Staffordshire County Council

Prosperous Staffordshire Select Committee

Friday, 24 July 2015
10.00 am
Oak Room, County Buildings, Stafford

John Tradewell
Director of Democracy, Law and Transformation
16 July 2015

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	Rev. Preb. M. Metcalf
Len Bloomer	Sheree Peaple
Maureen Compton	Simon Tagg (Chairman)
Tim Corbett	Paul Woodhead
Ian Hollinshead	Mike Worthington
David Loades (Vice-Chairman)	Candice Yeomans
Geoff Martin	

Note for Members of the Press and Public

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

Minutes of the Prosperous Staffordshire Select Committee Meeting held on 1 June 2015

Present: Simon Tagg (Chairman)

Attendance
Len Bloomer   Geoff Martin
Maureen Compton   Rev. Preb. M. Metcalf
Tim Corbett   Sheree Peaple
Ian Hollinshead   Paul Woodhead
David Loades (Vice-   Candice Yeomans
Chairman)

Also in attendance: Mike Lawrence and Mark Winnington

Apologies: George Adamson and Mike Worthington

PART ONE

1.   Declarations of Interest

David Loades placed on record his involvement with the Loggerheads Library Support Group (see minute 3 below).

2.   Minutes of the Prosperous Staffordshire Select Committee held on 6 March 2015

RESOLVED - That, with an amendment to minute 39 clarifying that voting on SACRE is undertaken on a committee basis, the minutes of the meeting held on 6 March 2015 be confirmed and signed by the Chairman.

3.   Libraries in a Connected County – part 4: Mobile & Travelling Library review

The way in which people access information and reading has changed and continues to evolve. Since 2008 Staffordshire Library Service had changed the way it is both delivered and managed to reflect this and has delivered £1.1million of savings.

As part of the Medium Term Financial Strategy (MTFS) 2015-2018 review, further savings of £350,000 had been identified to be made from the Mobile and Travelling Library Service.

Members were informed that a small percentage of the Staffordshire population were members of the Mobile and Travelling Library Service, there being 13,000 members during 2013/14 (1.5% of the population). During that period 5,600 members borrowed from the service (0.66% of the population) with mobile and travelling libraries generating 6.4% of Staffordshire issues. In 2013/14 visits to mobile and travelling libraries was 2.7% of total visits to all Staffordshire libraries. As with static libraries use of mobile and

travelling libraries had fallen consistently over a ten year period, with visits declining by 7.5% in the last four years. During this same period mobile libraries reached 350 communities, making over 800 individual stops.

The Select Committee heard that it cost £652,303 per year to run the mobile library service. Comparative costs per visit showed that it cost £7 to use the mobile library service whilst costing £2.26 to visit a static library.

Members received details of the current mobile library stops, the proposed new library stops and the set of principles that had been developed to inform future planning of mobile routes. Members were also made aware that there could be costs associated with reducing the service.

A letter had been received from Claire Geoghegan on behalf of Friends of Penkridge Library, raising a number of concerns which Janene Cox, Commissioner for Tourism and the Cultural County, answered as follows:

- Concerns over consultation on the opening hours of five static libraries, Burton, Lichfield, Newcastle, Tamworth and Penkridge, querying why there was no mention of this within the proposed consultation on the mobile library service Select Committee paper. Approval had already been granted separately to consult on opening hours at these libraries at the February Cabinet. The report under consideration today was looking specifically at a request to consult on the mobile and travelling library service;
- Concerns over the length and timing of the proposed consultation, feeling that undertaking this process during the summer months would preclude those on holiday from taking part in the process and that the consultation should be longer than nine weeks. The summer is the service's busiest time, attracting its highest number of users, particularly new and young users, during this period. The Service had been advised that eight weeks was sufficient for the consultation period, however a nine week period had been chosen as this covered three mobile library loan periods, allowing those using the service three opportunities to take part in the process through their mobile library. The consultation would also be available on line.

Members felt the two consultations, (both the static library opening hours consultation outlined in the letter and that of the mobile library service) must be interlinked and were informed that whilst this was accepted, there had been no mention of the opening hours consultation in this document as approval to undertake consultation had already been agreed. The information gained from both consultation processes would be dovetailed and not considered in isolation.

Members were surprised that having been given detailed data on a number of issues, the referral to possible costs incurred from reducing the service was vague. No firm costs could be given at this time as these would depend on options chosen and decisions made as a result of the review, for example around lease costs on vehicles and possible redundancy costs. However a ball park figure on possible costs could be made available to Members.

The report referred to community impact assessments but there was no specific reference to an equality impact assessment and Members felt there should be an

assessment made on the potential impact taking account of the issues raised within the Equalities Act 2010.

The report indicated that longer and more frequent stops were more memorable and Members queried whether the proposed 15 minute stop could deliver this. The proposals were to have a more central stop in the community that was able to stay for longer, rather than a larger number of much briefer stops. Concerns were expressed at whether the 15 minutes was a minimum and whether this time would be reduced on occasions when, for example, traffic difficulties had made the service late arriving at a stop. Members were informed that mobile library drivers knew their communities well and were able to make up time lost from delays in a number of ways but would not leave a stop early when their local service users had not visited.

Members raised concerns at the length of the proposed consultation, feeling that 12 weeks would be preferable and indeed usual rather than the proposed nine week consultation period.

Concerns were also raised at the proposed savings, which would halve the current funding for this service. The Cabinet Member, Children and Community Safety, informed the Committee that this was a Cabinet decision based on savings necessary to work within the budget given. The majority of County Council services were also required to make significant savings whilst £20m extra had been allocated to support extra care for the elderly and vulnerable. Members raised the issue of rural communities, and particularly those that were within the two mile radius referred to within the proposals but were isolated and with little public transport. More creative ways of utilising the mobile library service were suggested, with shared vehicle use with other community based services. The Cabinet Member assured the Select Committee that a range of options would be considered to ensure that a service continued to be provided.

Members also asked that the results of the consultation should be brought back to the Select Committee for their consideration.

A tendering process was being undertaken on a number of static libraries and Members felt that changes to the mobile library service may affect how communities see the future of their library. It was felt that this cross-over of review could create confusion. The procurement process ended on 31 July with a view to contracts being awarded from September. Members were informed that these were parallel decisions and that the procurement process would not be considered in isolation.

Within this report the Select Committee had been asked to comment on the six principles to redefine and reshape Staffordshire's mobile and travelling library service. Following their discussions the Select Committee agreed the comments listed below.

RESOLVED - That the Select Committee comments below be fed into the proposals to be considered by Cabinet on 17 June 2015:

- that some flexibility be afforded in the proposed 2 mile radius to take account of elderly and/or vulnerable residents in hard to reach locations;
- they agreed with principle two and three, that a service continue where at least three visitors within a community use the mobile library service and that where a

community has been identified as needing the service they receive a visit at least once every three weeks;

- they agree a minimum stop of 15 minutes but with a common sense approach to the community/specific stop;
- agree that the service continues for those in greatest need;
- support an annual review of the service.
- Members also request ball park figures of the possible costs to reducing the service;
- that equalities impact to these proposals be made more explicit within the consultation; and,
- Members felt that the consultation period should be extended to 123 weeks rather than the proposed 9 week period.

4.   Rail Strategy

Staffordshire is uniquely placed at the centre of the country's rail network, located on key transport arteries and corridors giving easy access to large economic centres. The West Coast Mainline (WCML) runs north to south throughout the county providing frequent connections to London, Manchester and Liverpool. Staffordshire's rail network also plays an important role in the movement of freight, being located at the centre of important regional and national routes with good connections to a number of freight terminals. The most important freight route for Staffordshire is WCML, one of the country's principal routes with over 50 freight trains operating along it per day in each direction.

The County Council was also a member of the North Staffordshire Community Rail Partnership which worked to promote and develop the Crewe-Derby route and was also known as the North Staffordshire Line.

Rail played an important part in facilitating economic growth and had a vital role in Staffordshire's economic competitiveness and wellbeing. Many opportunities around rail were emerging within Staffordshire at the current time and it was essential that Staffordshire maximised the potential benefits these opportunities might bring.

There was a recognition that the industry was disparate and that the County Council had no significant resources to invest directly into rail. The Council therefore worked to influence planning and investment in the rail network. To assist with this a rail strategy was essential to effectively influence the future of rail use in the County. Members heard how the strategy had been developed and influenced by both the Rail Summit and a rail survey. Once the final document had been produced the Strategy would contain Staffordshire's aspirations and requests and would be used as a lobbying document with Government and the rail industry.

The Strategy had therefore been established to:
- Provide a sound basis to effectively respond to national consultations including re-franchising;
- Provide a clear set of priorities to enable available investment opportunities to be maximised;
- Take advantage of any emerging opportunities such as entrepreneurial private enterprise and open access opportunities;

- Help shape the devolution proposals for West Midlands Rail and Rail North, providing greater accountability and decision-making in relation to local rail services;
- Help shape the industry's Long term Planning Process for future investment in the rail network;
- Help provide the best possible opportunities to gain access to the existing and future National and European High Speed Passenger Network; and
- Help plan for the best use of released capacity on the classic network upon completion of HS2.

The Select Committee received details of the way in which the Staffordshire Rail Strategy would integrate with, and influence, wider policy and strategy, supporting the securement of greater investment and economic growth in Staffordshire. It also outlined the vision and objectives, considering the importance of: rail on economic growth; passenger and freight services; HS2 and local connectivity; and, articulating priorities for investment, both long and short term, and their delivery.

Members remained concerned over the impact of HS2 on Staffordshire. The Cabinet Member, Economy, Environment and Transport, shared Member's concerns. The County Council position remained opposed to HS2 whilst working to ensure all possible mitigation was received should the project go ahead. In particular there was a recognition that Staffordshire needed infrastructure to benefit from the possible HS2 stop at Crewe, otherwise there would be no benefit at all to Staffordshire in HS2's improved speed and capacity. Members discussed the differing Stoke and Crewe Station bids to gain the HS2 stop and the implications of both for Staffordshire. Until a decision was announced it was difficult for further work to be undertaken on this issue.

Members congratulated the officers on the report which they felt was clear and well written. They raised concerns over the cost of train fares and of parking at stations, including the disparity of such parking charges between stations. Whilst these were acknowledged as issues the County Council had little opportunity to address them other than influencing choice during franchising as one of the stakeholders. It was important to try and improve passenger experience and Staffordshire's vision was to ensure rail was affordable, and Members suggested that this should be made more explicit in the Strategy document.

The Select Committee also suggested that more detail around the impact of HS2 should be included, particularly Staffordshire's mitigation work. However the Strategy was written to consider the way forward for rail and until an announcement was made on Phase 2 it was difficult to give clear plans for the future on this issue. Members felt that if HS2 was not addressed in more detail then the majority of feedback during the consultation would be around the lack of such HS2 detail. After some discussion Members agreed that an appendix to the Strategy outlining the Council's position and the mitigation work undertaken would make clear the continuing issues.

Members were happy to support the Strategy to be published for consultation with the following additions:
- further detail on fare pricing and parking charges, indicating the extent of the County Council's influence over these issues and their vision for more affordable travel and better passenger experiences;

- an appendix detailing the impact of HS2 on Staffordshire and their mitigation work.

RESOLVED – That:
a) the presentation on the Draft Staffordshire Rail Strategy be received;
b) subject to the amendments listed above the Strategy be published for an eight week consultation period; and
c) the Select Committee receive an update on the Strategy at the conclusion of the consultation process.

5.   The Staffordshire Economy

The Select Committee received a presentation on the Economy of Staffordshire, Right for Business, More and Better Jobs.

In common with most parts of Britain, Staffordshire's economy had changed substantially over recent years. This economic restructuring had been significantly exacerbated by the recession of the late 2000's which led to a fundamental shift away from public sector employment growth and a renewed focus on strengthening employment in the private sector. Although Staffordshire had maintained a strong manufacturing base, part of this was characterised by a reliance on sectors that had been particularly vulnerable to the recession.

Since the peak of the recession the County Council has had a clear focus on providing the right conditions to allow Staffordshire people to access employment opportunities. 13 employment sites have been identified in the Stoke-on-Trent and Staffordshire Local Enterprise Partnership Strategic Economic Plan, which between them have the potential to attract around 27,000 jobs in the area. The total number of jobs within the County had now broadly recovered to pre-recession levels. From a low of 365,000 jobs in 2011, there are currently around 383,000 jobs in Staffordshire.

Staffordshire now has one of the lowest Job Seeker Allowance (JSA) rates nationally. From a peak of 20,555 JSA claimants in April 2009 (3.8% of the working age population), there were currently 5,432 claimants in Staffordshire (1.0%). JSA claimant rates were highest in Cannock Chase at 1.4%, however no Staffordshire district recorded a rate above the 1.9% Great Britain rate.

The Keele University Science and Business Park was raised with Members as an example of the Council working in partnership to create the right conditions for growth. This enterprise had originally been conceived in 1987 and was considered to be one of the leading developments of its kind, targeting innovation medical and high-technology businesses. The site was home to around 900 jobs with companies such as Navman, Cobra Biologics and Biocomposites. Members were particularly pleased to note that every job at the site was taken by a resident from Staffordshire or Stoke-on-Trent, with almost 60% from Newcastle-under-Lyme alone. Almost 80% of people working at the site had at least a NVQ level 3 qualification. There remained significant room for expansion at the site following an £8.4m investment from AWM in 2007 to open up the 70 acre phase 3 extension.

The County Council was working in partnership with Keele University to bring forward a new development at the site, "IC5" which broke ground in May 2015. The development would create 30,000 sq. ft. of additional office and workshop accommodation, and had the potential to create 130 jobs from businesses looking to invest in Staffordshire, and local businesses looking to expand.

Rebalancing Staffordshire's economy towards a larger and more productive private sector was key. Since 2011 Staffordshire had seen a decrease of approximately 8,700 jobs in the public sector compared to an additional 13,100 employee jobs in the private sector. Members understood that the establishment of Entrust accounted for a proportion of this change. Staffordshire's increase in private sector employment was higher than the change seen nationally. 99% of all employers in Staffordshire could be classed as micro, small and medium businesses.

The types of sectors and occupations that Staffordshire residents were employed in had changed over recent years. In 2013 manufacturing (41,700 jobs), health (39,900 jobs) and retail (34,300 jobs) provided the highest number of jobs across Staffordshire. The greatest growth in jobs since 2011 had been in wholesale (+2,600 jobs) business administration and support services (+1,900 jobs) and retail (+1,500 jobs). Since 2011 the percentage of residents employed in the top three occupation classification, ie those considered to be higher value jobs, rose from 39% to 42% in 2013. Staffordshire remained below the England average for employment in these groups (45%), however the County had seen a larger increase than nationally between 2011-2013.

It was also important to look at the value and type of jobs not just job numbers. Since 2011/12 Staffordshire had focused on creating better jobs and had seen some success, with wage levels increasing between 2008 and 2014. Wage levels nationally had increased at a faster level, however it was explained that the national figure was skewed by wage levels in London and the South East.

The Select Committee were reminded of the All-Party Parliamentary Group on Wellbeing Economics which published its first report "Wellbeing in four policy areas" in September 2014. The report evidenced that having a job was vital for an individual's wellbeing. The findings also clearly showed that getting people into higher paid and more secure employment had a positive impact on wellbeing and therefore the potential to deliver significant long-term savings by reducing demand on public services. To help deliver more and better jobs the Council were focusing on skills to appropriately develop the workforce, to attract higher value industries to the area whilst enabling residents to take advantage of those better jobs.

The Select Committee were pleased to note the improving picture in Staffordshire. However Members asked for clarification on the number of zero hours jobs included in the growth figures, sharing concerns that there was a need to ensure the employment figures were not skewed by this type of contract. Unfortunately it was not possible to identify the specific number of zero hours employees as data was not readily available and it was acknowledged that businesses tended to be reticent about sharing this information and therefore it would not be possible to make an accurate estimate.

Members acknowledged the importance of a skilled work force and emphasised the importance of apprenticeships as an alternative to university education. Ensuring there

were the right number of opportunities was also key, with Members raising an issue over the disparity in those wishing to study health care/nursing and the lack of study places within this area.

Members also asked for a breakdown of the employment by gender and full time and part time hours within Staffordshire. This information could be made available to Members after the meeting. Members also asked for a breakdown of figures of private sector providing public sector services. Again this detail could be made available after the meeting.

Members suggested that future scrutiny should be undertaken around apprenticeships and skills, which could be considered within the Education Trust. Members also wished to consider the LEP. The Chairman, with the agreement of the Committee, intended to write to the Chairman of Corporate Review Committee explaining their wish to scrutinise the work of the LEP within the context of the Staffordshire and Stoke-on-Trent Growth Deal.

RESOLVED - That **:**
   a) the progress and performance of the Staffordshire Economy be noted;
   b) a breakdown of figures be provided on: the employment by gender and full time/part time hours within Staffordshire; and, private sector providing public sector services;
   c) future scrutiny be undertaken on the Education Trust, referring to apprenticeships and skills, and the LEP;
   d) the Chairman write to the Corporate Review Committee Chairman advising him of the Prosperous Staffordshire Select Committee's wish to scrutinise the work of the LEP.

6.   Work Programme Planning

The Select Committee considered their work programme planning for 2014/15 and their draft work programme which included carry over items from last year and a number of suggested new items.

A range of working group activity was also included for their consideration and Members agreed:
   • that Mike Worthington be their representative on the Emotional Wellbeing and Mental Health Services Working Group following a request from the Chairman of the Healthy Staffordshire Select Committee for a representative from the Prosperous Staffordshire Select Committee to join this working group;
   • that Simon Tagg, David Loades and Ian Hollinshead be the members for the Infrastructure+ Working Group, considering the type of performance information the Select Committee will wish to scrutinise and within what time scale; and,
   • that Tim Corbett, Geoff Martin and Martyn Tittley be members of the working group to consider heavy goods vehicles on the A515 following the presentation of a petition at full Council. An email would be sent to Select Committee Members following this meeting, asking if they wished to join this group.

Members were reminded that they could raise any issues for inclusion on the work programme either with the Chairman or Scrutiny Manager.

RESOLVED – That the draft work programme be accepted and that working group representation be as outlined above.

Chairman

Local Members' Interest
N/A

Prosperous Staffordshire Select Committee – 24 July 2015

Adult and Community Learning Strategy and Quality Improvement

Recommendations

It is recommended that the Select Committee:

1. Scrutinise the progress and performance of the Adult and Community Learning Service;

2. Comment on and give recommendations on the approach set out in the report for improving the quality and outcomes for Adult and Community Learning and considers aspects for further scrutiny

3. Consider commenting on future reports in their February meeting, to more closely align effective governance and scrutiny with the cycle of Self-Assessment and Quality Improvement

Report of the Cabinet Member for Learning and Skills

Summary

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

1. Staffordshire's Adult and Community Learning Service provides programmes of learning that contribute to better health and well-being, employability and social inclusion for close to ten thousands adults each year. The service has responded to significant changes in funding policy and structures over the last three years, reducing the cost to the LA and better targeting the funding contribution to those who will most benefit. We know that people increasing their skills levels, aspirations and attainment have the benefit of becoming healthier, more independent and contributing more to their local communities.

2. This report updates Select Committee on the performance and progress of Staffordshire's Adult and Community Learning offer. It invites comment and scrutiny to contribute toward the self-evaluation cycle and improvement priorities that the service has identified. It also invites the committee to build a regular opportunity for scrutiny at a point in the annual cycle (February) that allows for greatest influence and impact in shaping priorities for the future. Our commissioning of community learning is underpinned by our knowledge of the localities which enables us to secure provision to meet local needs and our quality improvement strategy ensures we strive to improve the teaching and learning that

takes places to ensure learners have the best chance of achieving a positive learning outcome.

3. The report also provides an update on performance against the wider Adult Skills Budget, which includes Apprenticeships. Funded by the Skills Funding Agency (SFA) the Adult Skills Budget funds a broader spectrum of activity, within which the community learning programmes sit. These budgets and allocations are subject to national regulation, adjustment and prioritisation. The impact of this is outlined in the paper.

Report

Background

4. Community Learning is an umbrella term describing a broad range of learning that brings together adults, often of different ages and backgrounds, to address a need, acquire a new skill, pursue an interest, become healthier or learn how to support their children. It is mainly non-accredited (not based around set qualifications) and can be undertaken for its own sake or as a step towards other learning or work. It may happen in personal time or work time and be delivered by providers in the public, private or voluntary community sectors.

5. Community Learning supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility and it includes a range of community-based and outreach learning opportunities and is designed to help people of different ages and backgrounds and families to develop new skills and interests, support progression to formal courses and improve health and well being.

6. Community Learning is funded from a grant from the Skills funding Agency allocated each year, plus County Council core funds and investment from providers in activities plus the income from fees. However, the grant has been frozen for a number of years and there is increasing pressure on County Council resource and a greater need for investment through fees and activities from our 'Pound Plus' Strategy.

Commissioning and delivery model

7. Three years ago we moved to a commissioning framework based upon our strategic analysis. This year we have refreshed that analysis and revised our commissioning framework in consultation with localities. This framework takes account of our priorities for community learning, and a district needs analysis for each of the eight localities. Our priorities are included in Appendix 1.

From 1st August 2015 we deliver these priorities through five main programmes which are described in Appendix 2 and can be summarised as:

    a. Leisure tasters and courses

    b. Provision for adults with learning difficulties/disabilities (ALDD) and those with enduring mental ill health

    c. Wider Family Learning (WFL)

    d. Family English, Maths and Language (FEML)

    e. Employability Skills

    f. Functional Skills

8. Through this commissioning model we work with a range of over 40 learning providers that includes schools, colleges, third sector organisations, training providers and local community groups. We also work with and support different parts of the County Council to achieve broader outcomes, including Libraries and community activity for adults with disabilities.

9. For instance, our Direct Delivery Unit delivers basic ICT courses in the libraries which positively impact on library footfall and our Employability courses support the unemployed back into work. Programmes delivered by Families First help to improve outcomes for families and children. Our ALDD provision supports delivery of Staffordshire's Disability Strategy and contributes to a vibrant community offer. We also commission Entrust to deliver apprenticeships and workplace learning provision. There is much to celebrate in Staffordshire's provision of Community Learning.

Outcomes from Community Learning

10. In the last full academic year, 2013-14, close to ten thousand learners (9,549) enrolled and participated on almost 1,500 courses across the County. Over the last three years the learner numbers have declined due to both a real terms reduction in funding and an increasing focus on supporting those who are disadvantaged. For example the percentage of learners across the provision who come from lower super output areas has increased overall from 12.3% in 12-13 to 12.8% in 13-14 against a Staffordshire average of 9.4%. This percentage is higher for learners on programmes which particularly target disadvantaged communities, for example on Community Learning Trust Responsiveness Fund programmes in 2012-13, 15.3% of learners and in 13-14, 24% of learners come from lower super output areas.

Details of learner enrolments by district can be viewed in Appendix 3.

11. Of the total number of learners engaged and enrolled on a course:

- 31% were males
- 27% were adults with declared learning difficulties and/or disabilities
- 67% were without a level 2 qualification,
- 10% adults came from families with children who are under-achieving
- 16% of learners came from the 0-20% most deprived lower super output areas

Key performance indicators were set for learner achievement rate at 95% and overall satisfaction rate at 95% and both of these targets were exceeded by 2%.

Adult Skills Budget and Apprenticeships

12. Since August 2013, the service has also been in receipt of an Adult Skills Budget (ASB) allocation from the SFA as a result in the funding policy change with Formal First Steps provision moving to an externally accredited funding model. This presented challenges as courses needed to be externally accredited which was less attractive to some learners due to the increased pressure of assessment. Overall, 1,957 learners participated in ASB courses including ICT, Employability Skills, Horticulture and Business Administration with a success rate of 82%.

13. The budget also supports apprenticeship delivery from Entrust which was previously delivered by the work-based learning team. In 2013-14 a volume of 99 apprenticeships were started and the success rate was 77.28%.

Resources and Maximizing Funding

14. Community Learning is funded mainly from the Skills Funding Agency (SFA) community learning budget of £1.5m. Community Learning funding from the SFA is considered to be a contribution in locally-owned community networks with clear strategic plans, priorities, objectives and learner outcomes which can only be achieved if there is extra funding over and above that available from the Government.

15. The County Council also contributes £280k to Community Learning and of this £40k is allocated to Community Learning Grants which support self-directed groups within Staffordshire to meet in order to further develop a skill or interest that they share. Over recent years, the contribution from the Council has decreased and may decrease further in future years as the council continues to make financial savings.

16. The County Council uses 15% of the funding from the SFA (£236k) to cover the costs it incurs in supporting commissioning, quality assuring and learning provider development. The current 15% is in line with sector averages but in real terms is shrinking as the overall SFA community learning budget has

remained constant since 2007-08 whilst expenditure and particularly staff costs, have risen substantially.

17. The SFA funding for community learning is safeguarded until 2016. After that date, there is some uncertainty around the future funding. Further details are expected to be announced in the comprehensive spending review in November, 2015. The full breakdown of funding is shown in the table below:

	2012/13	2013/14	2014/15	2015/16
SFA Community Learning	£1,573,758	£1,574,309	£1,574,309	£1,574,310
SFA Adult Skills Budget (Classroom Based)	£802,682***	£767,142*	£591,839	£449,798
SFA Adult Skills Budget (Adult Apprenticeships)	£87,095	£86,003*	£160,003	£160,002
SFA 16 to 18 Apprenticeships	£160,799	£161,224**	£154,090	£154,500
SCC Funding to ACL – Officer Controlled Total	£440,260	£273,790	£274,060	£226,790****

Notes:

SFA Budget – Academic Year, County Council – Financial Year

County Council Budget includes Community Learning Groups and residual pension costs

'*' In year permanent virement of £74,000 from Class Room Based to Adult Apprenticeships

"**" Reduced in year by SFA to £133,388

"***" Formal First Steps funding rules applied

"****" Now incorporated into larger Skills and Employability budget going forward

Pound Plus

18. Our 'Pound Plus' financial strategy aims to increase the total investment and maximise the value of public funding to enable the delivery of a quality community learning programme. SFA funding is therefore used as a leverage to secure additional income in order to help widen access for people who are disadvantaged and cannot afford to pay fees. It does this by securing increasing levels of Pound Plus investment which includes direct income, cost savings and value for money savings, examples of which are included in the table below.

Pound Plus Investment Types	
Pound Plus Category	Examples
Direct Income	▪ Fee income from learners ▪ Sponsorship ▪ Grants and tenders ▪ Sales from products or services
Cost Savings	▪ Savings in accommodation ▪ Use of volunteers to support learning ▪ Savings in staffing through partnerships ▪ Shared services - back office functions
Value for Money	▪ Efficiency of curriculum – avoiding duplicated provision ▪ Effectiveness of curriculum – new subjects, better progression opportunities leading to increased learner participation ▪ Setting up self organised groups

19. In 2013-14 the Pound Plus investment from Direct Income was £368k and there were £840k in Cost Savings. No data was available on Value For Money but this still accounted for £1.2m of investment which is equivalent to around 75% of the Community Learning Budget.

Quality Improvement Strategy

20. Learning and Skills providers are required to prepare an annual self-assessment report (SAR), based on Ofsted's Common Inspection Framework and this is used to inform our Quality Improvement and Development Plan. Our Self Assessment consists of four building blocks:

    a. Performance against contract

    b. Outcomes for learners

    c. Quality of teaching and learning

    d. Leadership & Management

21. Each building block is for both Community Learning and ASB and is graded from 1 to 4 based on the Common Inspection Framework as follows:

    1 – Outstanding
    2 – Good
    3 – Requires Improvement
    4 -- Inadequate

22. In our Self- Assessment Report for 2013-14, the self-assessed grades for community learning were all 2, which is 'Good' for overall effectiveness, outcomes for learning, quality of teaching, learning and assessment and

leadership and management. The grade for leadership and management changed to 2 from 1 (outstanding) as a result of the need to strengthen our governance and accountability in the support and challenge of Community Learning and ASB provision.

23. The self-assessed grades awarded for Adult Skills Budget (ASB) were 3 (requires improvement) for overall effectiveness and outcomes for learning and 2 (good) for quality of teaching, learning and assessment and leadership and management. The overall effectiveness grade was largely due to the grade awarded to outcomes for learning.

24. The service procured and delivered accredited programmes through ASB funding for the first time in 2013-14. One of the providers reported particularly poor learner achievement which adversely affected the overall grade for outcomes for learners. We no longer contract with that provider for the delivery of ASB funded programmes.

A summary of the SAR strengths and weaknesses can be viewed in Appendix 4.

Progress since the last inspection

25. The Service was last inspected in November 2012 and was awarded a grade 2 (good) for overall effectiveness and a grade 1 (outstanding) for leadership and management. The summary of key findings included:

a. Learners develop good personal, social and employability skills.

b. Good teaching, training and assessment ensure that the very large majority of learners successfully complete their learning programmes or apprenticeships.

c. Teaching, learning and assessment are consistently good, with outstanding features. Tutors plan sessions carefully to include a good range of practical and interactive activities that involve learners fully and make learning interesting and relevant.

d. Well-qualified and dedicated tutors provide high quality support to help learners achieve.

e. Leadership and management are outstanding. Senior leaders and managers provide particularly strong leadership to ensure that the service offers relevant and high quality provision to meet the needs of the county's diverse communities

26. To improve further and achieve a grade 1, the report states that we needed to:

a. Further improve outcomes by ensuring that all tutors set clear and achievable personal targets that stretch and challenge learners.

b. Increase the proportion of lessons that are outstanding by:

i.sharing the very best practice in teaching and learning and ensuring that this is then consolidated in lessons across the curriculum

ii.ensuring that tutors make better use of the available information and learning technology (ILT) resources to enhance further the quality of learning sessions

27. The improvements recommended by Ofsted and the progress made to date are listed below.

Further improve outcomes by ensuring that all tutors set clear and achievable personal targets that stretch and challenge learners

28. Several steps have been taken to address this which has resulted in improved auditing of achievable personal targets and evidence indicates that significant improvement has been made by most providers. However, the range and diversity of our provider base and the rapid turnover of tutors make this a constant challenge. This is continuously reinforced with provider managers and through best practice shared at network meetings, in provider updates and the teaching and learning blog.

Increase the proportion of lessons that are outstanding

29. We have made good progress in addressing this and we have seen an increase in the proportion of lessons graded outstanding which has increased from 19% in 2012-13 to 24% in 2013-14. This was supported by the appointment of a Teaching and Learning Mentor who supported tutors, followed up actions from observations of learning and teaching, mentored tutors graded 3 or 4, shared best practice and contributed to the teaching and learning conference run in September 2013.

Sharing the very best practice in teaching and learning and ensuring that this is then consolidated in lessons across the curriculum

30. We have conducted sector leaders RARPA training and refreshed our RARPA audit process and also organized CPD sessions for third sector providers and shared best practice through our teaching and learning conference.

Ensuring that tutors make better use of the available information and learning technology (ILT) resources to enhance further the quality of learning

31. We have set up an ICT strategy group to review priorities and complete an ILT statement. We work with JISC (joint information systems committee) to develop a strategy to support rural community groups to use ILT and have set up an iPad project with 3rd sector providers to encourage use of ILT. A CPD group has been set up through social media to support providers.

Challenges for the Service

32. For Community Learning and Adult Skills Budget the three main areas of challenge for the service are as follows:

Funding

33. The freeze on the budget and the increase in real terms delivery costs present real risks in maintaining learner numbers and quality assurance of the provision.

Adult Skills Budget

34. During the current academic year, the (welcome) reduction of unemployed adults available to be referred to programmes by Job Centre staff has contributed to a significant under-utilisation of SFA allocations for delivery resulting in reduced earnings for 2014-15. This results in a rebasing of future income which may see our budget contract as a consequence. In addition, there is a national reduction by the SFA of 24% in all ASB allocations for 2015-16. As a result of both national and local factors we have reduced the number of providers in anticipation of the rescaling of the local offer. The reduction is funding also means the income from our management charge is reduced proportionate to level of income affecting support for the service.

National inspection trends

35. From September, 2015, Ofsted will implement a revised inspection methodology. The majority of providers will be subject to a short inspection lasting 2 days. The ACL Service becomes eligible for a short inspection from September, 2015

36. Data from inspections of Adult Learning providers reported between 1 September 2014 and 17 June 2015 show a marked decline in the rate of provider improvement of overall inspection grades. Only 57% of providers received an overall effectiveness grade of good or better. This compares with 77% in 13-14. Themes identified in the reports as weaknesses include lack of governance, poor leadership and management and insufficient monitoring of the quality of teaching, learning and assessment in sub-contracted provision. An internal inspection readiness group is scheduled to meet to prepare for inspection and address any areas of potential concern.

Links to the Council's strategic outcomes

37. Community Learning forms part of a range of learning and skills provision we commission that includes work based learning and apprenticeships and a small amount of provision that we deliver to address market failure through our Direct Delivery Unit and therefore has an important role to play in supporting the County Council's vision, values and outcomes by improving employability skills. We support people to acquire the skills to access work. By experiencing learning for leisure or personal development and through our community

groups, the programmes help people feel healthier and to maintain their independence whilst being part of the community.

Link to Other Overview and Scrutiny Activity

38. This report links to the "Ofsted Learning and Skills Inspection" report, Prosperity, Skills and Education Select Committee, 21st January, 2013.

Community Impact

39. Community Learning supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility and it includes a range of community-based and outreach learning opportunities and is designed to help people of different ages and backgrounds and families to develop new skills and interests, support progression to formal courses and improve health and well being and therefore positively support our community in Staffordshire. Some examples of case studies and learner comments can be viewed in appendix 5

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Appendices/Background papers

Appendix 1: Community Learning Priorities
Appendix 2: Description of Community Learning Programmes
Appendix 3: Community Learning Enrolments by District
Appendix 4: Summary of SAR strengths and weaknesses
Appendix 5: Case studies/comments from providers/learners

Appendix 1

Staffordshire Adult & Community Learning Service Commissioning Priorities 2015/16 – 2019/20

Introduction – Strategic Commissioning

The council's vision is to create "a connected Staffordshire, where everyone has the opportunity to prosper, be healthy and happy". The three priority outcomes for Staffordshire people are:

By 2033, the people of Staffordshire will:

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

The Council's Adult & Community Learning (ACL) Service contributes to these outcomes through the commissioning of community learning programmes that provide courses that contribute to better health & wellbeing, employment and social inclusion for all adults. We know that people increasing their skills levels, aspirations and attainment become healthier, independent and contribute more to their communities

Through our community learning programmes and the Staffordshire Community Learning Trust we will bring local communities together to promote social renewal and to experience the joy of learning and the pride that comes with achievement. Community learning for all Staffordshire adults will be accessible, bring new opportunities and improve lives, whatever people's circumstances.

The Staffordshire Community Learning Trust is being developed as a vehicle to fulfil these outcomes. The Trust was created to further develop the council's strategy to secure added value and better outcomes for Staffordshire residents by empowering local individuals and communities to decide their local priorities, programme offer and partnership models.

The ACL Service's commissioning priorities for community learning reflect those established in "New Challenges, New Chances, 2011":

- Maximises access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement
- Maximises the impact of community learning on the social and economic well-being of individuals, families and communities.
- Focus public funding on people who would not otherwise have access to learning and maximise income from learners who can afford to pay
- Promote progression to further learning, training and employment

- Promote the benefits of digital inclusion to allow Staffordshire residents to access new technologies
- Promote the health & wellbeing benefits of physical activity and healthy eating
- Provide targeted family learning programmes to raise the achievement of children and help parents and carers to develop their own learning and progress to economic activity

District Priorities

Through analysis of district data sets, district priorities have also been established that underpin the broader strategic priorities.

Newcastle-under-Lyme – District Priorities
•To provide targeted Community Learning (CL) provision in the wards of Knutton & Silverdale, Cross Heath, Holditch, Butt Lane
•To provide CL provision that supports & encourages personal responsibility and community capacity
•To provide CL provision that supports child development & family cohesion
•To provide CL provision that supports individuals to gain employment
•To provide CL provision that incorporates confidence building activities
•To provide employability provision that supports individuals to gain employment
•To provide numeracy programmes where an unmet demand is identified
•To provide targeted CL programmes promoting health & well being which offer engagement and progression opportunities for those with learning difficulties and/or disabilities
•To provide targeted CL programmes promoting health & well being which offer engagement and progression opportunities for those with special needs and mental health issues
•To provide targeted CL provision in the district to raise adult participation

East Staffordshire – District Priorities
•To provide targeted provision to the ward of Stapenhill
•To provide CL provision that supports & encourages personal responsibility and community capacity
•To provide CL provision that supports child development & family cohesion
•To provide numeracy programmes where an unmet demand is identified
•To provide targeted CL programmes promoting health & well being which offer engagement and progression opportunities for those with special needs and mental health issues
•To provide CL provision that promotes practical ways to reduce carbon emissions and promote sustainability
•To provide programmes of English for speakers of other languages

Staffordshire moorlands – District Priorities
•To provide targeted provision in the wards of Biddulph East, Leek North & Cheadle
•To provide CL provision that supports & encourages individuals to

have good health & well being
•To provide numeracy programmes where an unmet demand is identified
•To provide targeted CL provision in the district to raise adult participation
•To provide targeted CL provision that supports the "Building Resilient Families" agenda.
• To provide access and progression pathways to individuals who are furthest from learning both geographically and through lack of opportunity

Stafford – District Priorities
•To provide CL provision that supports & encourages personal responsibility and community capacity
•To provide CL provision that contributes to better health & well being
•To provide targeted CL programmes promoting health & well being which offer engagement and progression opportunities for those with special needs and mental health issues

Cannock chase – District Priorities
•To provide targeted provision to the wards of Cannock North, Cannock South, Cannock East
•To provide CL provision that contributes to better health & well being
•To provide CL provision that supports child development & family cohesion
•To provide CL provision that supports individuals to gain employment
•To provide numeracy programmes where an unmet demand is identified
•To provide targeted CL programmes promoting health & well being which offer engagement and progression opportunities for those with learning difficulties and/or disabilities

Tamworth - District Priorities
•To provide targeted provision to the ward of Glascote
•To provide CL provision that supports child development & family cohesion
•To provide CL provision that contributes to better health & well being
•To provide CL provision that supports individuals to gain employment
•To provide numeracy programmes where an unmet demand is identified
•To provide targeted CL programmes promoting health & well being which offer engagement and progression opportunities for those with learning difficulties and/or disabilities

South Staffordshire – District Priorities
•To provide employability provision that supports individuals to gain employment
•To provide targeted CL programmes promoting health & well being which offer engagement and progression opportunities for those with special needs and mental health issues
•To provide community learning provision that integrates quality information & advice
•To provide community learning provision that embeds English & Maths, raises aspirations & improves confidence

• To provide community learning provision in computing to promote digital inclusion
• To provide access and progression pathways to individuals who are furthest from learning both geographically and through lack of opportunity
• To provide numeracy programmes where an unmet demand is identified

Lichfield – District Priorities
• To provide CL provision that supports & encourages personal responsibility and community capacity
• To provide employability provision that supports individuals to gain employment
• To provide targeted CL programmes promoting health & well being which offer engagement and progression opportunities for those with special needs and mental health issues

Appendix 2 Description of Community Learning programmes

Leisure courses

Leisure or recreational courses are aimed at all Staffordshire adult residents who wish to

- develop a skill
- acquire knowledge
- pursue an interest for the purpose of cultural enrichment, intellectual or creative stimulation
- improve health and fitness.

Examples of current courses include modern languages, art, yoga, dance, cookery, photography. This programme recognises the wider benefits of learning in the community, including its contribution to broader government policies such as health (mental and physical well-being).

Programmes for adults with learning difficulties and/or disabilities (ALDD) and/or those with enduring mental ill health

This is discrete provision that is designed and delivered to address the learners' specific needs, for example adults with mild and moderate learning difficulties and/or disabilities or enduring mental ill health. The programmes are aimed at those who prefer bespoke programmes which cater specifically for their individual needs. This provision, which includes leisure, employability skills and functional skills courses offer the requisite level of support to allow the learners to fully engage in the programme.

Examples of courses delivered within this programme include: healthy living, art, photography, IT, CV writing, budgeting and independent living skills. Innovation is welcomed where this meets the aims and objectives of the programme.

Family programmes which include Wider Family Learning and Family English Maths and Language aim to encourage family members to learn together to improve basic skills and skills for development in order to equip families to thrive. The offer includes opportunities for inter-generational learning and, where possible, leads both adults and children to pursue further learning; "Family" is purposely not defined so as to enable adults and children with a range of family relationships to participate together. The term "adult" includes mothers, fathers, carers and grandparents – whoever has a key caring role for the child. These programmes are targeted at

- parents/carers of children up to age 16 including those in special schools
- parents/carers of underachieving children
- families on the Building Resilient Families & Communities (BRFC) programme
- families at risk of becoming BRFC families

Wider Family Learning (WFL)

WFL programmes are specifically designed to enable adults and children to learn together or to enable adults to learn how to support their children's learning. They aim to:

- develop the skills or knowledge of both the adult and child participants
- help adults to be more active in the support of their children's learning and development and to understand the impact of that support

Family English Maths and Language (FEML)

FEML programmes are aimed at and designed for adults with English, maths and language needs. Family language is a programme designed to improve English language and communication skills in families where English is not the primary language at home. The programme includes a broad coverage of skills including Family English, maths, language and information and communication technology courses.

The programmes are for adults at Entry, level 1 and level 2 to meet the local profile of need – for example to address particular gaps in maths skills in a locality. FEML programmes aim to

- improve the English, maths and language skills of adults
- improve the adult's ability to help their children learn
- improve children's acquisition of English and maths
- prepare learners to progress onto Functional Skills accredited courses

Employability skills

These courses are targeted at

- "hard to reach" adults below level 2 who have not recently engaged in learning and lack the confidence to commit to a longer course
- unemployed adults who want to improve their chances of finding work but who are not yet ready to enrol on an accredited course

The aim is to improve learner confidence and willingness to engage in learning and/or acquire skills and knowledge to prepare learners for further learning, volunteering, employment or self-employment. Examples of courses include confidence building, identifying skills, CV writing, interview skills, introduction to health and social care.

Functional skills

These courses are for those adults who lack essential skills in English, maths or information technology and who do not want to or are not yet ready to enrol on an accredited course. These short courses enable adults to acquire essential skills in reading, writing, maths or information technology in a fun and interactive way and to improve their ability to deal with everyday tasks or to progress to an accredited course.

Appendix 3 Learner Numbers

District	Total		ASB		CLT		CLT-ALDD		FEML		PCDL		PCDL-ALDD		WFL	
	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %
Cannock Chase	1,390	15	352	18	202	16	18	5	50	15	594	13	112	25	62	11
East Staffordshire	1,252	13	222	11	189	15	32	10	103	32	459	10	0	0	247	46
Lichfield	1,427	15	223	11	282	23	90	27	38	12	743	16	20	5	31	6
Newcastle-under-Lyme	1,065	11	312	16	280	23	78	23	0	0	316	7	35	8	44	8
South Staffordshire	1,203	13	248	13	62	5	11	3	12	4	742	16	84	19	44	8
Stafford & Stone	1,552	16	205	10	47	4	67	20	28	9	1,062	23	132	30	11	2
Staffordshire Moorlands	593	6	166	8	0	0	11	3	21	6	343	7	45	10	7	1
Tamworth	923	10	178	9	49	4	0	0	77	24	510	11	14	3	95	18
Outside of Staffordshire	263	3	91	5	9	1	0	0	0	0	8	0	0	0	155	29
Total	9,549	98	1,966	97	1,237	90	336	91	326	101	4,700	101	442	100	542	100

Appendix 4
SAR strengths and areas for improvement
Community learning, ASB and Apprenticeships

STRENGTHS (Community learning and Apprenticeships)
- Teaching, training and assessment are consistently good ,with 91% of observations being graded at least good and 24% of observations being outstanding, ensure that the very large majority of learners successfully complete their learning programmes
- The success rates for the vast majority of learners are outstanding
- Very robust sub-contracting systems with a highly effective quality framework which ensures that the performance is closely monitored and a high quality of delivery is maintained
- The wide range of providers contracted ensure that the service meets the needs of learners throughout Staffordshire communities
- Learners develop excellent personal , social and employability skills
- Well -qualified and dedicated staff -tutors and managers- provide high quality support to help learners achieve
- Excellent partnership work with a wide range of community based partners within the Community Learning Trust model ensures local priorities are met
- Family learning programmes have a significant impact on children, families and schools.
- Self-assessment is a thorough, inclusive and critical process which is effectively driving improvement towards excellence
- The provision ensures excellent widening participation with contracted out bespoke courses for learners with ALDD and enduring mental ill health.

Areas for Improvement/development

- The success rate of ASB provision requires improvement
- The collection of Destination Data has been ineffective
- A small minority of teaching do not effectively use ILT to enhance the learning experience
- A small minority of teaching does not sufficiently embed English and Maths in their classes.
- A small minority of programmes do not have sufficient individualised learning outcomes for learners
- Attendance is less than benchmark in a minority of provision and FEML courses
- The monitoring of the quality of provision by senior leaders requires improvement

Areas for Continuous Development

- New RARPA guidelines with regard to recording learning progress are not yet fully developed in all provision
- Develop reporting and monitoring systems for the Employability and Skills contracts

Strengths - Apprenticeships:

- Effective strategic and operational planning resulting in improved outcomes for learners
- Very good levels of attendance and behaviour of all learners who attend centre based training;
- Learners are punctual and engage in learning, demonstrating skills and knowledge gained in their working practices
- High quality planning, teaching, assessment of learning and thorough monitoring of learners progress
- Effective communication and good relationships with employers in schools, County Council Departments and private organisations
- Good retention, achievement and progression rates in Supporting Teaching and Learning, Children and Young People's Workforce and Health and Social
- Care apprenticeships, and Classroom Based learning.
- Well planned teaching and learning develops learners skills and knowledge, technical certificates exam results are good (90% exams passed first time, 100% overall
- Good off-the-job training facilities and resource in Entrust training centres.
- Effective development of training materials and resources to promote understanding of equality and diversity
- Good use of management information reports to monitor the learning of all learners.
- Excellent awarding organisation external moderation feedback for all programmes

Areas for Development:- Apprenticeships

- Increase learner and employer evaluative feedback to at least 50% to inform quality assurance and on-going self- assessment processes
- Standardisation between programme areas to ensure consistent achievement at 80%
- Improve achievement of Business and Administration Apprenticeships to 80%
- ICT level 2 functional skill pass rate to be increased to 65%+
- Destination information capture during learner exit IAG reviews to be raised to 100%
- Increase overall achievement to 80+% and timely achievement to 75+% across all age bands and programmes

Case studies/comments from providers/learners

Community Learning Trust Responsiveness Fund

Changes *"98% of learners agreed that the course helped them to improve. Learners have much improved self- esteem and are more engaged in positive back to work activities"*

Pulse for Music "*100% of learners said they enjoyed the class. One learner stated that this has been better for their well- being than any medication or treatment"*

Wider Family Learning

Families First "*J and her son L (2 months.) were referred to the Simply Play group by the local Health Visitor. . Her anxiety levels noticeably reduced over the duration of the course, and her bond with L developed as she relaxed and learnt how to interact with him. The course spurred J on to look at returning to work on a part-time basis, and her partner has agreed to share the care of L while J works*

Anglesey Primary school "*One mum attending family seal has gained the self confidence to commence with employment as a lunchtime supervisor at the school. Whilst mum already held a recognised qualification she had been unemployed for some time and therefore lacked the confidence to move forward to employment. Through having access to a supportive social network and group encouragement mum gained the confidence to successfully apply and gain employment".* "*Four learners have expressed an interest in school based volunteer work at the school and whilst awaiting DBS have since been on a pre- visit to the classroom."*

Adult Skills Budget
Learner comments
What I gained whilst on the course

I have gained new skills in IT using up-to-date Microsoft applications. Some of the skills I learned are:
- *how to set up a spreadsheet and enter formulae correctly*
- *use absolute cell references (which I hadn't used before)*
- *send letters using mail merge*
- *use an animation scheme and apply a slide transition to a PowerPoint presentation*

What's happening next?

I am going to enrol onto English and maths courses as I need to gain level 2 in these in order to work as a teaching assistant

What difference has the course made to your life?

I feel more confident with my IT skills. I am going to set up a spreadsheet in order to keep a track of my monthly incomings and outgoings, and will also use Word to send letters.

I also feel gaining a certificate in IT will improve my employment prospects as the ECDL is a valued qualification.

Programmes for adults with learning difficulties and disabilities

Learner background

This retired lady has Multiple Sclerosis, which has resulted in her being confined to a wheelchair and needing carers to help with personal care and day-to-day living. She is a sociable person who enjoys getting out and about and being in the company of other adults. Her disability affects her manual dexterity. She spends a lot of her time writing poetry, but as she can no longer hold a pen to write, she has learned how to type so that she can get her ideas down on paper.

What I gained whilst on the course

I have learned how to use the computer to type my poems. I have found that using the rollerball mouse has made accessing the computer much easier. I enjoy having the opportunity to spend time in a friendly, relaxed classroom with other adults. The tutors encourage me to be creative with my poetry. The tutors also help me to format my poems and add lovely pictures to them to enhance them

What's happening next?

I intend to continue attending sessions at the computer centre and I am looking forward to the move to the new premises at the Northfield Village next year

What difference has the course made to your life?

I have produced three different poetry booklets at the computer centre over the years that I have been attending and I have sold many copies to interested parties to raise money for the church that I attend. I have also had two poems published in books. I would not have been able to do this without the help of the tutors at the computer centre

Local Members' Interest
N/A

Prosperous Staffordshire Select Committee – 24 July 2015

Staffordshire Learning Infrastructure Framework 2015-2030

Recommendations

a) That Select Committee provides feedback on the Framework summary document and supporting information published at www.staffordshire.gov.uk/slif;

b) That Select Committee endorses the approach in the draft Staffordshire Learning Infrastructure Framework.

Report of Ben Adams, Cabinet Lead Member for Learning and Skills

Summary

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

1. Staffordshire has a clear and ambitious vision set out in the strategy "Achieving Excellence in Learning and Skills". Securing access to the right provision, at the right time, in the right place is a key commissioning challenge within this strategy.

2. In March 2015 Select Committee considered a report on Staffordshire's Learning Infrastructure and resolved that "priority was placed upon [its] strategic development" and to receive "a further update in late summer".

3. In June the county council published the draft Staffordshire Learning Infrastructure Framework and is seeking views on our proposed approach from partners by Monday 3 August. The summary document is appended and detailed supporting information available at www.staffordshire.gov.uk/slif.

4. Select Committee is invited to provide feedback and to endorse the approach of the draft Staffordshire Learning Infrastructure Framework.

5. Written feedback will be considered by the Cabinet Lead Member and it is intended that a final version will be published by October and then a work programme implemented.

Staffordshire Learning Infrastructure Framework 2015-2030

Background

6. In March 2015, Select Committee resolved - a) That the Committee endorses the proposal that a priority is placed on the strategic development of Staffordshire's Learning Infrastructure Forecast (SLIF) in the 2015/16 business planning year b) That the Committee consider within their work programme the necessary alignment of wider planning, prioritisation and capital programme decisions where significant interdependencies exist in order to support delivery of the SLIF c) That the SLIF is shared with all schools, including those in areas where no housing developments are planned, separate to the District briefings d) A further update, with locality plans, be brought to the Committee in late summer 2015.

7. The Staffordshire Learning Infrastructure Framework sets out the proposed purpose, principles and approach to achieving first class education and childcare places, close to home, when families need it based upon taking a longer-term and more joined-up approach to the planning of infrastructure. This will link in with locality plans as they are developed and work is continuing to understand the detailed capital implications for the county council.

8. The Framework aims to set out how those with a role to play in providing childcare or education places for Staffordshire's children can work together. Through each of us playing our part we will make best use of the time and money we have and ensure that we continue to offer Staffordshire's families choice in first class education and childcare, close to home, when families need it.

Link to Strategic Plan – Ready for Life

Link to Other Overview and Scrutiny Activity – a report was considered by Committee on 6 March 2015.

Community Impact – n/a.

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Appendices
Appendix A – summary of Staffordshire Learning Infrastructure Framework 2015-2030
Appendix B – copy of on-line feedback survey

Background papers
Achieving Excellence in Learning and Skills Strategy.

Staffordshire Learning Infrastructure Framework 2015-2030

Draft for discussion: setting out the purpose, principles and approach to the provision of education and childcare places, infrastructure development and capital investment in Staffordshire.

Please note that this document is in draft as we are currently seeking views and input from our partners.

A final version will be published by October 2015.

Introduction

Every child deserves a good education. The right foundation of learning and skills is vital for our young people to access good jobs and live healthier, happier and independent lives.

Staffordshire's Learning and Skills Strategy challenges every one of the county's 400 schools to be rated as 'good' or 'outstanding' by Ofsted. In its seven key themes, the strategy recognises that there's much more to this than buildings, but getting the right local infrastructure for education is a good place to start[1].

Staffordshire County Council has a statutory responsibility to ensure that every child in the county has access to a childcare place, a place at school or an offer of suitable post-16 education or training when they need one.

As the county continues to prosper and grow with today's combination of increased birth rates and plans for at least 60,000 new homes across the county by 2031, this is an increasingly tough challenge - but it's one that we can meet with the right approach and forward planning.

Staffordshire's Learning Infrastructure Framework sets out how those with a role to play in providing childcare or education places for Staffordshire's children can work together. Through each of us playing our part we will make best use of the time and money we have and ensure that we continue to offer Staffordshire's families choice in first class education and childcare, close to home, when they need it.

[1] (See page 23 of Achieving Excellence in Learning and Skills for detail on Flexible Learning Infrastructure and how this Framework helps us to meet these aspirations).

Seize opportunities - rise to the challenge

If there's one thing that's constant, it's that nothing ever stays the same. The world of childcare, education and training is no different. As the world around us changes, we are presented with new challenges and opportunities in ensuring we have the right education and childcare provision in place. By highlighting and understanding these challenges and opportunities now, we can proactively plan for them and take action to ensure that we continue to give Staffordshire's children, young people and families access to the quality, local they deserve.

Opportunities and challenges

1. **Invest around £330m in over 20,000 new school places by 2031:** Because there are more children being born in Staffordshire, and the scale of housing development in the county means that more families can choose to live here, we expect to need to invest around £330million in an additional 13,000 primary and 8,000 secondary mainstream school places by 2031. Most of these places will be needed in the county's towns. (See Appendix 1.)

2. **Respect school's increasing independence and work together to give Staffordshire's families access to a first-class, local education:** As more and more schools become academies (who are independent of the local authority) and maintained schools enjoy the right to make their own decisions about expansion, working in partnership to ensure there are enough good, local school places for Staffordshire's families is more important than ever.

3. **Give children with special education needs and disabilities (SEND) access to the same opportunities as their peers:** Staffordshire has 'outstanding' special school provision for children with special educational needs and disabilities (SEND). However, some of the children attending these schools could be supported to thrive in mainstream schools where they can grow up with, and take advantage of the same opportunities as their peers. If it's the right thing for them, the county council

wants children with SEND to be supported to have a real choice and go to mainstream schools. We will provide special school education for those children and young people who need it most. We know that there are opportunities to support children with SEND differently because more Staffordshire children aged 0-19 are placed in special schools compared to the national average [2.]

4. **Support early years providers to give working parents 30 hours free childcare by 2017:** In May 2015, Government set out proposals that will see working parents able to claim up to 30 hours of free childcare per week by 2017 (instead of 15 hours). As a result, demand on private, voluntary and independent early years providers is likely to increase as parents look for additional, flexible and accessible childcare places. The county council is unlikely to receive capital funding to support the enlargement of early years buildings, so the introduction of a 30 hour childcare offer may need providers to explore a combination of additional places and business re-modelling to support implementation.

5. **Give young people access to vocational qualifications and training so they can access good local jobs and contribute effectively to the economy:** To ensure that local employers can recruit young people with the skills they value and to ensure that there are enough young people who can take advantage of an increasing number of apprenticeship opportunities (including higher apprenticeships), we need more schools and colleges with a focus on technical and vocational specialisms. The Stoke-on-Trent and Staffordshire City Deal aims to contribute to 3900 additional apprenticeships and 1100 traineeships by March 2024.

6. **Secure the capital funding needed to enlarge or build new schools:** To provide the new mainstream school places needed in Staffordshire's primary and secondary schools over the next 15 years, we estimate the building costs to be around £330m.

[2] 1.05% of Staffordshire children aged 0-19 are placed in special schools compared to the national average of 0.8% (Source: CSIE 2014 Report).

First class education and childcare, close to home, when families need it   4

Based on the way we currently pay for schools to be built or extended, we forecast a shortfall in funding.

To meet this gap, communities will look to us to work creatively and ensure that new school buildings are value for money, maximise capital allocations from Government and secure contributions from housing developers (bearing in mind that the new Community Infrastructure Levy may add uncertainty in securing the long term investment needed towards new school places unless we plan together and prioritise effectively.)

How can I support Staffordshire's children and young people to have access to quality local education and childcare?

In view of the opportunities and challenges we're facing, no single organisation can give Staffordshire's families access to the quality, local education and childcare they deserve. We have to work together and to do that we need to be clear on how we can all make a contribution. Here, we set out principles to guide the way we work together and give an overview of different roles and responsibilities.

Principles

In partnership with local communities

The number of children and young people in a community, now and in the future, differs depending on local birth rate and on planned housing development. The way buildings are used for education and other community services or activities are different for every local community. By having early, open and honest conversations about the provision of future education and childcare places with people in local communities, we can have a co-ordinated and efficient approach which makes good use of what exists and allows us to make intelligent choices that are right for each area.

Diverse

So that Staffordshire's children and families have the choice and opportunity they deserve when it comes to education, we will work to ensure that we have the right mix of education and childcare providers across the county. This includes maintained schools, academies, free schools and University Technology Colleges (UTCs), post-16 providers, specialist and alternative providers, private providers and private, voluntary and independent childcare providers – a rich mix across the local area to meet the needs

identified in a community.

Inclusive and accessible

Children with special educational needs and disabilities (SEND) will have the opportunity to attend a mainstream school if this is right for them. To support this, we will work to develop accessible facilities for children and young people needing specialist support so that they can learn within, and are cared for as part of their local community. We will also look to ensure that a greater number of children with SEND are able to travel to school independently.

Affordable and sustainable

We will develop affordable and cost-effective solutions that make the very best use of public money and deliver what is needed to support quality, local education and community services, both now and in the future.

A foundation for excellence

We will ensure that the childcare and education places we provide will support our aim of achieving good and outstanding education for all children and young people in Staffordshire and that as a result, they are able to access local jobs and enjoy a prosperous future.

Roles and responsibilities

1. **Together:**

   - To have a common understanding of how the number of children and families is changing in our communities so that we can take part in medium and long term planning for the provision of childcare and education places

   - To make the most efficient use of limited resources

   - To be informed contributors and/or consultees on future proposals in the provision of childcare and education places so that Staffordshire's families can continue to have choice in first class education and childcare, close to home, when they need it

2. **Governors and leaders providing education in Staffordshire:**

   - To understand the opportunities and challenges around the provision of childcare and education places in our community and how this might affect local education provision and the local area

   - To work with others to help design and deliver effective and affordable ways of meeting the need for childcare and education places that are right for our community and that will support quality, local education and community services, now and in the future

   - To work with others to ensure that schools are at the heart of our communities by taking opportunities to link school facilities with other community services or activities

   - To promote good ways of working together, acting in accordance with legislation and guidance by consulting on any proposals (such as to enlarge a school) and to make local decisions open and transparent

3. Early years providers:

- To understand how demand for early education and childcare places in our communities is likely to change as a result of new policies and changes to the number of children and families in my area
- To respond to these changes positively so that all children who need a place can have one

4. County council officers:

- To establish a clear understanding of local educational opportunities and challenges making connections between education and other local infrastructure needs – such as roads or public transport – and making sure the right things are in place to support new or enlarged schools
- To undertake our duties and responsibilities for school place planning, school organisation, admissions and transport working with all partners to do our best to meet the aspirations and choices of parents and families
- To ensure that the provision we commission is well designed and built, cost effective, and constructed to meet local need, through projects that are well managed so that disruption can be minimised and so that projects can be delivered in a timely way
- To work closely with private, voluntary and independent (PVI) early years providers to ensure there is the required number of high quality places to meet both statutory duties and the needs of Staffordshire's families
- To ensure that all parts of the council, and those it commissions, work together effectively and efficiently

5. Elected Members/Councillors:

- To champion good communication in a local area, representing the views of constituencies whilst understanding the wider opportunities and challenges in ensuring that we can continue to provide quality, local education and childcare for Staffordshire's families

6. **District and Borough Councils:**

- To ensure that planning provisions for education are reflected in the development of Local Plans

- To support effective negotiations with housing developers to secure sufficient contributions are made towards necessary education infrastructure

- To consider, within council priorities and spending decisions, the importance of meeting the education needs of local children and young people

7. **As housing developers:**

- To recognise the requirement to contribute funding, and where necessary make appropriate land available, to mitigate the impact of housing development
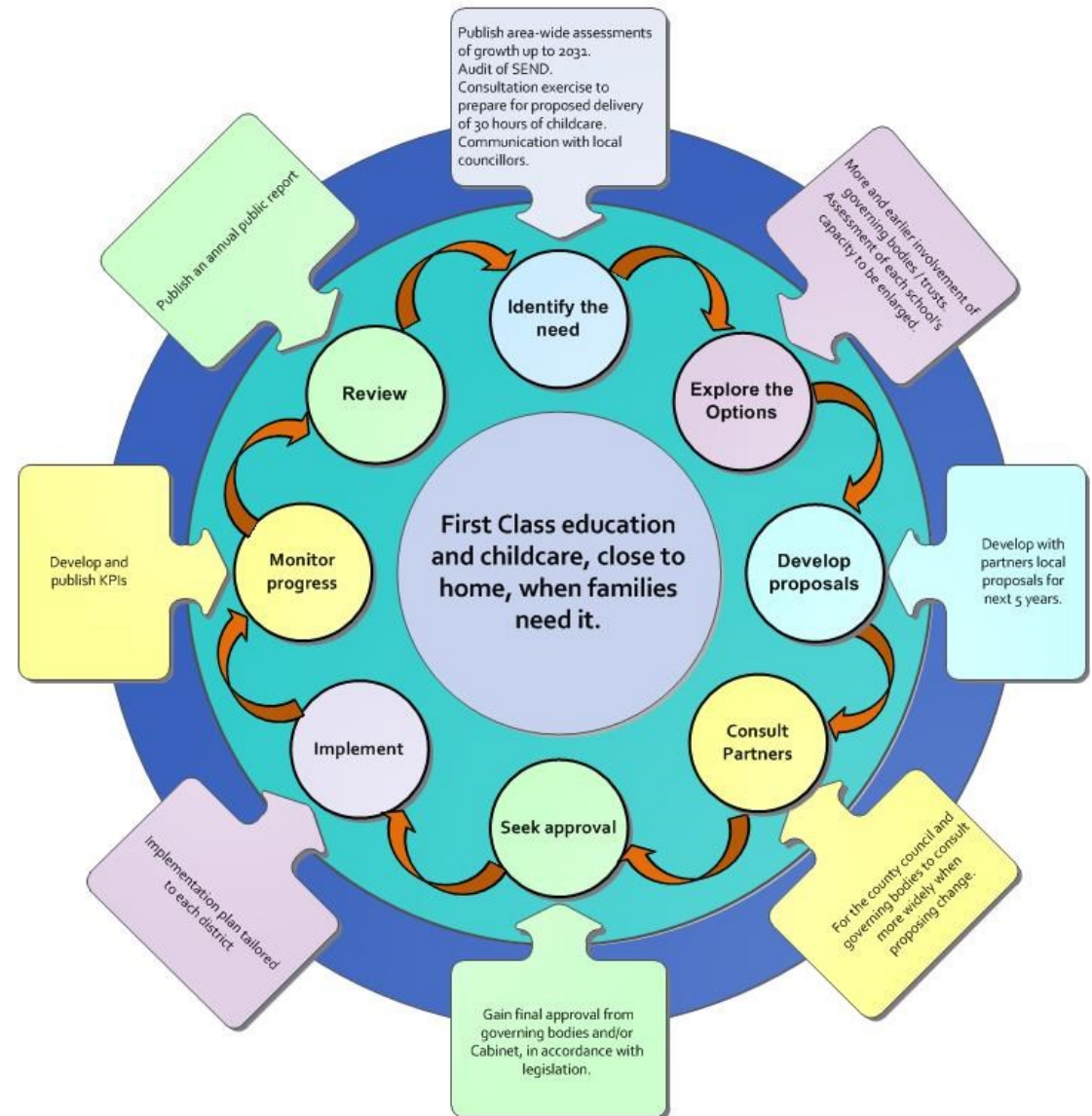
How will we work together in practice?

So we want to work together to ensure that Staffordshire's families can continue to access quality, local education and childcare and we've got a set of shared principles and clear roles and responsibilities, but in practice, how do we work together?

The diagram opposite summarises the general process for identifying and then meeting the need for future childcare and education places. This will vary slightly from project to project.

You can see this process in a table format in Appendix 2.

Staffordshire Learning Infrastructure Cycle

First Class education and childcare, close to home, when families need it.

- Identify the need — Publish area-wide assessments of growth up to 2031. Audit of SEND. Consultation exercise to prepare for proposed delivery of 30 hours of childcare. Communication with local councillors.
- Explore the Options — More and earlier involvement of governing bodies / trusts. Assessment of each school's capacity to be enlarged.
- Develop proposals — Develop with partners local proposals for next 5 years.
- Consult Partners — For the county council and governing bodies to consult more widely when proposing change.
- Seek approval — Gain final approval from governing bodies and/or Cabinet, in accordance with legislation.
- Implement — Implementation plan tailored to each district.
- Monitor progress — Develop and publish KPIs.
- Review — Publish an annual public report.

What will success look like?

We all want what's best for Staffordshire's children and families. We want Staffordshire's children to enjoy their own personal successes and to be able to contribute to the county's economy in the future. Being able to choose an education that matches your strengths and ambition is crucial to this. This is what success will look like for Staffordshire's families.

1. Every child and young person will have a place in a primary or secondary mainstream school when they need one up to the year 2031 and focussed on a five-year rolling programme of projects

2. Children with special educational needs and disabilities (SEND) will have access to local educational opportunities that are right for them because we will have the right number and type of specialist school places to meet the needs of learners in both mainstream and specialist settings

3. Staffordshire parents will be able to choose from a range of strong early education and childcare providers (including those run by schools and by the private, voluntary and independent sector) now and in the future

4. Young people will be able to choose from a range of technical, practical and academic learning linked to good job opportunities and careers that will support a thriving economy

5. Communities can use school facilities to access services or as a base for running activities that are of interest and benefit to them

6. Affordable growth plans with sufficient government funding and housing developer contributions of money and land to create or enlarge schools so that we can provide first class education and childcare, close to home, when families need it

Supporting information

Planning for childcare and education places is complex and there is a wealth of information to support the process. You can access further information online at www.staffordshire.gov.uk/slif

Get in touch

We are currently seeking feedback on this Framework and would value your views.

Please go to www.staffordshire.gov.uk/slif by 3 August 2015 and complete a short survey.

If you have any questions, please contact us at slif@staffordshire.gov.uk

Appendix 1

Where do we expect to invest in additional school places?

To ensure that Staffordshire's families continue to have choice in first class education, close to home, when they need it, we expect to invest around £350million in expanding or building new mainstream primary and secondary schools.

Based on the number of places available in our current schools, plans for new homes and what we know about the birth rate and number of families generated by new housing, we have a good idea of where we will need to invest this money. As there is space in our secondary schools at the moment, we forecast the need for more primary than secondary places.

This table illustrates potential investment in additional places in Staffordshire's mainstream schools. You can see the table in map form at www.staffordshire.gov.uk/slif

Forecast as at 19 June 2015

Mainstream school places	TOTAL GROWTH FORECAST IN NEXT 5 YEARS TO 2019/20	District or Borough	TOTAL GROWTH FORECAST OVER 10 YEARS 202/21 TO 2030/31	TOTAL GROWTH FORECAST OVER 15 YEARS TO 2030/31
Primary Education	525 additional places		630 additional places	1155 additional places
Secondary Education	0 additional places	**Cannock Chase**	0 additional places	0 additional places
Potential capital cost	£6.9m		£10m	£16.9m
Primary Education	2807 additional places		630 additional places	3437 additional places
Secondary Education	1560 additional places	**East Staffordshire**	2010 additional places	3570 additional places
Potential capital cost	£76.6m		£36.4m	£113m
Primary Education	945 additional places		1652 additional places	3437 additional places
Secondary Education	360 additional places	**Lichfield**	1050 additional places	3570 additional places
Potential capital cost	£32.6m		£35.4M	£113M
Primary Education	830 additional places		245 additional places	1075 additional places
Secondary Education	150 additional places	**Newcastle (see Note 2)**	0 additional places	150 additional places
Potential capital cost	£10.9m		£2.3M	£13.2m

Mainstream school places	TOTAL GROWTH FORECAST IN NEXT 5 YEARS TO 2019/20	District or Borough	TOTAL GROWTH FORECAST OVER 10 YEARS 202/21 TO 2030/31	TOTAL GROWTH FORECAST OVER 15 YEARS TO 2030/31
Primary Education	0 additional places	South Staffordshire	315 additional places	315 additional places
Secondary Education	0 additional places		120 additional places	120 additional places
Potential capital cost	£0m		£6.5M	£6.5m
Primary Education	1535 additional places	Stafford Borough	1100 additional places	2635 additional places
Secondary Education	900 additional places		210 additional places	1110 additional places
Potential capital cost	£40.4m		£15.9M	£56.3m
Primary Education	90 additional places	Staffordshire Moorlands	585 additional places	675 additional places
Secondary Education	0 additional places		480 additional places	480 additional places
Potential capital cost	£1.3m		£23.1M	£24.4m
Primary Education	420 additional places	Tamworth	945 additional places	1365 additional places
Secondary Education	0 additional places		900 additional places	900 additional places
Potential capital cost	£5.3m		£33.4M	£38.7m
Primary Education	**7152 additional places**	**TOTAL (Note 3)**	**6102 additional places**	**13254 additional places**
Secondary Education	**2970 additional places**		**4770 additional places**	**7740 additional places**
Potential capital cost	**£169.3m**		**£163.5m**	**£332.8m**

Note 1: This forecast compares the existing school capacity with a pupil forecast based on birth data and estimates of the additional pupils generated from new housing. As there is more spare capacity in secondary schools we forecast the need for more primary places than secondary school places).

Note 2: Newcastle-under-Lyme Borough Council are currently preparing a new joint local plan with Stoke-on-Trent City Council and have not yet identified their housing need or likely spatial distribution. Therefore the growth forecast above considers only housing sites where planning permission has been granted or applied for in the Borough. The housing forecast and any new strategic allocations identified in the emerging Local Plan will be included in future updates to the Learning Infrastructure Framework.

Note 3: Any refresh of existing Local Plans to take account of the Birmingham housing market area in the period up to 2031 will also be included in future updates to the Learning Infrastructure Framework.

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Appendix 2

Table: How we will work together in practice?

	Activity
Identify the need	- Publish area-wide assessments of growth up to 2031, with a focus on a five year rolling programme - An audit of SEND need to determine the appropriate number and type of specialist school places - A consultation exercise to prepare for proposed delivery of 30 hours of childcare - Scheduled regular communication with local councillors
Explore the options	- More and earlier involvement of governing bodies/trusts - Produce a formal assessment of each school's capacity to be enlarged
Develop proposals	Develop with partners local proposals for next five years
Consult partners	For the county council and governing bodies to consult when proposing change
Seek approval	Gain final approval from governing bodies and/or Cabinet in accordance with legislation
Implement	Implementation plan tailored to each district
Monitor progress	Develop and publish key performance indicators
Review	Publish an annual public report

Staffordshire's Learning Infrastructure Framework aims to set out how those with a role to play in providing education and childcare places for Staffordshire's children can work together to meet the challenges and opportunities.

We are seeking your feedback on the draft Framework because we believe it's important for us to have an overall approach that we can all sign up to and which gives the context for more detailed information and implementation.

If you haven't already, you can access the draft Framework and a range of supporting information online at www.staffordshire.gov.uk/slif

On reading the draft Framework, please give us your feedback using the short survey below. It should take you no more than 10-15 minutes.

You can give us your feedback at any time until midnight on 3 August.

We will then use the feedback we have received to produce a final Framework that will be published by October 2015.

Thank you for your time.

1. Please identify your interest in the Staffordshire Learning Infrastructure Framework. Select all that apply from below.
   I am a:
   - Headteacher
   - School Governor
   - College principal
   - Diocesan representative
   - Provider of early education and childcare in the private, voluntary or independent sector
   - County, district, borough or parish councillor
   - District or borough council officer
   - Housing developer
   - County council employee
   - Other: please state

2. Do you agree that the Staffordshire Learning Infrastructure Framework is needed so that all partners can work better together to secure education and childcare places in Staffordshire?

   Please select one option below.

   Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

3. Our intention is that the Staffordshire Learning Infrastructure Framework will encompass all phases and types of education and childcare provision – from early years to post-16, from mainstream to specialist. Do you agree with this approach?

   Please select one option below.
   Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

4. Do you agree that the Staffordshire Learning Infrastructure Framework helps you to understand the opportunities and challenges we face in securing places in the future? (These are set out on pages 3 - 5 of the Framework).

   Please select one option below.
   Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

5. Do you agree with each of the Principles set out on page 6 - 7 of the Framework?
   Please select one option against each of the principles listed below.

   - In partnership with local communities
     Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

   - Diverse
     Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

   - Inclusive and accessible
     Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

   - Affordable and sustainable
     Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

   - A foundation for excellence
     Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

6. Is there anything you would change or add to the Principles set out on pages 6 - 7 of the Framework?

7. Do you agree with the broad Roles and Responsibilities set out on pages 8 - 10 of the Framework?

   Please select one of the options below:
        Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

8. Is there anything you would add or change about these Roles and Responsibilities?

   [ ]

9. Do you agree that the Staffordshire Learning Infrastructure Framework provides a foundation for partnership working in the provision of future education and childcare places in Staffordshire?

   Please select one of the options below:
        Strongly disagree/partly disagree/neither agree or disagree/partly agree/strongly agree

   Why?

   [ ]

10. Do you have any other comments or feedback about the Framework?

   [ ]

Local Members' Interest
N/A

Prosperous Staffordshire Select Committee – 24 July 2015

The new Minerals Local Plan for Staffordshire (2015 to 2030) Final Draft for Consultation

Recommendation

1. That the Select Committee review the final draft of the new Minerals Local Plan and make formal representations as appropriate.

Report of Mark Winnington, Cabinet Member for Economy, Environment & Transport

Summary

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

2. The Select Committee is being asked to review the final draft of the new Minerals Local Plan for Staffordshire which is currently open to public comment for a 6 week period ending on 31 July 2015. The final draft Plan is available to view via the Council's online consultation portal.

Report

Background

How has the new Minerals Local Plan been previously considered by the Select Committee?

3. A report was presented to the Select Committee on 24 April 2014 to update Members of this Committee on progress with the preparation of the new Minerals Local Plan for Staffordshire and in particular, to inform on the consultation relating to the first draft of the new Plan. The report was noted and the Select Committee resolved that a small working group be set up to consider the Plan in more detail and produce a response to the consultation on behalf of the Select Committee.

4. On 9 May 2014, the working group met and recommended the following:

   a. that as part of any planning permissions given there is a requirement made on a developer to maintain the road network during the operation of the site;

   b. that mineral operations should be required to liaise with local communities and that the local member must be included in liaison groups for mineral extraction sites; and,

c.   that the Restoration Guarantee Bond or other financial guarantee to cover all or part of the restoration and aftercare costs be used routinely rather than as an exception.

What progress has been achieved since the consultation on the first draft?

5.   The comments received from the Select Committee working group, together with all other comments received during the consultation on the first draft of the Plan, have been considered in the preparation of the final draft of the Plan and a summary of the feedback was reported to the Council's Planning Committee in October 2014.

6.   In response to the comments made by this Committee, the issues as set out under paragraph 4 above are addressed as follows:

a.   In setting out the environmental considerations to be taken into account when assessing the impact of proposals for mineral development, policy 4 highlights the need for the assessment of traffic impacts. The new chapter 8 of the draft Plan explains how the policies will be implemented and appendix 7 lists matters that could be included in planning obligations (legal agreements). Included in that list are traffic management measures and funding to maintain or to improve roads.

b.   Policy 4 of the draft Plan encourages mineral developers to establish and maintain good liaison with local communities. In addition, the reasoned justification for policy 6 encourages developers to involve liaison committees where there is ongoing review of restoration strategies/ plans. Appendix 7 lists the establishment of liaison committees as a matter that could be included in a planning obligation.

c.   Policy 6 sets out requirements for restoration guarantee bonds and the approach of the first draft has been maintained so that developers would be required to demonstrate that there is adequate financial safeguards to ensure that the restoration and aftercare requirements would be fulfilled in the event that the company went into liquidation.

7.   Additional site options were submitted by developers during the consultation on the first draft Plan and as a consequence a consultation took place during autumn 2014 to provide an opportunity for the public and interested parties to comment on the additional site options. The feedback from that consultation has been used in the assessment of those additional sites.

8.   On 4 June 2015, the Council's Planning Committee resolved to approve the final draft of the new Minerals Local Plan to be used for public consultation in accordance with Regulation 19 of the Town and Country Planning (Local Planning) (England) Regulations 2012.

9.   The Planning Committee report explained that no significant changes had been made to the content or the format of the draft Plan since the first draft was published as no new issues had arisen during the earlier consultation and no significant changes had been made to minerals planning policy guidance in the meantime. The changes made to the draft Plan were made in response to the earlier

representations; to update evidence; or, to fine tune the policies and proposals. For example, policy 1 relating to the provision of sand and gravel was updated to take account of the latest survey data for aggregate sales and reserves (2013). Consequently, the level of sand and gravel provision in the draft Plan has been updated to reflect the latest 10 year sales average (5.0 million tonnes per annum) but this small adjustment had not affected the number of site allocations included in the Plan.

10.   The final draft was published on the Council's consultation portal on 10 June 2015 and there is an opportunity for representations to be made on the final draft Plan up to 5pm on 31 July 2015. Comments should be made on whether the draft Plan meets the 'soundness' tests as set out in national policy as well as legal requirements for its preparation and representations made at this stage will be forwarded to the Planning Inspector when the Plan is submitted for examination.

What are the next steps for the Plan?

11.   Having received representations on the final draft of the Plan, it is our intention to present the Plan (and any modifications) to the Full Council for adoption before being submitted to Planning Inspectorate for examination on behalf of the Secretary of State. At this stage we anticipate submitting the Plan in December 2015, the examination hearings taking place in the spring of 2016 and being in a position to adopt the Plan in the Autumn of 2016.

Link to Strategic Plan – The new Minerals Local Plan aims to support sustainable economic development by guiding decision making for new mineral development and thereby, to contribute to the County Council's priority outcome where the people of Staffordshire will be able "to access more good jobs and feel the benefits of economic growth".

Link to Other Overview and Scrutiny Activity – N/A.

Community Impact – see below

Contact Officer

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Appendices/Background papers

Report to Prosperous Staffordshire Select Committee on 24 April 2014: The new Minerals Local Plan for Staffordshire (2015 to 2030) - Draft for Consultation

Report to Planning Committee on 4 June 2015: The new Minerals Local Plan for Staffordshire (2015 to 2030) – Final Draft for Consultation - June 2015

Summary of Community Impact Assessment for new Minerals Local Plan for Staffordshire

SCC Priority Outcomes & Impact Areas	Impact Assessment	
	Impact: (Positive/ neutral/ negative)	Provide brief detail of impact
Impact on access to more good jobs and increased economic growth	Positive	The Plan will support sustainable economic development by effectively guiding decision making for new mineral development.
Supporting healthier living and independence	Neutral	
Impact on feeling safer, happier and more supported in and by the community	Neutral	
Maximising the opportunities for a good quality physical environment	Neutral	The Plan seeks to avoid unacceptable adverse impacts on the environment and through the restoration of sites, encourages opportunities to enhance the environment.
Maximisation of use of community property portfolio	Neutral	
Addressing issues affecting rural areas	Positive	The Plan provides policies that aim to balance the need for mineral working (supporting employment within rural areas) with the need to protect landscape and biodiversity.
Equalities impact		
Age	Neutral	
Disability	Neutral	
Ethnicity	Neutral	
Gender	Neutral	
Religion/Belief	Neutral	
Sexuality	Neutral	
	Impact/ implications	
Resource and Value for money	Preparation of the Minerals Local Plan will be supported by the Planning, Policy and Development Control Team and resources will be required to enable consultation on and examination of the Plan.	
Risks identified and mitigation offered	If a new Minerals Local Plan were not produced, there would be no local policies by which to assess proposals for mineral development. This could result in a scale of mineral development in the county that leads to unacceptable adverse impacts for local communities and the environment.	
Legal imperative to change/ implications	Planning law requires that applications for planning permission must be determined in accordance with the development plan, unless material considerations indicate otherwise. Provision of new up to date policy provides a more robust basis for local decision making on planning applications.	

Prosperous Staffordshire Select Committee Work Programme 2015/16

This document sets out the work programme for the Prosperous Staffordshire Select Committee for 2015/16.
The Prosperous Staffordshire Select Committee is responsible for scrutiny of highways infrastructure and connectivity, education, learning and skills. As such the statutory education co-optees will sit on this committee. The Council has three priority outcomes. This Committee is aligned to the outcome: The people of Staffordshire will be able to access more good jobs and feel the benefits of economic growth.

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

County Councillor Simon Tagg
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 by emailing tina.randall@staffordshire.gov.uk

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Economy of Staffordshire Cabinet Member: Mark Winnington Lead Officer: Darryl Eyers/ Steve Burrows	1 June 2015	**Great Place to Live** Create the right conditions to attract and grow business in Staffordshire	To consider the detail of the Cabinet's "deep dive" into the economy of Staffordshire and consider what aspects should lead to further scrutiny. *(New item suggested by the Cabinet Member at 5/2/2015 Triangulation)*	Members agreed further scrutiny around the LEP as well as skills and apprenticeships which will be considered within the Education Trust item (already included on the work programme)
Libraries in a Connected Staffordshire: Part 4 Mobile and Travelling Library Review Cabinet Member: Mike Lawrence Lead Officer: Janene Cox/Catherine Mann	1 June 2015 This item will be come back to PSSC once the results of the consultation are available.	**Great Place to Live** Support the improvement and development of shared resources such as utilities, highways and technology.	To consider the review of the mobile and travelling library service in Staffordshire. *(Part of the wider Library review last considered by PSSC on 23 January 2015)*	Members wrote to the Cabinet Member with comments on the consultation, including extending the consultation period to 12 weeks and requesting that the outcome of the consultation be brought back to this committee.
Rail Strategy Cabinet Member: Mark Winnington Lead officer: Clive Thomson/Clare Horton	1 June 2015 This item will come back to PSSC once the results of the consultation are available.	**Great Place to Live** Support the improvement and development of shared resources such as utilities, highways and technology.	Monitoring progress of delivery *(Carry over from 2014/15 Work Programme)*	Members requested more detail be included on the County's vision for more affordable rail travel and a better passenger experience. They also requested an appendix identifying the work around HS2 to support the consultation document. The results of this consultation to be brought back to the Committee.
Minerals Local Plan	24 July 2015	**Great Place to Live**	To consider the next draft of	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Cabinet Member: Mark Winnington Lead Officer: Matthew Griffin		Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.	the Minerals Local Plan, as part of the consultation, following the Planning meeting of 4 June 2015. *(Last considered by the PSSC on 24 April 2014)*	
Adult and Community Learning Strategy Cabinet Member: Ben Adams Lead Officer: Tony Baines/Theresa McKenna	24 July 2015	**Ready for Life** Focus on school improvement and providing access to a good education	New item	
Staffordshire Learning Infrastructure Forecast Cabinet Member: Ben Adams Lead Officer: Andrew Marsden (refer to previous consideration of School Organisation and Capital On 6 March 2015)	24 July 2015	**Ready for Life** Focus on school improvement and providing access to a good education.	The Select Committee have previously looked at school organisation, school places and the development of academies. A further update on the SLIF including locality plans was requested to be brought to the Committee in summer 2015. *(This was last considered on 6 March 2015).*	
Education Support Services –Commissioning and Contract Performance Cabinet Member: Ben Adams Lead officer: Ian H Benson	tbc	**Ready for Life** Focus on school improvement and providing access to a good education.	Monitoring progress of contract with Entrust to ensure that it is delivering intended outcomes. *(Previously considered on 5 September 2014)*	
Pupil Premium Plus Policy	tbc	**Ready for Life**	One of the recommendation	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Cabinet Member: Ben Adams Lead Officer: Sarah Rivers	(not before October 2015)	Focus on school improvement and providing access to a good education	of the Working Group on Children Missing Out On Education was for the Select Committee to receive an account from the Virtual Headteacher of how effective the mechanisms had been in operating the Pupil Premium Plus Policy *(The Working Group report was considered by PSSC on 18 December 2014)*	
Bradwell Lane Cabinet Member: Mark Winnington Lead Officer: Richard Harris	tbc	**Included on the work programme as part of the Petition Scheme process**	A petition with over 2,500 signatures requesting traffic calming measures at Bradwell Lane, Newcastle had been presented by Mrs Emma Meadon at the 25 July Select Committee. This issue will be considered again once the Coroners' report on the fatal accident that prompted the petition has been received.	
Sustainability in Staffordshire Cabinet Member: Mark Winnington Lead Officer: Darryl Eyers	tbc	**Great Place to Live** Create the right conditions to attract and grow business in Staffordshire	To consider the sustainability work taking place county wide *(New item suggested by the Cabinet Member at 5/2/2015 Triangulation)*	
Strategic Economic Plan Cabinet Member: Mark	tbc	**Great Place to Live** Create the right	At their meeting of 5 September 2014 Members	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Winnington Lead Officer: Darryl Eyers		conditions to attract and grow business in Staffordshire.	scrutinised progress on the European Growth Deal submission and agreed to look at the best way to scrutinise the 8 projects, and whether joint scrutiny with Stoke-on-Trent City Council would be appropriate.	
The Growth Fund Cabinet Member: Mark Winnington Lead Officer: Darryl Eyers	tbc	**Great Place to Live** Create the right conditions to attract and grow business in Staffordshire	To consider the development of the Growth fund projects. *(Last considered by PSSC on 5 September 2014)*	
Countryside Estate Management Review Cabinet Member: Mark Winnington Lead officer: Ian Wykes	tbc	**Great Place to Live** Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets. **Enjoying Life** Strengthen public confidence in the county as a great place to live with lots of opportunities to enjoy life.	Members requested a further update. *(Last considered by PSSC on 18 December 2014)*	Members requested a workshop be held in late August/early September 2015.
Impact of SEND reforms Cabinet Member – Ben Adams Lead Officer – Nichola Glover-Edge	tbc, possibly September 2015	**Ready for Life** Focus on school improvement and providing access to a good education.	To consider the impact of the SEND reforms for Staffordshire children. *(Carried over from the*	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
			2014/15 Work Programme)	
The Education Trust Cabinet Member: Ben Adams Lead Officers: Darryl Eyers, Tony Baines & Anna Halliday	tbc, suggested late summer 2015	**Ready for Life** Focus on school improvement and providing access to a good education.	Considering the development of the Trust's work and the impact it has made to date. Following the PSSC meeting of 1 June 2015 Members requested detail on skills and apprenticeships to be scrutinised as part of their consideration of the Education Trust.	
School Improvement Cabinet Member: Ben Adams Lead Officer: Anna Halliday	tbc, suggested July/September 2015	**Ready for Life** Focus on school improvement and providing access to a good education.	Consideration of possible changes to the management of school improvement and the action plan for school improvement *(Last considered by PSSC on 5 September 2014)*	
A 50 Growth Corridor Cabinet Member: Mark Winnington Lead Officer: Steve Burrows	tbc	**Great Place to Live** Create the right conditions to attract and grow business in Staffordshire	To update the Committee on proposals to undertake a major improvement to the A50 in Uttoxeter. *(last considered by PSSC on 7 March 2014)*	
School Attainment in Staffordshire Cabinet Member: Ben Adams	tbc – January 2016	**Ready for Life** Focus on school improvement and providing access to a	Annual item to brief members on attainment in Staffordshire schools.	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Lead Officer: Anna Halliday		good education.		
Working Groups				
Infrastructure + Working Group Cabinet Member: Mark Winnington Lead Officer: Ian Turner	tbc	**Great Place to Live** Support the improvement and development of shared resources such as utilities, highways and technology.	Following their 6 March consideration of Infrastructure + Members agreed to set up a working group in June/July to advice on how they wish to scrutinise the governance of the Infrastructure + contract.	
Heavy Goods Vehicles on The A515	tbc	**Great Place to Live** Support the improvement and development of shared resources such as utilities, highways and technology.	Following a petition presented at Annual Council the Select Committee agreed to set up a working group to consider the concerns raised around HGVs on the A515	
Emotional Wellbeing and Mental Health Services Working Group Cabinet Member: Alan White Lead Officers: Denise Tolson and Dawn Jennens	This Working Group will start at beginning June 2015	**Living Well** Enable positive behaviour and support those who need it most, support independence at all ages and for those with disabilities or illness.	The Healthy Staffordshire Select Committee have set up a working group to look at the issue of emotional wellbeing and mental health services following their consideration of strategies on these issues. Because of the crosscutting nature of these issues their Chairman has invited a member of PSSC to join the Group.	
Briefing notes/updates and referrals				
Superfast Staffordshire (Broadband)		**Great Place to Live** Support the	At their October 2014 meeting Members requested	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Lead Officer: Paul Chatwin		improvement and development of shared resources such as utilities, highways and technology. and Create the right conditions to attract and grow business in Staffordshire	a further update in six month's time.	

Membership	Calendar of Committee Meetings
Simon Tagg (Chairman) David Loades (Vice-Chairman) George Adamson Len Bloomer Maureen Compton Tim Corbett Ian Hollinshead Geoff Martin Sheree Peaple Mike Worthington Rev. Preb. Michael Metcalf (Co-optee) Paul Woodhead (Co-optee) Candice Yeomans (Co-optee)	(at 10.00 am and at County Buildings, Martin Street, Stafford ST16 2LH unless otherwise stated) 1 June 2015, 10.00 am 24 July 2015, 10.00 am 4 September 2015, 10.00 am 12 October 2015, 10.00 am 17 December 2015, 10.00 am 22 January 2016, 10.00 am 4 March 2016, 10.00 am