similar to those we handle with the wider arts and cultural sector. It is because there is such a close fit with the Arts Council's five long term goals that we will be able to develop solutions to these challenges from which both libraries and arts organisations can benefit.

Making use of the digital resources at Canada Water Library, London. Photo: Michael Cameron Photography

We know that, in future, many people are likely to lead more isolated lives. More will work from home and more will live alone. Opportunities to meet in free public spaces for a wide variety of purposes will be increasingly important. Our findings show that libraries will continue to be valued as trusted, safe, democratic places that offer valuable resources and expertise to support the activities of the people who use them.

Libraries' physical space will be more flexible and integrated with a virtual presence that includes web-based reading groups, social networking and links to other online resources. People will engage in creative and cultural activities as well as reading and learning, exchanging ideas, conversation and knowledge.

Space shared with community based services (such as council, health, business support, and learning organisations) will be better for local people, and will bring benefits such as skills exchanges, reaching more people and cutting costs.

Libraries will continue to be valued as trusted, safe, democratic places that offer valuable resources and expertise

The challenge:
the use of a library's space

- re-think the way library spaces are used to encourage shared and creative activity while continuing to welcome those who want to explore on their own

- integrate the library's physical and virtual spaces

- sustain enough spaces offered by libraries to meet the needs of their communities

Storytime at Jubilee Library, Brighton.
Photo: Matthew Andrews

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Digital technology is developing rapidly and will continue to have a major impact on the way we obtain and consume information, culture and the written word. Beyond the library building, people will expect a more interactive experience and to be able to gain access to library services all day, every day, particularly while on the move.

Libraries should be at the heart of digital innovation.

Libraries should be at the heart of digital innovation. They should develop their role in actively connecting communities and helping people to experience, experiment with and master new technologies.

Digital technology will be the key to future library service delivery but our research points out that its true potential will not be achieved unless the principle of an open, enabling ICT infrastructure is agreed by local authorities and library services.

This would allow libraries to innovate, and to share or jointly adopt services more efficiently. By making it easier to develop national services and enable local innovation, people will get access to more resources, information and support.

Many assume that digital information sources and online services are accessible to everyone. But a digital divide still exists because a significant number of people lack the confidence, the necessary skills or the desire to make effective use of technology. Some who do, are held back by poor digital connections or can't afford them. Public libraries will ensure that no-one needs to be left behind or excluded.

The challenge: using technology

- improve the quality and consistency of the virtual library experience
- develop an open ICT infrastructure that encourages innovation and better service
- enable libraries to lend the full range of e-books, including remotely
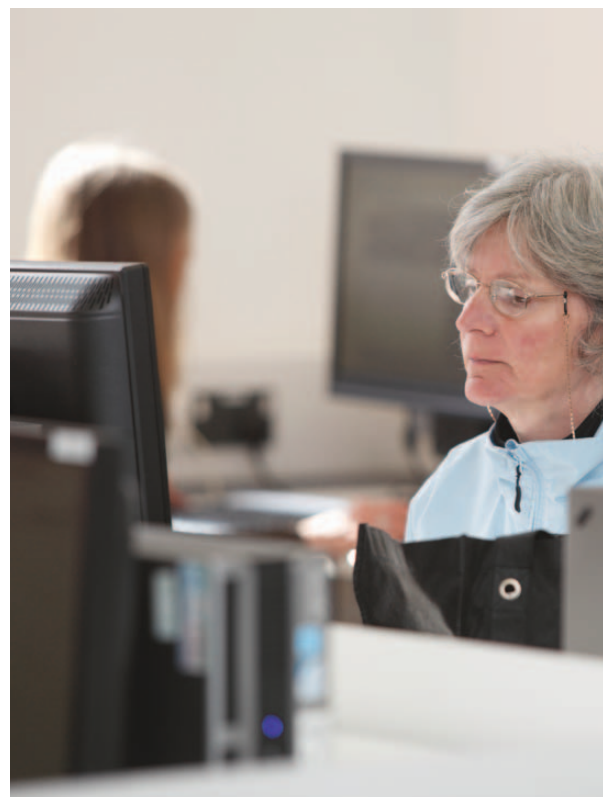
Using the computers at Truro Library, Cornwall.
Photo: Michael Cameron Photography

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Our research, along with reductions in public expenditure, makes clear that libraries will need to reduce costs and find other sources of funding to supplement local authority support. Alongside this, communities are becoming more involved in the design and delivery of library services. To find the right solution, councillors in local authorities are considering whether they should change the way their library service is governed, or whether they can share aspects of their service with others.

Communities are becoming more involved in the design and delivery of library services.

A healthcare consultation at Hamworthy Library, Dorset. Photo: Michael Cameron Photography

Our research indicates that, as with many other public services, this trend will continue and grow, and the debate about community involvement in public libraries needs to be seen in this wider context. We do not suggest that any one approach is the right one in all circumstances but we have *published guidance*, based on experience to date, that we suggest should be taken into account.

Some library services are already doing this and we believe that they could be role models, not just among libraries, but for all public services. This kind of community involvement will become seen not as a cost-cutting tool but as a normal way of working, with staff and users developing ideas and creating services together.

The challenge: cutting costs, finding new sources of funds and new ways of working

- create a positive environment for communities and individuals to become actively involved in the design and delivery of their library services

- encourage the development of new approaches to governing and managing libraries that make it more likely that they will survive and succeed

- equip libraries to be commissioned to deliver other public services, and to commission other organisations to deliver library services

Priority 4: Deliver the right skills for those who work for libraries

Our research indicates that one of the major challenges facing public libraries in the future is ensuring that library staff have effective leadership and delivery skills for a rapidly evolving service.

Librarians will need to be active in their communities, encouraging people to get involved with their library. That involvement will include local people identifying what their priorities are as well as volunteering and community managed services.

Ensuring libraries have effective leadership and delivery skills for a rapidly evolving service

Library user at Oadby Library, Leicestershire.
Photo: Michael Cameron Photography

Supporting people in using digital resources competently and confidently will become increasingly important. Those who work in libraries will need to improve their skills in organising and helping users to find their way through complicated information sources. They will become more pro-active in inspiring new services in partnership with others, and their leaders will need to be more entrepreneurial and adept in communicating and marketing their services.

Our research indicates that not enough people working in libraries are equipped to tackle these changes and take on these roles, and that current training is not always relevant for the current and future needs of those working in public libraries.

The challenge: developing the skills of those who work in libraries

- ensure those responsible for libraries have the right range of skills and experience to lead their services successfully

- encourage those working in libraries to offer creative and innovative ways to use library spaces, books and other resources

- ensure that library staff have the skills to develop and respond to digital developments and to support digital users

The role of the Arts Council in developing the library of the future

The Arts Council has an important role in developing public libraries in England. We will secure national partnerships which open up funding opportunities from which public libraries can benefit. We will encourage libraries in their cultural and creative role (as we are already doing in projects supported by our Grants for the arts funding), and we will continue to involve them in our local conversations with arts and cultural organisations.

We also recognise that to build an effective 21st century library service, we will need to work in partnership with a range of agencies, who have their own distinctive responsibilities:

- Department of Culture, Media and Sport where the statutory oversight of public libraries in England sits

- Local Government Association who represent the local authorities with the statutory responsibility and democratic mandate to ensure public library services are provided

- Society of Chief Librarians who are the leaders of public library services

- Chartered Institute of Library and Information Professionals who are the professional organisation for librarians

- British Library the national hub of knowledge, information and expertise

This is only the start and we will be inviting other partners from across the library, cultural, commercial, voluntary and academic sectors to work with us to make real this ambition for public libraries in England.

We are confident that we now have a robust set of evidence to provide a framework for what happens next. We want this evidence to inspire a collaboration that will make it possible for the public library service to change and develop with confidence.

By combining our resources we expect to be making progress on a shared programme of activity by the end of the year. So we invite all those involved in libraries and those who care about their future to embrace the findings and to work with us on the next stage of their development.

The library of the future

Envisioning the library of the future suggests the public library will be a place where people create, learn, discover and share. Many of the features identified in our research already exist in England's libraries, but they are not consistently present and not all together in one place.

So we can expect to see a shift from a service *provided* to a community to one in which *local people are more active and involved* in its design and delivery. Libraries will be recognised as connecting individuals, communities and organisations to innovate, create and provide new library based services and ideas.

People will be using libraries to do more with each other and this activity will cross over between physical and virtual spaces. They will be creating new content, having conversations and using new technology for their own benefit, for their community or their business.

Those working in libraries will be less occupied in straightforward transactions and more involved in linking people and organisations together in using library spaces and resources for new activities. There will be a greater emphasis given to community, digital and entrepreneurial skills. In this context, volunteers offer new ways to add capacity and skills.

Libraries' role out in the community, reaching vulnerable and excluded people, will extend to popping up temporarily as local circumstances demand and allow. This might involve using vacant spaces, or being invited in to other community services or workplaces to meet particular needs.

If the library of the future will look different from those of the past and present, their enduring role and purpose means that some things will feel familiar. A high value will continue to be placed on the importance of quality leadership, professional skills and experience. Books will sit comfortably alongside digital and other cultural resources in a rich and diverse library collection.

Finding the information to answer any question, books to satisfy the never-ending desire for pleasure, learning and knowledge, and the practice of literacy as one of life's basic skills, will remain at the heart of what makes a library, and what will place the library at the heart of the community.

Our national role means that we are well-placed to stimulate debate and offer support to the development of public libraries, and we want to work with our partners based on the thinking that has emerged in our research. How that is reflected locally will be determined by each council based on their own priorities and the needs of their communities.

It is this combination of enduring values, new thinking, collaborative leadership and flexibility that will equip public libraries to create economic and social benefits for this country and its communities long into the future.

We are committed to being open and accessible.
We welcome all comments on our work. Please
send these to Executive Director, Advocacy &
Communications, at the Arts Council England
address above.

Prosperous Staffordshire Select Committee Work Programme 2013/14

Staffordshire County Council

This leaflet sets out the work programme for the Prosperous Staffordshire Select Committee for 2013/14.

The Prosperous Staffordshire Select Committee is responsible for scrutiny of achievement against the Council's strategic ambitions for promoting prosperity and economic growth. The committee is also responsible for the scrutiny of highways infrastructure and connectivity. In addition the committee will be responsible for priorities around education, learning and skills. As such the statutory education co-optees will sit on this committee.

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

County Councillor Brian Edwards
Chairman of the Prosperous Staffordshire Select Committee

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

Item	Date of meeting when the item is due to be considered	Details	Action/Outcome
Infrastructure+ (formerly known as the Place Delivery Models contract) Cabinet Member: Mark Winnington Lead officer: Helen Riley/Ian Turner	3 June 2013 (Committee agenda item)	To consider and comment on the Outline Business Case in advance of Cabinet consideration on 19 June.	To reconsider when a more detailed business case is available – 19 December 2013 (proposed).
Work Programme Planning	26 July 2013	To receive presentations on behalf of the Cabinet Members for Economy and Infrastructure, Learning and Skills and Communities and Localism to help inform work programme planning	To update the work programme and bring a draft for approval to the September Select Committee.
County Council's response to HS2 Project to date and potential future engagement. Cabinet Member: Mark Winnington Lead officer: Clive Thomson/Dean Sargeant	6 September 2013	To keep Members informed of progress on HS2 Phase 1, including mitigation planning	The Select Committee acknowledged the work already undertaken and supported the proposed next steps.
Ofsted inspection of Local Authority arrangements for supporting school improvement. Cabinet Member: Ben Adams Lead officer: Anne Birch and Anne Newton	6 September 2013	It is proposed that Members are made aware of the detail of the inspection process, the authority's self evaluation, and Members' responsibilities and role prior to, during and post the inspection. The discussion on pupils' attainment and progress outcomes for the academic year 2012/13 will be later in the year. The Select Committee will also receive a progress report on this item later in the year	A working group be set up to consider the existing process for reviewing school intervention and improvement, helping to support the inspection preparation, acting as a critical friend.
Civil Parking Enforcement	6 September 2013	Consultation on proposed changes	The Select Committee

Item	Date of meeting when the item is due to be considered	Details	Action/Outcome
Cabinet Member: Mike Lawrence Lead Officer: James Bailey			welcomed consultation at a district parking board level on the review options. They noted and requested sight of the breakdown by district/borough of the CPE deficit figures. The Chairman will also raise the Committee's concerns over the poor police attendance at the Joint Staffordshire Parking Board with the PCC
Highway Permit Scheme	6 September	To consider a new highway works permit scheme for managing utility operations (prior to Cabinet consideration on this issue)	The Select Committee supported the introduction of a permit scheme that provided greater control of activities on Staffordshire's highway network.
Improving Staffordshire's Public Transport Network Cabinet Member: Mark Winnington Lead officer: Clive Thomson	17 October 2013 (Committee agenda item)	To consider an update on the strategy for improving the County's public transport network.	The Select Committee welcomed the vision and principles to the approach to transport and asked that they receive an update in 12 months showing how the proposed developments had progressed
New item: Economic prosperity: LEP and the Staffordshire Economic Strategy Cabinet Member: Mark Winnington Lead officer: Darryl Eyers	17 October 2013	Scrutinising strategies of the LEP, possibly jointly with Stoke.	The Select Committee received details setting out the key strategies that were fundamental to securing economic growth across Staffordshire, giving background in readiness for

Item	Date of meeting when the item is due to be considered	Details	Action/Outcome
			their 18 November meeting.
LEP and European Funding Strategies

Cabinet Member: Mark Winnington
Lead officer: Darryl Eyers | 20 November 2013 | Scrutiny of these two strategies that effect future Council funding | |
| Education Trust
Cabinet Member: Ben Adams
Lead officer: Tony Baines | 19 December | Considering looking at their terms of reference, intentions, membership and governance.
Members had also requested details on how well schools are delivering careers advice and guidance | |
| **New item:** Achieving Excellence: Libraries in a Connected Staffordshire
Cabinet Member: Mike Lawrence
Lead officer: Janene Cox/Catherine Mann | 19 December 2013 (Committee agenda item) | Members to be consulted on the vision prior to Cabinet consideration. | |
| Analysis of the YPLA (Education Funding Agency) figures on post-16 take up and the effect of the end of the Education Maintenance Allowance

Cabinet Member: Ben Adams
Lead officer: Anthony Baines | 19 December 2013 (Committee agenda item) | Resolved at previous Select Committee on 21 January 2013 to propose carrying forward into 2014 an analysis of participation trends post 16 in the light of the Raising the Participation Age changes that would oblige young people to stay on in education or training to 17 years in 2013 and to 18 by 2015. Several national evaluations have now taken place. | |
| **New item:** Business and Consumer Protection
Cabinet Member: Mike Lawrence
Lead officer: Ian Benson | 19 December 2013 | To scrutinise delivery models and recommendations for the proposed business case. | The Scrutiny Manager to update Members on why this item is not included on 19 December agenda |
| Infrastructure+ (formerly known as the Place Delivery Models contract) | 19 December 2013 (Verbal update) (an extra meeting | At their 3 June meeting Members resolved that:
  the Select Committee are kept | |

Item	Date of meeting when the item is due to be considered	Details	Action/Outcome
Cabinet Member: Mark Winnington Lead officer: Helen Riley/Ian Turner	will be arranged to consider the contract prior to Cabinet decision in February)	*informed on the project progress and specifically that they receive a report at the end of the year and prior to Cabinet decision on the chosen bidder*	
Pupil Attainment in Staffordshire (early years, 0-18 years and post 18 years) Cabinet Member: Ben Adams Lead officer: Anne Newton	24 January 2014	To consider a briefing on the attainment outcomes for 2012/13 and review the work undertaken to address any issues and sustain improvement To include progress of schools in an Ofsted category to improve	
Flood Risk Management Asset Register Cabinet Member Mark Winnington Lead officer: Ian Benson	24 January 2014	Update on progress with compilation of the flood risk management strategy.	
New item: Entrust Cabinet Member: Ben Adams Lead officer: Ian H Benson	24 January or 7 March 2014	Monitoring progress of contract with Entrust to ensure that it is delivering intended outcomes	
Roll out of Broadband Cabinet Member: Mark Winnington Lead officer: Steve Burrows	24 January 2014.	Monitoring progress with delivery	
Infrastructure+ (formerly known as the Place Delivery Models contract) Cabinet Member: Mark Winnington Lead officer: Helen Riley/Ian Turner	12 February	To highlight critical success factors that could feed into the final contract terms and any concerns that need to be taken into account as the negotiations continue and prior to Cabinet decision	
New item: Tourism Strategy Cabinet Member: Mark Winnington Lead officer: Graeme Whitehead	7 March 2014	Monitoring progress with delivery (to include reference to Chasewater Country Park)	
New item: Rural Strategy Cabinet Member: Mark Winnington	7 March 2014	Monitoring progress with delivery	

Item	Date of meeting when the item is due to be considered	Details	Action/Outcome
Lead officer: Ian Wykes			
New item: Rail Strategy Cabinet Member: Mark Winnington Lead officer: Clive Thomson	7 March 2014		
Highways and the Built County Capital Programme Lead officer: James Bailey	tbc	Consideration of how to evaluate Highways and the Built County Capital Programme to ensure best value	
Minerals Local Plan Lead Officer: Mike Grundy	tbc	Consulting on the developing Minerals Local Plan	
Quality of road maintenance Lead officer: James Bailey	7 March 2014	To consider the quality of road maintenance and specifically winter road maintenance	
2012 Olympics and development of the Sportshire Strategy	Quarterly updates (possibly via the Members Bulletin)	Whilst accepting the rationale behind this item being referred to Corporate Review Members requested that they be kept updated of progress on a quarterly basis.	Members had agreed to review the cultural and sporting legacy of the 2012 Olympics in 2013. Given the cross cutting nature of this item (impacting on health, prosperity and learning and skills) the item has been referred to Corporate Review Committee for their consideration.
Chasewater Country Park Lead Officer: Ian Wykes	April 2014	To update Members on progress of the transfer and development of the Chasewater Country Park	Members requested further detail on the development opportunities for this site.
Country Parks Review	tbc	To update Members on the production of a management plan for the county council owned countryside estate.	
Street Lighting Update	It is proposed that a	To update Members on the operation	Briefing note received and

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Cabinet Member: Mark Winnington Lead officer: Ian Turner	briefing note be circulated to update Members on this issue.	of dimming technology and take up of part night switch offs after Winter 2012/13	accepted.
Centralisation of public access to Archive Services and the William Salt Library Collections Lead officer: Janene Cox/Catherine Mann	It is proposed that a briefing note be circulated to update Members on this issue.	To inform Members of the proposals to centralise public access to these services/collections.	Briefing note received and accepted.
Staffordshire Local Nature Partnership Lead Officer: Ian Wykes	It is proposed that a briefing note be circulated to update Members on this issue.	Informing Members of the work of the Staffordshire Local Nature Partnership	
Carbon Reduction Targets Lead Officer: Ian Benson	It is proposed that a briefing note be circulated to update Members on this issue.	To update Members on progress in reaching the Council's carbon reduction targets	Briefing note received and accepted.
Energy Policy Lead Officer: Ian Benson	It is proposed that a briefing note be circulated to update Members on this issue.	To inform Members of the development of an energy policy	
Contract Performance re. HWRCs, W2R, Hanford and closed landfills	It is proposed that a briefing note be circulated to update Members on this issue.	To update Members on contract performance re. HWRCs, W2R, Hanford and closed landfills	Briefing note received and accepted.
Special Educational Needs and Disability and Vulnerable Children Cabinet Member: Ben Adams		Members to understand the legislation and to comment on the Authority's strategic framework.	Item has been referred to the Health and Wellbeing Board

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Lead officer: Lynda Mitchell			
Higher Level Education	It is suggested that this be considered either via an inquiry day or working group	Ensuring higher level education better fits local business skill requirements to help address the skills gaps	
Freight Policy Cabinet Member: Mark Winnington Lead officer: Clive Thomson			

Membership	Calendar of Committee Meetings
Brian Edwards (Chairman) Martyn Tittley (Vice-Chairman) George Adamson Ann Beech Len Bloomer Maureen Compton Mark Deaville Geoff Martin Geoff Morrison Diane Todd Deborah Kay (Co-optee) Rachel Kidd Smithers (Co-optee) Rev. Preb. Michael Metcalf (Co-optee) Neil Taylor (Co-optee) Ellen Wright (Co-optee)	(at 10.00 am and at County Buildings, Martin Street, Stafford ST16 2LH unless otherwise stated) 3 June 2013 at 3.30 p.m. 26 July 2013 6 September 2013 17 October 2013 20 November 2013 19 December 2013 24 January 2014 **12 February 2014 at 2.00 pm (extra meeting)** 7 March 2014 at 2.00 p.m. **24 April 2014 (extra meeting)**